

Missouri Baptist
UNIVERSITY



2013-2014

Undergraduate Catalog





Missouri Baptist University

MISSOURI BAPTIST UNIVERSITY

Mission Statement: Missouri Baptist University is an evangelical Christian, liberal arts institution of higher learning whose purpose is to offer programs of study leading to professional certificates, undergraduate degrees, and graduate degrees in an environment of academic excellence from a Biblically-based Christian perspective. The University is committed to enriching students' lives spiritually, intellectually, and professionally, and to preparing students to serve in a global and culturally diverse society.

UNDERGRADUATE CATALOG OF MISSOURI BAPTIST UNIVERSITY

Published by:

Missouri Baptist University

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UNIVERSITY ACADEMIC CALENDAR 2013-2014

For course dates see term calendars following the academic calendar

Fall Semester 2013

Fall Pre-Registration Ends.....	8/9
Fall Regular Registration.....	8/12-16
Fall Faculty Conference.....	8/14-17
Welcome Weekend Events.....	8/15-18
Residence Halls Open.....	8/17
Fall Semester Late Registration Begins.....	8/19
Labor Day Holiday (No Classes).....	9/2
Last Day for Students Finishing Certificate/Degree Requirements During Fall Semester/Winterim to Complete the Application for Graduation Process.....	9/27
Assessment/In-Service Day (No Day Classes for Main Campus Day Students) (CAAP, CPCE, & MFT except MBA).....	10/9
Fall Semester Mid-Term.....	10/10-11
Assessment Day (No Evening Classes) (Evening Only Students/All Sites) (CAAP, CPCE, & MFT except MBA).....	10/15
Major/Career Fair (Main Campus).....	10/17
Fall Break (Day Classes Only).....	10/18-21
Thanksgiving Break (No Classes).....	11/27-12/1
Summer Pre-Registration Begins.....	12/2
Final Exams For Fall Semester Day Classes.....	12/10-13
Spring Semester Pre-Registration Ends.....	12/13
Residence Halls Close, 5:00pm.....	12/13
MBA Exit Examination, Fall Graduates.....	12/14

Winterim 2013

Winterim Regular Registration.....	12/10-13
Christmas Break (Offices Closed).....	12/19-1/1

Spring Semester 2014

Spring Semester Regular Registration.....	1/2-3
Spring Faculty Conference.....	1/3
Residence Halls Open, 3:00pm.....	1/5
Spring Semester Late Registration Begins.....	1/6
Martin Luther King Day (No Semester Day Classes/8-week Classes Will Meet/Offices Closed).....	1/20
Last Day for Student Finishing Certificate/Degree Requirements During Spring Semester or Summer to Complete the Application for Graduation Process.....	1/24
Assessment/In-Service Day (No Day Classes for Main Campus Day Students) (CAAP, CPCE, & MFT except MBA).....	2/19
Spring Semester Mid-Term.....	2/20-21
Spring Break (No Semester Day Classes/8-Week Classes Will Meet/Offices Closed).....	3/8-16
Fall/Spring Semester Pre-Registration Begins.....	3/17
Assessment Day (Evening Classes DO Meet) (Evening Only Students/All Sites) (CAAP, CPCE, & MFT except MBA).....	3/20
Make-Up Assessment Day (All Sites) (CAAP, CPCE, & MFT except MBA).....	4/5
Easter Recess (No Semester Day Classes/8-Week Classes Will Meet).....	4/18-20
Spring Semester Final Exams.....	4/22-25
Residence Halls Close, 5:00pm.....	4/25
MBA Exit Examination, Spring Graduates.....	4/26
Commencement Exercises, 7:00pm, Family Arena, St. Charles, Missouri.....	4/29

Summer Terms 2014

Memorial Day Holiday (1st 8-Week Classes Meet/Offices Closed).....	5/26
Independence Day Holiday (2nd 8-Week Evening Classes Meet/Offices Closed).....	7/4

Doctoral Term Dates 2013-2014

Fall Quarter.....	9/16-12/14
Winter Quarter.....	1/6-3/29
Spring Quarter.....	3/31-6/21
Summer Quarter.....	6/23-9/13

Term Calendars 2013-2014

Fall 2013	Start Date	Last Date to Add/Drop	Last Date to Withdraw with W	End Date
15-Week Classes	8/19/2013	8/30/2013	11/8/2013	12/13/2013
15-Week Online Classes	8/19/2013	8/25/2013	11/10/2013	12/15/2013
1st 8-Week Online Classes	8/19/2013	8/25/2013	9/29/2013	10/13/2013
1st 8-Week Day Classes	8/19/2013	8/25/2013	9/23/2013	10/14/2013
1st 8-Week Monday Classes	8/19/2013	8/25/2013	9/30/2013	10/14/2013
1st 8-Week Tuesday Classes	8/20/2013	8/26/2013	9/24/2013	10/8/2013
1st 8-Week Wednesday Classes	8/21/2013	8/27/2013	9/25/2013	10/9/2013
1st 8-Week Thursday Classes	8/22/2013	8/28/2013	9/26/2013	10/10/2013
1st 8-Week Friday Classes	8/23/2013	8/29/2013	9/27/2013	10/11/2013
1st 8-Week Saturday Classes	8/24/2013	8/30/2013	9/28/2013	10/12/2013
2nd 8-Week Day Classes	10/16/2013	10/22/2013	11/20/2013	12/13/2013
2nd 8-Week Wednesday Classes	10/16/2013	10/22/2013	11/20/2013	12/11/2013
2nd 8-Week Thursday Classes	10/17/2013	10/23/2013	11/21/2013	12/12/2013
2nd 8-Week Friday Classes	10/18/2013	10/24/2013	11/22/2013	12/13/2013
2nd 8-Week Saturday Classes	10/19/2013	10/25/2013	11/23/2013	12/14/2013
2nd 8-Week Monday Classes	10/21/2013	10/27/2013	11/25/2013	12/9/2013
2nd 8-Week Online Classes	10/21/2013	10/27/2013	12/1/2013	12/15/2013
2nd 8-Week Tuesday Classes	10/22/2013	10/28/2013	11/26/2013	12/10/2013



Winterim 2013	Start Date	Last Date to Add/Drop	Last Date to Withdraw with W	End Date
3-Week Classes	12/16/2013	12/17/2013	12/31/2013	1/3/2014

Spring 2014	Start Date	Last Date to Add/Drop	Last Date to Withdraw with W	End Date
15-Week Classes	1/6/2014	1/17/2014	3/28/2014	4/25/2014
15-Week Online Classes	1/6/2014	1/12/2014	3/30/2014	4/27/2014
1st 8-Week Online Classes	1/6/2014	1/12/2014	2/16/2014	3/2/2014
1st 8-Week Day Classes	1/6/2014	1/12/2014	2/14/2014	2/28/2014
1st 8-Week Monday Classes	1/6/2014	1/12/2014	2/10/2014	2/24/2014
1st 8-Week Tuesday Classes	1/7/2014	1/13/2014	2/11/2014	2/25/2014
1st 8-Week Wednesday Classes	1/8/2014	1/14/2014	2/12/2014	2/26/2014
1st 8-Week Thursday Classes	1/9/2014	1/15/2014	2/13/2014	2/27/2014
1st 8-Week Friday Classes	1/10/2014	1/16/2014	2/14/2014	2/28/2014
1st 8-Week Saturday Classes	1/11/2014	1/17/2014	2/15/2014	3/1/2014
2nd 8-Week Online Classes	3/3/2014	3/9/2014	4/13/2014	4/27/2014
2nd 8-Week Day Classes	3/3/2014	3/9/2014	4/11/2014	4/25/2014
2nd 8-Week Monday Classes	3/3/2014	3/9/2014	4/7/2014	4/21/2014
2nd 8-Week Tuesday Classes	3/4/2014	3/10/2014	4/8/2014	4/22/2014
2nd 8-Week Wednesday Classes	3/5/2014	3/11/2014	4/9/2014	4/23/2014
2nd 8-Week Thursday Classes	3/6/2014	3/12/2014	4/10/2014	4/24/2014
2nd 8-Week Friday Classes	3/7/2014	3/13/2014	4/11/2014	4/25/2014
2nd 8-Week Saturday Classes	3/8/2014	3/14/2014	4/12/2014	4/26/2014
MBU at John A. Logan				
15-Week Classes	1/13/2014	1/24/2014	4/4/2014	5/2/2014
1st 8-Week Monday Classes	1/13/2014	1/19/2014	2/17/2014	3/3/2014
1st 8-Week Tuesday Classes	1/14/2014	1/20/2014	2/18/2014	3/4/2014
1st 8-Week Wednesday Classes	1/15/2014	1/21/2014	2/19/2014	3/5/2014
1st 8-Week Thursday Classes	1/16/2014	1/22/2014	2/20/2014	3/6/2014
1st 8-Week Friday Classes	1/17/2014	1/23/2014	2/21/2014	3/7/2014
1st 8-Week Saturday Classes	1/18/2014	1/24/2014	2/22/2014	3/8/2014
2nd 8-Week Monday Classes	3/17/2014	3/23/2014	4/21/2014	5/5/2014
2nd 8-Week Tuesday Classes	3/18/2014	3/24/2014	4/22/2014	5/6/2014
2nd 8-Week Wednesday Classes	3/19/2014	3/25/2014	4/23/2014	5/7/2014
2nd 8-Week Thursday Classes	3/20/2014	3/26/2014	4/24/2014	5/8/2014
2nd 8-Week Friday Classes	3/21/2014	3/27/2014	4/25/2014	5/9/2014
2nd 8-Week Saturday Classes	3/22/2014	3/28/2014	4/26/2014	5/10/2014

Summer 2014	Start Date	Last Date to Add/Drop	Last Date to Withdraw with W	End Date
3-Week Classes	4/28/2014	4/29/2014	5/13/2014	5/15/2014
4-Week Classes	4/28/2014	4/29/2014	5/13/2014	5/22/2014
15-Week Classes	4/28/2014	5/09/2014	7/18/2014	8/15/2014
15-Week Online Classes	4/28/2014	5/09/2014	7/18/2014	8/17/2014
1st 8-Week Online Classes	4/28/2014	5/04/2014	6/01/2014	6/22/2014
1st 8-Week Day Classes	4/28/2014	5/05/2014	6/02/2014	6/19/2014
1st 8-Week Monday Classes	4/28/2014	5/05/2014	6/02/2014	6/16/2014
1st 8-Week Tuesday Classes	4/29/2014	5/06/2014	6/03/2014	6/17/2014
1st 8-Week Wednesday Classes	4/30/2014	5/07/2014	6/04/2014	6/18/2014
1st 8-Week Thursday Classes	5/01/2014	5/08/2014	6/05/2014	6/19/2014
1st 8-Week Friday Classes	5/02/2014	5/09/2014	6/06/2014	6/20/2014
1st 8-Week Saturday Classes	5/03/2014	5/10/2014	6/07/2014	6/21/2014
1st 2-Week Day Classes	6/02/2014	6/03/2014	6/08/2014	6/12/2014
1st 5-Week Day Classes	6/02/2014	6/03/2014	6/17/2014	7/03/2014
8-Week Late Online Classes	6/02/2014	6/08/2014	7/06/2014	7/27/2014
8-Week Late Day Classes	6/02/2014	6/09/2014	7/07/2014	7/25/2014
8-Week Late Monday Classes	6/02/2014	6/09/2014	7/07/2014	7/21/2014
8-Week Late Tuesday Classes	6/03/2014	6/10/2014	7/08/2014	7/22/2014
8-Week Late Wednesday Classes	6/04/2014	6/11/2014	7/09/2014	7/23/2014
8-Week Late Thursday Classes	6/05/2014	6/12/2014	7/10/2014	7/24/2014
8-Week Late Friday Classes	6/06/2014	6/13/2014	7/11/2014	7/25/2014
8-Week Late Saturday Classes	6/07/2014	6/14/2014	7/12/2014	7/26/2014
2nd 2-Week Day Classes	6/16/2014	6/17/2014	6/23/2014	6/26/2014
2nd 8-Week Online Classes	6/23/2014	6/29/2014	7/27/2014	8/17/2014
2nd 8-Week Day Classes	6/23/2014	6/30/2014	7/28/2014	8/15/2014
2nd 8-Week Monday Classes	6/23/2014	6/30/2014	7/28/2014	8/11/2014
2nd 8-Week Tuesday Classes	6/24/2014	7/01/2014	7/29/2014	8/12/2014
2nd 8-Week Wednesday Classes	6/25/2014	7/02/2014	7/30/2014	8/13/2014
2nd 8-Week Thursday Classes	6/26/2014	7/03/2014	7/31/2014	8/14/2014
2nd 8-Week Friday Classes	6/27/2014	7/04/2014	8/01/2014	8/15/2014
2nd 8-Week Saturday Classes	6/28/2014	7/05/2014	8/02/2014	8/16/2014
3rd 2-Week Day Classes	7/07/2014	7/08/2014	7/14/2014	7/17/2014
2nd 5-Week Day Classes	7/07/2014	7/08/2014	7/22/2014	8/07/2014
4th 2-Week Day Classes	7/21/2014	7/22/2014	7/28/2014	7/31/2014
MBU at John A. Logan				
8-Week Monday Classes	6/09/2014	6/16/2014	7/14/2014	7/28/2014
8-Week Tuesday Classes	6/10/2014	6/17/2014	7/15/2014	7/29/2014
8-Week Wednesday Classes	6/11/2014	6/18/2014	7/16/2014	7/30/2014
8-Week Thursday Classes	6/12/2014	6/19/2014	7/17/2014	7/31/2014
8-Week Friday Classes	6/13/2014	6/20/2014	7/18/2014	8/01/2014
8-Week Saturday Classes	6/14/2014	6/21/2014	7/19/2014	8/02/2014





INTRODUCTION

History of Missouri Baptist University

Missouri Baptist College was founded during the 1950's, through the desire of local pastors and laymen for an evangelical Christian institution in the St. Louis area. The idea of the founders was first expressed in the form of a seminary extension program teaching Bible classes followed later by an extension center offering liberal arts courses from Hannibal-LaGrange College. The written record shows that student influence and organizational work of St. Louis Baptist leaders, pastors, and laymen led the 1959 Missouri Baptist Convention to recommend the establishment of a college in greater St. Louis.

In 1964, Missouri Baptist College was chartered as an evangelical Christian four-year liberal arts college. Classes continued to meet at Tower Grove Baptist Church until the West County campus could be constructed. Four years later, the Missouri Baptist Convention approved the consolidation of Missouri Baptist College with Hannibal-LaGrange College. It was operated as two campuses: Missouri Baptist College, St. Louis and Missouri Baptist College, Hannibal-LaGrange. Classes began in the fall of 1968 on the new campus with 189 students enrolled. In 1973, Missouri Baptist College was re-established as a separate institution and granted its first baccalaureate degrees on the thirteenth day of May.

In 1980, Missouri Baptist College moved to resident college status with the opening of Pillsbury-Huff Hall and in 1995 opened North Hall, doubling the housing capacity on campus. Spartan Village, the on-campus apartment complex, opened in 2011.

Missouri Baptist College was first accredited by the North Central Association (NCA) in 1978. The University received ongoing ten year re-accreditation in 2007. In April 2000, the college received NCA approval to offer the Master of Science in Education in Counselor Education and Classroom Teaching. In April 2002, approval was given to add Educational Administration to the Master of Science in Education offerings beginning with the Fall 2002 semester. On August 29, 2002, Missouri Baptist College formally became Missouri Baptist University. In April 2004, Missouri Baptist University received approval for the Master of Arts in Christian Ministry and Master of Business Administration. In December 2005, approval was received to begin offering the Educational Specialist degree for the Spring

2006 semester. In July 2008, MBU received approval to offer its first online degree program: the Master of Science in Education degree with concentrations in Sport Management and Curriculum and Instruction and in April 2009, the University received approval to offer the Doctor of Education degree.

Through the years Missouri Baptist University has expanded its course offerings at its Regional Learning Centers including MBU-Troy/Wentzville located in Moscow Mills, MBU in Pacific and MBU in Union located in Franklin County, MBU in the Mineral Area located in Leadington, MBU in St. Charles, and MBU in Arnold (all in Missouri), as well as Plus-Two degree programs in cooperation with Jefferson College in Jefferson County, Missouri, Lewis and Clark Community College in Godfrey, Illinois, John A. Logan College in Carterville, Illinois, and Rend Lake College in Ina, Illinois. A number of distance learning courses, in addition to online degree programs, are offered and the University maintains an active high school dual-credit program called EXCEL.

Missouri Baptist University has been served by six presidents: Dr. L.A. Foster (1964-1970); Dr. Frank B. Kellogg (1970-1974); Dr. Robert S. Sutherland (1974-1982); Dr. Patrick O. Copley (1982-1990); Dr. J. Edwin Hewlett (1990-1991); and Dr. R. Alton Lacey (1995-present). Dr. Thomas S. Field served as Interim President (1991-1995).

Locations

Missouri Baptist University is located at One College Park Drive, St. Louis, Missouri, 63141-8698, in the heart of West St. Louis County, adjacent to Interstate 64 (Highway 40), one mile west of Interstate 270. A full range of degree and certificate programs is offered at the undergraduate, master's, specialist, and doctoral levels.

MBU-Troy/Wentzville opened in 1986 and maintains administrative offices and educational facilities at 75 College Campus Drive, Moscow Mills, Missouri, 63362, and offers complete undergraduate degree programs in a wide range of majors as well as graduate degrees at the master's and specialist levels.

MBU at Jefferson College began in 1993 and utilizes administrative offices and educational facilities through Jefferson College in Hillsboro at 1000 Viking Drive, Hillsboro, Missouri, 63050, as well as in Arnold at 1687 Missouri State Road, Arnold, Missouri, 63010. The undergraduate Plus-Two degree completion

program offers a wide variety of majors. Graduate degrees at the master's and specialist levels are also available.

MBU in Union opened in 2000 and maintains administrative offices and educational facilities at 39 Silo Plaza Drive in Union, Missouri, 63084, across from East Central College on Highway 50. A baccalaureate degree-completion program with a number of majors is offered as well as graduate degrees at the master's and specialist levels. A satellite office, the MBU in Pacific Regional Learning Center, is located at 720 West Osage, Pacific, Missouri, 63069-1219. Graduate degrees at the master's, specialist, and doctoral levels can also be earned at this location.

MBU at Lewis and Clark Community College began in 2007 and utilizes administrative offices and educational facilities through Lewis and Clark Community College at 5800 Godfrey Road, Godfrey, Illinois, 62035. The undergraduate Plus-Two degree completion program offers select majors. The Master of Business Administration and the Master of Arts in Counseling degrees can also be earned at this site.

MBU in the Mineral Area opened in 2009 and maintains administrative offices and educational facilities at 507 East Woodlawn Drive, Leadington, Missouri, 63601, located off Hwy 67 south of the Leadington exit. A baccalaureate degree-completion program with a number of majors is offered as well as graduate degrees at the master's and specialist levels.

MBU in St. Charles began in 2010 and utilizes educational facilities through Lutheran High School, 5100 Mexico Road, St. Peters, Missouri, 63376. This site offers bgraduate degrees at the master's, specialist, and doctoral levels.

MBU at John A. Logan College began in 2011 and utilizes administrative offices and educational facilities through John A. Logan College, 700 Logan College Road, Carterville, Illinois, 62918. The undergraduate Plus-Two degree completion program offers select majors. The Master of Business Administration and the Master of Arts in Counseling degrees can also be earned at this site.

MBU in Arnold opened in 2012 and maintains administrative offices and educational facilities at 140 Richardson Crossing, Arnold, Missouri, 63010. A baccalaureate degree-completion program with a number of majors is offered as well as graduate degrees at the master's, specialist, and doctoral levels.

MBU at Rend Lake College will begin offering classes for the 2013-2014 academic year and utilizes administrative offices and educational facilities through Rend Lake College, 468 N. Ken Gray Parkway, Ina, Illinois, 62846. The undergraduate Plus-Two degree completion program currently offers only the Criminal Justice major.

Graduate courses in select programs are also offered at the following locations: Pacific, Missouri (Meramec Valley Middle School and Pacific High School) ; Saint Charles, Missouri (Saeger Middle School) ; Saint James, Missouri (St. James High School) ; and Town and Country, Missouri (St. Louis County Special School District).



STATEMENT OF MISSION AND PURPOSES

Mission Statement: Missouri Baptist University is an evangelical Christian, liberal arts institution of higher learning whose purpose is to offer programs of study leading to professional certificates, undergraduate degrees, and graduate degrees in an environment of academic excellence from a Biblically-based Christian perspective. The University is committed to enriching students' lives spiritually, intellectually, and professionally, and to preparing students to serve in a global and culturally diverse society.

The University seeks to prepare students who are motivated by ideals of service for effective performance in careers which are appropriate to the Christian commitment of the University. The University is open to all qualified students, regardless of race, gender, national origin, religion, age, or qualified disability.

Faculty and students work together toward the following purposes:

1. To develop a personal philosophy of life and an ethical and spiritual commitment which is based upon an awareness of alternatives and which is examined in the light of Biblical revelation.
2. To grow in an understanding of themselves, as well as others, and to cultivate an ability to employ this knowledge for self development, for mental and physical health, and for social and family relationships.
3. To prepare for living in harmony with the physical environment by becoming aware of its basic principles, and of the means for intelligent use and conservation of its resources.
4. To develop effectiveness in the use and understanding of communication, both spoken and written, employing analytical and logical thinking in the process.
5. To become contributors to society in a manner consistent with Christian principles, participating responsibly in church, school, community, and world affairs, employing insights derived from a broad range of studies.
6. To grow in understanding, appreciation, and enjoyment of literature and the arts, and to become participants in creative and aesthetic activities in the community.
7. To prepare for continuing study by becoming acquainted with electronic technology resources and methods of scholarly research.

MISSOURI BAPTIST UNIVERSITY'S COMMITMENT TO DIVERSITY

Missouri Baptist University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person. Missouri Baptist University affirms that an important part of the integration of faith and learning is the recognition that all people are created in the image of God and worthy of respect and dignity. We seek to ensure that all students have full access to the educational, social, and spiritual growth opportunities that the University provides to ensure that students understand and appreciate one of the University's core values which is "social change through service and leadership."

Through its curricula and classroom experiences, the university seeks to develop and nurture diversity because it strengthens the organization, promotes creative problem solving, and enriches us all.

The goal is to present materials and activities that are respectful of diverse groups including, but not limited to, race, gender, color, national or ethnic origin, age, qualified disability, military service, learning differences, or socioeconomic status.

INSTITUTIONAL OBJECTIVES

Critical Thinking: Critical thinking is accurately interpreting evidence, identifying salient arguments, thoughtfully analyzing and evaluating alternative points of view, reaching judicious conclusions, justifying results, explaining assumptions and reasons, and fair-mindedly following where evidence and reasons lead.

1. Students will be able to demonstrate habits of critical inquiry and a mastery of critical thinking skills.
2. Students will demonstrate understanding of analysis, criticism, and advocacy in the context of both deductive and inductive reasoning.
3. Students will demonstrate the ability to identify relevant factors needed to make a decision, solve a problem, and produce cogent reasoning.

Faith and Learning: Faith and learning is a project whose goal is to ascertain and develop integral relationships between the Christian faith and human knowledge (in various academic disciplines), motivations, and behaviors.

1. Students will develop and demonstrate the use of critical tools to evaluate the relationship between faith and other disciplines.
2. Students will give evidence of developmentally appropriate levels of moral formation (thinking, affects, and behavior) that reflect not only reciprocity and fairness, but also caring and commitment.
3. Students will demonstrate the ability to explore and apply ethics and value systems in moral decision-making.

Use of Technology: The use of technology includes the ability of students to continually grow in the application of current and emerging technologies. These skills are reflected in the student's ability to employ appropriate technological learning tools for research, presentations, and in support of learning. Students must have the knowledge and skills to identify, locate, explore, and evaluate the suitability of technological resources including applications, tools, educational software, and associated documentation.

1. Students will demonstrate knowledge and skills in the nature and operation of technology systems.
2. Students will understand the ethical issues related to technology and practice responsible use of technological systems, information and software.
3. Students will use technology to enhance learning, increase productivity, engage in research, and promote creativity.
4. Students will use technology to collaborate, publish, and interact with peers, experts, and other audiences.
5. Students will employ technology in the development of strategies for solving problems in the real world.

Developing a Diverse and Global Perspective: Diversity takes many forms including differences in organizational mission, educational levels, ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, human capacity, and ethnicity. People become more aware of differences and similarities in a variety of ways, including through processes of discovery and exploration, interaction, collaboration, and partnering (HLC Handbook of Accreditation, 3.4). This diversity extends beyond the boundaries of one country or one ethnic group. Decisions in one part of the world may have consequences for people and institutions in other parts of the world. Global thinking is the recognition that citizens are part of a global community and interconnections are a crucial part of today's life (Ability-Based Learning Outcomes, Alverno College, 43).

1. Students will provide evidence through a variety of learning experiences of their ability to assess their own awareness of, sensitivity to, and respect for varying viewpoints, religious beliefs, race, gender, age, human capacity and ethnicity.
2. Students will use disciplinary concepts and frameworks to gather information to explore possible responses and propose theoretical and pragmatic approaches to complex global issues.
3. Students will, through a variety of learning experiences, demonstrate the ability to engage in discussions of complex issues, with an awareness of the contexts and perspectives in the formation of diverse cultures, and to collaborate and draw out the best resolutions possible in relation to others based on an informed foundation.

Oral and Written Communication: Communication is the art of effectively expressing and exchanging ideas through speech and writing.

1. The student will communicate effectively in writing to various audiences.
2. The student will conduct meaningful research, including gathering information from primary and secondary sources incorporating and documenting source material in their writing.

3. The student will evaluate and organize ideas for original oral presentations.
4. The student will communicate through effective public speaking by delivering a variety of speeches to various audiences.
5. The student will demonstrate mastery of basic written and oral communication, including the ability to read and listen with understanding and critical discernment.

Social Interaction: Much of the world's work (discourse), whether it be in the local community or the global society, is accomplished through conversation, consultation, discussion, and debate on committees, task forces, boards, and political activities. The ability to relate to and interact with and within the wide variety of systems (individual, institutional, and organizational) is an essential skill for success. Students must develop social and political skills and competence in civil discourse to compliment which are expressed in written and oral form. To this end, social integration is integral to student learning outcomes.

1. Students will demonstrate an understanding of the analytical frameworks that undergird social interaction.
2. Students will employ the reflective process to perform self-assessment of attitudes, emotions, behaviors, and cognitive processes.
3. Students will demonstrate, through analysis and self-awareness, the ability to formulate strategies that increase their effectiveness in group and interpersonal interactions.
4. Students will demonstrate initiative in their willingness to engage in the negotiation of increasingly complex and diverse interpersonal situations.
5. Students will demonstrate leadership abilities to facilitate the achievement of professional goals in interpersonal and group interactions.

Aesthetic Engagement: The objective of the visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination. Aesthetic engagement includes the ability to not only develop a basic understanding of the historical and cross-cultural contexts of art, but the ability to participate in artistic endeavors, both as creator and active audience member (Ability-Based Learning, Alverno, p. 57). Through study in disciplines such as the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts as fundamental to health and survival of any society.

1. Students will demonstrate an awareness of the scope and variety of works in the arts, including historical and/or cross-cultural expressions.
2. Students will participate in aesthetic events such as musical performances, dramatic presentations, poetry readings, visual art displays, and/or other forms of artistic activities.
3. Students will demonstrate the ability to critically analyze various artistic forms to develop informed choices and interpretations of the visual and performing arts.

**Some of the material used in the development of the institutional objectives and definitions was borrowed from websites of a number of colleges and universities including Alverno College and University of Houston.*

VISION FRAMEWORK

Core Purpose

- To teach, empower, and inspire students for service and lifelong learning.

Core Values

- We are serious and intentional about our Christian faith.
- We freely and responsibly search for truth.
- We strive for excellence.
- We believe in the importance and cultivation of character.
- We believe in social change through service and leadership.

20-year Goal

- Become widely known as a model Christian university and the best at integrating faith and learning.

ACCREDITATION, APPROVALS AND COMPLIANCES

Missouri Baptist University is accredited by:

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
(312) 263-0456
1-800-621-7440
Fax: (312) 263-7462
<http://www.ncacihe.org/>
Email: info@hlcommission.org

EXCEL, the dual credit (concurrent enrollment) program at Missouri Baptist University, is fully accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

The music degrees of Missouri Baptist University are approved by the National Association of Schools of Music (NASM).

The exercise science program has completed the accreditation requirements suggested by the Committee on Accreditation for the Exercise Sciences (CoAES) and is has been nationally accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP).

All certification programs are accredited by the Missouri Department of Elementary and Secondary Education (DESE) and by the National Council for Accreditation of Teacher Education (NCATE).

The University is approved by the Department of Elementary and Secondary Education, Jefferson City, Missouri, for requirements in general education and certification for elementary and secondary teachers; the training of veterans under Public Law 550 and 894, 82nd Congress; and for the training of sons and daughters of deceased veterans under the War Orphan's Educational Assistance Act.

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Missouri Baptist University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, qualified disability, or military service in admission or in the administration of its education policies, programs, and activities. Inquiries or complaints should be directed to the Provost/Senior Vice President for Academic Affairs.

STUDENT RIGHT-TO-KNOW ACT

In accordance with Public Law 101-542, Missouri Baptist University reports sixty-two percent of first-time freshmen students return the second year.

CAMPUS SECURITY ACT

The Missouri Baptist University Public Safety Office publishes an annual campus report on personal safety and crime statistics. The report is available on request from the Public Safety Office and is posted on the University's web site at the following link: <http://www.mobap.edu/student-life/safety/public-safety-report/>.

INSTITUTIONAL MEMBERSHIPS

Missouri Baptist University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The University holds memberships in the following organizations: Accreditation Council for Business Schools and Programs (ACBSP), Adult Education Council of Greater St. Louis, American Association of Colleges for Teacher Education, American Association of Collegiate Registrars and Admissions Officers, American Association of Independent Colleges and University Presidents, American Association of School Administrators, American Association of University Women, American Library Association, Association for Independent Liberal Arts Colleges for Teacher Education, Association of College Housing Officers, Association of Supervision and Curriculum Development, Association of Southern Baptist Admissions Personnel, Association of Veterans Education Certifying Officials, Association of Higher Education and Disability, Baptist Association of Student Affairs, Baptist History and Heritage Society, Baptist Public Relations Association, Central Association of College and University Business Officers, Committee on Transfer and Articulation (COTA), Consortium for Global Education, Council for Adult and Experiential Learning, Council for the Advancement and Support of Education, Council of Independent Colleges, Council for Christian Colleges and Universities, Higher Learning Commission (HLC), Independent Colleges and Universities of Missouri, International Association of Baptist Colleges and Universities, Mid-American Association for Institutional Research, Midwest Association for Colleges and Employers (MACE), Midwest Association of Student Financial Aid Administrators, Missouri Academy of Science, Missouri Association of Academic Deans, Missouri Association of Colleges of Teacher Education, Missouri Association of Collegiate

Registrars and Admissions Officers, Missouri Association of Student Financial Aid Personnel, Missouri Association of Higher Education and Disability, Missouri Baptist Historical Society, Missouri Consortium of Dual Credit Providers, Missouri Historical Society, Missouri Library Association, Missouri School College Relations Commission, National Alliance of Concurrent Enrollment Partnerships, National Association for Colleges and Employers (NACE), National Association of College and University Business Officers, National Association of Independent Colleges and Universities, National Association of Intercollegiate Athletics, National Association of Schools of Music (NASM), National Association of Student Financial Aid Administrators, National Collegiate Honors Council, National Council for Accreditation of Teacher Education, National Council of Teachers of English, National Council of Teachers of Math, National Society of Fundraising Executives, St. Louis Regional Library Network, State Historical Society of Missouri.

BOARD OF TRUSTEES

Missouri Baptist University is a private, coeducational, liberal arts university governed by a Board of Trustees that is self-electing.

CAMPUS FACILITIES

ADMINISTRATION BUILDING contains the Offices of Admissions, Business Affairs, and Student Financial Services as well as a conference room. Several lecture classrooms are on the first and second floors. The natural science laboratories, a student-access computer lab, and faculty offices for the Natural Sciences Division are on the second floor. Courses scheduled to meet in this building have a classroom designation that begins with ADM.

TWO MODULAR BUILDINGS, adjacent to the Administration Building and W. L. Muncy, Jr., Gymnasium, house the Public Safety and Transportation, Information Technologies, and Study Abroad offices as well as offices for faculty in the Education, Humanities, and Social and Behavioral Sciences Divisions.

W. L. MUNCY, JR. GYMNASIUM is used for intramural sports and physical activity classes. The building also houses a free weight room, the wrestling and cheerleading programs, offices for graduate assistants, wrestling and football coaches, one classroom, and the human performance lab. Courses scheduled to meet in this building have a classroom designation that begins with MUN.

THE CARL AND DELORIS PETTY SPORTS AND RECREATION COMPLEX, is located across the Quad from the Administration Building. In addition to the college regulation basketball court used for intercollegiate athletics, the building houses a fitness center, indoor track, group fitness room, two classrooms, locker rooms, athletic training room, Spartan Hall, as well as offices for head and assistant coaches, athletic trainers, athletics administrators, the Sports and Recreation Complex Manager, and faculty in the Health and Sport Sciences Division. Courses scheduled to meet in this building have a classroom designation that begins with SRC.

THE PERK COFFEE SHOP is located between the Sports and Recreation Complex and the library. It functions as a social gathering place for students, faculty, and staff.

THE SPARTAN STORE is operated by Follett on the Main campus as a service to the students, faculty, staff, and alumni. The Spartan Store is located next to the Perk behind the Jung-Kellogg Library, marking the entrance to Spartan Village. Textbooks, e-books, healthy snacks, school supplies, Spartan apparel, and accessories are among the many items available. Textbooks, school supplies, apparel, gifts, along with numerous other items can be ordered on the MBU bookstore website. The bookstore's website is: www.mobap.bkstr.com

JUNG-KELLOGG LIBRARY, located between the Administration Building and the Thomas and Virginia Field Academic Hall, houses approximately 80,234 volumes, 203 periodical titles, and a collection of microforms, and audio visual material of DVD's, CD's and videos, etc. The Library subscribes to several databases in Education, Applied Sciences, Science, Social Sciences, Religion, General, Music, Health and Sport Management, and Business, and has also acquired electronic books in life science, physical science, education, and business. The electronic books (e-books by e-brary) can be accessed on campus and remotely with a valid student ID.

Access to the library collection is open to students, staff, faculty, alumni, and to the local community during library operating hours. The library home page is <http://www.mobap.edu/student-life/library/>.

The Library is a member of the St. Louis Regional Library Network, an affiliate member of Amigos (previously the Missouri Library Network Corporation), a member of MLA, ALA, and MOREnet, and a participating member of MOBIUS (Missouri Online Bibliographic Information Users System), which is the common library platform in the State of Missouri linking close to 68 academic libraries and their collection holdings, and providing a speedy interlibrary loan to all students.

Courses scheduled to meet in this building have a classroom designation that begins with LIB.

THE THOMAS AND VIRGINIA FIELD ACADEMIC HALL, next to the library, houses classrooms, the instructional computer laboratory, a student-access computer laboratory, Academic Success Center, Dining Hall, Bywaters Student Lounge, faculty offices for the Business, Education, Humanities, and Social and Behavioral Science Divisions, and the following administrative offices: Institutional Advancement, Student Development, Graduate Studies, Records, Institutional Research, EXCEL Program, and Provost/Academic Affairs. Courses scheduled to meet in this building have a classroom designation that begins with FLD.

THE DINING HALL provides food service for resident and commuter students, faculty, and guests during regular dining hours and on weekends. The Dining Hall is located on the main floor of the Thomas and Virginia Field Academic Hall.

THE ACADEMIC SUCCESS CENTER (ASC), which operates under the Office of Student Development, is located

on the Main campus of Missouri Baptist University on the lower level of Virginia Field Academic Hall, room FLD-117. The Academic Success Center provides students with services and resources that enhance student learning in and outside of the classroom environment. The Coordinator for Special Needs Access provides services for individuals with major life disabilities such as physical handicaps, learning disabilities, attention deficit disorder, visual impairments, hearing impairments, and/or medical disabilities. In order to receive services, students must self-identify their disability to the Special Needs Access office. The ASC Writing Lab, tutoring services, and academic enrichment workshops are coordinated through the Academic Success Center under the direction of the ASC Director. Test administration services are also provided through the ASC. In addition to classroom make-up tests, examinations – including ACT, Residual ACT, mid-level assessment tests, DSST, C-BASE, Mo-GEA, Major Field Tests, and CPCE – are scheduled, administered, and supervised by the Coordinator of Testing/Assistant to the ASC Director. Incoming students who are admitted to the University on probation participate in Quest. Students will have regularly scheduled meetings with the Director of the ASC or another Quest mentor. These mentoring meetings are designed to help students achieve their personal GPA goals. For more information on the ACS, go to <http://www.mobap.edu/student-life/academic-success-center/>

THE PILLSBURY CHAPEL AND DALE WILLIAMS FINE ARTS CENTER houses the Pillsbury Chapel, Recital Hall, Mabee Great Hall, the Fine Arts Division, the Office of the President, Office of Calendaring and Special Events, and the Board Room. Classrooms, music and communications studios, practice rooms, and faculty offices are located on the lower level, while the Recital Hall, Rehearsal Hall, Office of the President, Office of Calendaring and Special Events, and the Board Room are located on the main floor. The Mabee Great Hall offers a venue for banquets, receptions, and other events on campus. The Pillsbury Chapel provides a worship area for weekly chapel services as well as a theater for musical and dramatic presentations and concerts.

The Recital Hall provides a great small venue theatre for student recitals, music, drama, and smaller concerts. Courses scheduled to meet in this building have a classroom designation that begins with CFA.

RESIDENCE HALLS provide resident living for students. Refreshment machines and projection televisions are located in the main lobbies of Pillsbury-Huff and North Halls. North Hall has an additional lounge upstairs and Pillsbury-Huff Hall has additional lounges attached to both wings. Each suite-style room is fully furnished with a bed, dresser and desk for each student, as well as a private bathroom. Wireless and high-speed Internet connections, digital cable, computer labs and laundry facilities are also available in each dormitory. All residence halls are handicapped accessible.

Pillsbury-Huff Hall, opened in 1980 and renovated in 1994, houses 100 male students. It has five lounge areas and a networked computer lab. Each suite has two bedrooms and a private bath.

North Hall, opened in 1996, provides housing for 100 female students. There are two lounge areas and a game room, a kitchen area for residence life activities, and a networked computer lab.

Spartan Village Apartments, opened for the Fall 2011 semester, provide apartment-style housing for 40 upperclassmen in two buildings, one for men and one for women. Each unit includes four bedrooms, a living room, and full kitchen. Upper level units feature balconies while lower level units have patios.

Spartan Village Row, opening for the Fall 2013 semester, provides housing for 106 students and feature communal living spaces with a living room and kitchen in each suite.

THE MAINTENANCE BUILDING, located adjacent to Pillsbury-Huff Hall, houses Campus Operations.





UNDERGRADUATE ADMISSIONS

Missouri Baptist University is open to academically and morally qualified graduates of accredited secondary schools and students transferring from accredited colleges regardless of national origin, race, religious beliefs, gender, age, or qualified disability. Special criteria have been established to receive applications from students who have been home-schooled, have completed their GED, or have graduated from a non-accredited high school. Special arrangements may also be made for students still in high school for dual enrollment.

Missouri Baptist University seeks applications from persons who have shown capacity for scholarship, initiative, a prevailing attitude of maturity, and who are motivated by ideals of service.

All prospective undergraduate students must file appropriate documents for admission with the Director of Admissions. Necessary forms may be obtained from:

Director of Admissions
Missouri Baptist University
One College Park Drive
St. Louis, MO 63141-868698
Internet: www.mobap.edu

All undergraduate students who are (a) seeking to enroll in classes at Missouri Baptist University for the first time or (b) returning to Missouri Baptist University after having been absent the preceding semester (excluding Winterim or Summer Terms) must apply for admission under one of the following categories:

- I. Degree-Seeking Status
- II. Non-Degree-Seeking Status
- III. Provisional Status

Continuing students are those pursuing uninterrupted study at Missouri Baptist University after having been accepted for unconditional admission. An application for admission is not required for continuing students. Continuing students are not required to attend Winterim or Summer Terms to be classified as continuing.

First-time undergraduate students applying to Missouri Baptist University must have complete files and must have received official acceptance to the university prior to official enrollment in classes.

PROCEDURES FOR UNDERGRADUATE ADMISSION

I. ADMISSION PROCEDURES FOR UNDERGRADUATE DEGREE-SEEKING STATUS

A. First-Semester Freshmen

For regular admission to Missouri Baptist University, a first-semester freshman must be a graduate of an accredited high school, or equivalent, with a minimum of 24 units of credit including:

- English/Language Arts - 4 units
- Social Studies - 3 units
- Mathematics - 3 units
- Science - 3 units
- Fine Arts - 1 unit
- Additional Coursework - 3 units *
- Electives - 7 units **

*Missouri public high school students are required by the State Board of Education to complete units in practical arts (1), physical education (1), health education (1/2), and personal finance (1/2).

**All students should complete at least 3 elective units total in foreign language and/or other courses within high school core content areas defined below. Two units of a single foreign language are strongly recommended.

For each high school core content area, descriptions follow that provide illustrations of coursework acceptable and unacceptable for the high school core curriculum.

English/Language Arts

- English/language arts coursework (4 units) emphasizes college preparatory composition, research skills, analysis of literature, and other content of comparable or greater rigor. Speech and debate courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes student publications, broadcast media, or theater.

Social Studies

- Social studies coursework (3 units) emphasizes American history, Missouri government and Missouri history as required by state statute, geography/world civilizations, and other content of comparable or greater rigor.
- Coursework not acceptable for the high school core curriculum emphasizes family/human development or consumer education.

Mathematics

- Mathematics coursework (3 units) emphasizes college preparatory algebra and other content of comparable or greater rigor. Students who complete algebra prior to the freshman year would be expected to complete 3 additional units in grades 9-12.
- Coursework not acceptable for the high school core curriculum emphasizes pre-algebra, computer math/programming, consumer/basic math, or business math/accounting.

Science

- Science coursework (3 units) emphasizes college preparatory biology, chemistry, and other content of comparable or greater rigor. Science coursework should include at least one laboratory course.
- Coursework not acceptable for the high school core curriculum emphasizes general or consumer science.

Fine Arts

- Fine arts coursework (1 unit) emphasizes visual arts, instrumental or vocal music, dance, theater, or other content of comparable or greater rigor. Critical analysis, theory, or "appreciation" courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes speech, debate, or broadcast media.

First-time freshmen must submit or arrange:

1. Application for admission.
2. A \$30 non-refundable application fee (paper application only).
3. Official high school transcript with seal, received only by mail from the high school office (hand carried transcripts or transcripts mailed by the student will not be accepted as OFFICIAL). Sixth and seventh semester high school transcripts will be accepted for admission consideration pending receipt of a final (eighth semester) transcript immediately following graduation. The final transcript must reflect senior year credits, cumulative grade point average of at least a 2.0 on a 4.0 scale, final rank in the upper 50 percent of the graduating class, and date of graduation.

NOTE: Students not ranking in the upper half of their class may be admitted on a probationary basis.

Students may submit a GED score in lieu of high school transcripts. Home-schooled students must submit a

transcript outlining completion of required secondary level coursework as outlined above.

4. American College Testing Program (ACT) and/or Scholastic Aptitude Test (SAT) examination score(s). A minimum score of 20 is required on the ACT and/or a minimum score of 950 on the SAT I. MBU's ACT code is 2323 and SAT code is 2258..

An ACT or SAT test score is not required if the high school graduation date is more than two years from the date of matriculation.

NOTE: Students not achieving the minimum score for regular admission may be admitted on a probationary basis.

5. Ensure that the recommendation form is completed and returned (this form is included in the application for admission).
6. Missouri Baptist University requires that proof of health insurance and immunization record for resident students be filed in the Residence Life Office. The record should include measles/mumps/rubella, tetanus, diphtheria, polio, hepatitis B, and a tuberculosis test. This may also include any Federal mandated vaccine. **The meningococcal (meningitis) and varicella (chicken pox) vaccines are strongly recommended for students living in the residence halls, but are not required. Resident Students electing not to receive the meningitis vaccination will be required to sign a waiver.** It is also recommended that non-residents complete this file.
7. Any other specific health needs should be included in case of an emergency. It is recommended that non-resident students also complete this file.

Students may request that appropriate health records, including immunization records, be sent from their high school records office to Missouri Baptist University.

8. A completed and returned housing contract (RESIDENT STUDENTS ONLY) with a housing deposit. A room will not be reserved without receipt of the housing contract and deposit.
9. A campus visit with your Admissions Counselor.
10. Students who have taken courses for college credit while in high school (dual enrollment) must submit official transcripts, sent by mail from the college at which the credit was earned, prior to the beginning of their first semester in order to avoid repeating any classes. Students who have taken the Advanced Placement (AP) examination for college credit must also submit their scores at the time application is made in order to receive credit and to avoid repeating any classes for which credit may have been earned. (See catalog section on Advanced Standing.)

11. A deposit of \$200.00 will be required upon acceptance. The \$200.00 deposit is non-refundable after May 1 prior to the semester of enrollment.

B. Undergraduate Transfer Students

A maximum of 70 hours of credit from a community college or other two-year school is acceptable in transfer with exceptions as stipulated under current articulation agreements. See the catalog section on Advanced Standing for more information.

A student under suspension from another institution is not eligible for admission to Missouri Baptist University.

A transfer student must submit or arrange:

1. Application for admission.
2. A \$30 non-refundable application fee (paper application only).
3. Official transcripts from ALL colleges, universities, and post-secondary schools. Failure to disclose ALL previously attended schools may be deemed as falsification of information on the application and may make the student ineligible for admission or subject to separation from the university if disclosed after enrollment at MBU.

An applicant is never permitted to disregard his/her record of any previous enrollment at another post-secondary institution.

Students applying for federal financial aid including grants and loans must also submit an official high school transcript or GED.

Transcripts received through the hands of students are not acceptable as a basis for admission. Official transcripts are those received by mail directly from all previously attended institutions.

If the student is currently enrolled at another college, a preliminary transcript must be sent for admission consideration. A final transcript must be submitted immediately upon completion of the coursework.

A cumulative grade point average of 2.0 on a 4-point scale must be presented, indicating satisfactory progress toward a degree.

If less than twelve credit hours of college work are being transferred, the student is required to submit an official copy of his/her high school transcript. The final high school transcript must reflect senior year credits, cumulative grade point average, final class rank, and date of graduation.

4. Students seeking to receive credit by examination (CLEP, DSST, AP, etc.) must submit score reports at the time application is made. Original score reports are required for the awarding of credit. (See catalog section on Advanced Standing.)
5. American College Testing Program (ACT) and/or Scholastic Aptitude Test (SAT) examination scores are required of transfer students for admission to certain academic programs, such as Teacher Education.
6. Ensure that the recommendation form is completed and returned (this form is included in the application for admission).
7. Missouri Baptist University requires that proof of health insurance and immunization record for resident students be filed in the Residence Life Office. The record should include measles/mumps/rubella, tetanus, diphtheria, polio, hepatitis B, and a tuberculosis test. This may also include any Federal mandated vaccine. **The meningococcal (meningitis) and varicella (chicken pox) vaccines are strongly recommended for students living in the residence halls, but are not required. Resident Students electing not to receive the meningitis vaccination will be required to sign a waiver.** It is also recommended that non-residents complete this file.
8. A completed and returned housing contract (RESIDENT STUDENTS ONLY) with a housing deposit. A room will not be reserved without receipt of the housing contract and deposit.
9. A campus visit with your Admissions Counselor.
10. A transfer student with junior standing (at least 60 credit hours or above) must file a graduation application with the Director of Records during the first semester of enrollment at Missouri Baptist University as notice of intent to graduate and complete a graduation check appointment with the Director of Records. Transfer of credit is evaluated on an individual course basis, except as indicated for students transferring under current articulation agreements.

C. Readmit Students

Undergraduate readmit students are students returning to Missouri Baptist University after having been absent the preceding semester (excluding Winterim or Summer Terms).

Readmit students must submit:

1. Application for admission.
2. Official transcripts from ALL colleges, universities, and post-secondary schools attended since the last semester of enrollment at Missouri Baptist University. If the student is currently enrolled at another college, a preliminary transcript must be sent for readmission

consideration. A final transcript must be submitted immediately upon completion of the coursework.

3. Missouri Baptist University requires that proof of health insurance and immunization record for resident students be filed in the Residence Life Office. The record should include measles/mumps/rubella, tetanus, diphtheria, polio, hepatitis B, and a tuberculosis test. This may also include any Federal mandated vaccine. **The meningococcal (meningitis) and varicella (chicken pox) vaccines are strongly recommended for students living in the residence halls, but are not required. Resident Students electing not to receive the meningitis vaccination will be required to sign a waiver.** It is also recommended that non-residents complete this file.

Students may request that appropriate health records, including immunization records, be sent from their high school records office to Missouri Baptist University.

4. A completed and returned housing contract (RESIDENT STUDENTS ONLY) with a housing deposit. A room will not be reserved without receipt of the housing contract and deposit.
5. A written petition to the Senior Vice President for Academic Affairs requesting permission to enroll if the student's last enrollment at MBU reflects an "academic suspension" status.

II. ADMISSION PROCEDURES FOR UNDERGRADUATE NON-DEGREE SEEKING STATUS*

Undergraduate students who have elected not to pursue a degree, or who are not presently eligible to seek a degree, may apply for admission to Missouri Baptist University by submitting the following information as applies to their particular circumstance:

- A. Visiting students, who are currently attending another institution, and are taking classes at Missouri Baptist University to transfer back to their institution, must submit:
 1. A non-degree seeking application.
 2. A \$30 non-refundable application fee (paper application only).
 3. A letter of good standing from the institution at which they are pursuing a degree. This statement must be on file within two weeks after the beginning of classes or the student may be administratively withdrawn from Missouri Baptist University.
- B. Students who will be relocating before they can complete a degree, or adult students who wish to register for classes and have no interest in pursuing a degree, must submit:

1. A non-degree seeking application.
2. A \$30 non-refundable application fee.

C. Home School/EXCEL on Campus

1. Complete and submit an application for admission.
2. A \$30 non-refundable application fee.
3. An up-to-date transcript showing courses completed in the home school or Christian high school curriculum and listing grades for those courses.
4. ACT/SAT composite score (although this is not a requirement for admission, it does help with course placement).
5. Students must arrange a campus visit with the Office of Admissions. Call 314-392-2290 to register for classes.

Students who have been admitted on a non-degree seeking basis and who wish to change to a degree seeking status must submit all documents required as previously outlined, including a degree seeking application. The application fee is not charged again when students change from non-degree seeking to degree seeking.

NOTE: Financial aid may be available on a limited basis to non-degree seeking students. Please see the catalog section on Financial Support or contact the Student Financial Services Office.

**Although official transcripts are not required for admission, a transcript (official or unofficial) may be needed to document that prerequisites have been met before registering for certain courses.*

III. ADMISSION PROCEDURES FOR UNDERGRADUATE PROBATIONARY ADMISSION

Undergraduate students who do not meet admission requirements may be admitted on a probationary basis. These students may be freshmen or transfers. Students admitted under this provision must submit all documents required for regular admission. In addition, they must submit a letter to the Admissions Committee requesting probationary admission.

Students admitted on probation will be limited to 12 credit hours per semester, with the exception of those taking a laboratory science or participating in varsity athletics who may be allowed to enroll for up to 13 credit hours. They are required to show academic progress by achieving a minimum of a 2.0 grade point average on a 4.0 scale by the end of their first semester. Students who achieve a 2.0 may request a status change to unconditional degree-seeking status by writing a letter to the Senior Vice President for Academic Affairs. Students who fail to achieve a 2.0 GPA on a 4.0 scale must petition the Senior

Vice President for Academic Affairs to continue enrollment.

No student may continue a second semester under probationary admission status, or advance to degree seeking status, without written approval from the Senior Vice President for Academic Affairs.

IV. ADMISSION PROCEDURES FOR UNDERGRADUATE INTERNATIONAL STUDENTS

A SEVIS Form I-20 will not be issued until a prospective international student has submitted all required documents, the Admissions Committee has reviewed the file, and official acceptance has been achieved. The following documents must be submitted for admission consideration:

1. A \$30 non-refundable application fee.
2. Fully complete and signed Application for Admission/Financial Aid.
3. Fully complete and signed Application Supplement for International Students.
4. Official, original high school transcript in English with grade point average on a 4.0 scale, graduation date, number of students in final high school class and rank among number of students in final high school class (for first-time freshmen only).

The final transcript must reflect senior year credits, equivalent of cumulative grade point average of at least 2.0 on a 4.0 scale, final rank in the upper 50 percent of the graduating class, and date of graduation. Official, original High School exit exams must be sent directly from the Examination Board.

5. Evidence of English proficiency. This is determined by a minimum score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). MBU's TOEFL code is 2258. (Copies of test results cannot be used for admission.)

TOEFL	Internet-based	80
TOEFL	Computer-based	213
TOEFL	Paper-based	550
IELTS	(minimum score)	6.5
PTE Academic		58

Note: Students from the following countries who have completed high school or secondary school are not required to prove English Proficiency: Australia, Belize, Canada (except Quebec), the Fiji Islands, Guyana, Ireland, Jamaica, Kenya, New Zealand, Uganda, United Kingdom, Zimbabwe and English speaking countries in the Caribbean upon approval by the Director of International Student Services. However,

students from these countries will be enrolled according to the evaluation of a placement essay written by the student prior to arrival at MBU.

6. Official, original results from American College Testing Program (ACT) and/or Scholastic Aptitude Test (SAT). MBU's ACT code is 2323. MBU's SAT code is 2258. SAT and/or ACT scores are not required for acceptance to MBU as an International Applicant. However, they are used when evaluating scholarship eligibility.
- A minimum SAT Critical Reading score of 450 and Writing score of 430 OR an ACT English/Writing score of 18 or above and Reading Score of 19 or above may be used in place of the TOEFL, IELTS or PTE to prove English proficiency.
7. One letter of recommendation. Original may be sent by applicant, or reference may email scanned form or letter directly to ISS.
 8. Signed and dated Financial Estimate Worksheet.
 9. Proof of financial ability to support himself/herself while attending MBU. This proof must be in the form of:
 - a. An original bank statement, savings account statement or bank letter in English no more than two months old showing the current balance at the time of print. If bank statements are in a language other than English a certified translation must accompany the financial document.
 - b. A notarized affidavit of support from a sponsor defining the exact amount of available funds designated to the student, guaranteeing support of student at the specified amount throughout course of study at MBU, and the period of time for which support is pledged. This requirement is waived if the student is providing proof of his/her own personal funds in sufficient amounts to cover all expenses in the bank statement as outlined in (a); AND
 - c. The complete name, physical address, phone number and email address of the student's financial sponsor.
 10. If applicant is a transfer student from a United States institution, a Visa Clearance Form is required.
 11. Transcripts from foreign institutions must be submitted to one of three foreign credential evaluation agencies:

AACRAO Foreign Credential Services
International Education Services
One Dupont Circle, NW, Suite #520
Washington, D.C. 20036-1135
Tel: 202/293-9161 Fax: 202/872-8857
oies@aacrao.org
<http://www.aacrao.org>

Educational Credential Evaluators**
PO Box 514070
Milwaukee WI 53203-3470, USA
Tel: 414/289-3400 Fax: 414/289-3411
eval@ece.org
<http://www.ece.org>

World Education Services, Inc.
P.O. Box 5087
Bowling Green Station
New York, NY 10274-5087, USA
Tel: 212/966-6311 Fax: 212/739-6120
info@wes.org
<http://www.wes.org>

** *Students seeking teaching certification should **NOT** use ECE, Inc. This agency is not approved by the Department of Elementary and Secondary Education. For DESE approved evaluation agencies, see the Education section of the catalog.*

The results from the evaluation must be mailed to Missouri Baptist University. Unless an applicant selects an express processing and delivery method, this process typically takes 21 to 35 days.

There is a fee for this evaluation. Students may obtain an application for evaluation of transcripts by contacting any of the services listed above or through the Missouri Baptist University Office of International Student Services, 314/744-5301. Copies of transcripts, the application, and the fee must be submitted to the above address. If required, this request must be made immediately after application for admission to Missouri Baptist University so that results will be received in time for registration.

Upon receipt of the evaluation of foreign transcripts, Missouri Baptist University will determine whether credits may be applied toward a degree. If it is determined that the student has earned less than 12 hours of academic credit in comparison to the American college and university system, the student will be required to meet the admissions criteria for a First-time International Freshman.

Students must adhere to the above procedures in order to receive credit for previous college work.

12. International Student Health Insurance Plan: By university policy, all F-1 international students are required to have health insurance, and students are automatically enrolled in the International Student Health Plan when they enroll in classes at MBU. Regardless of the number of credit hours being taken, enrolled international students must participate in the International Student Health Plan.

If a student arrives with sufficient coverage provided through a parent's policy, through his/her home country's government or through a spouse who is living or working in the U.S., the student may request a waiver of the university's health insurance policy. The student must complete a Waiver Request form and submit it along with proof of insurance

coverage (Valid Insurance card and complete coverage information in English) to the Office of International Student Services when the student first arrives on campus. This information must be submitted by the end of the first week of classes or the student's account will be automatically billed for health insurance. Completion of the waiver is NOT a guarantee of waiver's approval.

The student health policy year is from the first day of Fall term classes through the day before the following Fall term begins. Benefits include prescription drug discounts, outpatient and inpatient care up to policy limits, free visits to any TakeCare clinics and many other things.

The plan can be viewed online at www.lewermark.com. Once at www.lewermark.com, click on "International" in the middle of the page, then click on "LewerMark Co-Pay Plans" and review the information presented in the middle column ("LM100C LewerMark 100 Copay"). There are some items that are NOT covered by the policy and ALL STUDENTS are strongly encouraged to READ THE ENTIRE POLICY. For exclusions of the plan, click on "Plan Exclusions" at the bottom of the page. The link to the complete policy for MBU international students is <http://www.lewermark.com/mobap>.

For additional questions, please contact The Lewer Agency of Kansas City at 800-821-7710 or the Office of International Student Services at 314-744-5301.

13. A \$200 Admissions Deposit. This deposit is required upon acceptance and must be paid before enrollment and before the New Student Packet, which includes the I-20, can be sent. It will be applied to first semester tuition and fees. If the student chooses to attend another institution after paying the deposit, the amount may be refunded minus an administrative withdrawal fee. The fee is refundable before May 1st for Fall applicants and before October 1st for Spring applicants depending upon the form of payment.
14. For student s outside the U.S., copies of the following items are not required for admissions but before the new student packet can be sent: A photocopy of immunization records*, and copy of the passport biographical page(s).

For students within the U.S., copies of the following items are not required for admissions but before the new student packet can be sent: A photocopy of immunization records*, passport, copy of visa or USCIS approval notice, I-94 and I-20.

*Immunization records should include the history of immunizations for measles/mumps/rubella, tetanus, diphtheria, polio, hepatitis B, and the results of a tuberculosis test. **The meningococcal (meningitis) and varicella (chicken pox) vaccines are strongly recommended for students living in the residence halls, but are not required. Resident Students electing not to receive the meningitis vaccination will be required to sign a waiver.** Any other specific health needs should be included in case of an emergency.

V. ENROLLMENT PROCEDURES FOR UNDERGRADUATE INTERNATIONAL STUDENTS

1. Per immigration law, international students in F-1 or J-1 status must be enrolled a minimum of 12 credit hours (undergraduate) and 6 credit hours (graduate) in the Fall and Spring semesters to maintain their visa status. Immigration allows less than full-time enrollment in certain circumstances, such as final semester of study or documented medical illness. For a full listing of reasons, please contact the Office of International Student Services. If the student will not be enrolled full-time, he or she must receive permission from International Services prior to registering for less than a full course load or prior to dropping below a full course load.
2. Only three (3) credit hours of distance learning (online) courses may be counted towards the minimum full-time enrollment requirement. If a student is registered for more than the minimum enrollment requirements, then that student may enroll in more than three credit hours of distance learning. For example, an undergraduate student enrolled in fifteen (15) total credit hours may take up to six (6) credit hours of on-line courses
3. Students in their final semester of study may not enroll in only on-line course(s). This prohibition includes the summer semester if summer is the student's final semester.
4. Per immigration law, F-1 students must attend the college/university and campus listed on their current I-20 (immigration document). Most F-1 students will have immigration documents that list the Main (West County) campus as the campus of attendance. Only MEA and Ed.S. students will be admitted to complete their degree programs at a Regional Learning Center.
5. Only five MBU Regional Learning Centers have been approved by the Department of Homeland Security's Student and Exchange Visitor program to have international students. These are MBU-Troy/Wentzville, MBU at Jefferson College, MBU in Arnold, MBU in Union, and MBU in Pacific. International students must have prior approval from the Office of International Students to take courses at these locations.
6. International Students in other visa or immigration statuses are not subject to the same restrictions as F-1 and J-1 students. International Students who are subject to the above requirements will be marked in CAMS under FERPA as International.

GENERAL INFORMATION FOR ALL UNDERGRADUATE APPLICANTS

Notification of Acceptance

The file of an applicant is presented to the Admissions Committee for review upon receipt of all required documents. Upon approval by the Committee, a formal notice of acceptance will be mailed to the student. A deposit of \$200.00 will be required upon acceptance for first-time freshmen. The \$200.00 deposit is non-refundable after the May 1 prior to the semester of enrollment.

Suspension from Other Institutions

Students under suspension from another institution are not eligible for admission to Missouri Baptist University.

Suspension from MBU

Students applying for readmission who show an "academic suspension" status from their previous enrollment at MBU must petition the Senior Vice President for Academic Affairs in writing for permission to enroll.

Financial Assistance

NOTE: Financial aid may be available on a limited basis to non-degree seeking students. Please see the catalog section on Financial Support or contact the Student Financial Services Office.

Falsification of Information

Any student failing to provide complete and accurate information on all documents, including Resident Life documents, submitted for admission consideration, or in an attempt to qualify for institutional or federal aid, may be declared ineligible for admission. Falsification on admission or financial aid documents may result in separation from the university if discovered after enrollment at MBU.

Policy for Applicants and Students with Criminal Backgrounds

Applicants and students must disclose criminal convictions and adjudications, as well as pending criminal charges, on their Application for Admission. Those who disclose this information will be given the opportunity to provide a written narrative that should include the approximate date of each incident, explain the circumstances, and reflect on what the applicant or student has learned from the experience, and why the applicant should be admitted to the University.

Applicants and students disclosing criminal convictions and adjudications or pending criminal charges on their applications for admission will be subject to a criminal background check conducted by the University's Public Safety department. After receiving the results of the background check, the University will contact the applicant or student and give them opportunity to provide the written narrative described above. The student or applicant should provide this narrative directly to the Chairman of the Admissions Review Committee. The Admissions Review Committee will review all relevant information regarding the application and make an admissions decision. The University will notify the applicant or student of the admissions decision. The Committee's decision is final.

Failure to provide accurate and complete information during the admissions process will subject the applicant or student to discipline and sanctions, up to, and potentially including, immediate dismissal from the University. The University will not provide tuition or fee refunds to students who do not, in the University's sole judgment, accurately and completely disclose the required information during the admissions process.

Applicants and students should also be aware that those who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their University program may be required to submit to a criminal background check, finger printing, or drug screening by their host facility or accrediting body. In such situations, students may be responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. It will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the State certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at the University does not guarantee licensure, certification, or employment.

Denial of Admission

Missouri Baptist University reserves the right to restrict or deny admission to any person otherwise eligible for reasons determined to be in the best interest of the institution by the officers thereof. The University also reserves the right to revoke an offer of admission to any student with a documented disability for which the University is not able to provide reasonable accommodation. These reserved rights shall be administered in a manner strictly consistent with state and federal non-discrimination laws.



ADVANCED STANDING

- I. The following regulations apply in evaluating the work of students who are transferring from other institutions:
 - A. All college level courses taken at a regionally accredited four year college or university, and carrying a passing grade, are acceptable in transfer. A maximum of 70 hours of credit for courses with passing grades from a regionally accredited two-year college is acceptable in transfer with exceptions as stipulated under current articulation agreements. It is understood that every student must satisfy all general education, degree, major, and graduation requirements at Missouri Baptist University, which may result in graduating with more than 128 hours.
 - B. All credits, including general education and Bible courses, from Bible colleges accredited by the American Association of Bible Colleges, which is the accrediting agency for Bible colleges recognized by the Council for Higher Education Accreditation (CHEA), are evaluated on an individual course basis in keeping with whether or not the course would be appropriate to apply toward a liberal arts program at Missouri Baptist University. The University will accept up to six courses of Southern Baptist Seminary Extension credit, which may be applied toward a major in Religion, the general education program or degree requirements.
 - C. Students may have other previous learning experiences, such as corporate or military training, evaluated for credit. Official transcripts and other documentation of previous study should be submitted to the Admissions Office at the time of application. Credit will be evaluated on an individual basis for degree applicability at Missouri Baptist University based on credit recommendations and guidelines established by the American Council on Education (ACE). Credit may be applied only once and cannot duplicate credit previously or subsequently earned.
 - D. Coursework completed at colleges/universities or other postsecondary institutions, which are not regionally accredited, but which are accredited by a body recognized by CHEA, may be evaluated on an individual basis in keeping with whether or not the course would be appropriate to apply toward a liberal arts program at Missouri Baptist University.

The University only recognizes institutions accredited by the current edition of *Accredited Institutions of Postsecondary Education* published by the CHEA and the American Council on Education.

- E. Credit from unaccredited colleges/universities or other postsecondary institutions will be evaluated for acceptance as follows:

1. On the basis of a written articulation agreement having been established between the school in question and Missouri Baptist University; or
2. Using *Transfer Credit Practices of Educational Institutions* published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), which specifies the manner in which each college's credit is received by institutions within the same state.

Students should understand that acceptance of such courses by Missouri Baptist University does not guarantee or even imply that they will be accepted by other institutions which the student might attend in the future. The policies of institutions regarding acceptance of unaccredited transfer work vary widely.

Students may receive credit for unaccredited courses not accepted based on the above criteria through credit by examination, through the College Level Examination Program (CLEP), DSSTs, or through college developed and administered Challenge Tests. All hours received through credit by examination are subject to the restrictions imposed by current academic policies as stated below.

- F. Professional education courses cannot be transferred from four year colleges or universities which do not have state approved teacher education programs. Professional education courses will be accepted from two year colleges only if the courses are state approved.
- G. Transfer credit from foreign institutions must be forwarded to an outside agency for evaluation and credit recommendations. Students should contact the Office of International Student Services concerning procedures.
- H. In accordance with guidelines established by the Coordinating Board for Higher Education (CBHE) of the State of Missouri regarding articulation and the transfer of credit, most recently revised in October 2005, Missouri Baptist University grants junior standing to students transferring to the University with an Associate of Arts (A.A.) degree (earned after October 1987) or an Associate of Arts in Teaching (A.A.T.) degree from Missouri institutions which are in compliance with CBHE general education requirements. This signifies that the lower division general education requirements for a degree at Missouri Baptist University have been satisfied by completion of the A.A. or A.A.T. degree. Students transferring without an A.A. or A.A.T. degree, or with an Associate of Arts degree which does not meet the above stipulations, are not automatically granted junior standing, and may be required to take additional general education courses. A student transferring to Missouri Baptist University from a Missouri institution who has not completed an A.A. or A.A.T. degree, but who have completed the 42-credit hour General Education

curriculum block prescribed by CBHE, shall be deemed to have completed all General Education requirements of Missouri Baptist University. All students must complete all major and specific degree program requirements beyond the general education requirements (see the catalog sections on General Education Requirements and Degree Requirements for additional information).

II. Advanced standing on the basis of examination:

- A. Credit is granted to students who have taken College Level Examination Program (CLEP) or DSST tests and have scores at or above the American Council on Education (ACE) mean score. Credit is granted only for those areas that apply to the curriculum being pursued at Missouri Baptist University. CLEP and DSST examinations may be taken for either of two purposes:
 1. For waiver of requirements. (In this case, the course will not apply toward graduation except, if the course is a graduation requirement, that requirement will be removed. A grade of WV (Waiver) will be assigned and the course will appear on the transcript, but not as earned hours.)
 2. For University credit, the following stipulations will apply:
 - a. A student enrolled at Missouri Baptist University must receive permission from the Senior Vice President for Academic Affairs before attempting to earn credit by CLEP or DSST.
 - b. If a student chooses to receive credit for the CLEP or DSST exam, the per semester hour cost is listed in the Semester Expenses section of this catalog.
 - c. A grade of CR (Credit) will be assigned in accordance with the uniform standards recommended by ACE. No credit will be awarded for any score below the recommended minimum.
 - d. ***There will be no CLEP or DSST exam accepted for ENGL 123 English Composition II.***
 - e. For a current list of course equivalencies for CLEP or DSST exams, contact the Director of Records.

The Academic Success Center of Missouri Baptist University is a testing site for DSST. While CLEP scores are accepted for credit at MBU, the university is not a testing site for CLEP. Information on DSST exams can be obtained through <http://www.getcollegecredit.com>. Information on CLEP exams can be obtained through <http://www.collegeboard.com/student/testing/clep/about.html>.

- B. Credit is granted to students who have taken Excelsior College Examinations and have scores at or above the passing score recommended by the American Council of Education (ACE). Credit is granted only for those areas that apply to the curriculum being pursued at Missouri Baptist University.

C. Students who successfully complete college level courses while in high school may be eligible for advanced standing through the Advanced Placement (AP) Examinations from College Entrance Examination Board (CEEB) administered by the Educational Testing Service of Princeton, New Jersey. Credit will be granted in the appropriate academic discipline for scores of 3, 4, or 5. **However, there will be no AP exam credit awarded for ENGL 123 English Composition II.** The results of these tests should be sent to the Admissions Office at the time of application. For a current list of course equivalencies and credit awarded for AP exams, contact the Director of Records.

D. Advanced standing on the basis of ACT/SAT scores: An ACT score of 28 or higher on the English section of the test (including both Usage/Mechanics and Rhetorical Skills) will be accepted for credit as ENGL 113 English Composition I. (A comparable score on the Verbal section of the SAT will also be accepted for credit as ENGL 113.) An ACT/SAT score at the 95th percentile or better on the Mathematics section of the test (including Pre-Algebra/Elementary Algebra, Algebra/Coordinate Geometry, and Plane Geometry/Trigonometry) will be accepted for credit as MATH 154 Precalculus. If a student chooses to receive credit, a grade of CR will be awarded (i.e. no letter grade is assigned). Cost is listed in the current Course Schedule. If the student chooses to waive the requirement but not receive credit, the course will appear on the transcript with a grade of WV (Waiver).

E. Challenge Tests developed by Missouri Baptist University faculty are available in a number of subject areas. They are designed to validate knowledge acquired through work or other non-traditional learning experiences. These are administered by individual faculty members.

Evaluation of Challenge Tests will result in either credit awarded or no credit (i.e., no letter grade is assigned). To receive credit, a minimum score of 70% or C is required. No credit will be awarded for any score below the recommended minimum. A credit-by-examination fee, in addition to a test administration fee, is assessed in order to receive academic credit for a challenge test on the transcript. Students seeking to demonstrate competency in computer literacy, who have achieved a passing score on the Challenge Test, may opt for a waiver of the requirement, in which case the course will appear on the transcript with a grade of WV (Waiver), no credit will be awarded, and only the test administration fee will be assessed. The approval of the Senior Vice President for Academic Affairs is required before a Challenge Test for credit or waiver is transcribed. All students must pay the test administration fee whether or not credit is awarded. These fees are listed in the current Course Schedule.

F. Since credits earned via examination do not represent enrolled hours, they are considered non-term and are not covered by financial aid, either institutional or federal. As non-term hours, challenge tests are listed separately

from any standard term on the transcript. They are included in the calculation of earned hours, but may not be included in determining academic honors for the Fall or Spring semesters. Hours earned on the basis of credit by examination may not be applied toward the residency requirements for graduation from Missouri Baptist University.

G. There will be no challenge test permitted for ENGL 123 English Composition II.

III. Portfolio assessment of prior learning is available to adult students, defined as individuals who have been out of high school at least five years and in the workplace, or whose education has otherwise been interrupted, before enrolling at MBU in any degree program. Only non-traditional students with extensive prior learning experiences will be eligible to apply for credit through portfolio.

The Academic Affairs Office, working with the division chairs/deans, oversees portfolio assessment of prior learning. Evaluation of portfolios will result in either credit awarded or no credit (i.e., no letter grade is assigned). Any credit awarded will be designated as credit for prior learning on the student's transcript. There is an evaluation fee based on the number of credit hours for which the student is petitioning. A transcription fee is assessed for the transcription of credit awarded through portfolio assessment. Current fees are listed in the University Fees and Financial Information section of this catalog. Students earning credit for prior learning through portfolio will be required to meet the 24 credit hour residency requirement before the credit will be transcribed.

IV. A combined maximum of 45 credit hours may be accepted toward a degree program at Missouri Baptist University by examination (including CLEP, DSST, AP, ACT/SAT, and Challenge Tests), by portfolio assessment of prior learning, by correspondence work, and/or by extension work that has been taken at an accredited college or university. No single source may account for more than 30 of the 45 credit hours. Advanced standing at Missouri Baptist University from these four sources is judged for appropriateness by the Senior Vice President for Academic Affairs on an individual basis. Hours earned on the basis of credit by examination or by portfolio assessment of prior learning may not be applied toward the residency requirements for graduation at Missouri Baptist University.

V. Missouri Baptist University accepts in transfer college credit earned through high school dual enrollment programs such as Saint Louis University's 1-8-1-8. The University does not limit the number of dual credit courses or credit hours accepted. Courses are evaluated on a course-by-course basis for equivalency with courses in the Missouri Baptist University curriculum.

Credit earned through EXCEL, either in the high school setting (dual credit) or on campus (EXCEL-On-Campus dual enrollment), is considered as regular earned hours and does not need to be evaluated for transfer.



UNIVERSITY FEES AND FINANCIAL INFORMATION

Business Office Master Promissory Note (BOMPN)

A Business Office Master Promissory Note (BOMPN) must be completed by all students at the beginning of their current course of study. Undergraduate students who have had a break in their attendance of at least one semester and graduate students who have had a break in attendance of at least two semesters (excluding summer sessions) are required to file a readmit application online and complete a new BOMPN. Main campus students must complete the BOMPN in the Student Accounts Office prior to receiving their student ID card and course schedule prior to the beginning of classes for the first semester of enrollment. Regional Learning Center students may complete the BOMPN at the site they are attending or in the Student Accounts Office. Graduate students may submit the BOMPN with their Graduate Admission packet or complete one with their assigned Graduate Advisor. Any student may also download the BOMPN and complete it following the directions on the website: <http://www.mobap.edu/forms>.

The completed form may either be faxed to the Student Accounts Office at 314-744-5320 or mailed to:

Student Accounts Office
Missouri Baptist University
One College Park Drive
St. Louis, MO 63141

There is no charge for the completion of this note and it does not take the place of a payment agreement. Classes will not be moved to official status without a completed BOMPN for the current course of study on file.

Payment of Accounts

All accounts are due and payable prior to the first day of classes each semester. The University offers a variety of financial aid to assist students in paying accounts, which are described in the catalog section on financial aid, scholarships, military and veterans' benefits. All institutional and external aid applications must be completed and submitted to the Student Financial Services Office at least ten working days prior to the first day of classes. The student is responsible for the accuracy and timeliness of all applications. Should arrangements for payment appear necessary, such arrangements should then be made with the Student Financial Services Office in order to finalize official registration. Payments may be made through Spartan Space located online at www.mobapis.me. The University also honors Discover, MasterCard, and VISA credit cards.

SEMESTER EXPENSES (Excluding Textbooks)

The following fees are in effect for the 2013-2014 academic year.

MAIN CAMPUS

UNDERGRADUATE CHARGES:

Fall and Spring Semesters, Full-Time (12-18 hours):

Comprehensive Tuition.....	\$10,350.00
Overload Fee, per credit hour over 18.....	\$690.00
Student Services Fee.....	\$485.00

Fall and Spring Semesters, Part-Time (less than 12 hours):

Tuition, per credit hour.....	\$715.00
Student Services Fee, per credit hour.....	\$23.00

Summer and Winterim:

Comprehensive Tuition (9-15 hours).....	\$5,355.00
Tuition, per credit hour.....	\$595.00

Parking Fees for Full- and Part-Time:

Fall and Spring (Day and Evening):

Parking Lots A and B.....	\$80.00
Parking Lot C.....	\$60.00
Parking Lots D & E - Residence Hall Lots (<i>residents only</i>).....	\$0
Evening/Saturday Enrollment Only.....	\$60.00

Summer and Winterim (Day and Evening):

All Lots.....	\$60.00
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GRADUATE CHARGES:

All Terms:

Master's & Ed.S. Tuition, per credit hour.....	\$518.00
Ed.D. Tuition, per credit hour.....	\$572.00

HOUSING CHARGES:

Fall and Spring Semesters:

Dorm Room Deposit/Damage Fee.....	\$250.00
Apartment Room Deposit/Damage Fee.....	\$400.00
Lost Key Fee.....	\$100.00
Pillsbury-Huff & North Halls	
Room and Board (with 15 meal plan).....	\$4,235.00
Room and Board (with 19 meal plan).....	\$4,320.00
Spartan Village	
Room and Board (with 10 meal plan).....	\$4,935.00
Room and Board (with 15 meal plan).....	\$5,040.00
Room and Board (with 19 meal plan).....	\$5,125.00
On Campus Apartment (with 10 meal plan).....	\$5,565.00
On Campus Apartment (with 15 meal plan).....	\$5,670.00
On Campus Apartment (with 19 meal plan).....	\$5,755.00
On Campus Apartment (with 75 meal block).....	\$4,925.00

Winterim/Summer Terms:

Apartment Room Deposit/Damage Fee.....	\$400.00
Lost Key Fee.....	\$100.00
Apartment only/no food service (per month).....	\$418.00

OFF-CAMPUS PROGRAMS

Tuition and fees at off-campus sites are charged **in addition** to any comprehensive undergraduate Main campus tuition and fees for full-time, undergraduate Main campus students.

UNDERGRADUATE:

Missouri Baptist University at Jefferson College

Undergraduate Tuition, per credit hour.....	\$298.00
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Missouri Baptist University at Lewis and Clark

Undergraduate Tuition, per credit hour.....	\$298.00
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Missouri Baptist University at John A. Logan

Undergraduate Tuition, per credit hour.....	\$298.00
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Missouri Baptist University at Rend Lake

Undergraduate Tuition, per credit hour.....	\$298.00
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Missouri Baptist University in Union

Undergraduate Tuition, per credit hour.....	\$312.00
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Missouri Baptist University in the Mineral Area

Undergraduate Tuition, per credit hour.....	\$312.00
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Missouri Baptist University in Arnold

Undergraduate Tuition, per credit hour.....	\$312.00
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Missouri Baptist University-Troy/Wentzville

Undergraduate Tuition, per credit hour.....	\$382.00
Dual Enrollment @ Bowling Green HS, per credit hour.....	\$89.00
Buchanan HS Dual Enrollment @ MBU, per credit hour.....	\$122.00

Missouri Baptist University in St. Charles

Undergraduate Tuition, per credit hour.....	\$382.00
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GRADUATE (all Regional Learning Centers):

Master's & Ed.S. Tuition, per credit hour.....	\$432.00
Ed.D. Tuition, per credit hour.....	\$572.00

DISTANCE LEARNING:

Undergraduate/Graduate Web Courses, per credit hour.....	\$456.00
Ed.D., per credit hour.....	\$572.00
Online Programs, per credit hour:	
BPS-SMGT, BPS-M&L, MSE, MSFM, MSSM.....	\$456.00
MAC, MACM, MBA, MET, MSCJ, Ed.S.....	\$534.00



SPECIAL PROGRAMS

EXCEL Program, per credit hour.....	\$65.00
High School Dual Enrollment on Campus, per credit hour.....	\$95.00
BJC, per credit hour.....	\$250.00
PLC, per credit hour.....	\$102.00
Special Seminars, per credit hour.....	\$105.00

**Credit for Prior Learning
(undergraduate and graduate)**

Prior Learning Portfolio Evaluation Fee, per credit hour.....	\$35.00
Prior Learning Portfolio Transcription Fee, per credit hour.....	\$215.00

Credit by Examination

Advanced Standing by ACT/SAT Transcription Fee, per credit hour.....	\$70.00
Challenge Test Administration Fee, per credit hour.....	\$35.00
Challenge Test Credit by Exam, per credit hour.....	\$95.00
CLEP/DSST Credit Transcription Fee, per credit hour.....	\$70.00

SERVICE FEES:

(in addition to the above tuition and fees):

ACT Residual Test Fee.....	\$60.00
Activity Course Fee, per credit hour.....	\$29.00
Application Fee (excluding Ed.D. program).....	\$35.00
Application Fee (Ed.D. program).....	\$50.00
Audit Fee, per credit hour equivalent.....	\$230.00
C-BASE Test Fee.....	\$45.00
Christian Vocations Fee (RRED 273).....	\$145.00
EDSP 463/563 Individual Diagnostic and Classroom Assessment.....	\$10.00
EXSC 453/553 Fitness Management.....	\$75.00
EXSC 483/583 Principles of Human Performance.....	\$100.00
Field Experience Fee (EDCL 211, 411, 511).....	\$29.00

GRADUATE INTERNSHIP/PRACTICUM FEES (per course):

Counseling Practicum (ELPS 563).....	\$120.00
Counseling Internships (ELPS 572/573/574, ELPS 583, ESPS 583).....	\$355.00
EDCL 582 Library Practicum.....	\$48.00
Educational Administration Internship (ELAD 573, ESAD 573).....	\$50.00
Psychological Examiner, Cross-Categorical Disabilities, Gifted Education, and Reading Practicums.....	\$175.00
Graduation Fee, Undergraduate (final semester only).....	\$220.00
Graduation Fee, Graduate (final semester only).....	\$240.00
Laboratory Fee, per credit hour.....	\$29.00
(biology, chemistry, communications, computer, exercise science, and physics laboratory courses)	

MUSIC: CLASS INSTRUCTION

Instrument, Piano, or Voice.....	\$110.00
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MUSIC: PRIVATE INSTRUCTION (instrumental or piano)

MUAI, MUAO, MUAP 101 (30 minute lesson).....	\$170.00
MUAI, MUAO, MUAP 111/311 (45 minute lesson).....	\$225.00
MUAI, MUAO, MUAP 112/312 (60 minute lesson).....	\$340.00

MUSIC: PRIVATE INSTRUCTION (voice)

(includes fee for accompanist)

MUAV 101 (30 minute lesson).....	\$230.00
MUAV 111/311 (45 minute lesson).....	\$310.00
MUAV 112/312 (60 minute lesson).....	\$450.00
Note Fee.....	\$35.00
Seminar Fee (REMU 473 Christian Ministry Internship).....	\$105.00
Student Teaching Fee, per eight-week session.....	\$500.00
Test Fee (Non-MBU Student).....	\$30.00
Transcript Fee (second and subsequent copies).....	\$6.00
Undergraduate Clinical Experience/Internship/Practicum Fee, per credit hour.....	\$29.00

PENALTIES:

Administrative Withdrawal (on first day of term).....	\$115.00
Late Registration Penalty.....	\$25.00
Missed Test Fee.....	\$50.00
Returned Check Charge.....	\$30.00
Schedule Adjustment (after regular registration).....	\$25.00

POLICIES GOVERNING FINANCES

Release of Student Transcript

There is no charge for the first official transcript issued for any student, but there is a charge of six dollars (\$6.00) for each additional official transcript. The student's account must be paid in full and all holds cleared before any transcript of credit can be issued. There will be a ten (10) day waiting period before the transcript is released if students choose to clear their account and/or pay for their transcript using a check. All requests for official transcripts must be made in writing to the Director of Records. Transcript request forms are available in the Records Office, Regional Learning Center offices, or online at: http://www.mobap.edu/images/stories/academics/Records/transcript_request_form.pdf. Unofficial transcripts are available online through Spartan Space.

Delinquent Accounts

Students whose accounts are delinquent will not be permitted to register and/or return for a succeeding semester or term. In addition, transcripts will not be issued, and the student will not be permitted to participate in commencement exercises, if scheduled to graduate. Delinquent accounts are charged interest, collection fees, and court costs, when submitted to the collection agency, and will be reported to a national credit bureau.

Enrollment Status Change

If a student adds or drops individual courses changing status from part-time to full-time, or full-time to part-time, semester expenses will be recalculated to reflect the changed status. Refund calculations will be made according to the refund schedule which follows.

Refund Schedules

It is understood that each student enters for at least one term, and the University assumes the expense of making provisions accordingly. Therefore, a student's withdrawal does not materially reduce the costs to the University. Tuition refunds are pro-rated from the date withdrawal is approved by the Records Offices as follows in the case of a course load status change, such as overload to full-time, full-time to part-time, a reduction of course load within the part-time status, or complete withdrawal/dismissal from the University. Refunds for classes of non-standard term length are published in the respective class schedule.

Fifteen/Sixteen Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal after 1st day through end of 2nd week.....	90% of tuition
Withdrawal during 3rd and 4th weeks.....	50% of tuition
Withdrawal during 5th through 8th weeks.....	25% of tuition
Withdrawal after 8th week.....	0% of tuition

Twelve-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal after 1st day through end of 1st week.....	90% of tuition
Withdrawal during 2nd and 3rd weeks.....	50% of tuition
Withdrawal during 4th through 6th weeks.....	25% of tuition
Withdrawal after 6th week.....	0% of tuition

Ten-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal after 1st day through end of 1st week.....	90% of tuition
Withdrawal during 2nd and 3rd weeks.....	50% of tuition
Withdrawal during 4th and 5th weeks.....	25% of tuition
Withdrawal after 5th week.....	0% of tuition

Eight-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal after 1st day through end of 1st week.....	90% of tuition
Withdrawal during 2nd week.....	50% of tuition
Withdrawal during 3rd and 4th weeks.....	25% of tuition
Withdrawal after 4th week.....	0% of tuition

Five-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal after 1st day through end of 1st week.....	90% of tuition
Withdrawal during 2nd week.....	50% of tuition
Withdrawal during 3rd week.....	25% of tuition
Withdrawal after 3rd week.....	0% of tuition

Four-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal on the 2nd day.....	90% of tuition
Withdrawal during 3rd day through 4th day.....	50% of tuition
Withdrawal during 5th through 8th day.....	25% of tuition
Withdrawal after 8th day.....	0% of tuition

Three-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal on the 2nd day.....	90% of tuition
Withdrawal after 2nd day through end of 1st week.....	50% of tuition
Withdrawal during 2nd week.....	25% of tuition
Withdrawal after 2nd week.....	0% of tuition

Two-Week Classes

Withdrawal on the 1st day.....	100% of tuition (less administrative withdrawal fee)
Withdrawal on the 2nd day.....	90% of tuition
Withdrawal on the 3rd day.....	50% of tuition
Withdrawal on the 4th or 5th day.....	25% of tuition
Withdrawal after the 5th day.....	0% of tuition

ROOM DEPOSITS AND ALL OTHER FEES ARE NON-REFUNDABLE IN CASE OF WITHDRAWAL FROM THE UNIVERSITY.

REFUNDS FOR RESIDENT STUDENTS

If a resident student moves out of the residence hall during the contract period, whether voluntarily or involuntarily, room and board will be refunded *following the refund schedule for 15/16 week classes*. *A student leaving after the halfway point of the*

semester will be responsible for the entire semester's charge. If a resident student's enrollment fall below full-time (12 credit hours) for the semester, the student must vacate the residence hall immediately using the vacate procedures outlined in the *Student Handbook*. Vacate forms must be approved by the Director of Residence Halls and the Senior Vice President for Student Development before any refund is made. *Students leaving the residence hall during the contract period will not receive their housing deposit back*.







FINANCIAL SUPPORT INFORMATION

UNDERGRADUATE FINANCIAL AID, SCHOLARSHIPS, MILITARY AND VETERANS BENEFITS:

Missouri Baptist University offers an affordable, quality, liberal arts education to undergraduate students by combining the family contribution with grants, scholarships, loans, and student employment. While the primary responsibility for funding a university education lies with students and their families, the University has developed a comprehensive assistance program.

APPLICATION

Missouri Baptist University requires all undergraduate students to follow the procedures outlined below when applying for aid. In following the procedures, students will be considered for all types of assistance:

1. Complete the undergraduate admission process by submitting a degree-seeking application, supplying all academic transcripts, along with appropriate test scores, and any other required Admission materials.
2. Undergraduate students receiving federal student aid must have a high school diploma or a General Equivalency Diploma (GED). An official high school transcript reflecting graduation date, or official copy of the GED, must be submitted to the Admissions Office at the time application is made in order to be eligible.
3. Complete the current award year Free Application for Federal Student Aid (FAFSA) and request that the results be sent to Missouri Baptist University (Title IV School Code 007540). This application may be completed online at <http://www.fafsa.gov>. In addition to the FAFSA, students applying for federal Stafford loans will need to complete Entrance Counseling and Master Promissory Notes at <http://www.studentloans.gov>. Parents applying for federal Parent PLUS loans will need to complete the PLUS Request and Master Promissory Notes at www.studentloans.gov. Applicants may be selected for a review process called verification. In that instance additional financial documents will be required.

4. After evaluating the eligibility of the student, an award notification will be sent to the student detailing specific available financial assistance. Revised award notifications may be issued if eligibility changes. Students will be notified of any additional items that may be required to complete processing, such as federal verification, or loan documents.
5. Admission and financial aid files, including federal verification process if student is chosen, must be complete before any grants, scholarships, and/or loans may be disbursed.

IMPORTANT DATES

- | | |
|-------------|---|
| January 1 | Begin filing Free Application for Federal Student Aid (FAFSA) for the upcoming academic year. |
| February 1 | Deadline for completion of student financial aid file in order to receive institutional financial aid for Spring (current) semester. Aid for students applying after this date will be considered as funds are available. |
| February 15 | Deadline to apply for Missouri Minority Teaching Scholarships for the upcoming academic year. |
| March 1 | Deadline to complete files for Supplemental Educational Opportunity Grant for the upcoming academic year. |
| April 1 | Deadline to apply for Access Missouri Grant Program for the upcoming academic year. |
| June 1 | Deadline for completion of student financial aid files in order to receive institutional financial aid for Summer (current) session. |
| June 30 | Deadline to file Free Application for Federal Student Aid (FAFSA) for the current academic year. (Please note: Stafford loans cannot be processed once the term has ended.) |
| October 1 | Deadline for completion of student financial aid files in order to receive institutional financial aid for Fall (current) semester. |

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

Missouri Baptist University completes Satisfactory Academic Progress (SAP) once a year at the end of the spring semester. Financial aid recipients must demonstrate through their scholastic records that they are making satisfactory academic progress toward completion of their program(s) of study in order to maintain eligibility for enrolling in classes and receiving any form of federal financial assistance. Academic progress for financial aid is measured at the end of each year utilizing qualitative and quantitative standards.

Credit Definitions

Credits attempted are defined as all classes for which a student receives a passing grade ("D" or better), or an "F", "XF", "IP", "IN", "W", "WF". Credits earned are defined as all classes for which a student receives a passing grade ("D" or better). Repeated courses count as credits attempted during each term the student is enrolled in the course; however, the highest grade will be counted once as credits earned.

Qualitative Standards for Financial Aid Eligibility

At the end of the spring semester, ALL students who have an overall cumulative GPA below a 2.0 will be placed on Federal Aid Suspension for the next semester.

Quantitative Standards for Financial Aid Eligibility

This standard has two components: maximum time frame and course completion rate. The maximum time frame in which a student must complete an educational program of study cannot exceed 150 percent of the published program length measured in credit hours attempted. Example: A student pursuing an educational program that requires 128 hours would be allowed to attempt a maximum of 192 hours [128 x 150 percent (1.5) = 192]. The number of hours attempted includes any transfer hours accepted from other institutions that are applied to the student's program of study. In conjunction with the maximum program length, students must successfully complete (measured as credit hours earned) at least 66.67 percent of all coursework attempted as they progress through their program of study. This is a cumulative process, illustrated as follows: A student has maintained satisfactory academic progress for the first year of enrollment. However, at the end of the second year, the student's academic transcript indicates 45 hours attempted and 27 hours earned. The course completion rate is 60.0 percent (27 divided by 45). The student does not meet the required 66.67 percent standard and thus will be placed on Financial Aid Suspension and the student will have to appeal the Financial Aid Committee to receive federal aid for the next semester.

Financial Aid Suspension

Students on Financial Aid Suspension are not eligible for any form of federal financial assistance and remain ineligible until satisfactory academic progress standards are met or there has been an approved appeal or approved academic plan.

Appeal Process

Students who feel mitigating circumstances existed which adversely affected their ability to maintain satisfactory academic progress may submit a written appeal within 30 days of receiving notification of the suspension status. This appeal should be directed to the Financial Services Office. The Financial Aid Committee will hold a hearing in a timely manner to consider the appeal. If a student's appeal is approved by the Financial Aid Committee, the student will be placed on Financial Aid Probation for one term. After the Financial Aid Probation term the student must be making Satisfactory Academic Progress (SAP) or must successfully follow an academic plan. If the student's appeal is not approved the student has no additional recourse.

1. Students placed on Federal Aid Suspension will remain on suspension unless an appeal is written to the Financial Aid Committee or they reach satisfactory academic progress. The student will have two options.
 - a. Option 1: Students submit an application to the Financial Aid Committee asking to extend their financial aid for one semester with an explanation of their prior grades and what they will do to achieve a 2.0 by the end of the next semester. They may be placed on probation for one semester (generally the fall) and must be maintaining SAP by the end of that semester. If not, they may be placed back on Federal Aid Suspension with no additional appeal process until they have once again achieved Satisfactory Academic Progress.
 - b. Option 2: Students complete an appeal form and submit it to the Financial Aid Committee and also submit an Academic Plan. This Academic Plan must explain how they will be attain SAP by a certain timeframe, not to exceed one academic year. At the end of the academic year, they must be maintaining SAP. In addition, each semester, they will be reviewed and must be making progress towards their plan.
2. Transfer Students:
 - a. Students that are admitted below a 2.0 and do not meet satisfactory academic progress must complete one of the above options.

Students who do not comply with current academic regulations are subject to review and possible termination of financial aid.

The SAP regulations of this section supersede all similar policies in previous catalogs and are effective for all students as of July 1, 2011.

FEDERAL AND STATE AID

Federal and state aid is primarily based on financial need. Students must apply through the Free Application for Federal Student Aid (FAFSA) to be considered.

The FAFSA provides a guideline for an estimate of family contribution. After the family contribution is subtracted from the cost of attendance (including tuition, room and board, books, supplies, personal items, travel expenses, etc.), the result is the need of the student.

Cost of Attendance (tuition, room and board, books, supplies, personal items, travel expenses, etc.)
- Family Contribution (student and parent if dependent)

= Student's Need

Students are encouraged to apply as soon as possible after January 1 for the following academic year.

Students receiving federal assistance must certify Selective Service Registration status and that they are not in default on previous student loans or owe a repayment to the Federal Pell Grant program. This certification is done through the completion of the FAFSA.

FINANCIAL AID CONSORTIUM AGREEMENT

A consortium agreement is a written agreement between two eligible schools which allows students to receive federal and/or state assistance at one (Home) institution for coursework completed at a separate (Host) institution. The Home Institution is the institution at which the students will be receiving their final Degree or Certificate. (Anyone enrolled as a full-time degree-seeking MBU student does not need to complete a Financial Aid Consortium Agreement.)

Financial Aid Consortium Agreement forms are available online at <http://www.mobap.edu/financial-aid/forms/> and clicking on Consortium Agreement for Financial Aid under Other Forms, or by contacting the Financial Services Office. The forms may also be available at the Regional Learning Centers.

UNDERGRADUATE GRANTS AND SCHOLARSHIPS

FEDERAL GRANTS

FEDERAL PELL GRANT

The amount may vary each award year. Undergraduate students must be enrolled for at least 1 credit hour each semester. Eligibility is based on the financial need of the student and enrollment status. Students must submit the results of the Free Application for Federal Student Aid to the Student Financial Services Office. Amounts awarded are subject to federal funding.

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (SEOG)

The amount may vary each award year. Undergraduate students must be enrolled for at least six (6) credit hours each semester. Eligibility is based on exceptional financial need of the student. SEOG is awarded on a limited basis. Students must apply by completing Free Application for Federal Student Aid (FAFSA). Amounts awarded are subject to federal funding.

TEACH GRANT PROGRAM

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 per year in grants for graduate and undergraduate students who intend to **teach full-time** in high-need subject areas for at least **four years at schools that serve students from low-income families**. Students may receive up to \$16,000 for undergraduate study and up to \$8,000 for graduate study. Part-time students are eligible, but the maximum grant will be reduced. The grant is also available for post-baccalaureate teacher certification coursework.

IF YOU FAIL TO COMPLETE THE FOUR-YEAR TEACHING OBLIGATION YOU WILL HAVE TO REPAY THE GRANT WITH INTEREST!!!

Student Eligibility Requirements

To receive a TEACH Grant you must:

- Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.
- Meet the eligibility requirements for federal student aid listed at: <http://studentaid.ed.gov/types/grants-scholarships/teach>.
- Be enrolled in a program of study designated as TEACH Grant-eligible. Eligible programs are those that prepare a student to teach in a high-need area. For example, a bachelor's program with a math major could qualify for a student who intends to be a math teacher. TEACH Grant-eligible undergraduate programs of study at MBU are as follows:

- o **Bachelor of Science in Education with majors in the following areas:**
 - Early Childhood with Early Childhood Special Education (Birth-Grade 3)
 - Early Childhood (Birth-Grade 3)/Elementary (1-6) with Early Childhood Special Education (Birth-Grade 3)
 - Early Childhood (Birth-Grade 3)/Elementary (1-6) with Cross-Categorical Disabilities (K-12)
 - Elementary Education (1-6) with Cross-Categorical Disabilities (K-12)
- o **Bachelor of Science with majors in the following areas:**
 - Middle Childhood Education – Concentration in Mathematics (5-9)
 - Middle Childhood Education – Concentration in Science (5-9)
 - Mathematics and Secondary Education (9-12)
 - Unified Science and Secondary Education (9-12)
 - Biology Endorsement
 - Chemistry Endorsement
- o **Other possible teacher shortage areas are listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing online at:**
<http://www.ed.gov/about/offices/list/ope/pol/tsa.doc>
- Meet one of the following academic achievement requirements
 - o Score above the **75th percentile** on a college admissions test (e.g. SAT, ACT, or GRE), OR
 - o Graduate from high school with a **cumulative GPA of at least 3.25** (on a 4.0 scale) to receive a grant as a freshman, **OR**
 - o Have a **cumulative GPA of at least 3.25** (on a 4.0 scale) on your college coursework to receive a grant for each subsequent term.
- Sign a TEACH Grant **Agreement to Serve (ATS)** and respond to requests by the U.S. Department of Education confirming your continuing intention to meet the teaching obligation. The ATS is available electronically at www.teach-ats.ed.gov.
- Complete a TEACH Grant Eligibility Worksheet:
www.mobap.edu/teach-grant

TEACH Grant Agreement to Serve and Promise to Pay

Each year you receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve and Promise to Pay (service agreement) which is available electronically on the Department of Education website <http://www.teach-ats.ed.gov>. The TEACH Grant service agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were first disbursed.

Teaching Obligation

To avoid repaying the TEACH Grant with interest you must be a **highly-qualified, full-time** teacher in a **high-need subject area** for at least **four years** at a **school serving low-income students**. You must complete the four years of teaching within eight years of finishing the program for which you received the grant. You incur

a four-year teaching obligation for each educational program for which you received TEACH Grant funds, although you may work off multiple four-year obligations simultaneously under certain circumstances. Specific definitions of these terms are included below.

Highly-Qualified Teacher

You must perform the teaching service as a highly-qualified teacher, which is defined in federal law. The definition can be found online at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg107.html>.

Full-Time Teacher

You must meet the state's definition of a full time teacher and spend the majority (at least 51 percent) of your time teaching one of the high-need subject areas. Elementary teachers who teach many subjects would not be able to fulfill their service agreement.

High-Need Subject Areas

- Bilingual Education and English Language Acquisition
- Foreign Language
- Mathematics
- Reading Specialist
- Science
- Special Education (all areas)
- Other teacher shortage areas listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing at: <http://www.ed.gov/about/offices/list/ope/pol/tsa.doc>.

Schools Serving Low-Income Students

Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits at: <https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>.

Documentation

You must respond promptly to any requests for information or documentation from the U.S. Department of Education, even if they seem repetitive. These requests will be sent to you while you are still in school as well as once you are out of school. You will be asked regularly to confirm that you either still intend to teach or that you are teaching as required. You must provide documentation to the U.S. Department of Education at the end of each year of teaching.

If you temporarily cease enrollment in your program of study or if you encounter situations that affect your ability to begin or continue teaching, you will need to stay in touch with the U.S. Department of Education to avoid your grants being converted to loans before you are able to complete your teaching obligation.

IMPORTANT REMINDER

Failure to complete the teaching obligation, respond to requests for information, or properly document your teaching service will cause the TEACH Grant to be permanently converted to a loan with interest. Once a grant is converted to a loan it cannot be converted back to a grant!

FOR MORE INFORMATION

- For more information about pursuing a TEACH Grant-eligible program, contact Kathleen Wendt, Director of Teacher Education Certification Advising, at 314-392-2324 or wendt@mobap.edu.
- For more information about receiving a TEACH Grant, contact Yolanda Dye, Financial Assistance Coordinator, at 314-392-2366 or dyey@mobap.edu.

STATE GRANTS AND SCHOLARSHIPS

For current information on Missouri Grants and Scholarships go to <http://www.mdhe.mo.gov/ppc/grants>.

ACCESS MISSOURI GRANT PROGRAM

To apply, undergraduate students must complete the Free Application for Federal Student Aid (FAFSA). Application deadline is April 1. Eligibility of funds is determined by the student's EFC on the FAFSA. The student must be a U.S. citizen or an eligible non-citizen, a resident of Missouri, enrolled in at least 12 hours per semester, and maintaining a cumulative GPA of 2.5 or higher. Award amount is up to \$4,600.00 for the year. Students pursuing a degree or certificate in Christian Ministry, Music Ministry, Ministry and Leadership, Religion, Worship Arts, or Worship Arts Technology are ineligible for this grant.

MARGUERITE ROSS BARNETT MEMORIAL SCHOLARSHIP PROGRAM

This scholarship was established for undergraduate students who are employed while attending school part-time. To be eligible a student must: 1) be enrolled at least half-time (6 semester hours) but less than full-time (12 semester hours); 2) be employed and compensated for at least 20 hours per week; 3) be at least 18 years of age; 4) demonstrate financial need; maintain satisfactory academic progress as defined by Missouri Baptist University; 5) be a Missouri resident and a U.S. citizen or an eligible noncitizen; and 6) not be pursuing a degree or certificate in Christian Ministry, Music Ministry, Ministry and Leadership, Religion, Worship Arts, or Worship Arts Technology. To apply, students must complete the Free Application for Federal Student Aid (FAFSA). Application deadline is April 1. Visit the Missouri Department of Higher Education website for application information: www.mdhe.mo.gov/ppc/grants.

MISSOURI HIGHER EDUCATION ACADEMIC SCHOLARSHIP (BRIGHT FLIGHT)

2012-2013 Academic Year (for 2011 High School Seniors and Renewal Recipients):

Students whose ACT or SAT composite scores are in the top three percent of all Missouri students taking those tests may be eligible to receive an annual award of \$3,000, conditional on sufficient state appropriations. Students whose ACT or SAT composite scores are in the top four and five percent of all Missouri students taking those tests may be eligible to receive an annual award of \$1,000, conditional on sufficient state appropriations. The qualifying scores are re-evaluated each fall.

Undergraduate students must be enrolled for at least 12 hours each semester to receive this scholarship. Students pursuing a degree or certificate in Christian Ministry, Music Ministry, Ministry and Leadership, Religion, Worship Arts, or Worship Arts Technology are ineligible for this scholarship.

MISSOURI MINORITY TEACHING SCHOLARSHIP

This scholarship is a competitive \$3,000 per year renewable award for up to four years and is available through the Missouri Department of Higher Education (MDHE). The Missouri Minority Teaching Scholarship awards are contingent upon a match from Missouri Baptist University. Applicants must meet the following requirements: be enrolled in a program of study leading to certification in Missouri; be a Missouri resident; be African-American, Asian-American, Hispanic American, or Native American; be high school seniors, college students, or returning adults (without a baccalaureate degree) who rank in the top 25 percent of their high school class and score at or above the 75th percentile on the ACT or SAT exam or who have completed 30 college hours and have a cumulative GPA of 3.0 or higher, **OR** individuals with a baccalaureate degree who are returning to an approved math or science teacher education program. Completed application packets must be submitted by February 15th. For additional information or to download the application and reference form, go to <http://www.mdhe.mo.gov/ppc/grants>.

UNDERGRADUATE LOANS

FEDERAL SUBSIDIZED/UNSUBSIDIZED STAFFORD STUDENT LOAN PROGRAM

The amount varies up to \$5,500 per year for grade level one (1); \$6,500 per year for grade level two (2); and \$7,500 per year for grade levels three (3) through five (5). Eligibility for Subsidized Stafford Loan is need-based. This is a government-insured loan. Students must first file the Free Application for Federal Student Aid (FAFSA) and meet all other federal eligibility requirements. Students must complete Entrance Counseling and a Master Promissory Note at <http://www.studentloans.gov> and must be enrolled for at least six (6) credit hours each semester.

FEDERAL UNSUBSIDIZED STUDENT LOAN SUPPLEMENT

This additional Unsubsidized Stafford Loan is for independent students as determined by the FAFSA, and for those dependent students whose request for a Parent PLUS loan was denied. The amount varies up to \$4,000 per year for grade levels one and two; \$5,000 per year for grade levels three through five. Students must first file the Free Application for Federal Student Aid (FAFSA) and meet all other federal eligibility requirements. Students must be enrolled for at least six (6) credit hours each semester.

Student loan credit refund checks will be mailed to the address on file within 14 days of disbursement as mandated by federal law.

FEDERAL PARENT PLUS LOANS

This credit-based loan is available to parents for their dependent, undergraduate students. The amount of the loan varies and is limited to the cost of education minus financial aid. Parent borrowers must complete a PLUS Request and Master Promissory Note at <http://www.studentloans.gov>. Contact the Student Financial Services Office for information. Students must be enrolled for at least six (6) credit hours each semester and meet all other federal eligibility requirements. Eligibility is credit-based; if the parent is deemed ineligible due to adverse credit history, the dependent student becomes eligible to receive the Federal Unsubsidized Student Loan Supplement.

EMPLOYMENT OPPORTUNITIES

FEDERAL WORK STUDY PROGRAM (FWS)

Eligibility is based on financial need. Contact the Student Financial Services Office for information:

<http://www.mobap.edu/financial-aid/types-of-aid/financial-aid-work-study/>.

MILITARY BENEFITS AND AID

ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

University-bound high school students may apply for four-year Army ROTC scholarships. University freshmen and sophomores may apply for two- or three-year scholarships. Scholarship winners receive complete tuition and a fixed sum each semester for books and school supplies. For additional information on the ROTC program and scholarships, write:

Enrollment Officer
Washington University ROTC Department
Campus Box 1206
One Brookings Drive
St. Louis, MO 63130-4862

Or call for an appointment 314-935-5546 or 314-935-5537. Fax number is 314-935-6931. Email address is rotc@wustl.edu. Additional information is available on the ROTC website: http://www.rotc.wustl.edu/About_Gateway.html.

VETERANS ASSISTANCE (VA)

Information and application forms may be obtained from the Records Office.

YELLOW RIBBON PROGRAM

Missouri Baptist University is pleased to offer a tuition-free education to students who qualify for full benefits under the Post 911 GI Bill. Veterans must have served more than 36 cumulative months of active duty since Sept. 10, 2001. To determine eligibility for Post 911 GI Benefits or to apply, visit <http://www.gibill.va.gov>. For information on MBU's Yellow Ribbon Program, which will cover the balance of tuition after Post 911 benefits are applied, contact the Student Financial Services Office.

UNDERGRADUATE INSTITUTIONAL FINANCIAL AID

Institutional aid consists of all scholarships and grants that are funded by the University, including tuition, fee waivers, and concessions. Undergraduate students may receive external and institutional aid up to the tuition and fee allowance for commuter students, or tuition, fees, room, and board for resident students. This excludes loans and other restrictions may apply. Contact the Student Financial Services Office for details.

Undergraduate students MUST carry a load of at least twelve credit hours to be eligible for institutional aid unless otherwise noted. A student who attends less than 50% of chapel/convocation programs in any one semester is placed on disciplinary probation. Any student placed on disciplinary probation may forfeit all institutional financial assistance.

Scholarships, grants, and concessions may be forfeited at any time because of undesirable conduct or failure to maintain Satisfactory Academic Progress (SAP). Some scholarships require a minimum cumulative grade point average greater than 2.0 to renew.

All institutional financial assistance administered by Missouri Baptist University is handled by the Financial Aid Committee. Any appeals of financial aid awards should be submitted in writing to the Financial Aid Committee. Only written appeals will be addressed.

UNDERGRADUATE SCHOLARSHIPS

Undergraduate scholarships are awarded on the basis of academic excellence, special talents, and financial need. Awards are given on a first come, first served basis. Institutional scholarships require full-time, Main campus enrollment, unless otherwise noted, and are only awarded for the Fall and Spring semesters. To apply, undergraduate students must have completed their admission and financial aid files.

All undergraduate scholarships and/or separate applications must be completed and submitted to the Student Financial Services Office by the deadlines listed at the beginning of the Financial Support section of the catalog under Important Dates. Scholarships are assigned at the point of admission and do not increase in subsequent years. Full-tuition undergraduate scholarships cover up to 18 hours of academic credit.

NATIONAL MERIT FINALIST OR SEMI-FINALIST: Missouri Baptist University offers scholarships covering up to full tuition, room, board, books, and fees for undergraduate students selected as National Merit Finalists or Semi-Finalists by the National Merit Scholarship Corporation and the National Merit Minority Scholarship Foundation. Recipients must maintain a cumulative GPA of 3.5 on a 4.0 scale to renew the award.

FULL TRUSTEE: These scholarships for up to 100 percent of tuition are awarded to only two students per academic year based on the following criteria: Freshman – 30 or higher on the ACT or 1320 or higher on the SAT. The student must maintain a 3.5 cumulative GPA on a 4.0 scale to renew the award.

PARTIAL TRUSTEE: Scholarships are available for up to \$9,500 per year, based on the following criteria: Freshman who score 28 or higher on the ACT or 1240 or higher on the SAT, and have a 3.7 or higher cumulative grade point average. The student must maintain a 3.5 cumulative GPA on a 4.0 scale to renew the award.

PRESIDENT'S: These scholarships are available for up to \$7,500 per year for freshmen and \$7,000 per year for transfers, based on the following criteria: Freshman – score 26 or higher on the ACT or 1210 or higher on the SAT, and have a 2.6 or higher cumulative grade point average. Undergraduate transfer – 12 or more credit hours with a cumulative GPA of 3.5 or higher on a 4.0 scale. The student must maintain a 3.0 cumulative GPA on a 4.0 scale to renew the award.

DEAN'S: These scholarships are available for up to \$5,500 per year for freshmen and \$6,000 per year for transfers, based on the following criteria: Freshman – score 24 or higher on the ACT or 1090 or higher on the SAT, and have a 2.3 or higher cumulative grade point average. Undergraduate transfer – 12 or more credit hours with a cumulative GPA of 3.0 or higher on a 4.0 scale. The student must maintain a 2.5 cumulative GPA on a 4.0 scale to renew the award.

FACULTY: These scholarships are available for up to \$4,500 per year for freshmen and \$5,000 per year for transfers, based on the following criteria: Freshman – score 20 or higher on the ACT or 1090 or higher on the SAT, and have a 2.0 or higher cumulative grade point average. Undergraduate transfer – 12 or more credit hours with a cumulative GPA of 2.5 or higher on a 4.0 scale. The student must maintain a 2.0 cumulative GPA on a 4.0 scale to renew the award.

MAP ACHIEVEMENT SCHOLARSHIP: This \$1,000 scholarship is available to a limited number of first-time freshmen who meet the Missouri Department of Elementary and Secondary Education's criteria for advanced scores on the MAP test and may be stacked with academic scholarships.

ST. LOUIS COMMUNITY COLLEGE SCHOLARSHIP: These scholarships are available for up to \$8,000 per year to students transferring from St. Louis Community College with a cumulative GPA of at least 2.50 and 42 credit hours.

PHI THETA KAPPA SCHOLARSHIP: These scholarships are available for up to \$1,000 per year to students who are members of Phi Theta Kappa. Students must present proof of membership in good standing.

MISSOURI MINORITY TEACHING SCHOLARSHIPS: Missouri Baptist University may match up to 10 scholarships of \$1,000 per academic year as awarded by the State of Missouri to Missouri residents enrolled in an accredited teacher training program. The award may total up to \$3000 per academic year (\$2000 from the State of Missouri, \$1000 from MBU). This award is renewable for up to four years. Deadline for application to the State of Missouri is February 15 for the upcoming academic year. Criteria are listed under the Federal and State Grants and Scholarships section of this catalog. This award applies to any MBU campus.

MINISTERIAL: This scholarship is available to Christian students pursuing a major in Christian Ministry, Ministry and Leadership, Music Ministry, Worship Arts, or Worship Arts Technology, a minor in Christian Studies, Religion, Music Ministry, or Worship Arts, or the Associate of Science in Religion. Applicants for this undergraduate scholarship must file a letter verifying public commitment to participate in a ministry of preaching, youth, religious education, music, or missions. This scholarship is renewed each year, and the student must meet the following requirements:

1. Apply each year.
2. Attend 80 percent of the Ministerial Alliance meetings each year.
3. Attend a local church on a regular basis.
4. Participate in ministry activities each year (100 hours for a major, 50 hours for a minor).
5. Participate in service activities for the University each year (100 hours for a major, 50 hours for a minor).

Students must register for REMU 010/020 Ministerial Scholarship each semester and submit all of the required paperwork each year to the Ministerial Scholarship Committee via Blackboard. When all of the paperwork is filed properly, the student qualifies for an interview with the Ministerial Scholarship Committee. Students who have completed this interview will then be awarded scholarship amounts based on academic criteria, student development, and such concerns consistent with the nature of the major. Students must be interviewed and approved by October 1st for the full year award and by February 1st for the Spring semester only award.

UNDERGRADUATE CONCESSIONS AND GRANTS

Undergraduate concessions and grants are awarded to students meeting certain standards or qualifications. This is gift assistance and does not have to be repaid. To apply, students must have completed their admission and financial aid files. Applicants may also need a recommendation from a faculty member or pastor to meet the eligibility requirements. Grants are budgeted and awarded on a limited basis. The University reserves the right to refuse a qualified applicant based on depletion of funds, enrollment status, and campus of attendance. Institutional grants

require full-time enrollment unless otherwise noted. Students attending Regional Learning Centers or taking distance learning courses may receive institutional grants at a prorated award amount. Unless otherwise noted, undergraduate concessions and grants are only awarded for the Fall and Spring semesters.

ALUMNI CONCESSION: All recipients of a Missouri Baptist University baccalaureate degree are eligible to receive a concession on future coursework of:

1. One half of undergraduate tuition on the Main campus and at the Troy/Wentzville Regional Learning Center.
2. \$750 concession per semester of full-time enrollment (6+ hours) in 500-level courses at tuition rates equal to or exceeding Main Campus rates.

This concession is only applicable to courses offered by Missouri Baptist University. Some restrictions do apply.

ALUMNI DEPENDENT GRANT: The spouse or dependent children of a Missouri Baptist University graduate who has completed a baccalaureate degree at Missouri Baptist University is eligible to receive a grant of up to \$1,500 annually. This applies to undergraduate tuition only.

CHRISTIAN HIGH SCHOOL GRADUATE GRANT: A grant of up to \$500 is available to first-time freshmen who have graduated from a Christian high school. A letter from the school is required. This grant is available for the first year only.

CHRISTIAN SERVICE DEPENDENT GRANT: Available to undergraduate students who are spouses or dependent children of ministers, missionaries, full-time church officials, employees of Southern Baptist agencies or administrators of Christian schools. This grant of up to \$1,500 annually requires an application for the Christian Service Dependent Grant from the agency of employment.

CHURCH MATCHING GRANT: Church contributions given on behalf of a Missouri Baptist University undergraduate student will be matched up to \$500 per semester, not to exceed \$1,000 per year. The church check or the signed church contract from the church must be submitted to the Student Financial Services Office by October 1st.

DENOMINATIONAL GRANTS: Missouri Baptist University offers each undergraduate student who is an active member of a Southern Baptist church and attending Missouri Baptist University a renewable grant of up to \$1,000 annually.

EXCEL GRANT: This grant of up to \$500 is available to incoming first-time freshmen who have completed six (6) credit hours through the Missouri Baptist University EXCEL program. This grant is available for the first year only.

FACULTY/STAFF UNDERGRADUATE CONCESSION: All full-time employees, and their legal dependents under the age of 25, may be eligible to receive a full-tuition concession as full- or part-time undergraduate students. The employee must complete one year of full-time service in order to be eligible for the concession. The maximum award is limited to the cost of full-time Main campus tuition and is available for Fall, Spring, and Summer terms.

FACULTY/STAFF GRADUATE CONCESSION: All full-time employees may be eligible to receive a half-tuition concession. The employee must complete one year of full-time service in order to be eligible for the concession, which is available for Fall, Spring, and Summer terms.

FAMILY AWARD: A concession of \$1,500 annually may be awarded to undergraduate students from the same immediate family household (including parents and their dependents, siblings who are both dependent according to the FAFSA, and spouses) who are enrolled during the same semester as full-time students.

LAW ENFORCEMENT GRANT: A grant of up to one-third tuition is available to both full- and part-time undergraduate students, on the Main campus only, who are majoring in Criminal Justice and who are employed as law enforcement officers in the St. Louis area. To be eligible, students must submit proof of employment, such as a letter from their department's police chief or other official, at the beginning of each semester or term.

PERFORMANCE GRANT: Awards are based on the talent and participation of the undergraduate student in the areas of music and athletics. Detailed information may be obtained from specific departments. Amounts vary. **FULL-TIME MAIN CAMPUS ENROLLMENT IS REQUIRED.**

RESIDENT ASSISTANT CONCESSION: Students selected by the Resident Director and the Senior Vice President for Student Development to serve as Resident Assistants in the residence halls receive a concession of current room and board charges for each semester of service.

SENIOR ADULT CONCESSION: Missouri Baptist University offers students over the age of 60 concessions for up to six hours of tuition per semester – Fall, Spring, and Summer– for **undergraduate courses only**. The student is responsible for all other applicable fees. Proof of age is required (e.g. driver's license, birth certificate, or passport).



MISSOURI BAPTIST

GATEWAY TO KNOWLEDGE FOR SERVICE

UNIVERSITY

ENDOWMENTS

The following endowments fund the Missouri Baptist Scholarship Program. Some endowments are awarded according to specific criteria.

The Alumni Association of Missouri Baptist University Scholarship Endowment – Established by the Alumni Association of Missouri Baptist University and partially funds a Missouri Baptist University scholarship for a junior or senior student.

The E. J. Anderson Memorial Endowment – Established by the Anderson Fund and partially funds scholarships for students active in their church.

The Ballard Memorial Fund – Established by the Ballard Fund.

The Peggy Bay Endowment – Established by the Peggy Bay Fund and partially funds a scholarship in music.

The Mata V. Bear Endowment – Established by the Mata V. Bear Fund and partially funds a scholarship in education.

The Edgar E. and Gertrude F. Blake Memorial Endowment – Established by the Blake Fund and partially funds a Missouri Baptist University institutional scholarship.

The Velva Belle Boggs Endowment – Established by the Boggs Fund and partially funds a Missouri Baptist University institutional scholarship.

The Walter R. Brown Endowment – Established by the Brown Fund and partially funds a scholarship for a student from the City of St. Louis.

The Leta Fern Bywaters Endowment – Established by the Bywaters Fund and partially funds a Missouri Baptist University institutional scholarship.

The John W. Chancellor Memorial Endowment – Established by Mrs. Betty Keistler and partially funds a scholarship for a student majoring in business or pre-law.

The Rufus R. Crozier Endowment – Established by the Crozier Fund and partially funds a ministerial scholarship.

The Clarence and Lois Dehart Endowment – Established by the Dehart Fund and partially funds a Missouri Baptist University institutional scholarship.

The DeLozier Endowment – Established by the DeLozier Fund and partially funds a scholarship in ministry.

The Edmundson Road Baptist Church Endowment – Established by the Edmundson Road Baptist Church Fund and partially funds a Missouri Baptist University institutional scholarship.

The Virginia L. Field Memorial Endowment – Established by the Virginia L. Field Memorial Fund and funds a scholarship for an academically excellent, full-time, evangelical Christian student.

The Fitzgerald-Chaney Endowment – Established by the Fitzgerald-Chaney Fund and partially funds a scholarship in education.

The Dallas and Rosalie Frillman Memorial Endowment – Established by the Frillman Fund and partially funds scholarships for students to participate in international study.

The Harold E. Fry, Sr. Memorial Endowment – Established by Mrs. Yvonne Fry and partially funds a scholarship in ministry.

The Mr. and Mrs. Sardis E. Glascock Endowment – Established by the Glascock Fund and partially funds a scholarship in ministry.

The Glen Echo John Ogden Endowment – Established by the Echo-Ogden Fund and partially funds scholarships for students preparing for a church related vocation.

The Dan and Marilyn Glore Endowment Fund – Established by Dan and Marilyn Glore to benefit the Missouri Baptist University Regional Learning Center at Jefferson College.

The Hale Endowment – Established by the Hale Fund and partially funds a Missouri Baptist University institutional scholarship.

The Hamel-Littlefield Memorial Endowment – Established by John and Kay Littlefield and partially funds a Missouri Baptist University institutional scholarship.

The Harding Memorial Endowment – Established by the Harding Fund and partially funds a Missouri Baptist University institutional scholarship.

The Etta Cranor and J.O. Hassler Memorial Endowment – Established by the Hassler Fund and partially funds a Missouri Baptist University institutional scholarship.

The Arthur and Audre Hunn Endowment – Established by the Hunn Fund and partially funds a Missouri Baptist University institutional scholarship.

The Immanuel Endowment – Established by the Immanuel Fund and partially funds scholarships for students pursuing a church-related vocation.

The Frank B. Kellogg Scholarship – Established by the Gateway Foundation and partially funds scholarships for students majoring in a health-related field.

The Kraemer Memorial Endowment – Established by the Kraemer Fund and partially funds a Missouri Baptist University institutional scholarship.

The Pat Lacey Endowed Music Grant – Established by Alton and Pat Lacey to encourage and support singers pursuing a degree in vocal performance.

The Michael and Bailey Lake Educational Fund – Established to provide student scholarships giving preference to students from Crestwood Baptist Church, a church affiliated with the St. Louis Baptist Association, or a student preparing for the ministry.

The David Love Special Need Scholarship – Established by the Love Fund and partially funds a Missouri Baptist University institutional scholarship for a physically challenged student.

The Forrest A. Lowery Endowment – Established by the Lowery Fund and partially funds scholarships for students preparing for a church-related vocation.

The Louis A. “Dink” Marler Memorial Endowment – Established by the Marler Fund and partially funds textbooks for needy ministerial students.

The Mayfield Endowment – Established by the Mayfield Fund and partially funds a Missouri Baptist University institutional scholarship.

The Hazel O. McCoy Endowment – Established by the McCoy Fund and partially funds a Missouri Baptist University institutional scholarship.

The George and Lucille Meyer Memorial Endowment – Established by the Meyer Fund and partially funds a Missouri Baptist University institutional scholarship.

The Miller Endowment – Established by the Miller Fund and partially funds a Missouri Baptist University institutional scholarship.

The Missouri Baptist University Endowment – Established by the Missouri Baptist University Fund and partially funds a Missouri Baptist University institutional scholarship.

The Missouri Baptist Convention Endowment – Established by the Missouri Baptist Convention and partially funds a Missouri Baptist University institutional scholarship.

The A. Marvin and Louise Mullis Endowment – Established by the Mullis Fund and partially funds a Missouri Baptist University institutional scholarship.

The Muncy Fellows Memorial Endowment – Established by the family of Dr. W.L. Muncy, Jr. and is awarded as a part of the Muncy Institute for Evangelism.

The President Emeritus Endowment – Partially funds a Missouri Baptist University institutional scholarship.

The Gordon Psalmonds Memorial Endowment – Established by the family and friends of Dr. Gordon Psalmonds.

The Ridings Endowment – Established by the Ridings Education Fund and partially funds a Missouri Baptist University institutional scholarship.

The Robb Endowment – Established by the Robb Fund and partially funds a Missouri Baptist University institutional scholarship.

The Louis C. Roberts Memorial Endowment – Established by the Roberts Fund and partially funds a Missouri Baptist University institutional scholarship.

The Kimberly Preston Schueler Memorial Endowment – Established by the Preston Fund and partially funds a Missouri Baptist University scholarship for an English major.

The Smallwood Endowment – Established by the Smallwood Fund and partially funds a Missouri Baptist University institutional scholarship.

The Faith A. Seguin Smith ’75 Endowment – Partially funds a scholarship for students pursuing a Music or Music Education degree.

The Nelson E. and Maxine A. Smith Family Trust – Established by the Smith Fund and partially funds a scholarship for full-time Southern Baptist students who are preparing for a church-related vocation.

The Southwestern Bell Telephone Endowment – Established by the Southwestern Bell Telephone Fund and partially funds a scholarship for a student majoring in communications.

The Judge Aytchmonde P. Stone, Jr. Endowment – Established by the Stone Fund and partially funds a Missouri Baptist University institutional scholarship.

The Mrs. Aytchmonde P. Stone, Jr. Endowment – Established by the Stone Fund and partially funds a scholarship for a student in pre-nursing.

The Dorothy Elizabeth Tabor Endowment – Established by the Tabor Fund and partially funds a Missouri Baptist University institutional scholarship.

The Timothy Fund – The Timothy Fund was established to provide a scholarship for graduate students pursuing a degree in counseling or undergraduate students pursuing a degree in education.

The Union Pacific Endowment – Established by the Union Pacific Foundation and partially funds a scholarship for a student from the City of St. Louis.

The University Heights Baptist Church Endowment – Established by the University Heights Baptist Church of Springfield, Missouri, and partially funds a Missouri Baptist University institutional scholarship.

The Elmer Whitney Endowment – Established by the Elmer Whitney Student Aid Fund and partially funds a scholarship for a student preparing for a church-related vocation.

The William T. Winning, Jr., and Lillian A. Winning Endowment – Established by the Winning Fund and partially funds an institutional scholarship.



STUDENT LIFE AND SERVICES

Mission Statement: Life at Missouri Baptist University is more than books, seminars, and lectures. It also involves the student in activities outside the classroom, from participation in student organizations to life in the residence halls. It includes providing the student with cultural activities, recreation, entertainment, service opportunities, and spiritual development. The Missouri Baptist University program is designed not only to embrace a wide diversity of interests but also to use that diversity to challenge and strengthen the mind and spirit of each member of the student body.

The Office of the Senior Vice President for Student Development, in conjunction with other university departments, seeks to provide services and activities which, together with the academic program, offer a complete educational experience that is related to the intellectual goals and individual talents, abilities, and resources of the student.

From the time a student is admitted to the University, steps are taken to facilitate integration into university life, to encourage individual study and achievement, to discover and develop personal abilities, and to help the student realize the highest possible values from the University experience.

FIRST YEAR EXPERIENCE

The office of First Year Experience seeks to orient, educate, and facilitate community-building for incoming students during their first year on campus. Through the use of various programs, FYE seeks to acquaint the incoming student with the University mission, MBU campus life, leadership and study skills, academic disciplines, career planning, graduation requirements and other life skills. The integration of faith and learning and whole-life choices are emphasized as students are encouraged to seek out opportunities which will help them develop as a whole person: physically, mentally, emotionally, socially, culturally and spiritually.

The Transfer Student Orientation, Collegiate Seminar (the first year student orientation course), and the Peer Mentor program operate through the office of First Year Experience.

The Peer Mentor program is designed to build relationships between new and current students and to provide a welcoming atmosphere in which new students are able to ask questions

and acquire the guidance they need promptly. Peer Mentors encourage new students to attend campus events and to seek out opportunities which will help them develop as a whole person. Through the Peer Mentor program, students will develop and grow as leaders and will engage with the MBU campus and students in ways they might not have otherwise.

The office of First Year Experience can be found in Field Academic Hall 204. To contact the Director of FYE, call 314.392.2120 or email Marie Tudor at tudorm@mobap.edu.

SPARTAN SPACE

Spartan Space is Missouri Baptist University's 24-hour, self-service web portal. Spartan Space gives all eligible MBU students the ability to:

- View active holds
- Change local address
- Keep a personal calendar of events such as birthdays, athletic schedules, concerts, upcoming tests, etc.
- Access a Faculty Directory of campus email addresses and phone numbers
- View lists of documents received and outstanding (Admissions, Teacher Education, etc.)
- Perform job searches
- Order books from the bookstore
- Access the library reference sites
- Review and either accept or deny financial aid awards
- Search an up-to-date listing of courses offered
- Print an unofficial student transcript
- Print a class schedule
- Pay tuition and fees online
- Print a copy of both mid-term and final grade cards (grade reports will **not** be mailed)

To access Spartan Space, go to www.mobap.edu and click on Current Students. Then click on the Student Portal Log In link in the middle of the page under Spartan Space. Spartan Space, Blackboard, MBU email, and campus computer access all use the same username (student ID number) and password. Students who do not know their username should contact the MBU IT department at 314-392-2377. For other problems or questions, please contact the office related to the problem or question (Admissions for issues related to Admissions document tracking, Financial Services for billing or financial aid issues, Records Office for issues related to schedules, transcripts, or grade cards, etc., Teacher Education for issues related to Teacher Education document tracking items, etc.).

Links to Blackboard, campus email, and the Password Help Center can also be found in the same location. Students who have forgotten their password can have their password reset using the Password Help Center.

CANCELLATION OF CLASSES

In the event that day classes are cancelled due to severe weather, power outages, or other unforeseen circumstances, or if classes are to run on the Delayed Day Schedule, please note the following:

- The mobap.edu website will provide the most accurate information and details.
- Students may sign up through the Password Help Center to receive emergency text notifications to their cell phone. In addition, students may enroll by sending a text message to 313131 with the term mbustudents. Students should quickly receive a text message confirming participation in the program.
- The Main campus phone messaging system (314) 434-8262 will play updated information.
- The following broadcast centers will be notified: KMOX Radio (AM 1120), KSDK Channel , and other outlets.

Announcements on KMOX begin at 5:30 a.m. with a repeat listing at 6:30 a.m. KTVI Channel 2 and KSDK Channel 5 continually broadcast information from 5:30 a.m.-9 a.m. Announcements on the mobap website and phone system will be made as early as possible.

When the Delayed Day Schedule is announced, 8 a.m. classes are cancelled and students should report to school at 9:30 a.m. for classes that are scheduled to begin at 9 a.m. or 9:30 a.m. All other classes will meet as scheduled.

All evening class cancellations due to inclement weather will be decided by 4 p.m. and posted on the website and phone system.

CHAPEL ATTENDANCE

Chapel programs are planned to provide the students, faculty, staff, and administration with a period devoted to spiritual and cultural development. Distinguished visitors, speakers, musicians, and other outstanding individuals are invited for these programs, which convene from 11:00 AM to 11:45 AM every Thursday and on the first Tuesday of the month in Pillsbury Chapel. The second and third Tuesdays of the month are usually available for class meetings and organization meetings. Freshmen will be meeting in Pillsbury Chapel and Dale Williams Fine Arts Center for Collegiate Seminar during the Fall semester. See the printed Chapel Schedule, available at the beginning of each semester, for the exact dates or check online at www.mobap.edu/students/chapel. The chapel convocation is considered to be an integral part of the student's overall educational experience. The following attendance requirements and provisions reflect this attitude.

1. Undergraduate students enrolled for twelve credit hours or more on the Main campus are expected to attend all chapel and assembly programs (students enrolled for eleven hours or less may attend, if they choose, and are encouraged to do so whenever possible).

2. Students enrolled in evening or online classes only are exempt from the chapel attendance requirement.
3. A student attending 80% or more of the programs is awarded one additional quality point for that semester.
4. Those attending 60%-79% of the programs are considered to be following the minimum acceptable attendance pattern, and there is no change in quality point status.
5. One quality point is removed from the record of a student who attends only 50%-59% of the programs.
6. A student who attends less than 50% of chapel/assembly programs in any one semester loses one quality point and is in danger of being placed on disciplinary probation, during which time the student is restricted from certain leadership and extracurricular activities, and all institutional financial aid the student has been receiving is discontinued.
7. Each semester several alternative events are printed in the Chapel Schedule which a student may attend a total up to three for chapel credit.
8. Students who consistently disregard responsible chapel attendance may be asked to withdraw from the University.
9. If unable to attend chapel during the semester due to unavoidable circumstances, students must submit a Chapel Exemption Request online at <http://www.mobap.edu/student-life/spiritual-life/chapel/chapel-exemption/> by October 1 for the fall semester and by February 1 for the spring semester.
10. Attendance will be taken from 10:40 AM until 11:10 AM after which time attendance will not be taken for credit. In addition, students leaving chapel before dismissal will have chapel attendance cancelled for that day. It is the responsibility of the student to follow this procedure. If habitual infractions are observed, the student may receive disciplinary action by the Senior Vice President for Student Development.
11. Any appeals concerning chapel credit must be submitted in writing to the Senior Vice President for Student Development within three months of the semester in question.

CHRISTIAN ATTITUDES

A primary aim of the University is to encourage a Christian attitude in every area of life, while offering an educational program of the highest academic quality. It is expected that "each student will actively express the principles of Biblically-based Christianity in academic pursuits, moral standards, and social contacts." This should include regular worship and participation in the church of the individual's choice.

Missouri Baptist University is in accord with the Christian ideals of its founders and promoters. The regulations adopted by the Board of Trustees, upheld by the faculty, and endorsed by the student body, are designed to attain and maintain these ideals.

The welfare of the student is the foremost consideration in all regulations and practices of the school.

Faculty members of Missouri Baptist University are committed to active service in their churches. They are ready to do all that is possible to assist each student in the development of spiritual qualities.

UNIVERSITY CITIZENSHIP

All students of the University are expected to maintain the highest standard of moral conduct and concern for the well being and rights of their fellow students. Missouri Baptist University students are expected to be responsible citizens of the community who respect the privacy and property of others with behavior appropriate to the philosophy and purposes of the University.

University policies relating to student life are intended to give each student programmed opportunities within the context of a Christian community to develop their potential to the fullest. Students are encouraged to make choices that will help them grow. The standard of moral conduct to which Missouri Baptist University calls every student is guided by Southern Baptist beliefs.

STUDENT CONDUCT CODE

Governing Principle

The governing principle for the MBU Student Code Code, Policies, and Procedures can be found in Galatians 5:14, "The entire law is summed up in one command, 'Love your neighbor as yourself...'" and Luke 6:31, "Do unto others as you would have them do unto you." These scriptures are fleshed out in biblical values such as respect, humility, integrity, service, and leadership.

Student Conduct Code Statement

Missouri Baptist University is a faith-based institution, and it is expected that employees and students will conduct themselves in accordance with Christian principles both on and off the campus. Personal misconduct either on or off the campus by anyone connected with MBU detracts from the Christian witness the University strives to present to the world and hinders full accomplishment of the University program. While at the University, the student is expected to obey federal, state, and local laws. The University and its employees will cooperate with law enforcement agencies during an investigation. Each student is also expected to obey rules and regulations established by Missouri Baptist University. In all cases of violation of the University rules and regulations, or of actions in violation of local, state, or federal laws, Missouri Baptist University reserves the right to proceed with its own disciplinary action independent of governmental charges or prosecution. There is no University policy to await the outcome of governmental prosecution.

Scope of Code

The following policies prohibiting specific types of conduct are not designed to be a comprehensive, inclusive code. Any conduct violation of local, state, or federal laws, or any indecent

or disorderly conduct disruptive of the orderly process of the University educational program, may be grounds for disciplinary action.

Student Awareness Responsibility

It is the responsibility of the student to become familiar with these policies and rules. The administration will attempt to ensure that all students know the rules through orientation sessions. However, students are responsible to the University for their conduct. If students should witness a violation of these policies on the part of other students, faculty, or administrators, it is their responsibility to report it. In the event that a student violates the campus rules, the student will appear before the Senior Vice President for Student Development and/or the University Conduct Committee for disciplinary action. A student enrolling in Missouri Baptist University assumes an obligation to behave in a manner compatible with the University mission and purpose as an educational institution.

Jurisdiction

Jurisdiction of Missouri Baptist University generally shall be limited to conduct which occurs on the Missouri Baptist University premises (including off-campus housing) or at University-sponsored or supervised functions. However, nothing herein limits the administration of the University from taking appropriate action, including, but not limited to, the imposition of sanctions against students for conduct on or off University premises.

Violations of Student Conduct Code

- A. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and sabotage. In all cases of academic dishonesty, the instructor shall make an academic judgment about the student's grade on the work in that course, if possible, and report the alleged academic dishonesty to the Senior Vice President for Student Development.
 1. The term "cheating" includes, but is not limited to:
 - a. Use of any unauthorized assistance in taking quizzes, tests, or examinations;
 - b. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - c. Acquisition, or possession without permission of tests or other academic material belonging to a member of the University faculty or staff; and,
 - d. Knowingly providing any unauthorized assistance to another student in taking any quiz, test, or examination.
 2. The term "plagiarism" includes, but is not limited to:
 - a. Use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations, or bibliographical reference;
 - b. Unacknowledged use of materials prepared by another person or agency engaged in the supplying or selling of term papers or other academic materials; and,
 - c. Unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

3. The term “sabotage” includes, but is not limited to the unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University student body, faculty, or staff.
- B. Forgery, alteration, or misuse of University documents, records of identification, or knowingly furnishing false or misleading information to the University.
- C. Obstruction or disruptions of teaching, research, administration, conduct proceedings, or other University activities, including its public service functions, on or off campus.
- D. Attempted or actual theft of, damage to, or possession without permission of property of the University or of a member of the University student body, faculty, staff or of a campus visitor.
- E. Unauthorized possession, duplication, or use of keys to any University facilities or unauthorized entry to, or use of, University facilities.
- F. Physical or verbal abuse, sexual harassment or assault, fighting, or any other conduct, which threatens or endangers the health or safety of any person.
- G. Violation of University policies, rules, or regulations, or of campus regulations, including, but not limited to, those governing residence in University-provided on and off-campus housing, or the use of University facilities.
- H. Manufacture, use, possession, sale, or distribution of alcoholic beverages or any controlled substance without proper prescription or required license, or as expressly permitted by law or University regulations.
- I. Disruptive or disorderly conduct, profanity in any form, or any other lewd, indecent, or obscene conduct or expression;
- J. Failure to comply with directions of University officials acting in the performance of their duties.
- K. Possession of firearms, explosives, fireworks, other weapons, or dangerous chemicals (except for academic purposes) at any time either on campus or off campus at University-sponsored or supervised functions.
- L. Failure to follow the published guidelines and procedures of the University relating to the use of the campus telephone and computer systems, for the purpose of avoiding charges for personal phone use or any other purpose. The use of any other person’s access code which includes, but is not limited to, long distance phone codes, copy codes, computer codes, and passwords, etc. is prohibited.

STUDENT EMAIL USE POLICY

A. BACKGROUND

In accordance with Missouri Baptist University (MBU) policy, every student is required to have and to maintain an official MBU e-mail address. Some students may elect to forward their e-mail to an address different from their official MBU email account. Any student who elects to forward MBU e-mail to a different e-mail address assumes full responsibility for reading e-mail at the forwarded location. Students are expected to check their University e-mail account, or the account to which their University e-mail is forwarded, at least twice a week.

B. POLICY

Email is a mechanism for official communication within Missouri Baptist University. The University has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended only to meet the academic and administrative needs of the campus community. Official University email accounts are required for all enrolled students. The addresses are all of the form [Student ID#]@mobap.edu. Official email address will be directory information.

C. DEFINITIONS

1. Redirecting of email

If students wish to have email redirected from their MBU email address to another email address they may do so, but at their own risk. The University will not be responsible for the handling of email by outside vendors or by departmental servers. Having email redirected does not absolve students from the responsibilities associated with official communication sent to their MBU email account. Information and warnings about forwarding email are available at <http://www.mobap.edu/student-life/it/>.

2. Expectations about student use of email

Students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Students have the responsibility to recognize that certain communications may be time-critical. “I didn’t check my email”, error in forwarding mail, or email returned to the University with “Mailbox Full” or “User Unknown” are not acceptable excuses for missing official University communications via email.

3. Privacy

Users should exercise extreme caution in using email to communicate confidential or sensitive matters, and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the “reply” command during email correspondence.

D. GUIDELINES

An “MBU statement of use” email policy will be placed in all MBU course syllabi. In addition, faculty will determine how electronic forms of communication (e.g., email) will be used in their classes, and will specify their requirements in the course syllabus. The “MBU statement of use” email policy and the faculty member’s “official student email policy” will ensure that all students will be able to comply with email-based course requirements specified by faculty. Faculty can therefore make the assumption that students’ official mobap.edu accounts are being accessed and faculty can use email for their classes accordingly.

COMPUTER USE POLICY

A. BACKGROUND

Campus computing is intended to support the mission of Missouri Baptist University (MBU) in providing an excellent liberal arts education in a distinctively Christian environment and

requires responsible, ethical, and legal use of computer resources by all students, faculty and staff. This policy sets forth provisions for any form of computer use on MBU campus or equipment.

B. POLICY

All users are expected to abide by the guidelines set forth in this policy. Using the University's computers is a privilege and may be revoked at any time. All material stored electronically on MBU servers such as voicemail, email and files are the sole property of the University and may be reviewed periodically.

C. DEFINITIONS

- **Acceptable behavior includes, but may not be limited to the following:**
 1. Using computer resources for University courses, research, University functions, and correspondence.
 2. Respecting copyright and other intellectual property rights. Violation of this may result in a fine of up to \$250,000 and a jail sentence of up to 5 years. For more details please see <http://www.riaa.com/>
 3. Abiding by security restrictions on all systems and information to which you have access.
 4. Accepting responsibility for your own work by learning how to use hardware and software appropriately.
 5. Using your personal account properly.
 6. Changing your password in accordance with University guidelines. Passwords must be changed every ninety days, must be at least eight characters long with at least one number and one uppercase letter and may not contain any part of your name.
- **Unacceptable Behavior includes, but is not limited to the following:**
 1. Cheating, plagiarism, or information theft through the use of logins or passwords of other users.
 2. Wasting finite computer resources. (i.e.: online time, paper, disk space, etc.)
 3. Accessing, examining, or attempting to examine files, mail, and/or data belonging to others.
 4. Sending unsolicited, annoying, harassing, or obscene messages. This also includes bulk email to University personnel for non-work related items such as but not limited to items for sale, pictures etc.
 5. Distributing passwords or otherwise attempting to gain access to secure areas, this also includes protection of your own personal passwords. The University will never ask for your password in an email, these are outside threats trying to gain access to our systems and email.
 6. Invading the privacy of other individuals.
 7. Knowingly damaging any University hardware or software.
 8. Deleting any University provided software or deleting any data belonging to another user.
 9. Using multiple terminals or microcomputers simultaneously.
 10. Installing unauthorized software.
 11. Knowingly introducing a computer virus.
 12. Violating any rules or regulations posted.
 13. Accessing materials from the internet (such as pornography and other questionable materials), which are

not consistent with the university's mission in maintaining a distinctly christian environment.

D. GUIDELINES

Violation will result in disciplinary and/or legal action and may result in a loss of access, fines, probation, and/or expulsion/termination. Anyone who has questions about policy guidelines, violations or other irresponsible use of technology resources, should contact the following; For student user related issues contact the Senior Vice President for Student Development (314) 392-2212. For all other users, contact the Provost's office at (314) 392-2202.

Federal law has established penalties for infringements upon copyrights, intellectual property rights, and privacy rights of individuals. The Revised Statutes of the State of Missouri (569.093569.009) have established penalties for tampering with intellectual property of computer users or computer equipment. Penalties range from a one-year sentence and a fine of \$1,000 to a five-year sentence with a \$5,000 fine, depending on the damage caused.

LIBRARY CODE OF CONDUCT

The mission of the library is to provide students, staff and faculty with the broadest array of information resources in an easy and timely manner, and to create an academic environment conducive to study, access, and research. All users are expected to abide by the guidelines set forth by this policy. The use of the stations, resources, etc., is a service and privilege to all.

- Users are required to turn their cell phones off, or set it to 'vibrate'. If it is necessary to take a call please take it outside, and keep calls private.
- Patrons are expected to maintain a quiet atmosphere by refraining from loud conversations in all areas of library. Your fellow library users will thank you for being considerate.
- Computer stations are dedicated for research and academic work. Playing games is not allowed.
- Distribution of leaflets and other notices/advertisements not related to the library/university activities is prohibited.
- Failing to adhere to the copyright law, and systematically downloading or printing from a source not licensed infringes on the copyright law, and will not be tolerated.
- Students who are disruptive and/or rude to the library staff will be reported promptly to the Senior Vice President for Student Development.
- Students must show their ID's when asked by the staff. It is a safety procedure if an emergency should occur.
- Eating/drinking or bringing any kind of food into the library is not allowed.
- Opening the exit emergency door, except for emergency situations, is a violation, and the individual will be reported immediately to Public Safety.

Violations of any of the above will result in a disciplinary action by the Senior Vice President for Student Development.

FAIR USE

LIMITATIONS ON EXCLUSIVE RIGHTS: FAIR USE

One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or phonorecords. This right is subject to certain limitations found in sections 107 through 118 of the copyright law (title 17, U. S. Code). One of the more important limitations is the doctrine of "fair use." The doctrine of fair use has developed through a substantial number of court decisions over the years and has been codified in section 107 of the copyright law.

SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

SPECIAL REGULATIONS

ALCOHOLIC BEVERAGES

The consumption and/or possession of alcoholic beverages by students or their guests on campus, at any University-sponsored function, or by any group that is identified with the University, is prohibited. Any student appearing on campus or at any University-sponsored function under the influence of intoxicating beverages will be subject to disciplinary action.

CLOTHING GUIDELINES

The guidelines for dress are intended to create an atmosphere of modesty and dignity that is in agreement with the standards that set Missouri Baptist University apart as a distinctively Christian institution. The administration expects students to accept individual responsibility for appropriate dress as members of this Christian academic community. Footwear must be worn in all

public facilities, including public rooms in University residence halls. Faculty members may determine whether a given mode of dress disrupts the academic process in their classrooms. More formal dress, when announced by the appropriate agency, may be required for special events or occasions. Any article of clothing that is considered immodest or otherwise inappropriate or in conflict with the University standards should not be worn on campus. The University reserves the right to ask students who are dressed inappropriately to leave and change clothes before returning.

DANCING

The traditional position of Southern Baptist churches on dancing is reflected by University policy. University organizations may not sponsor dances on or off campus.

DRUGS

The consumption, possession, and/or use of any narcotic or illegal drug are grounds for severe disciplinary action. Throughout the year, Missouri Baptist University periodically has information and/or programs concerning the use of abusive substances. Help is available if a student has a drug and/or alcohol problem and is willing to deal with it, but students must understand how serious a matter this is.

ELECTRONIC DEVICES

No radio, tape/CD/DVD player, television set, or other audio equipment is allowed to be in operation while in the University Dining Hall or Pillsbury Chapel and Dale Williams Fine Arts Center. The Office of the Senior Vice President for Student Development must grant permission for any exception. Cell phone usage during chapel and class time is strictly prohibited.

FIREARMS

Firearms, ammunition, fireworks or other explosive or incendiary devices or simulated or look-a-like firearms or BB or pellet guns are not permitted in the residence halls, or on MBU campus, or any other University property or at any Missouri Baptist University-sponsored function. Violation of this rule is considered serious, and any violator will be subject to disciplinary action. An authorized security officer or police officer may have a firearm as a part of his uniform. Students who inadvertently bring a weapon on campus may have that weapon secured by Public Safety without penalty.

GAMBLING

Gambling in any form is not permitted on the campus.

INSPECTION OF PROPERTY

Officials of Missouri Baptist University reserve the right to inspect and/or search any University-owned building or property including residence halls and University-provided off-campus housing. Refusal of such requests may subject the refusing party to sanctions.

Automobiles on University property are subject to visual inspection by full-time University employees at all times. The University reserves the right to request permission of students to search their automobiles when there is reason to believe that they may contain articles which are not permitted on University

property. If a student refuses to cooperate with the search, the vehicle may be impounded until a search warrant is obtained.

LITTERING

Trashcans are located in every room of the University and must be used for the disposal of waste. Single-stream recycle bins that accept aluminum, cardboard, paper, plastic, magazines, and newspaper are also located in hallways. Leaving paper, Styrofoam goods, aluminum cans, and other litter in places like the chapel, student lounge, dining hall, classrooms, etc. is not permitted. The University belongs to all of us, and we all have the responsibility to keep it clean.

ADVISORY ABOUT ON-LINE POSTINGS

Students are reminded that pictures and information posted on the internet via programs such as MySpace and Facebook, are public information. Pictures or information from these sources that describe or document behavior that are brought to the attention of the University and which reasonably suggest that behavior violating University policy has taken place, on campus or at a University-sponsored function off-campus, is subject to further investigation and verification by the University. Any University policy violations that are documented as a result of such an investigation will result in appropriate disciplinary action by the University.

TOBACCO USE & SMOKING POLICY

The use of tobacco in any form is not permitted in any of the University buildings or vehicles. Missouri Baptist University is a non-smoking campus. Smoking is allowed only on the parking lots away from building entrances or in a privately-owned vehicle.

MODEL RIGHTS

Students enrolled at the University acknowledge that the University has the right to use their likeness in photography and videography for any and all print and online publications, whether not known or hereafter existing, controlled by MBU, in perpetuity, and for other use by the University. Students are not entitled to any model rights or claims against the University or its agents for use of their likeness.

STATEMENT ON SEXUAL BEHAVIOR

The University believes that sexual intercourse and other forms of intensely personal sexual behavior are derived from a setting within the male-female marriage relationship. Its meaning is constituted by its practice within a proper context – marriage – and with a proper intent – an expression of love under the Lordship of Jesus Christ. Sexuality is rooted in a respect for human life and the individual dignity of human beings as made in the image of God. For this reason the University condemns sexually exploitive or abusive behavior and any form of sexual harassment. Since pornographic material is considered degrading to human dignity, the University prohibits the possession and use of such material.

RESIDENCE LIFE POLICIES

Additional information concerning student policies specific to resident students may be found in the *Residence Hall Handbook*. It

is the responsibility of the student to be familiar with all Missouri Baptist University policies that pertain to their situation.

SEXUAL HARASSMENT POLICY AND COMPLAINT PROCEDURE

SEXUAL HARASSMENT POLICY

Sexual Harassment

Missouri Baptist University is committed to excellence in education that is based on Christian values and standards. The University believes this goal can be achieved only in an environment free of sexual harassment. Sexual harassment undermines the mission of the University, and is prohibited by state and federal law, and will not be tolerated or condoned. The intent of Missouri Baptist University is to provide an environment for students, employees, and faculty that is free of sexual harassment.

Definition

Sexual harassment is the use of personal power or authority to intimidate or attempt to intimidate or coerce a person of the opposite sex (or same sex) into unwanted sexual activity or to create a hostile or offensive academic or work environment. Sexual harassment is distinguished from consensual relationships by the introduction of the element of coercion; threat; unwelcome sexual advances; request for sexual favors; sexually explicit or suggestive material in written, verbal or visual form; or other unwelcome verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic performance.
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or
3. Such conduct has the purpose or effect of substantially interfering with a student's or employee's academic or work performance, or creating an intimidating, hostile, or offensive academic or work environment.

Examples of Prohibited Behavior

Prohibited behavior may take various forms. Examples of conduct that may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual advances or requests for sexual favors.
2. Sexually explicit language, jokes, and/or innuendo.
3. Repeated sexual propositions, date invitations, solicitations, and flirtations known to be unwelcome.
4. Inappropriate and/or offensive touching, fondling, or bodily contact.
5. Sexually suggestive objects, pictures, videotapes, audio recordings, or literature presented or displayed in the classroom, faculty office, staff office, athletic area, or other common areas.
6. Threats or insinuations that may affect a person's employment, wages, promotional opportunities, grades, evaluations, and other academic or employment performance.
7. Sexual assault or attempted sexual assault.

Intent

The fact that a person did not intend to sexually harass an individual is not considered a defense to a complaint of sexual harassment.

Implementation

To support this policy, Missouri Baptist University will conduct periodic orientation and educational programs for faculty, students, and staff concerning sexual harassment in order to insure a campus environment free from sexual harassment. This orientation and educational process will be administered by the Senior Vice President for Student Development Office.

Retaliation

Retaliation against anyone reporting or thought to have reported sexual harassment behavior is prohibited. Such retaliation shall be considered as a serious violation of the policy and shall be considered independent of whether informal or formal complaint of sexual harassment is substantiated. Encouraging others to retaliate shall constitute a violation of the policy. Examples of conduct that may constitute retaliation include, but are not limited to:

1. Unfair grading.
2. Unfair evaluation.
3. Unfair assignments.
4. Having information withheld or made difficult to obtain in a timely manner, such as class information, recommendations, or grades.
5. Not being informed about important events, such as meetings or changes in policies.
6. Ridicule (public or private).
7. Verbal or written threats or bribes.
8. Refusal to meet with the person even though that person has a right to do so.
9. Name-calling.
10. Further harassment.

SEXUAL HARASSMENT PROCEDURES & EDUCATIONAL PROGRAM

Informal Complaint

1. At the complainant's option, a complaint that one or more provisions of this policy have been violated shall be brought in the case of an alleged student violator, to the Senior Vice President for Student Development, or the Dean of the Regional Learning Center and, in the case of an alleged staff or faculty violator, to the Provost/Senior Vice President for Academic Affairs.
2. The administrator, Dean, or Senior Vice President, to whom the complaint is made will counsel the complainant as to the options available under this policy and, at the complainant's request, may intervene on the complainant's behalf to attempt to resolve the complaint informally through discussions with the person alleged to have violated the policy.
3. The person to whom the informal complaint is made will not inform the accused of the complaint without the consent of the complainant.

Investigation Prior to Formal Action

1. A complainant wishing to make a formal complaint should file a written complaint with the Senior Vice President for Student Development or Provost/Senior Vice President for Academic Affairs, as the case may be, who will determine the method by which the investigation will be conducted.
2. The purpose of the investigation is to establish whether there is a reasonable basis for believing that the alleged violation of this policy has occurred. In conducting the investigation, the appropriate administrator or his/her designee may interview the complainant, the accused, and other persons believed to have pertinent factual knowledge. At all times the administrator responsible for the investigation will take appropriate steps to insure the confidentiality of the investigation.
3. The investigation will afford the accused a full opportunity to respond to the complainant's allegation(s).
4. Possible outcomes of the investigation are:
 - a. A judgment that the allegations are not warranted.
 - b. Mutually acceptable resolution of the complaint.
 - c. Commencement of a formal disciplinary action, described in succeeding sections.

Process for Taking Formal Action

If, after the investigation is complete, the responsible administrator to whom the complaint is made concludes that there is a reasonable basis for believing that an alleged violation of this policy has occurred and a mutually acceptable resolution of the matter cannot be achieved, formal action may be taken. The decision to take formal action will be made by the Provost/Senior Vice President for Academic Affairs when a faculty member, other instructional personnel, or staff member has been charged. The Senior Vice President for Student Development will make the decision in the case of a student having been charged.

Formal Action

Except as specifically modified by other provisions of this policy, formal action involving allegations of:

1. Violations of this policy by faculty and staff will be governed by the grievance policy and procedure outlined in the personnel procedures handbook.
2. Violations of this policy by students will be governed by the Judicial Procedure for alleged Violations of Code of Student Life.

Permissible Sanctions for Violation of the Policy

The sanction for violation of this policy include, but are not limited to, censure, suspension, or termination of employees, faculty and staff of the University, and censure, suspension, or expulsion of students.

Protection of Complainant and Others

Normally, the person against whom the informal complaint is made will be notified of the complaint in order to facilitate a resolution of the complaint. The complainant will be kept reasonably apprised of the status of the investigation. All reasonable actions taken to insure that the complainant and those testifying on behalf of the complainant will suffer no retaliation as the result of their participation in the complaint, investigation or hearing process. Steps to avoid retaliation may include:

1. Lateral transfer of one or more of the parties to a different employment setting or a comparable move to a different classroom setting.
2. Arrangements that academic and/or employment evaluations concerning the complainant or others be made by an appropriate individual other than the accused.
3. In extraordinary circumstances, the Provost/Senior Vice President for Academic Affairs may, at any time during or after an investigation of a sexual harassment complaint, suspend from teaching responsibilities any faculty member or instructional person accused of sexual harassment pending a final hearing, if after reviewing the allegations and interviewing of the accused, the complainant, and if appropriate, other persons having knowledge of the matter, the Provost/Senior Vice President for Academic Affairs finds that it is reasonably certain that the alleged sexual harassment has occurred and serious immediate irreparable harm will occur if the person continues to teach the class. In the same manner, the Senior Vice President for Student Development may suspend any student alleged to have violated the policy from attending classes and/or otherwise enjoin from attending classes on campus pending a formal hearing on the charges.

Protection of the Accused

At the time the investigation commences, the accused will be informed of the nature of the allegations, the identity of the complainant, and the facts surrounding the allegations. A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to disciplinary action. False charges or complaints of sexual harassment will be treated as a serious offense, which is damaging to the total campus community.

Protecting Both Parties

To the extent possible, the proceedings will be conducted in a way calculated to protect the confidentiality of both the complainant and the accused. The parties will be informed promptly about the outcome of the proceedings.

Education as a Key Element of the Policy

Educational efforts are essential to the establishment of a campus environment that is as free as possible of sexual harassment. There are at least four (4) goals to be achieved through education:

1. Insuring that all faculty members, students, and employees are aware of their right to be free from sexual harassment;
2. Reasonably informing individuals of conduct that is proscribed by the policy;
3. Insuring that administrators properly respond to complaints of violations of this policy; and
4. Helping to sensitize students, employees, faculty members, and administrators to the issue of sexual harassment on campus.

Preparation and Dissemination of Information

The office of the Provost/Senior Vice President for Academic Affairs is charged with distributing copies of this policy and procedures to all current members of the University community and to all those who join the community in the future. An annual letter from the office of the Provost/Senior Vice President for Academic Affairs will be sent to all faculty and staff to remind them of the contents of the Sexual Harassment Policy. Copies

of this policy and procedures will be continuously available at appropriate University centers and offices. The office of the Provost/Senior Vice President for Academic Affairs will develop a series of training sessions for those persons who are likely to receive complaints that the policy has been violated, including but not limited to such persons as residence hall assistants, academic advisors, division chairs/deans, and faculty.

The Senior Vice President for Student Development will develop a program designed to inform and educate students to the issue of sexual harassment, the conduct prohibited on campus by this policy and the appropriateness of sanctions for violations of this policy, in accordance with Title IX regulations. A mandated program for those students determined to have violated the policy and will be imposed as a component of any complaint resolved through conciliation.

False Charges

False charges or complaints of sexual harassment will be treated as a serious offense, which is damaging to the total campus community.

STUDENT DISCIPLINARY PROCEDURES

NOTICE OF CHARGES

The University's student conduct policies, rules and regulations or other University policies related to students are collectively referred to as the "Student Conduct Code" herein.

Resident Directors will deal with cases involving violations of the Resident Life Handbook and minor violations of the Student Conduct Code related to resident life that occur in MBU housing (including the off-campus apartments). Resident students will be notified in writing by the Resident Director of the charges and sanctions imposed. If the student objects to the sanctions, he/she must appeal in writing to the Senior Vice President for Student Development within two (2) business days of their signed receipt of the sanction letter. The student making the appeal must submit a written defense of his/her appeal detailing why he/she objects to the sanctions. The Senior Vice President for Student Development serves as the first and final level of appeal for minor infractions involving Resident Life.

The Senior Vice President for Student Development will deal with more serious violations of the Student Conduct Code. In more serious cases every student accused of violating the Student Conduct Code shall receive a written notice of charges from the Senior Vice President for Student Development which shall include the sanctions imposed by the Senior Vice President for Student Development relative to those charges, which sanctions shall be effective immediately. Prior to issuance of such written notice of charges, the Senior Vice President for Student Development or his designee will attempt to meet with the student, advise the student orally of the general nature of the charges and allow the student to provide the student's explanation relating to the charges.

The Senior Vice President for Student Development for good cause shown reserves the right to temporarily suspend student

privileges, including limiting or prohibiting a student's presence on campus, during the time a student is under investigation for violation of the Student Conduct Code and/or federal, state, and local laws. This determination is made when the potential violation is so serious that the well-being of members of the University community, other parties, and/or the mission of the University may be damaged as a result of the potential violation.

HEARING BEFORE THE SENIOR VICE PRESIDENT FOR STUDENT DEVELOPMENT

If the student objects to the charges or sanctions, the student must within three (3) business days of the receipt of the notice and sanctions, submit a written request for a hearing to the Senior Vice President for Student Development, and may request a stay of the sanctions by the Senior Vice President for Student Development for good cause shown. The Senior Vice President for Student Development shall schedule a hearing with the student to be held within three (3) business days of the receipt of such request, and shall notify the student of the time and place of such hearing. At the conclusion of the hearing, or within two (2) business days of the conclusion of the hearing, the Senior Vice President for Student Development shall notify the student in writing of the determination of the Senior Vice President for Student Development as to the charges and sanctions.

APPEAL TO THE UNIVERSITY CONDUCT COMMITTEE

If the student chooses to appeal the decision of the Senior Vice President for Student Development, the student may, within three (3) business days, formally appeal to the University Conduct Committee by written notice delivered to the Senior Vice President for Student Development. Upon receipt of such appeal notice, the Senior Vice President for Student Development shall promptly deliver the notice to the Chair of the University Conduct Committee. The President of the University shall appoint the Chair, as well as the members of the Committee. The student may request a stay of sanctions during the appeal process. The Senior Vice President for Student Development will determine the stay of sanctions. This decision cannot be appealed. The student is automatically placed on probation throughout the entire appeal process. Any further violations of the Student Conduct Code may result in the denial of the current appeal and immediate suspension or expulsion.

HEARING BEFORE THE UNIVERSITY CONDUCT COMMITTEE

Within three (3) business days of the filing of the notice of appeal, the Chair of the Conduct Committee shall assign a subcommittee consisting of three members of the Conduct Committee the task of evaluating the merit of the appeal. The student making the appeal must submit a written defense of his/her appeal detailing why he/she objects to the sanctions. The subcommittee members should evaluate the student's appeal and other documentation relevant to the violation based on the following criteria:

1. Irregularities in fairness that influenced the outcome of the disciplinary action. It is the burden of the student making the appeal to demonstrate the original decision would more likely than not have been different had the irregularity or error not occurred.

2. Demonstrated prejudice against any party involved on the part of the Student Development officer who participated in the disciplinary action. The prejudice must be more than simple opposition to the appealing party's point of view; instead, evidence must show a significant conflict of interest, bias, pressure or influence that prevented a fair and objective hearing.
3. Discovery of new and significant evidence not available at the time of the original hearing.
4. A sanction that is extraordinarily disproportionate to the violation.

Requests for appeal will not automatically be granted and may be denied by the subcommittee if one (or more) of the above criteria is not demonstrated. Within five (5) business days the subcommittee will report its decision to the Chair of the University Conduct Committee. Notification will be given to the student by the Chair of the Conduct Committee within two (2) business days of receiving the subcommittee's decision. If the subcommittee denies the appeal, there is no further appeal.

If the subcommittee decides that the appeal should be heard by the full Conduct Committee, the Chair, within seven (7) days of receiving the subcommittee's decision, will establish the date, time, and place of a hearing of the charges against the student, and shall send written notice of such to the student, the Senior Vice President for Student Development, and all of the members of the Committee. The date of the hearing shall be not less than seven (7) days and not more than twenty-one (21) days after the giving of the notice of the hearing. The University shall make arrangements for the making of a record of the hearing, either by a stenographer or other appropriate means, and shall bear the expense of making such record. The student shall have the following rights at the hearing:

1. To be present at the hearing;
2. To cross-examine any witnesses presented by the administration;
3. To present witnesses and other appropriate documentary evidence; and
4. To remain silent or to testify in defense.

DECISION OF THE SENIOR VICE PRESIDENT FOR STUDENT DEVELOPMENT AND THE CONDUCT COMMITTEE

Following the conclusion of the hearing, the Committee shall deliberate in closed session and within reasonable time shall render a decision by a majority vote. The Chair of the Committee shall deliver the written findings and the decision of the Committee to the Senior Vice President for Student Development as soon as is practical after the decision is rendered. The student shall be notified of the Committee recommendation and the final decisions concerning the disciplinary actions in a joint meeting with the Senior Vice President for Student Development and the Committee Chair. Once the appeal process is completed, there is no further appeal process.

NOTICE TO THE STUDENT

Any notice to the student under this discipline policy shall be mailed by certified mail to the most recent address shown in the official student file maintained by the University, and shall be deemed received when deposited in the U.S. Mail with postage pre-paid. If the student desires to pick up any notice subsequent to an appeal to the Senior Vice President for Student Development, the student shall make an appointment between two (2) and seven (7) working days with the Senior Vice President for Student Development to receive and sign for the written result of the appeal.

If, at any time during the appeal process, the student desires to designate a different address for notice, the student shall so advise the Senior Vice President for Student Development, and such address, along with designated telephone number, shall be forwarded to the Chair of the Conduct Committee by the Senior Vice President for Student Development.

SANCTIONS

The following sanctions may be imposed upon any student found to have violated the Student Conduct Code; more than one of the sanctions may be imposed for any single violation. These sanctions will be imposed by the Senior Vice President for Student Development or jointly by the Senior Vice President for Student Development and the recommendation of the Student Conduct Committee.

- a. Official Warning – A written notice to the student, which shall remain in the student's file.
- b. Probation – Probation is for a designated period of time and includes the probability of more severe sanctions if the student is found to be in violation of the Student Conduct Code.
- c. Loss/Restriction of Privileges – Denial of specified privileges for a designated period of time.
- d. Restitution – Compensation for loss, damage, or injury to the University or University property. This may take the form of appropriate service and/or monetary or material replacement.
- e. Discretionary Sanctions – Work assignments, service to the University, and/or other related discretionary assignments, such as:
 - Referral to a Counseling Center;
 - Referral to a Wellness Program;
 - Fines;
 - Work or research-related tasks; or
 - A research paper on a specific topic to be completed at a designated time.
- f. Residence Hall Suspension – Separation of the student from the residence halls for a definite period of time, after which the student is eligible for return to the residence hall. Conditions for readmission may be specified.
- g. Residence Hall Expulsion – Permanent separation of the student from the residence halls.
- h. University Suspension – Separation of the student from the University for a definite period of time, after which the student may be eligible to return. Conditions for re-admission may be specified.
- i. Denial of Privilege to Re-Enroll – Places student on indefinite probation and allows for the completion of the current

semester, under terms deemed appropriate by the University, but prohibits enrollment for subsequent semesters without permission from the Senior Vice President for Student Development.

- j. Dismissal from the University with Suspended Execution of Sentence – Enables alternative recourse with the goal of restoring the student while stipulating that the student will automatically be expelled following a second offense.
- k. Expulsion from the University – Permanent separation from the University.

STUDENT HOUSING REGULATIONS

Missouri Baptist University offers on-campus housing for traditional undergraduate students, 23 and younger, in Pillsbury-Huff, North Hall, and Spartan Village. Off-campus housing is provided on a limited basis as determined by the Director of Resident Life. All resident students are expected to carry at least twelve credit hours per semester, maintain good academic standing, and make satisfactory academic progress. Permission to continue residency is contingent upon meeting these criteria.

It is expected that each resident will become acquainted with, and comply with, all the rules and regulations pertaining to campus conduct and residence living. A copy of the *Residence Hall Handbook* is available from the Resident Life Office.

If a residence hall student moves out of the residence hall during the contract period, whether voluntarily or involuntarily, room and board will be refunded on a pro-rated basis. ***The refund schedule for room and board will follow the same schedule as tuition for 15/16 week classes. A student leaving after the halfway point of the semester will be responsible for the entire semester charge.*** Vacate forms must be approved by the Resident Director and the Director of Resident Life before any refund is made. ***Students leaving the residence hall during the contract period will not receive their housing deposit back.***

The residence hall deposit is non-refundable for any student who fails to maintain good academic standing or make satisfactory progress.

LIABILITY FOR DAMAGE

Students are liable for any breakage and damage to rooms, buildings, and furnishings. Diplomas and transcripts will not be issued until all bills are properly settled. The room deposit is held throughout the full period of residency. Charges for damages, if any, will be deducted from the deposit, and any remaining balance will be returned to the student after campus residency is terminated. If damages exceed the amount of the deposit, additional charges will be entered against the student's account.

STUDENT HEALTH GUIDELINES AND MEDICAL INSURANCE

Missouri Baptist University requires that proof of health insurance and immunization record for resident students be filed in the Residence Life Office. The record should include measles/mumps/rubella, tetanus, diphtheria, polio, hepatitis B, and a tuberculosis test. This may also include any Federal mandated

vaccine. **The meningococcal (meningitis) and varicella (chicken pox) vaccines are strongly recommended for students living in the residence halls, but are not required. Resident students electing not to receive the meningitis vaccination will be required to sign a waiver.**

International students are required to purchase the health insurance plan provided by Missouri Baptist University through the Lower Agency and this cost is directly charged to the student's account. Students may request to waive out of the MBU Policy if they have a comparable policy from home. This waiver must be requested within the first two weeks of classes. International Students on OPT may request to stay on the International Student Health Plan for the duration of their OPT term at the same cost as current students. OPT students must make arrangements at least one month prior to the start of the OPT term.

International students are also required to provide a report of medical history, including shot records for measles/mumps/rubella, tetanus, diphtheria, polio, hepatitis B, and a tuberculosis test. **The meningococcal (meningitis) and varicella (chicken pox) vaccines are strongly recommended for students living in the residence halls, but is not required. Resident students electing not to receive the meningitis vaccination will be required to sign a waiver.** Any other specific health needs should be reported to the Office of International Student Services in case of an emergency.

The Athletic Department has specific health requirements. Each student enrolled in this program should contact the department for requirements.

Missouri Baptist University does not provide personal medical insurance. Each student is encouraged to make his/her own arrangements for adequate medical coverage.

PUBLIC SAFETY

The Public Safety Office is staffed by licensed security 24 hours a day. Students should practice good safety habits at all times and should contact the Public Safety Office when feeling uneasy, or if they become aware of suspicious persons or activities. The officer on duty will accompany students around campus on request. The number to contact the Public Safety Officer on duty is 314-744-5355 or 314-882-1601. The Public Safety Office works in cooperation with all federal, state, and local law enforcement agencies. Campus crime statistics may be found on the Public Safety webpage at <http://www.mobap.edu/student-life/safety/>.

TRAFFIC & PARKING POLICIES

INTRODUCTION

Missouri Baptist University has five parking lots to accommodate parking needs. Those five lots are the Field Academic Hall lower lot (A), the main lot (B), upper and lower lots at the baseball field (C), the residence hall lots (D), and the Spartan Village lot (E).

PARKING REGULATIONS

Missouri Baptist University has established parking regulations to make parking on campus as safe and convenient as possible. Lots

A and B are reserved for faculty, staff, graduate students, doctoral students and persons with special permits. Lot C (including the upper lot next to the baseball field) is reserved for undergraduate commuter students. Some spots may be available for commuters on Dink Marler, depending upon availability. Lot D (including designated spaces on Dink Marler) is reserved for resident students. Lot E is reserved primarily for resident students.

REGISTRATION OF VEHICLES

All students, faculty and staff must register their intent to park a vehicle on campus and obtain a parking sticker by the first day of class each semester. All parking stickers are distributed on a first come, first served basis in the Public Safety Office located in the modular building north of the Administration building. To obtain a sticker you must fill out a registration form and provide proof of registration. Possession of a sticker for a specific lot gives you the privilege of parking on that lot, **but it does not guarantee a parking space.** Parking in any reserved or visitor's space will result in a ticket. Students who do not intend to have a vehicle on campus still must complete a registration form in the Public Safety Office by the first day of class.

The parking sticker should be affixed to the outside lower left rear window of the vehicle (back window driver's side). Convertible automobiles or vehicles with a removable rear window should affix the sticker to the lower left front window outside (below state inspection sticker). Any vehicle that does not have the sticker affixed in the proper location or not readily visible will be ticketed for failure to display sticker registration. No vehicle may be parked on campus without a parking sticker affixed or a temporary one-day parking hangtag.

2013-2014 PARKING STICKER CODES

ORANGE – Lots A and B for faculty & staff

RED – Lots A and B for graduate students and special needs students

BLACK – Lots A and B for doctoral students

GREEN – Lot C (and upper lot adjacent to baseball field) for commuter students

BLUE – Lot D (including designated spaces on Dink Marler) for resident students living in North Hall, Pillsbury-Huff Hall and Spartan Village

PURPLE – Lot E is primarily for Spartan Village residents. This lot is ticketed 24/7.

Note: Lots A and B are available to anyone after 4:30, except for resident students.

ABANDONED VEHICLES

All vehicles parked on Missouri Baptist University property must have current registration from the student's home state. Any vehicle without current and valid license plates will be considered abandoned and will be towed at the owner's expense in accordance with the City of Creve Coeur and the State of Missouri laws on abandoned vehicles.

TRAFFIC REGULATIONS

At Missouri Baptist University, like everywhere else in the nation, driving is a privilege. To ensure that everyone enjoys that privilege, all local, state, and University traffic regulations

governing the safe operation of a motor vehicle will be enforced. The campus speed limit is 15 miles per hour except where a slower speed limit is essential to safety. All vehicles, including motorcycles and bicycles, are expected to observe the same traffic rules. Pedestrians have the right of way at all times and all vehicles are required to yield to them. All stop signs on campus are placed to maintain safety for all traffic and pedestrians. Running a stop sign, careless and reckless driving, and failing to yield to pedestrians are considered serious offenses and will result in a moving violation.

PARKING METERS

Missouri Baptist University has established 45-minute parking meters for commuter students. These meters are for students wishing to make a quick visit to the Bookstore, deliver paperwork to the Administration building, or to visit their professor. Students exceeding the 45-minute limit or parking at an expired meter when the meter is in operation will be subject to fines twice that of a normal parking violation.

PARKING VIOLATIONS

1. Parking a vehicle on campus without a registration permit and properly displayed sticker (registered to the same car and student). A sticker not affixed to the vehicle is the same as not displaying a sticker and will be ticketed. In the event that a student drives a different car than the one registered to the student and assigned sticker, a temporary tag may be obtained in the Office of Public Safety.
2. Parking a vehicle in an unauthorized area such as:
 - a. Along the south side of the road on Dink Marler Lane (pedestrian traffic lane).
 - b. Along any white or yellow painted curbing or edge of any road striped with white or yellow paint.
 - c. Within 500 feet of any fire hydrant or other similar emergency device.
 - d. The emergency service drive to Muncy Gymnasium
 - e. The semi-circle drive in front of the Administration Building.
 - f. The service vehicle area at the northwest entrance of Field Academic Hall.
 - g. In front of Pillsbury-Huff Residence Hall.
 - h. All visitors' spaces and reserved spaces.
 - i. The drive in front of the Sports and Recreation Complex..
3. Parking where prohibited by signs.
4. Parking at an expired meter when meter is in operation.
5. Parking on grassy areas.
6. Parking on sidewalks or entrances to buildings.
7. Parking in front of trash disposal containers and "service vehicle only" areas.
8. Parking in a fire lane, traffic right of way, or pedestrian crosswalk.
9. Parking in a lot other than the one specified by sticker color.
10. Defacing or misuse of sticker.

AUTO BOOT POLICY

Auto booting is a means of controlling and decreasing the number of habitual parking violators on the Missouri Baptist University campus. The auto boot attaches to the front or rear left tire preventing the moving of the vehicle until all parking

fines are paid or parking disputes settled. This is a safer and more convenient way of controlling habitual offenders.

1. Application of Auto Boot
 - a. The Auto Boot will be applied after the receipt of the fifth unpaid non-moving violation in one semester.
 - b. The Auto Boot will be applied to vehicles parked illegally in all reserved, fire, visitor, and disabled parking spaces or may be towed at the owners expense depending on the seriousness of the violation.
2. Removal of Auto Boot
 - a. The Auto Boot will be removed providing the following conditions are met:
 - i. Fees are paid in full (parking fees, ticket fees, and Auto Boot removal fee of \$75);
 - ii. Public Safety personnel are provided with the receipt showing payment in full of both fines and Auto Boot removal fee; and
 - iii. Approval of the Senior Vice President for Student Development.

RESPONSIBILITIES

1. Violators are responsible for the following:
 - a. Parking fees (including all tickets).
 - b. Auto Boot fees.
 - c. Any and all damages to the Auto Boot.
2. Missouri Baptist University is not responsible for any loss or damage incurred from Auto Booting.

TRAFFIC OR PARKING APPEAL PROCESS

The Traffic and Parking Appeals Committee has been established to hear parking appeals on a scheduled basis. Appeals may be scheduled in the Office of the Senior Vice President for Student Development. If one chooses to appeal a parking violation he/she automatically forfeits the option of the half-price discount given for paying a ticket within 24 hours.

Questions concerning parking should be directed to the Office of the Senior Vice President for Student Development. Appeals must be made in writing and can be done in person in the Office the Senior Vice President of Student Development or online at <http://www.mobap.edu/student-life/safety/traffic-appeal/>.

FINES AND PAYMENTS

All moving violations and/or parking regulations carry fines. Penalties, with the exception of moving violations, failure to obey a security officer, failure to register vehicle(s), and/or failure to furnish correct license numbers, will be reduced to one-half if paid within 24 hours of the time of the receipt of the citation, exclusive of Saturday, Sunday and official vacation periods. Failure to register for parking will result in a "hold" for the amount of the sticker plus the cost of any tickets incurred. Penalties are payable by cash, check, or credit card to the Student Financial Services Office. At the discretion of the Senior Vice President for Student Development campus service may be required in place of monetary payment. Until these fines are paid, no transcripts will be issued for students.

Violation	Scheduled Fine
Failure to obey a Security Officer	\$80.00
Failure to stop at a stop sign	\$80.00
Excessive speed:	
• 10-15 MPH over limit	\$45.00
• 25 + MPH over limit	\$90.00
Reckless driving	\$90.00
Improper lane use	\$45.00
Failure to drive on right side of roadway	\$45.00
Failure to yield to a pedestrian	\$80.00
Failure to display tag	\$45.00
Parked in wrong lot	\$45.00
Parked in semi circle drive	\$45.00
Parked in service vehicle area	\$45.00
Parked in no parking area	\$45.00
Parked in a grassy area or entrance area	\$45.00
Parked in two spaces	\$45.00
Failure to parallel park correctly	\$45.00
Parked in a handicapped space	\$90.00
Parked in a fire lane, traffic or crosswalk	\$75.00
Parked by a white or yellow curb	\$45.00
Parked in reserved space	\$90.00
Parking meter violation-time expired	\$45.00
Parking meter violation-never paid	\$90.00

STUDENT SERVICES

ACADEMIC SUCCESS CENTER

The Academic Success Center, which operates under the Office of Student Development, provides students with services and resources that enhance student learning in and outside of the classroom environment and thus improves the opportunity each student has to succeed at MBU. The ASC Writing Lab, tutoring services, and academic enrichment workshops are coordinated through the Academic Success Center under the direction of the ASC Director. Test administration services are also provided through the ASC. In addition to classroom make-up tests, examinations – including the ACT, Residual ACT, mid-level assessment tests, DSST, C-BASE, Mo-GEA, Major Field Tests, and CPCE – are scheduled, administered, and supervised by the Coordinator of Testing/Assistant to the ASC Director. See the ACS web page for additional information at <http://www.mobap.edu/student-life/academic-success-center/>.

Incoming students who are accepted to Missouri Baptist University on probation are required to participate in Quest, a program of academic support offered by the Academic Success Center including individual meetings with the Director of the ASC or another Quest mentor. This program is designed to assist students with achieving a 2.0 or higher cumulative grade point average. A Quest contract must be signed with the Director of the ASC prior to the first day of classes. Should students neglect participation in the program and fail to have a 2.0 or

higher cumulative grade point average at the end of the first semester, they will receive a “hold” requiring them to meet with the Director of the ASC. They may also be required to meet with the Senior Vice President for Student Development by recommendation of the ASC Director. Students who continue to neglect participation in the program and fail to achieve a 2.0 cumulative grade point average at MBU may be in danger of losing financial aid and having future enrollment at MBU prohibited.

THE SPECIAL NEEDS ACCESS OFFICE

Services for Students with Disabilities

The Special Needs Access Office offers services to students who have documented disabilities of a permanent or temporary nature. The Special Needs Access Office provides the following services for students with disabilities who are enrolled at Missouri Baptist University:

1. Coordination of reasonable classroom accommodations;
2. Referral services for individual counseling;
3. Information provided for obtaining diagnostic evaluations for students who suspect they have a disability;
4. Consultation with faculty and staff members regarding accommodations; and
5. Liaison with community professionals and agencies.

To qualify for services, students must self-identify to the Special Needs Access Office. Students must meet with the Special Needs Access Coordinator to discuss their needs and provide appropriate written documentation of a disability from a qualified professional or agency. Students are encouraged to establish documentation at least two weeks prior to the first day of the semester.

Students who need accommodations must register each semester with the Special Needs Access Office. Instructor Notification Memos, which describe the student’s needed accommodations, will be developed with the student’s written permission. It is the student’s responsibility to pick up and deliver memos, as well as discuss his/her needs with each instructor.

The goals of the Special Needs Access Office are to provide appropriate support services to students, staff and faculty; to minimize physical and attitudinal barriers; and to provide autonomy and self-advocacy for persons with disabilities.

The Special Needs Access Office is housed in the Academic Success Center, room FLD-117 in the Field Academic Hall. The Special Needs Access Coordinator, Connie Crader, can be reached via phone at (314) 681-3278 or email at craderc@mobap.edu.

CAREER SERVICES

The Career Services Office operates under the supervision of the Director and provides services to all students and alumni. Services include career planning, campus recruiting, personal interviews, job search assistance and referrals, resume and cover letter critiques, interview coaching, internships, seminars, workshops, and career fairs.

In addition, Career Services offers several web-based resources to connect students and alumni with its services. Those services include:

- Career Exploration through MBU Focus 2 for those interested in exploring career options or who need help choosing a program of study. An Online Career Library through VAULT to allow students access to the most current periodicals, journals, and resources to help them in their career journey.
- Job Search Assistance through MBULINK, an on-line job database used by Career Services to connect students and employers. Registration is required. All users must be current students or alumni of the university.
- Credential Files are established and maintained on-line through INTERFOLIO, a credential and dossier management system. Those who wish to establish a file may access Interfolio through <http://www.mobap.edu/student-life/career-services/>. Fees for services are available online through Interfolio or through the Career Services Webpage.

The Career Services Office is located in Field Academic Hall in the Student Development Suite on the Main campus.

COUNSELING SERVICES

Counseling and Wellness Services are coordinated through the Office of Student Development. Counselors are available to meet individually with students by appointment, which are scheduled through the Student Development Office. All sessions with counselors are completely confidential. Information and resources for counseling and wellness services are listed online at: <http://www.mobap.edu/student-life/counseling-wellness/>.

INTERNATIONAL STUDENT SERVICES

The Office of International Student Services is responsible for recruitment, admission, student development and immigration compliance for all non-immigrant students at Missouri Baptist University and international alumni engaged in Optional Practical Training. The OISS staff is committed to providing the best possible service to international students throughout their educational journey. OISS also provides opportunities for international students and U.S. students to engage in cross-cultural learning activities.

Services include: International Student Orientation, enrollment verification letters, assistance with applications for Practical Training, immigration advising, and workshops on F-1 visa status benefits. Most services are provided through appointment only. Appointments are available on Tuesdays and Wednesdays.

SPORTS AND RECREATION COMPLEX

The Carl and Deloris Petty Sports and Recreation Complex raises the level of excellence in campus life through enhanced recreation facilities, including a fitness center with strength training and cardiovascular equipment, an indoor track, a group fitness and dance area for a wide variety of classes, student locker rooms, and much more.

The suspended indoor track allows recreational walkers and runners a birds-eye view of the gymnasium.

The group fitness room, complete with a surround sound system and mirrored walls, offers a beautiful view of the eastern side of the MBU campus. Students, faculty, and staff can participate in a variety of group fitness offerings designed to exercise the body and mind. For specific information on available classes go to <http://www.mobap.edu/student-life/src/4779-2/>.

The spacious fitness center offers free weights, weight machines, and cardiovascular machines- everything needed to help improve flexibility, develop strength, tone muscles, and improve overall health and wellness. State of the art equipment, oversized flat screen televisions, and great music give patrons a workout experience to look forward to again and again. For fitness center hours go to <http://www.mobap.edu/student-life/src/>.

THE ALUMNI ASSOCIATION OF MISSOURI BAPTIST UNIVERSITY

The mission and purpose of the Alumni Association shall be:

1. To promote the general welfare and effectiveness of Missouri Baptist University;
2. To aid, encourage, and further the goals, programs, and plans of Missouri Baptist University;
3. To assist the trustees, administration, faculty, students, and alumni of Missouri Baptist University in each of their respective fields of activity;
4. To foster and encourage mutual concern and fellowship among the Alumni of Missouri Baptist University.

Membership in the organization includes:

Regular Membership:

Regular membership in the Association, and the right to vote as such member, shall be extended to all persons who have graduated from Missouri Baptist University (including Missouri Baptist College) with a certificate, associates, baccalaureate, or masters degree (an alumnus may be concurrently enrolled on the graduate level).

Honorary Membership:

Honorary membership in the Association shall be provided for those persons who have evidenced particular interest in the welfare of Missouri Baptist University, and desire to associate themselves with the activities of the Association. They shall be admitted to full membership, upon approval of the Board of Governors, including the right to vote.



CAMPUS LIFE

Social, athletic, cultural, and religious activities are planned by the University and by student organizations. These are designed to appeal to a broad scope of interest, to encourage participation by every student, and to enhance the college experience. A variety of informative and entertaining programs are presented in regularly scheduled convocations, lectures, concerts, recitals, drama productions, and exhibitions.

The academic year at Missouri Baptist University is enlivened by a variety of social functions, including Homecoming, the Hanging of the Green, the Outstanding Students of Achievement Ceremony, and other events.

MBU Institute for Leadership

The Institute for Leadership will help MBU students develop leadership skills that will maximize their potential as students and as professionals after they graduate. Throughout the year long program, students will hear from prominent leaders and engage a variety of learning experiences that will stretch and develop them as leaders.

To be eligible to participate in the MBU Institute for Leadership program, a student must:

- Be a Freshman, Sophomore, or Junior
- Have completed 12 hours at MBU by January 2014
- Currently be a full-time student at MBU
- Be in good academic and disciplinary standing with the University
- Have a cumulative GPA of 2.5 or higher
- Successfully complete the application and interview process

Benefits of the Program Include:

- One-on-one mentoring with MBU leadership
- Recognition on Transcript
- Recognition at Outstanding Students of Achievement Ceremony
- Certificate of program completion
- Networking opportunities with St. Louis professionals

How to apply:

Applications are available online or in the Office of Student Activities. **Deadline for application is September 20, 2013.**

For more information, contact Lara Hines, Director of Student Activities, hinesl@mobap.edu, (314) 392-2242, Field Building 209.

Students accepted into the MBU Institute for Leadership will be enrolled in a one-credit hour upper division elective, IDST 311 Leadership Development, for the Spring semester by the Student Activities Office.

Approval of Organizations

All student organizations are subject to the approval of the Student Government Association and the faculty and administration. Before a new organization is recognized, it must gain approval of its constitution first by the Student Government Association and then by the faculty and administration. The Student Government Association will ensure that organizations regularly review and revise their constitutions. The faculty and administration may, if circumstances warrant, restrict or disband any student organization. All student organizations must follow and support the University's mission.

Custody of Organization Funds

All student organizations are required to deposit their funds with the University Financial Services Office. The University disburses funds when requested by the organization advisor and the president or treasurer of the organization.

No student is allowed to contract any debt for any student organization without approval in the form of an official purchase order signed by the organization advisor, one of the organization's officers, the Chief Financial Officer of the University, and, when necessary, the University President.

MBU CLUBS AND ORGANIZATIONS

Because the University has a variety of campus organizations, students are able to find organized activities which are particularly interesting or helpful to them. These clubs and activities are classified into departmental and professional clubs, honorary, ministry, and special interest organizations.

Each organization maintains its own officers and faculty sponsor(s), and schedules its programs through the Director of Student Activities, who maintains a complete calendar of school activities.

The most up-to-date list of clubs and organizations, as well as advisors and contact information, can be found at <http://www.mobap.edu/student-life/student-life-get-involved/clubs/>.

DEPARTMENTAL AND PROFESSIONAL

BUSINESS DIVISION

Accounting Club promotes career activities and opportunities in accounting, prepares students for the business environment with an ethical focus and develops camaraderie with other accounting students. Activities include visiting accounting professionals, field trips, tutoring opportunities and encouragement to participate in professional organizations' student events and programs.

- Contact Mr. William Felty at feltyw@mobap.edu for more information.

ENACTUS: Students in Free Enterprise (SIFE) is a nonprofit organization that provides college students the best opportunity to make a difference, and to develop leadership, teamwork, and communication skills through learning, practicing, and teaching the principles of free enterprise. This is a campus-wide student organization that offers students from every discipline an opportunity to benefit from working with professionals from

all areas. Students use the conceptual and theoretical knowledge learned in the classroom to make executive decisions while planning and implementing outreach projects in a hands-on environment unique to the “SIFE experience”. For example, they teach concepts such as budgeting, accounting, and supply and demand, and assist budding entrepreneurs in getting their businesses off the ground. SIFE students also mentor “at-risk” students, helping them to reach for their dreams. Supported by more than 250 top corporations, SIFE teams are active on over 1000 college campuses in the United States and 17 foreign countries. Having fun, working to better the community, meeting top executives, traveling, competing, making new friends, and giving their careers a big head start by adding their names to the “SIFE International Career Development Job Bank” are all benefits that students receive when they participate in SIFE. Students may elect to take SIFE for an elective credit (by enrolling in BUSN 111-421) or simply join SIFE for the benefits and experience they will receive.

EDUCATION DIVISION

Student Association of Supervision and Curriculum Development (S-ASCD) provides teacher candidates an opportunity to network with a recognized association such as Missouri ASCD and ASCD, a national/international organization known for its leadership in education. The organization encourages pre-service educators to initiate leadership, workshop, and networking opportunities for peers in the formative stages in their careers and to gain valuable experiences that will enhance their knowledge of major issues and trends in education. Membership is open to all undergraduates and graduates enrolled in educational programs.

Student Missouri State Teachers’ Association (S-MSTA) is a pre-professional organization composed of education students and others interested in teaching as a career. The chapter seeks to provide its members with opportunities for personal and professional growth, the development of leadership skills, a better understanding of the teaching profession, and participation in professional activities at the local and state levels.

Student Council for the Exceptional Child (SCEC) is a student chapter of the Council for Exceptional Children (CEC), the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

FINE ARTS DIVISION

National Association for Music Educators (NAfME) is a national organization open to any college student interested in the teaching of music. The purposes of the organization are to provide opportunities for professional growth; to acquaint the students with the privileges and responsibilities of the music education profession; to acquaint them with leaders in the profession; and to provide opportunities for contact with NAfME members from

other schools. The NAfME also assists the Music Department with various activities throughout the year.

NATURAL SCIENCES DIVISION

Pre-Healthcare Professionals is an organization whose purpose is to help prepare students for their post-undergraduate studies by helping plan for the medical school admissions process, to provide an atmosphere of knowledge sharing, to promote humanitarian actions, and to facilitate social and academic networks.

Science and Math Club provides a forum for discussion, seminars, and activities for students and faculty members with interest in any area of science and mathematics. Activities may include invitations to off-campus speakers, field trips, displays, publications, and visits to encourage the study of science and mathematics at Missouri Baptist University.

HONOR SOCIETIES

Alpha Chi is a coeducational honor society whose purpose is to promote academic excellence and exemplary character among college and university students and to honor those who achieve such distinction. Students are admitted from all academic disciplines, and members compose no more than the top ten percent of the junior and the senior classes.

Kappa Delta Pi is an international honor society in education, with a national membership of undergraduate and graduate students, university faculty and administrators, classroom teachers, school administrators, retired educators, Laureate members, and honorary members. Its purposes are to promote excellence, recognize honor students, and acknowledge outstanding contributions to education. The Missouri Baptist University chapter is open to high achieving students planning careers in the field of education.

Sigma Tau Delta is the international English Honor society. Its purposes are to recognize honor students who are English majors and minors and to support and study the humanities. The motto is sincerity, truth, and design. The honor society restricts membership in this manner: Voting members – must major or minor in English, be in the top one-third of the class, have a B average in English, and have six credit hours in English beyond the freshman composition level; Non-voting members – do not need to major or minor in English but must meet all the other criteria for voting members. The national office requires members to pay a lifetime fee, currently \$25. The Psi Psi chapter at Missouri Baptist University will charge an additional one-time only fee of \$5.00. Each semester, Psi Psi will initiate new members with a pinning ceremony. Other activities include the publishing of Cantos, a literary magazine of poems and short stories written by MBU students, faculty, and staff.

MINISTRY

AMP – A Mighty Passion is a God-glorifying community of followers of Christ who is on a mission to change lives for Jesus Christ our Savior (Acts 1:8, Matthew 28:19-20). AMP leads the

MBU community in worship, discipleship, service and witnessing so that God can use graduates to change the world in the name of Christ.

Ministerial Alliance provides ministerial students visible and active support while they further their relationships with students and with God.

SPECIAL INTEREST

Student Activities Council (SAC) organizes and integrates student activities and campus life. The SAC enriches the college experience by providing cultural, social and recreational events. SAC hopes to encourage MBU pride and loyalty with leadership experiences and the opportunity to plan Welcome Weekend, Homecoming, lectures, trips, sporting events and parties.

Student Government Association (SGA) represents the student body to the MBU administration and faculty and governs student organizations. All students are welcome to join as general members and apply for executive positions.

MBU Climbing Club – Come and experience the thrill and exhilaration of a sport that has exploded in popularity. Contrary to popular belief, you do not have to be in top physical condition or have a lot of upper body strength to climb. Rock climbing builds the body's strength over time and is ideal for enhancing muscle tone and increasing flexibility. Besides being a great full-body workout, climbing is also a fun and exciting recreational activity.

Gamma Delta Sigma is Missouri Baptist University's first National social sorority. The chapter was installed in the Spring of 2013. Their primary focus is on servant leadership in their community and campus, with their primary philanthropy being the Saint Louis Crisis Nursery.

MBU Students for Life works to protect life from conception to natural death. Members seek to promote respect for life at Missouri Baptist University and on a local, state and national level, to educate on life issues, to help those in need so that life is a promising choice and to work with others who share common goals.

The Creative Writing Club nurtures students' imaginative writing skills, offers them information on publishing opportunities and provides a forum for discussions about their work.

Students and Professors Exploring All Cultures (SPEAC) expands MBU students' cultural horizons through learning about and exploring new cultures.

MINISTRY AND MISSIONS

Ministry Opportunities

Missouri Baptist University is unapologetically Christian. It provides an environment for learning which takes seriously the integration of faith and learning. The religious program of the University is in the broad evangelical Protestant tradition and seeks to respect the conscience of every student. Chapel furnishes worship opportunities and helps make students aware



of moral and spiritual issues. Campus Ministries provides for small group prayer and support groups as well as opportunities for discipleship and individual Bible study. Community service opportunities, as well as on-campus service opportunities, provide a place to serve and grow for students from almost any background. The Campus Ministries Office offers many opportunities for students to be involved and put their faith into action. The Campus Ministries Office's vision reaches campus-wide, city-wide, nation-wide, and internationally. Students are encouraged to visit the Campus Ministries Office to learn more details. Students interested in serving on a Ministry Team should contact the Office of the Campus Minister.

Mission Opportunities

God provides us with many opportunities every day to serve Him, some in big ways and others in very important but smaller ways. Missouri Baptist University believes in the importance of service and of missions and urges students to get involved in Great Commission Kingdom ministries. Each year Missouri Baptist University provides several mission opportunities for students, faculty, and staff. Teams have gone out internationally in recent years to Brazil, Sweden, Scotland, France, Spain, Poland, England, Romania, Greece, Southeast Asia, Zambia, Puerto Rico, and Haiti. Qualified students participating on some MBU Mission Teams can earn up to three hours of class credit (humanities/elective). Additional opportunities are offered through other

campus organizations and through community service projects. Information on upcoming mission opportunities can be obtained through the Campus Ministries Office.

INTRAMURAL SPORTS

As a part of the Missouri Baptist University student development program, Intramural Sports provide the MBU community opportunities to compete, exercise, socialize, and develop lifelong skills in safe, fun environments. Intramurals offer a diverse group of individual and team sports and activities through organized leagues, tournaments, and special events. The intramural program is committed to meeting the evolving needs of the MBU community by consistently looking to develop more ways in which students can be active and engage with others during their time at MBU.

The Intramural Program is open to all current MBU students, faculty, and staff. Intramurals offers a variety of short term leagues such as flag football, basketball, indoor volleyball, table games, sand volleyball, and ultimate frisbee. Leagues are composed of all male and female teams as well as some co-ed leagues. Intramural sports are a fun way for students, faculty and staff to get involved in friendly competition in a constructive environment. Stay connected by liking MBU Intramurals on Facebook!





If you are interested in participating in intramurals look for signs and announcements around campus or please contact the Director of Intramurals at intramurals@mobap.edu. Students can also contact the Director with any questions about leagues and scheduling. A full schedule of events and registration forms can be found online at <http://www.mobap.edu/student-life/student-life-get-involved/intramurals/>.

ATHLETICS

Missouri Baptist University is a member of the National Association of Intercollegiate Athletics (NAIA). The men's athletic teams include football, soccer, cross-country, track and field, basketball (varsity and junior varsity), wrestling, volleyball (varsity and junior varsity), baseball, tennis, and golf. The women's athletic teams include volleyball (varsity and junior varsity), soccer, basketball (varsity and junior varsity), cross-country, track and field, tennis, golf, softball, and wrestling. All teams except for football, men's volleyball, women's wrestling, men's and women's lacrosse, and bowling compete in the American Midwest Conference (AMC) and Region V of the NAIA. MBU football will compete as a part of the Mid-States Football Association beginning in the Fall of 2014. Men's volleyball is considered an NAIA emerging sport and the team competes in the Mid-American Men's Volleyball Intercollegiate Conference (MAMVIC). The women's wrestling team competes under the auspices of the Women's College Wrestling Association. The men's and women's bowling teams are nationally sanctioned through

the USBC (United States Bowling Congress). The women's lacrosse team competes in the National Women's Lacrosse League (NWLL) and the men's lacrosse team competes in the Men's Collegiate Lacrosse Association (MCLA). Student athletes must meet certain eligibility requirements before competition is allowed.

CHEERLEADING

The Missouri Baptist University Spirit Squad and Spartacus, the University mascot, lead the student body and the athletic fans in spirit during basketball games and other scheduled events. Tryouts are held at the end of the Spring semester. Each cheerleader is expected to attend all scheduled practices and events. Missouri Baptist University Cheerleaders are to encourage community spirit both at athletic events and across the campus. Competitive Cheer is an NAIA emerging sport. Each year the Competitive Cheer squad competes in the NAIA Cheer and Dance Regional Competition, as well as the NAIA All Girl division in conjunction with the National Cheerleaders Association (NCA) College Nationals in Daytona, Florida.

POM AND DANCE

MBU Pom and Dance will begin its first season in the 2013-14 school year.

THEATRE PRODUCTIONS

MBU produces a full season of musicals and plays each year. Students, staff, and members of the community are invited to audition and participate in a variety of ways (singing, acting, dancing, production team, stage crew, and orchestra). The productions give students a unique chance to develop creative talents, and learn valuable teamwork and time management skills. Academic credit is available to participants in the productions. *In Character*, the university's drama ministry troupe, is open to current students upon a successful audition and interview. Students must be available for on- and off-campus performances.

MUSIC ENSEMBLES

Participation in several music groups is available for credit through the Music Department. These groups perform both on-campus and off-campus, representing Missouri Baptist University and the Department of Music. Some require travel commitments. Any MBU student may participate in the Monday Evening Choral Society, Chorale, or University Band by contacting the respective director. The Chamber Singers, Allusion – Vocal Jazz, MBU Ringers, Large String Ensemble, and Jazz Band are also open to any member of the MBU community, but are all auditioned groups. Questions regarding auditions should be directed to each respective group's director. All Music Department ensemble groups carry one-hour credit and are not considered an overload.

Opportunities to serve in a Ministry Ensemble – such as *Spirit Wing*, *Abide*, or *Closer* – are also available by audition. Students interested in being a part of a Ministry Ensemble should contact Dr. Jonathan Blackmon at blackmonj@mobap.edu to audition. Academic credit is available for those participating in a Ministry Ensemble.

UNIVERSITY PUBLICATIONS

Cantos, a literary magazine of poems and short stories written by MBU students, faculty, and staff, is published by the university's chapter of Sigma Tau Delta, the English honor society. It can be accessed online at <http://www.mobap.edu/about-mbu/publications/cantos/>.

Timeline Online is MBU's student-run, campus news website that incorporates multimedia reporting for the university community. Timeline Online features episodes of Timeline, MBU's weekly student news broadcast, and is always looking for reporters, photographers and bloggers to add to their diverse team. Timeline Online can be accessed at <http://www.mbutimeline.com/>.

Intégrité: A Faith and Learning Journal is published semiannually by the Faith and Learning Committee and the Humanities Division. Published both in print copy and online at <http://www.mobap.edu/about-mbu/publications/integrite/>, the journal examines the philosophical, theological, and pedagogical issues related to the integration of Christian faith and higher learning.





The *Missouri Baptist University Undergraduate Catalog*, published annually, sets forth policies, courses of study, academic requirements, and regulations for undergraduate students. The catalog can be accessed online at <http://www.mobap.edu/about-mbu/publications/undergraduate-catalog/>.

The *Missouri Baptist University Graduate Bulletin*, published annually, sets forth policies, courses of study, academic requirements, and regulations for graduate students. The bulletin can be accessed online at <http://www.mobap.edu/about-mbu/publications/graduate-bulletin/>.

The *Student Handbook* is updated and published by the Student Life Office annually both in print copy and online at <http://www.mobap.edu/about-mbu/publications/student-handbook/>.

The *Residence Hall Handbook* is updated and published by the Residence Life Office annually.

The *Portfolio Manual for the Development, Licensure and Employment of Professional School Counselors* is updated and published annually by the Missouri Baptist University Teacher Education Program. The guides are available for purchase in the Spartan Store.

The *Missouri Baptist University Music Handbook* is updated and published annually and sets forth policies, courses of study, and academic requirements for the Music Program.

The *Missouri Baptist University Athletic Handbook* and *Coaches Handbook* are published annually by the Missouri Baptist University Athletic Department.

MBU Magazine is published for the purpose of keeping the University's constituency informed concerning university activities in the areas of academics, development, athletics, and faculty, staff, administrative, student, and alumni affairs.

The Peloponnesian, an alumni e-newsletter, covers the latest alumni happenings.



GENERAL ACADEMIC PROGRAMS

Mission Statement: The Academic Program of Missouri Baptist University is designed to offer programs of study leading to professional certificates and undergraduate and graduate degrees in an environment of academic excellence with a Biblically based Christian perspective. The academic program seeks to motivate students to a life of service and knowledge integrating Christian faith and discipline.

Missouri Baptist University grants baccalaureate degrees and offers general education, degree requirements, majors, minors, and cognate areas within seven divisions as well as Interdisciplinary Studies. The University grants the Associate of Science degree with concentrations in Pre-Nursing, Religion and Business Administration, and offers courses leading to certificates in Business, Writing, Ministry and Leadership, Exercise Science, and Sport Management. Missouri Baptist University is approved by the Missouri Department of Elementary and Secondary Education for teacher certification in early childhood, elementary, middle childhood, secondary education in various subject fields at both undergraduate and graduate levels, and counselor and administrative certifications at the graduate level only.

Interdisciplinary Studies provides orientation courses for freshmen and transfer students, the capstone requirement for all baccalaureate degree programs, and offers a major in Liberal Arts.

The Business Division provides curricula in general education, degree requirements, majors, minors, certificates, and cognate areas in the fields of Accounting, Applied Management, Business Administration, Healthcare Management, Information Technology, Management, Marketing, Economics, and Entrepreneurship. The Master of Business Administration degree is offered at the graduate level.

The Education Division provides curricula that pertain directly to the development of professional educators both in private and public education and is responsible for the Missouri approved teacher certification program. Undergraduate majors in this division include Business Education, Child Development, Early Childhood Education, Elementary Education, General Studies in Learning, Health Education, Middle Childhood Education,

Physical Education, and Unified Science (Biology or Chemistry Concentration). Minors are offered in Cross-Categorical Disabilities, Early Childhood Special Education, and Physical Education. Students desiring certification on the secondary level must have a primary major in a subject field and complete the professional education courses. Those completing certification at the undergraduate level may opt for a double major in Secondary Education. This provides a broad competency within the teaching discipline. Endorsements are available in Special Education: Cross-Categorical Disabilities Mild to Moderate, Early Childhood Special Education, Library Media Specialist (graduate level only), Driver Education, Gifted Education (graduate-level only), and Special Reading (graduate level only). Graduate programs include the Master of Arts in Counseling, Master of Arts in Teaching (with initial certification or for additional certification), Master of Educational Administration, Master of Science in Education: Curriculum and Instruction, Master of Educational Technology, the Educational Specialist with two tracks, Superintendent and Curriculum and Instruction, and the Doctor of Education.

The Fine Arts Division offers curricula for general education and degree requirements in Art, Communications, Music, Music Ministry, Music Education, Music Performance, Musical Theatre, and Worship Arts. Undergraduate majors include Broadcast Media, Communication Studies, Journalism, Music, Music Education, Music Ministry, Music Performance, Music with Elective Studies in Business, Musical Theatre, Public Relations, Speech/Theatre, Theatre, Worship Arts, and Worship Arts Technology. Minor studies available include Broadcast Media, Communication Studies, Journalism, Sports Journalism, Music, Music Ministry, Public Relations, Theatre, Worship Leadership, and Worship Studies.

The Health and Sport Sciences Division provides curricula in degree requirements, majors, minors, and cognate areas in the fields of Exercise Science, Health Sciences, and Sport Management. Students interested in graduate studies may pursue the Certificate in Sport Management, Certificate in Exercise Science, Certification in Fitness Management, or the Master of Science in Sport Management or Master of Science in Fitness Management.

The Humanities Division provides curricula in general education, degree requirements, majors, minors, certificates, and cognate areas in the fields of Biblical Languages (Greek and Hebrew),

Christian Ministry, Christian Studies, English, Ministry and Leadership, Religion, and Spanish. The Master of Arts in Christian Ministry degree is available with emphasis areas in Pastoral Ministries, Urban Ministries, Biblical Counseling, Apologetic Studies, and Biblical Languages.

The Natural Sciences Division provides curricula in general education, degree requirements, majors, minors, and cognate areas in the fields of Biochemistry, Biology, Biotechnology, Chemistry, Chemistry with a Concentration in Forensic Science, Mathematics, Physics, and Pre-Nursing.

The Social and Behavioral Sciences Division provides curricula in general education, degree requirements, majors, minors, and cognate areas in the fields of Behavioral Sciences, Criminal Justice, History, Human Services, Political Science, Psychology, Social Sciences, and Sociology. An online Master of Science in Criminal Justice is also available.



MAJORS WITH CLASSIFICATION OF INSTRUCTIONAL PROGRAM

Major Field	CIP code	Division	Certificate/Degree
Accounting	52.0301	Business	BA, BS, BPS
Applied Management	52.0299	Business	BA, BS, BPS
Behavioral Science	30.1701	Social & Behavioral Science	BA, BS, BPS
Biochemistry	26.0202	Natural Sciences	BS
Biology	26.0101	Natural Sciences	BA, BS
Biotechnology	26.1201	Natural Sciences	BS
Broadcast Media	09.0701	Fine Arts	BA, BS, BPS
Business Administration	52.0201	Business	CBA , ASB, BA, BS, BPS, MBA
Business Education	13.1303	Education	BS
Chemistry	40.0501	Natural Sciences	BA, BS
Chemistry with Concentration in Forensic Science	40.0510	Natural Sciences	BA
Child Development	19.0706	Education	BA, BS, BPS
Christian Ministry	39.9999	Humanities	BA, BS, BPS, MACM
Classroom Teaching	13.1299	Education	MAT
Communications Studies	09.0199	Fine Arts	BA, BS, BPS
Community College Leadership	13.0407	Education	Ed.D.
Counselor Education	13.1101	Education	MAC
Criminal Justice	43.0104	Social & Behavioral Science	BA, BS, BPS, MSCJ
Curriculum and Instruction	13.0301	Education	MSE, Ed.S.
Early Childhood Education	13.1210	Education	BSE
Educational Administration Principal K-8 Principal 7-12 Superintendent	13.0408 13.0409 13.0411	Education	MEA MEA Ed.S.
Educational Technology	13.0501	Education	MET
Elementary Education	13.1202	Education	BSE
English	23.0101	Humanities	WCE , BA, BS, BPS
Exercise Science	31.0505	Health & Sport Sciences	BA, BS, BPS, CES
Fitness Management	31.0504	Health & Sport Sciences	CFM, MSFM
General Studies in Learning	13.0101	Education	BA, BS, BPS
Health Education	13.1307	Educations	BA, BS, BPS
Health Sciences	51.0001	Health & Sport Sciences	BA, BS, BPS



(CIP) CODES, DIVISIONS, AND CERTIFICATE/DEGREE OPTIONS

Major Field	CIP Code	Division	Certificate/Degree
Healthcare Management	51.0701	Business	BS, BPS
History	54.0101	Social & Behavioral Science	BA, BS, BPS
Human Services	44.0000	Social & Behavioral Science	BA, BS, BPS
Information Technology	11.0103	Business	BS
Journalism	09.0499	Fine Arts	BA, BS, BPS
Leadership in Teaching and Learning	13.9999	Education	Ed.D.
Liberal Arts	24.0199	Interdisciplinary Studies	BA, BS, BPS
Management	52.0299	Business	BA, BS, BPS
Marketing	52.1401	Business	BA, BS, BPS
Mathematics	27.0101	Natural Sciences	BS, BPS
Middle Childhood Education	13.1203	Education	BSE, BA, BS, BPS
Ministry and Leadership	38.0203	Humanities	CML, BA, BS, BPS
Music	50.0901	Fine Arts	BA
Music Education	13.1312	Fine Arts	BME
Music Ministry	39.0501	Fine Arts	BM
Music Performance	50.0903	Fine Arts	BM
Music with Elective Studies in Business	50.1003	Fine Arts	BM
Musical Theatre	50.0509	Fine Arts	BM
Physical Education	13.1314	Education	BA, BS, BPS
Pre-Nursing	51.1105	Natural Sciences	ASPN
Psychology	42.0101	Social/Behavioral Science	BA, BS, BPS
Public Relations	09.0902	Fine Arts	BA, BS, BPS
Religion	39.0601	Humanities	ASR
Secondary Education*	13.1205	Education	BA, BS, BPS
Social Sciences	45.0101	Social/Behavioral Science	BA, BS, BPS
Speech/Theatre	13.1324	Fine Arts	BA, BS, BPS
Sport Management	31.0504	Health & Sport Sciences	BA, BS, BPS, CSM, MSSM
Theatre	50.0501	Fine Arts	BA, BS, BPS
Unified Science	13.1316	Education	BA, BS, BPS
Worship Arts	30.9999	Fine Arts	BA, BS, BPS
Worship Arts Technology	30.9999	Fine Arts	BA, BS, BPS

*Available only as a double major or dual degree; primary major must be in the subject area for which certification is being sought: Business Education, English, Health Education, Mathematics, Physical Education (9-12 or K-12), Social Sciences, Speech/Theatre, Unified Science-Biology, or Unified Science-Chemistry



MINORS WITH DIVISIONS

Minor Field	Division
Accounting	Business
Behavioral Sciences	Social/Behavioral Science
Biochemistry	Natural Sciences
Biology	Natural Sciences
Broadcast Media	Fine Arts
Business Administration	Business
Chemistry	Natural Sciences
Christian Studies	Humanities
Communications Studies	Fine Arts
Criminal Justice	Social/Behavioral Science
Cross-Categorical Disabilities	Education
Early Childhood Special Education	Education
English	Humanities
Entrepreneurship	Business
Exercise Sciences	Health/Sport Sciences
Health Sciences	Health/Sport Sciences
Healthcare Management	Business
History	Social/Behavioral Science
Human Services	Social/Behavioral Science

Minor Field	Division
Information Technology	Business
Journalism	Fine Arts
Management	Business
Marketing	Business
Mathematics	Natural Sciences
Music	Fine Arts
Physical Education	Education
Political Science	Social/Behavioral Science
Psychology	Social/Behavioral Science
Public Relations	Fine Arts
Religion	Humanities
Social Sciences	Social/Behavioral Science
Sociology	Social/Behavioral Science
Spanish	Humanities
Sport Management	Health/Sport Sciences
Sports Journalism	Fine Arts
Theatre	Fine Arts
Worship Leadership	Fine Arts
Worship Studies	Fine Arts





DEGREES AND CERTIFICATES WITH DIVISIONS

Degree or Certificate	Abbreviation	Level	Division (if applicable)
Writing Certificate in English	WCE	Undergraduate	Humanities
Certificate in Business Administration	CBA	Undergraduate	Business
Certificate in Ministry and Leadership	CML	Undergraduate	Humanities
Certificate in Exercise Science	CES	Graduate	Health & Sport Sciences
Certificate in Fitness Management	CFM	Graduate	Health & Sport Sciences
Certificate in Sport Management	CSM	Graduate	Health & Sport Sciences
Associate of Science, Business Administration	ASB	Undergraduate	Business
Associate of Science, Pre-Nursing	ASPN	Undergraduate	Natural Sciences
Associate of Science, Religion	ASR	Undergraduate	Humanities
Bachelor of Arts	BA	Undergraduate	
Bachelor of Music	BM	Undergraduate	Fine Arts
Bachelor of Music Education	BME	Undergraduate	Fine Arts
Bachelor of Professional Studies	BPS.	Undergraduate	
Bachelor of Science	BS	Undergraduate	
Bachelor of Science in Education	BSE	Undergraduate	Education
Master of Arts in Christian Ministry	MACM	Graduate	Humanities
Master of Arts in Counseling	MAC	Graduate	Education
Master of Arts in Teaching	MAT	Graduate	Education
Master of Business Administration	MBA	Graduate	Business
Master of Educational Administration	MEA	Graduate	Education
Master of Educational Technology	MET	Graduate	Education
Master of Science-Criminal Justice	MSCJ	Graduate	Social & Behavioral Sciences
Master of Science-Fitness Management	MSFM	Graduate	Health & Sport Sciences
Master of Science-Sport Management	MSSM	Graduate	Health & Sport Sciences
Master of Science in Education	MSE	Graduate	Education
Educational Specialist	Ed.S.	Graduate	Education
Doctor of Education	Ed.D.	Graduate	Education

SPECIALIZED ACADEMIC PROGRAMS

Missouri Baptist University has developed several specialized academic programs which allow students to earn degrees or credits in a modified program format. These programs include opportunities for learning at off-campus sites, adult learning experiences, and cooperative programs with other institutions.

ADULT LEARNING PROGRAMS

The University offers a number of programs that are especially designed to accommodate adult learners, defined as individuals who have been out of high school at least five years and in the workplace, or whose education has otherwise been interrupted, before enrolling with MBU in any undergraduate degree program. These programs include the Bachelor of Professional Studies degree (BPS), evening classes on Main campus and off-campus instructional sites, as well as many courses in a compressed, eight-week format. Online courses in many programs are also available. Adult learners also have the opportunity to earn credit for prior learning experiences.

HONORS PROGRAM

The Honors Program at Missouri Baptist University provided opportunities for academic enrichment for qualified students. Entering freshmen must score 29 or higher on the ACT composite with a 28 or higher on the English subsection or achieve comparable scores on the SAT. Students will enroll in ENGL 123H Honors English Composition II for the Fall semester and ENGL 203H Honors World Literary Types for the Spring semester. Students who have earned credit for English Composition II or its equivalent through a concurrent enrollment program while in high school may be eligible to enter ENGL 203H in the Spring semester provided that they meet the ACT score requirements and have earned a grade of B or better in the course to be transferred.

To enhance learning, challenge thinking, and enable students to clarify their views on diverse fields beyond their chosen major, IDST 30H Honors Seminar is offered every Fall and Spring semester. Possible topics for the seminars will be drawn from a variety of disciplines, such as criminal justice, fine arts, business, education, science, psychology, Christian studies, history, and literature.

A minimum of six semesters of Honors Seminar is required to complete the Honors Program for graduation recognition.

THE INDIVIDUALIZED MAJOR

An undergraduate student may, under the tutelage of an advisor, develop a curriculum for a major suited to the student's interest. This curriculum must be in writing, submitted, and approved by the chair of the appropriate division and the Senior Vice President for Academic Affairs. The individualized major gives the student the opportunity to utilize the resources of the University to their fullest in developing an academic skill in a field for which the University may not have a specialized department. An individualized major can be granted only in those cases in which the University offers at least half the credit hours needed for the major.

THE INDIVIDUALIZED MINOR

An undergraduate student may, under the tutelage of an advisor, develop a curriculum for a minor suited to the student's interest. This curriculum must be in writing, submitted, and approved by the chair of the appropriate division and the Senior Vice President for Academic Affairs. The individualized minor gives the student the opportunity to utilize the resources of the University to their fullest in developing an academic skill in a field for which the University may not have a specialized department. An individualized minor can be granted only in those cases in which the University offers at least half the credit hours (a minimum of nine hours) needed for the minor.

DIRECTED STUDY

Qualified undergraduate students are permitted to engage in directed study under faculty supervision. Under this arrangement, students are enabled to explore a subject in depth, or to examine new areas of study, beyond the opportunity afforded by the university's curriculum. Under certain circumstances, catalog courses may be offered on a directed study basis.

Directed Study forms are available in the Records Office and all approvals must be obtained prior to registration. The student and faculty are expected to present the following items: reason for the directed study request, objectives, description of the study, procedure to be followed, methods of evaluation, and anticipated resources.

The course numbers 190-199, 290-299, 390-399, and 490-499 are reserved for directed study or experimental courses. The appropriate prefix is used to indicate the discipline. The first digit indicates the level of the course, and the final digit indicates the amount of credit the course carries.

Not more than one fourth (25%) of the coursework in a student's major, minor, or total undergraduate degree program (major, minor, general education, and degree requirements) may be completed by directed study. Courses which by their nature involve individualized instruction are excluded from this limit: research classes not offered on a scheduled basis, including BIOL 481-486 and CHEM 481-486; readings courses, such as CRJS 443; private music instruction; and all internships, practica, and field experiences. Exemptions may be granted for upperclassmen (juniors and seniors) when required courses are cancelled due to low enrollment. If a course required under a student's catalog is no longer available due to subsequent curricular changes, and no course substitution can reasonably be made, then a directed study for the course in question will also be exempt from the limit. Students should consider using the consortium before requesting directed studies.

Students should contact the Director of Records for further information.

TWO-PLUS-TWO DEGREE IN ENGINEERING MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY

Missouri Baptist University and Missouri University of Science and Technology have an articulation agreement for a two-plus-two program in engineering. If a student completes a prescribed

curriculum for a selected field of engineering and maintains a 3.0 grade point average on a 4.0 scale, Missouri University of Science and Technology will accept the individual into the selected engineering program. Upon successful completion of the remaining coursework at Missouri University of Science and Technology, the individual will be awarded a degree. There are no degrees conferred by Missouri Baptist University. For details, contact the Missouri Baptist University Admissions Office.

TWO-PLUS-TWO DEGREE IN NURSING

Missouri Baptist University and the Goldfarb School of Nursing at Barnes-Jewish College have teamed to offer a Bachelor of Science in Nursing. Through this agreement, two years of study in the Associate of Science degree in Pre-Nursing program will be completed at MBU and the final two years of clinical studies will be completed at Barnes. An articulation agreement between MBU and Barnes was signed in March 2010.

The MBU Associate of Science degree in Pre-Nursing is a 66 hour program, and 55 of those hours are fully transferable to Barnes. Students must maintain a 3.0 cumulative grade point average at MBU to gain admissions to Goldfarb School of Nursing.

INTERCOLLEGE CONSORTIUM

Missouri Baptist University participates in a consortium which includes Fontbonne, Lindenwood, Maryville, and Webster Universities. Undergraduate students at any of these institutions, registered for at least twelve hours at their home campus, may take courses at any of the other schools in the consortium by registering for them on their home campus. This arrangement makes a wider variety of classes available to the students of all the colleges. Some restrictions apply. For additional information, contact the Missouri Baptist University Director of Records.

ARMY RESERVE OFFICERS' TRAINING CORPS (ROTC)

Army ROTC (Reserve Officers' Training Corps) is a program which combines college courses in military science with summer training sessions to turn students into officers. Upon successful completion of the program and graduation, cadets are awarded a commission as a second lieutenant in the U.S. Army, the Army National Guard, or the U.S. Army Reserve.

Army ROTC offers two different programs to all qualified college and university students. The traditional four-year program gives students the opportunity to take ROTC courses in each of their four years of college. The two-year program is available for community and junior college students as well as any other students who did not take ROTC during the first two years of college. Both of these programs are offered at more than 1,000 colleges and universities throughout the United States. Washington University is the host institution in the St. Louis area. Students from Missouri Baptist University may enroll in Military Science courses through a cross-enrollment agreement with Washington University. Enrollment for all other courses is at Missouri Baptist University. Course descriptions for the Military Science courses are listed in this catalog under MLS.

Washington University in St. Louis: North Campus – located at 700 Rosedale Avenue, St. Louis, MO 63112 – is the home of

the Gateway Battalion. North Campus contains the Battalion Headquarters, Headquarters Annex, and the Range Room. Battalion Headquarters houses the classrooms where military sciences are instructed, cadre and staff offices, equipment room, and cadet lounge. Headquarters Annex is an open space next to headquarters. It is used for the annual open house and is sometimes used as a meeting place for leadership labs. The Range Room is located in the rear of North Campus. Its large space is utilized when an alternative to outdoor PT or labs is optimal. The range room contains an air rifle range where rifle competitions are held.

Students interested in participating in the Army ROTC program, or in obtaining additional information, should contact:

Army ROTC
Washington University
Campus Box 1206
One Brookings Drive
St. Louis, MO 63130-4862
Phone: 314.935.5521 or 314.935.5537
Fax: 314.935.6931.
Email: rotc@wustl.edu
http://www.rotc.wustl.edu/About_Gateway.html

PLUS TWO PROGRAMS

Missouri Baptist University has established Plus Two Programs with Jefferson College in Hillsboro, Missouri, Lewis and Clark Community College in Godfrey, Illinois, John A. Logan College in Carterville, Illinois, and Rend Lake College in Ina, Illinois, which allow students to complete all requirements for graduation on the host college campus.

- **Jefferson College** – BS in Applied Management; BS in Behavioral Science; BS in Business Administration; BS in Business Administration with a minor in Accounting; BS in Child Development; BS in Criminal Justice; BSE in Early Childhood Education; BSE in Elementary Education; BSE in Elementary Education with Special Education: Cross-categorical Disabilities Mild to Moderate; and BS in Management with a minor in Business Administration
- **Lewis and Clark Community College** – BS in Accounting with a minor in Business Administration; BS in Criminal Justice with a minor in Behavioral Science; BS in Health Sciences with a minor in Exercise Science; BA in Human Services; BS in Management with a minor in Business Administration
- **John A. Logan College** – BA or BS in Behavioral Science; BA in Criminal Justice; BPS in Applied Management
- **Rend Lake College** – BA in Criminal Justice

ARTICULATED PROGRAMS

Missouri Baptist University maintains program articulations with various community colleges in the university's various service areas in order to enhance transferability of credit.

- **Jefferson College** – BSE in Early Childhood with Early Childhood Special Education; BS in Physical Education (K-12); BSE or BS in Middle Childhood Education with

concentrations in Business Education, Language Arts, Mathematics, Science, and Social Studies; BS in English with Secondary Education; BS in Mathematics with Secondary Education; BS in Unified Science, Biology or Chemistry endorsement, with Secondary Education; BS in Social Sciences with Secondary Education; and BS in Business Education with Secondary Education. While the majority of course work needed to complete the baccalaureate degree may be offered at MBU's Regional Learning Centers in Arnold or on the Jefferson College campus in Hillsboro, some courses may need to be taken on the Main campus or online.

- **East Central College** – BS in Unified Science and Secondary Education; BA or BS in Business Administration; BS in Business Education and Secondary Education; BA or BS in English and Secondary Education; BME; BS in Criminal Justice Track I or II; BS in Health Education and Secondary Education; BS in Physical Education 9-12 and Secondary Education; BS in Physical Education K-12 and Secondary Education; BS in Mathematics and Secondary Education; BS in Social Science and Secondary Education; BS in Middle Childhood Education with emphases in Business Education, Mathematics or Science, BS in Speech & Theatre and Secondary Education; BSE in Early Childhood Education; BSE in Early Childhood Education with Early Childhood Special Education; BSE in Early Childhood Education/Elementary Education Combined; BSE in Early Childhood/Elementary Education Combined with Early Childhood Special Education; BSE in Elementary Education & Cross-Categorical Disabilities; BSE in Elementary Education; BSE in Middle Childhood Education with Emphases in Language Arts, Social Studies, or Speech-Theatre. While the majority of course work needed to complete the baccalaureate degree is certain majors may be offered at MBU's Regional Learning Center in Union, some courses may need to be taken on the Main campus or online.
- **Mineral Area College** – BS in English with Secondary Education; BS in Mathematics with Secondary Education; BS in Management with a minor in Business Administration; BS in Social Sciences with Secondary Education; BS in Unified Science, Biology or Chemistry endorsement, with Secondary Education; BS in Child Development; BSE in Elementary Education; BSE in Elementary Education with Special Education: Cross-categorical Disabilities Mild to Moderate; BSE in Early Childhood/Elementary Education; BS or BSE in Middle Childhood Education with concentrations in Business Education, Language Arts, Mathematics, Science, and Social Studies; BS in Behavioral Sciences; BS in Business Administration; and BS in Business Education with Secondary Education. While the majority of course work needed to complete the baccalaureate degree is certain majors may be offered at MBU's Regional Learning Center in the Mineral Area, some courses may need to be taken on the Main campus, at another Regional Learning Center, or online.
- **St. Charles Community College** – BA or BS in Accounting; BA or BS in Business Administration; BA or BS in Marketing; BA or BS in Management; BS in Unified Science

and Secondary Education; BS in Business Education and Secondary Education; BA or BS in English and Secondary Education; BS in Health Education and Secondary Education; BS in Physical Education 9-12 and Secondary Education; BS in Physical Education K-12 and Secondary Education; BS in Mathematics and Secondary Education; BS in Social Science and Secondary Education; BS or BSE in Middle Childhood Education with emphases in Business Education, Mathematics, Science, Language Arts, Social Studies, or Speech-Theatre; BS in Speech & Theatre and Secondary Education; BSE in Early Childhood Education; BSE in Early Childhood Education with EC Special Education; BSE in Early Childhood Education/Elementary Education Combined; BSE in Elementary Education & Cross-Categorical Disabilities; BSE in Elementary Education. While the majority of course work needed to complete the baccalaureate degree in certain majors may be offered at MBU-Troy/Wentzville some courses may need to be taken on the Main campus or online.

- **St. Louis Community College** – BSE in Early Childhood Education; BSE in Early Childhood with Early Childhood Special Education; BSE in Elementary Education; BSE in Elementary Education with Special Education: Cross-categorical Disabilities Mild to Moderate.

REGIONAL LEARNING CENTERS

Missouri Baptist University offers courses at several Regional Learning Centers (RLC) in Missouri and Illinois as a means of taking the educational programs to the student. Current sites in Missouri include MBU-Troy/Wentzville located in Lincoln County, MBU at Jefferson College on the Hillsboro campus of Jefferson College and MBU in Arnold located in Jefferson County, MBU in Pacific and MBU in Union located in Franklin County, MBU in the Mineral Area located in St. Francois County, and MBU in St. Charles located in St. Charles County. In Illinois, there are Plus-Two programs on the campuses of Lewis and Clark Community College in Godfrey, John A. Logan College in Carterville, and Rend Lake College in Ina. See the locations section of this catalog for additional information including addresses for each RLC.

Academic advisement for undergraduate students at the RLCs is directed by the dean or coordinator of each center. All registration materials, including advisement worksheets and schedule adjustment forms, must be signed by RLC personnel before they can be processed. Students should refer to the Term Calendars published in this catalog and available on Spartan Space for registration dates, deadlines for adding or dropping classes, etc. Tuition refunds in case of withdrawal are pro-rated from the withdrawal date and must be approved by RLC personnel. Students should refer to the catalog sections on Student Course Load, Dropping and Adding a Course, Registration, University Fees, Enrollment, Registration Information, Status Changes, and Refund Schedules for specific information.

Main campus undergraduate students may register at RLCs with the approval of their advisor, and are encouraged to discuss off-campus enrollment costs with the Financial Services Office. All off-campus regulations, financial obligations, and transportation

arrangements are the responsibility of the student. Combined credit load for on- and off-campus classes may not exceed eighteen credit hours during a semester or semester equivalent. See the catalog sections on Student Course Load and Registration Information for details.

Courses offered at RLCs are not available to students through the Intercollege Consortium. However, students from the consortium institutions may register for classes at RLCs as visiting students. For additional information concerning classes, contact the Dean of the MBU-Troy/Wentzville Regional Learning Center, the Dean of the Jefferson County and Mineral Area Regional Learning Centers, the Dean of the MBU in Union Regional Learning Center, or the Coordinator for Illinois Development.

UNDERGRADUATE DEGREE PROGRAMS OFFERED BY SITE

MBU-Troy/Wentzville offers the following undergraduate degree programs: Associate of Science, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and Bachelor of Professional Studies. Majors available include: Accounting, Applied Management, Behavioral Science, Business Administration, Criminal Justice, Early Childhood Education, Elementary Education, Human Services, Management, Marketing, Pre-Nursing, and Psychology. Courses are offered to satisfy general education, major, minor, and degree requirements. Students interested in pursuing teacher certification in areas other than elementary education may complete professional education and degree requirements at MBU-Troy/Wentzville but will need to complete some requirements on the Main campus or online.

MBU at Jefferson College offers the following baccalaureate degree Plus Two programs: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and Bachelor of Professional Studies. Majors available include: Applied Management, Behavioral Science, Business Administration, Child Development, Criminal Justice, Early Childhood Education, Elementary Education, and Management. Courses are offered to satisfy major, minor, and degree requirements. Teacher certification programs available include Early Childhood, Early Childhood and Elementary combined, Early Childhood, and Early Childhood Special Education combined, Elementary Education, Elementary Education and Cross-categorical Disabilities combined, Middle School Business Education, Middle School Language Arts, Middle School Mathematics, Middle School Science, Middle School Social Studies, Secondary Business Education, Secondary English, Secondary Mathematics, Physical Education (K-12), Secondary Social Studies, Secondary Unified Science-Biology, Secondary Unified Science-Biology, and Special Reading K-12 (graduate level only). Middle, Secondary, and K-12 certification areas, which are not a part of the Plus Two agreement, will require that some classes be completed on the Main campus, at another RLC, or online.

MBU in Union is a degree completion site offering the following undergraduate degrees: Associate of Science, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and Bachelor of Professional Studies. Majors available include: Applied Management, Business Administration, Early Childhood Education, Elementary Education, Human Services, Management, and Middle Childhood Education. Courses are offered to satisfy

major, minor, and degree requirements. Students interested in pursuing teacher certification in areas other than elementary or early childhood education may complete professional education and degree requirements in Union but will need to complete some requirements on the Main campus or online,

MBU at Lewis and Clark offers the following baccalaureate degree Plus Two programs: Bachelor of Science in Accounting, Bachelor of Science in Criminal Justice, Bachelor of Science in Health Sciences, Bachelor of Arts in Human Services, and Bachelor of Science in Management. Courses are offered to satisfy major, minor, and degree requirements.

MBU in the Mineral Area is a degree completion site offering the following undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and Bachelor of Professional Studies. Majors available include: Behavioral Science, Business Administration, Elementary Education, Management, and Middle Childhood Education. Courses are offered to satisfy major, minor, professional education, and degree requirements. Students interested in pursuing teacher certification in areas other than elementary or middle school education may complete professional education and degree requirements at the Mineral Area RLC but will need to complete some requirements on the Main campus, online, or at another RLC.

MBU in Arnold is a degree completion site offering the following undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and Bachelor of Professional Studies. Majors available include: Applied Management, Behavioral Science, Business Administration, Child Development, Criminal Justice, Early Childhood Education, Elementary Education, and Management. Courses are offered to satisfy major, minor, and degree requirements. Teacher certification programs available include Early Childhood, Early Childhood and Elementary combined, Early Childhood, and Early Childhood Special Education combined, Elementary Education, Elementary Education and Cross-categorical Disabilities combined, Middle School Business Education, Middle School Language Arts, Middle School Mathematics, Middle School Science, Middle School Social Studies, Secondary Business Education, Secondary English, Secondary Mathematics, Physical Education (K-12), Secondary Social Studies, Secondary Unified Science-Biology, Secondary Unified Science-Biology, and Special Reading K-12 (graduate level only). Middle, Secondary, and K-12 certification areas, which are not a part of the Plus Two agreement, will require that some classes be completed on the Main campus, at another RLC, or online.

MBU at John A. Logan offers the following baccalaureate degree Plus Two programs: Bachelor of Arts degree with a major in Criminal Justice, Bachelor of Arts or Science degree with a major in Behavioral Science, and the Bachelor of Professional Studies in Applied Management. Courses are offered to satisfy major and degree requirements.

MBU at Rend Lake offers the following baccalaureate degree Plus Two program: Bachelor of Arts degree with a major in Criminal Justice. Courses are offered to satisfy major and degree requirements.

DISTANCE LEARNING

Through technologically-enhanced teaching-learning opportunities, Missouri Baptist University is prepared to reach out to a global and culturally diverse community of learners with a Biblically-based Christian perspective that students will find to be:

- caring and personalized
- learner-centered
- respectful of individuality
- accessible and convenient
- responsive to students' spiritual, intellectual, and professional needs
- accommodating to students' schedules
- interactive among students, faculty and staff
- academically stimulating and challenging
- replicating the same high quality for education and support services as in the traditional on-campus environment

Web-enhanced courses – A web-enhanced course uses online technology and tools to support traditional classroom-based instruction, supply course material (e.g. resources, lecture notes, assessments), and facilitate faculty-to-student and student-to-student communication (through email and discussion boards).

Web-centric courses – The center of instruction shifts from the classroom to the Internet in a web-centric class. A web-centric course makes significant use of the Internet to facilitate and support self-paced, self-directed learning activities (online content, exercises, and assessments). This type of course has few classroom-based lectures or seminars. MDL/WDL courses with a type of HYB (Hybrid) indicate courses offered in a combined classroom and online format.

Online courses – An online course at Missouri Baptist University can be accessed through the Internet from any location at any time. All instructional strategies are planned and executed around the communication capabilities and content resources available on the Internet in any given online class offering. Online courses at MBU will not require any “face-to-face” meetings. Online communication requirements are flexible and generally asynchronous. Times and places for online interaction and communication in MBU online classes will be determined by the individual faculty member. The University offers online courses in various disciplines. Both undergraduate and graduate courses are available.

Online Programs

MBU offers nine online graduate-level degree programs: Master of Arts in Christian Ministry, Master of Arts in Counseling: School Counseling, Master of Business Administration, Master of Educational Technology, Master of Science in Criminal Justice, Master of Science in Education: Curriculum and Instruction, Master of Science in Fitness Management, Master of Science in Sport Management, and Educational Specialist: Curriculum and Instruction. Undergraduate degree programs offered online include Sport Management (Bachelor of Professional Studies degree) and Ministry in Leadership (Bachelor of Arts, Bachelor of Science, or Bachelor of Professional Studies). The Master of Educational Technology, the Master of Science in

Criminal Justice, the Master of Science in Fitness Management, and the Master of Science in Sport Management are offered exclusively online. Students pursuing the Master of Arts in Christian Ministry, Master of Science in Education: Curriculum and Instruction, and Educational Specialist: Curriculum and Instruction degrees will have the option of completing the program online or through a hybrid approach that blends both online and classroom instruction. The Master of Business Administration and Master of Arts in Counseling degrees are available either as online or traditional (face-to-face) programs.

For more information, visit the Center for Distance Learning web page: <http://www.mobap.edu/online> or see the program specific information listed by department in this bulletin.

Blackboard™ is the online learning platform utilized by MBU. For more information, visit the Center for Distance Learning web page: <http://www.mobap.edu/distance-learning>.

THE EXCEL PROGRAM

The EXCEL Program, the dual credit (concurrent enrollment) program provided by Missouri Baptist University, is a unique opportunity for students in honors and college-bound programs to take college courses in the high school setting, giving many students an early start on a college career. Established in 1983, the program maintains a high degree of recognition, acceptability, and credibility, and is fully accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Missouri Baptist University considers all grades earned through EXCEL as university grades. All earned grades will appear on the student's transcript and will become part of the student's undergraduate GPA if the student enrolls as a full-time student at Missouri Baptist University. Students planning to attend other colleges or universities should note that most institutions do not accept transfer courses in which students have earned grades lower than a “C.”

Courses officially dropped, using a completed, signed, and submitted drop form from the EXCEL Office, on or before the census date, will not appear on the student's transcript. Students who registered and paid fees before the census date will be eligible for a refund. Courses officially dropped after the census, but before 80% of the course has been completed, will appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Students dropping a course after the census date will not be eligible for a refund. Courses dropped after 80% of the course has been completed will appear on the transcript with a WF; no refund will be available.

THE EXCEL-ON-CAMPUS PROGRAM

EXCEL-ON-CAMPUS provides the opportunity for students from Christian high schools, home schools, and EXCEL high schools to take regularly scheduled courses on the MBU campus.

Enrollment is limited to two courses at the 100- or 200-level per semester. The load limit is normally six (6) hours but may be up to nine (9) hours if laboratory science classes are included.

STUDY ABROAD

The purpose of the Study Abroad program at Missouri Baptist University is to provide resources and programs for undergraduate students to experience a broad range of international and intercultural views. The curriculum design utilizes cross-cultural experiences enabling students to test, explore and formulate a personal and more realistic view of their global society. Through a consortium agreement with Webster University our students have access to any of their international campuses in addition to other programs that may be unique to our campus. Students must have a 2.75 minimum GPA and have completed at least two semesters of college. Not all available programs are listed, for more information contact the Office of Study Abroad at 314-392-3112.

AFRICA

Uganda – Uganda Studies Program (USP)

BestSemester.com

The Uganda Studies Program (USP) provides students with both immersion in a local community and broad exposure to a variety of people and places in Uganda and Rwanda. Students in the Uganda Studies Emphasis (USE) live on campus at Uganda Christian University in Mukono, Uganda, sharing their lives with university students from Uganda and other parts of Africa. Students in the Intercultural Ministry & Missions Emphasis (IMME) live with host families within walking distance of the university. All USP students take classes from UCU professors and share meals with UCU students. These relationships give students a first hand perspective as they explore issues such as poverty, aid and missions, and as they seek to reconcile the realities of East Africa with their Christian faith. Students also spend time in Rwanda and rural Uganda. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU curriculum to earn up to 16 hours of credit.

ARGENTINA

Córdoba – The Center for Cross Cultural Study

www.spanishstudies.org

The Center for Cross-Cultural Study offers an exceptional opportunity for cross-cultural study at the distinguished Universidad Nacional de Córdoba (UNC), a descendent of the oldest university in Argentina. There are two programs available to undergraduate students: the Semi-integrated Semester Program and the Summer Term. The semester program is based upon CC-CS's unique Guided Direct Enrollment Model in which students benefit from three levels of cultural integration: 1. A four-week intensive language and culture program; 2. Direct enrollment at *Universidad Nacional de Córdoba* integrated with Argentine students; and 3. Personal guidance in consciously synthesizing cultural experiences. The Córdoba Summer Program consists of a one-month Intensive Language and Culture Session including a homestay, cultural visits within Córdoba, a cultural day-trip to the estancias *jesuíticas*, and an overnight three-day trip to Buenos Aires.

AUSTRALIA

Brisbane – Australia Studies Center (ASC)

BestSemester.com

Beginning semester 1 (spring) 2014 the Australia Studies Center will move from Sydney to Brisbane, Australia and partner with Christian Heritage College (CHC). While this means a change in location, we believe that CHC has unique advantages for students studying in Australia especially in the range of classes it offers for ASC students. CHC offers majors in:

- BUSINESS: Accounting, Marketing, Management, HR Management.
- EDUCATION: Early, Primary, Middle and Secondary. CHC also offers content-area units in the areas of English, History, Drama, Business, Accounting and Biblical Studies.
- SOCIAL SCIENCES: Counseling, Youth Work, Human Services, Chaplaincy, Community Development, Human Behavior.
- MINISTRIES: Ministry Foundation, Ministry Formation, Ministry Practice, Ministry Leadership, Social Justice.

The city of Brisbane provides a lovely location for students to be able to experience Australia in new and exciting ways. Brisbane is not only a beautiful river city filled with ferries and bridges and sky-scrapers and quirky art installations, but it's foot-friendly and built for adventure and outdoor experiences. Brisbane is also closer than Sydney to destinations such as the Great Barrier Reef, Fraser Island, the Sunshine Coast, the Gold Coast and Surfer's Paradise, the Scenic Rim and Steve Irwin's Australia Zoo. ASC students receive up to 16 semester hours of credit.

Sydney – Macquarie University, Robert Menzies College,

mq.edu.au/rmc/

Sydney is dedicated to equipping its students for success in today's fast-changing, highly competitive global society. Macquarie's innovative courses, cutting-edge research programs, and state-of-the-art facilities are located on a spacious parkland campus just 35 minutes from the heart of Australia's largest, most cosmopolitan city. Robert Menzies College is on the campus of Macquarie University and is a Christian lodging community that also houses the theological school for the University.

AUSTRIA

Vienna – (Webster)

Webster.edu/studyabroad

Webster University's Vienna campus is located near the banks of the beautiful Danube and just a few blocks from the United Nations. As a European crossroads, Vienna's proximity to Eastern Europe attracts a richly multinational population which is reflected in Webster University's student body. The majority of students live in off-campus residences, located near public transportation, with fellow classmates and other Viennese students. Webster-Vienna's internship programs introduce students to practical experience in the working world by executing special projects for national and multinational companies and organizations. Students wishing to pursue an internship abroad are required to study abroad for a minimum

of one semester, although an academic year abroad is strongly encouraged.

CHINA

Hong Kong – Hong Kong Baptist University (HKBU)

www.hkbu.edu.hk/eng/main/index.jsp

Hong Kong Baptist University is centrally located on the Kowloon side of Hong Kong. While it still retains the name “Baptist” HKBU is currently owned by the Chinese government. Academic programs are organized in a way that is very similar to North American colleges and universities and classes are taught in English. Their programs are tailor-made and highly structured, placing emphasis on coherence, progression, and integration within a three-year time span. The education system in Hong Kong at present provides for 13 years of schooling: six years at primary school, five years at secondary school, and two years of matriculation. HKBU’s undergraduate degree programs follow a British pattern of three years duration. It is due to this variance that American students are required to complete one full year of study at their home institution. Our sophomore year is generally aligned with their freshman year. In addition, students must have a minimum grade point average of 2.5 on a 4.0 scale. It is preferred that students be a Junior or Senior in order to participate in this program.

Shanghai, Beijing, Xi’an, and Xiamen – China Studies Program (CSP) BestSemester.com

The China Studies Program enables students to engage this ancient and intriguing country from the inside. While immersed in Chinese culture, students participate in seminar courses on the historical, cultural, religious, geographic, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business Concentration. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi’an and Xiamen. This interdisciplinary, cross cultural program enables students to deal with this increasingly important part of the world in an informed, Christ centered way. Students earn 16-17 semester hours of credit.

Beijing – (Webster)

Webster.edu/studyabroad

Home of the 2008 Summer Olympics, Beijing is host to more than 150 embassies as well as the Chinese government and central party that direct China’s provinces and cities. In Beijing, Webster partners with Beijing Language and Culture University which was founded in 1962 as an institution for both foreign and Chinese-born students. It has trained hundreds of thousands of students from more than 160 countries in Chinese language and culture. All classes are taught in English. Home to 13 million people, Beijing has plenty of attractions outside the classroom – both ancient and modern.

COSTA RICA

San Jose – Latin American Studies Program (LASP)

BestSemester.com

Based in San Jose, Costa Rica, the Latin American Studies program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a practicum/internship and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business: Management and Marketing (offered only in fall terms); and Environmental Science (offered only during spring terms). Depending upon their concentration, students travel to nearby Central American nations including Nicaragua, Guatemala, and Panama. Students in all concentrations earn 16-18 semester credits.

CUBA

Havana – The Center for Cross Cultural Study

www.spanishstudies.org

Students are able to expand their knowledge in the nearby Americas, and experience the blend of cultures - African, European and American - that form Cuba. Take classes taught by native Cuban faculty at the Universidad de La Habana. Participate in an array of cultural activities and study trips designed to encourage direct interaction with the Cuban people. CC-CS offers courses during the Fall and Spring Semesters, Winter Term, and Summer. *This program is offered as political conditions allow.*

INDIA

Coimbatore, Tamil Nadu – India Studies Program (ISP)

BestSemester.com

ISP is structured to provide students with both immersion in a local community and broad exposure to a variety of peoples, places, and customs in India. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical, and economic landscape of India. Building on their basic understanding of India’s past and contemporary realities, students will have opportunities to explore a variety of issues such as poverty, social justice, rapid social change, and religious pluralism through the eyes and experience of Indian Christians. In the later part of the program, an extensive two week travel portion will give students a close up look at India’s diversity. Students will also have the opportunity to take courses in their major areas with Indian students and professors at Bishop Appasamy College of Arts and Sciences located in Coimbatore.

ISRAEL

Jerusalem – Middle East Studies Program (MESP)

BestSemester.com

You can sit in class... Or... you can see and touch the ages at sites like Mt Sinai, the Old City of Jerusalem, Hagia Sophia in Istanbul, Petra and Biblical Decapolis in Jordan, or the Sea of Galilee, to name only a few. Whether sharing stories with Israeli and Palestinian youth, bargaining in Jaffa or the Grand Bazaar of Istanbul, or simply joining the locals in service projects that make the world a better place, experiences like this embed life lessons in ways that mere book learning never can. Are you ready to give it a try? If so, consider the following:

- MESP is now based in Jerusalem at the Tantur Ecumenical Institute, and still focused on engaging the peoples and cultures of the contemporary Middle East--Muslim, Jewish, and Eastern Christian
- Despite media images in the US, MESP continues to safely operate in Israel and while traveling to countries like Turkey, Jordan, Tunisia, or Morocco (MESP will not be traveling to Egypt or Syria Fall Semester)
- MESP seeks to challenge and transform its students by experientially engaging them at the intersection of faith, politics, and culture
- The program emphasizes service work, personal encounters, and language learning as part of its experiential learning
- MESP endeavors to facilitate vocational connections to the region for returning alum (as US diplomats, NGOs staff, service workers, graduate students, etc.)

JORDAN

Amman – (CGE)

cgedu.org/cge/StudyAbroad/ArabicStudy.htm

The summer program in Amman, Jordan is an Arabic language and culture program. Arabic is the official language in 26 countries and is the 5th most spoken language in the world. This 10 week program offers trips to many famous and biblical sites including a stay in Sharm Al-Sheikh, Egypt (Red Sea - snorkeling, shopping etc.), the ancient city of Petra, the Sinai Desert, the Jordan River, The Baptismal Site, and the Dead Sea. Up to twelve credit hours can be earned in this extraordinary summer program.

MEXICO

Guadalajara – (Webster)

Webster.edu/studyabroad

Study abroad at the Universidad Autónoma de Guadalajara (UAG), Mexico's oldest private university, founded in 1935. UAG is coeducational, independent, and autonomous. Students can enroll in the Spanish and Culture program at UAG, where they receive language instruction based on cultural content. Courses are assigned based on language competency ranging from beginner to fluent. Students with very advanced language skills may take regular classes at UAG. The cultural experience includes home stays with families who are approved by The International Exchange Department.

SPAIN

Seville – The Center for Cross Cultural Study

www.spanishstudies.org

The Center is housed in two turn-of-the-century mansions in the heart of Seville's commercial and social center. CC-CS is a short walk from Universidad de Sevilla, and some of Spain's most glorious and historic sites, including the Catedral, Giralda (the symbol of Seville), Torre del Oro, Alcázar palace, and the beautiful Guadalquivir River. CC-CS has provided a unique learning experience for students in the historic city of Seville since 1969. They offer semester, academic-year, January term and summer programs of academic excellence, all grounded in the cultural richness of Seville, Andalusia, and Spain. Students choose their courses from a broad curriculum embracing a wide variety of disciplines, and receive personalized attention as they pursue their goals. The energetic faculty and staff are committed to working with individuals in and out of class. The Center supports students as they move beyond the classroom and enter the surrounding culture. A minimum of two years of Spanish is required to attend the Center.

Alicante – The Center for Cross Cultural Study

www.spanishstudies.org

Students in Alicante study onsite at Universidad de Alicante (UA), twenty minutes outside of the city's center. Though established in 1979, UA was founded to carry on the traditions of the University of Orihuela (1545-1834). As the fastest-growing university in Spain, with an enrollment of 33,000, the UA is dedicated to its mission to cultivate students' academic and professional skills, while developing critical thinking and social awareness. This mission encourages students' participation in the development of modern society.

Along with the resources provided by UA, CC-CS students benefit from having an onsite Resident Director who teaches the CC-CS cultural integration course Spanish Social Realities, assists students with cultural and logistical challenges of studying abroad, and organizes CC-CS site visits and events.

Through university coursework, home stays with native families, and multiple cross-cultural opportunities, students will find CC-CS in Alicante to be a highly immersive and integrated study abroad experience.

SWITZERLAND

Geneva – (Webster)

Webster.edu/studyabroad

Founded in 1978, on an estate along the shores of Lac Lemman (Lake Geneva); the campus is minutes from the United Nations international headquarters. The campus is surrounded by the natural beauty of Switzerland and a multinational community that is reflected in the student body and faculty. Internships at prominent organizations provide a valuable real-world perspective to classroom learning and develop a valuable network of professional contacts in Geneva. The local language is French but all classes are taught in English.

THAILAND

Hua Hin/Cha-am – (Webster)

Webster.edu/studyabroad

The campus is located a few hours south of Bangkok in the coastal town of Cha-am. All study abroad students in Thailand enroll in a 3-credit-hour course on Thai culture, religion, and politics which acquaints them with their new surroundings. Other courses provide the opportunity to experience the culture of Thailand and Southeast Asia while pursuing coursework in your major field of study. Many feature excursions and field trips to noteworthy sites of history, culture, and commerce.

THE NETHERLANDS

Leiden – (Webster)

Webster.edu/studyabroad

Located approximately 30 miles from Amsterdam by train, Leiden has the distinction of being the oldest and largest university town in the Netherlands, which fosters an environment of shops, cafés, and cultural opportunities that serve the students who make up a large portion of the town's population. Webster-Leiden's distinguished professors bring real-world experience to the subjects they teach. Faculty members include Dr. Fatos Tarifa, the Albanian Ambassador to the Court of the Netherlands, who teaches history and politics; and Professor Phyllis Hamilton, Deputy Secretary General of the Permanent Court of Arbitration at the Peace Palace in The Hague, who teaches international business and law. The University offers a one-year cultural immersion program designed to take advantage of Leiden's unique position in the heart of Europe.

THE UNITED KINGDOM

Grantham - Harlaxton College – (Evansville)

harlaxton.ac.uk/

Harlaxton is located 110 miles north of London near Nottingham and famous Sherwood Forest. Students will live in a Victorian Castle to personally experience the rich cultural and historical beauty of England. Located at a train hub, Harlaxton's four day class schedule facilitates additional travel over three day weekends. All credit hours earned will be accepted for those students seeking degrees at Missouri Baptist University.

Oxford – The Scholars' Semester in Oxford (SSO)

BestSemester.com

The Scholars Semester in Oxford is designed for students who want to study intensively and to a high standard. Students develop their academic writing and research skills and explore the disciplines and interest of their choice. As visiting students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university's historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar, and the British Landscape course. The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very high-achieving students and must have a minimum GPA of 3.5. Students earn 17 semester hours of credit.

Oxford Summer Program (OSP)

BestSemester.com

The Oxford Summer Program (OSP) is a program of the Council for Christian Colleges & Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who wish to do specialized work under expert Oxford academics in the areas of History, Religious Studies, Political Theory, Philosophy, English, and History of Science. The Program is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs.

London – Regent's American College London (RACL) – (Webster)

Webster.edu/studyabroad

Formerly British American College London (BACL), Regent's is part of the Webster University network. The RACL campus is ideally located in Central London within the beautiful Regent's Park and offers an internationally-focused, stimulating, and supportive educational experience, with a wide choice of majors including management, media, international relations, politics, psychology, and the liberal arts.

BESTSEMESTER.COM

Culture Shaping – USA

In addition to the international programs previously listed, the Council for Christian Colleges & Universities (CCCU), an association of 105 campuses in the U.S. and Canada, offers the following semester programs in the USA to students of its member institutions. The programs offer a unique opportunity for students to go beyond the confines of the traditional classroom. These interdisciplinary learning opportunities are available to second-semester sophomores, juniors and seniors. For further information, contact the Director of Study Abroad.

Washington D. C. – American Studies Program (ASP)

BestSemester.com

Since 1976, the American Studies Program has been the educational laboratory for participants seeking to explore national and international issues through enrollment in either the Public Policy Initiatives track or Global Humanitarian Enterprise track. Program highlights include: participation in seminars led by faculty and Washington professionals, engagement in service learning opportunities, and an internship (20-30 hours a week) while earning 16 hours of credit.

Nashville – Contemporary Music Center

BestSemester.com

The Contemporary Music Center provides students with the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers three tracks: the Artist, Executive, and Technical. Students within each of the tracks receive instruction, experience, and a uniquely Christ-centered perspective on creativity and

the marketplace, while working together to create and market a recording of original music. Each track includes coursework, labs, directed study, and a practicum. Students earn 16 semester hours of credit.

Los Angeles Film Studies Program (LAFSC)

BestSemester.com

Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. The curriculum consists of two required seminars, Hollywood Production Workshop and Theology in Hollywood, focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry

provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.

Washington Journalism Center (WJC)

BestSemester.com

The Washington Journalism Center (WJC) is a semester-long study program in Washington, DC created for students interested in the field of journalism. While in Washington, students take classes focusing on their personal writing skills and on the history and future of the media. These classes – Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public Discourse – combined with an internship at a top news publication help students learn to integrate their faith in a



journalism career. Students also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience. Students can earn 16 semester hours of credit.

GLOBAL

EducatorsAbroad Student Teaching (EAST)

educatorsabroad.org/

EducatorsAbroad Student Teaching (EAST) offers prospective teachers opportunity to develop their teaching abilities and expand their cultural awareness by completing part of their student teaching requirements in a cultural setting different from their own. EAST is open to students, who are fluent in English, from all teacher education institutions and currently serves students from accredited colleges and universities in North America and the United Kingdom. With three programs available, Student Teaching (10 Weeks), Practicum (3-4 weeks) and EFL Teaching Assistant (4-10 weeks), EAST placements have been made in over 58 countries on all continents. Students will complete the remaining 8 weeks of student teaching upon returning to St. Louis. See the Division of Education section on International Student Teaching and Field Experience Opportunities for specific eligibility requirements and application deadlines.

Note: placements in non-English speaking countries, even in Europe, can be challenging in that there are often only a handful of schools that are willing/suitable to host and guide the professional development of EA student teachers. Given the vagaries of new staff, school inspections, etc., there may be only two potential schools in a country.

CREDIT/NON-CREDIT TRAVEL STUDY PROGRAM

As a member of the International Association of Baptist Colleges and Universities, Missouri Baptist University cooperates with other institutions in additional credit and non-credit programs of study and travel. Some mission opportunities may be available for credit and non-credit study. For further details, contact the Director of Study Abroad.

SCHOLARSHIP INFORMATION FOR STUDY ABROAD

Missouri Baptist University belongs to several consortiums which offer study abroad and have individual agreements with various programs. For further details, contact the [Director of Study Abroad](#).

Gilman

<http://www.iie.org/gilman>

Boren Awards for International Study

www.borenawards.org

InternationalScholarships.Com (database/search engine for study abroad scholarships)

<http://www.internationalscholarships.com/>

Missouri Baptist University

The Dallas and Rosalie Frillman Memorial Endowment partially funds scholarships for undergraduate students to participate in international study. Interested students should contact the [Director of Study Abroad](#) and the Director of Financial Services for additional information regarding institutional scholarship assistance for study abroad.





GENERAL ACADEMIC POLICIES AND PROCEDURES

UNDERGRADUATE ACADEMIC ADVISEMENT

After admission to Missouri Baptist University, undergraduate students are assigned to an academic advisor. The advisor plays a vital role in helping the student to develop long range academic and career plans and to select semester class schedules. While it is ultimately the students' responsibility to monitor their progress toward satisfying the requirements for their respective degrees, academic advisors serves an important role in mentoring students throughout the process. The advisor must also give approval for all schedule adjustments, overloads, inter-institutional registrations (consortium), and directed studies.

If a change of advisors or major is desired for any reason, the student must submit a Request for Change of Major/Advisor form to the Academic Advising Office. The form may be downloaded from http://www.mobap.edu/wp-content/uploads/2013/02/Change_of_major_-_advisor.doc.

A student desiring Missouri teacher certification is required to apply for admission to the Teacher Education Program. Information is available in the Education section of the catalog and from the Director of Teacher Certification Advising.

ACADEMIC PRIORITIES

All students are expected to do the best academic work of which they are capable. They are expected to give first priority to the preparation of assignments, to class attendance, and to class participation. Outside study time needed will vary with each class. Generally, two hours of outside study time are required for each hour of in-class time.

For the University experience to be fulfilling, students must strive to grow through the knowledge offered in class and outside study. True intellectual growth results from an individual forming opinions under the rigors of intellectual discipline.

CLASS ATTENDANCE

Missouri Baptist University has no system of cuts or excused absences. Each instructor gives reasonable consideration to unavoidable absences and to the possibility of making up missed work. Absences are counted from the first day of the term. Except in a special circumstance, such as a prolonged illness, the instructor may request the withdrawal of a student with excessive absences from the course. Exceptional circumstances must be considered by the individual faculty member.

ACADEMIC INTEGRITY AND HONESTY

Academic dishonesty jeopardizes the academic integrity of the University and is not in keeping with Christian principles. It is considered to be a serious offense. Missouri Baptist University expects students to attach their names only to work or research which they have done themselves. Materials and sources must be properly documented. Students must prepare original work and research, present their own reports and papers, and take examinations without any assistance or aids not expressly permitted in the testing procedure.

Academic dishonesty includes, but is not necessarily confined to: plagiarizing; cheating on examinations; submitting counterfeit reports, tests, or papers; stealing tests or other academic materials; knowingly falsifying academic records or documents such as transcripts; and submitting the same work to more than one class without consent of the instructors involved.

Academic dishonesty of any nature will result in disciplinary action, which may include receiving a failing grade on the work in question, failure in the course, or dismissal from the University. Academic dishonesty is a part of the Student Conduct Code.

STATEMENT ON UNIFORM GRADING SYSTEM REGARDING PROPER COMMUNICATION

All formal communication by the student, either written or oral, is graded not only according to the content demanded by the assignment, but also according to established standards of proper English as specified in the Modern Language Association (MLA) or the American Psychological Association (APA) stylebook, or composition books featuring these styles.

RESEARCH PAPERS

Modern Language Association (MLA) or American Psychological Association (APA) styles have been adopted by the University faculty as the official guide for all research papers. Only papers prepared using these forms will be accepted.

MISSOURI BAPTIST UNIVERSITY INSTITUTIONAL REVIEW BOARD

Missouri Baptist University (MBU) maintains an active Institutional Review Board (IRB) whose purpose is to insure the safety of research subjects and investigators. The IRB meets regularly to review all applications for conducting research by MBU students and faculty. All research conducted under the auspices of MBU is subject to the approval of the IRB. The policies governing the operation of the IRB and the research subject to it, as well as appropriate research application forms and procedures, can be accessed at this link <http://www.mobap.edu/student-life/institutional-review-board/>.

DEFINITIONS OF ACADEMIC TERMS

Definition of Semester and Terms

Missouri Baptist University operates on the semester plan, offering two regular semesters of fifteen weeks each. Eight-week evening and weekend classes, Winterim, and Summer Terms operate on different calendar schedules, but within the semester hour principle. The doctorate is a cohort program that is on a twelve-week cycle limited to admission during specific times during the year.

Definition of Semester Hour

Missouri Baptist University grants credit expressed as semester hours. Quarter hours are accepted in transfer as two-thirds of a semester hour. One semester hour normally requires one 55-minute class period per week throughout a regular 15-week semester. Adaptations of this principle are sometimes employed, especially in music, physical education, and laboratory courses.

- A one-credit hour laboratory science course meets for one hour and 55 minutes per week; a two-credit hour laboratory science course meets for the equivalent of three hours and 55 minutes per week.
- A one-credit hour physical education activity course meets for two 55-minute class sessions per week.
- A one-credit hour music ensemble meets for three 55-minute or two 85-minute class sessions per week.
- Applied music lessons follow this standard:
 - o One-credit hour lesson (elective/secondary) meets for 30 minutes per week.
 - o One-credit hour lesson (major/primary) meets for 45 minutes per week.
 - o Two-credit hour lesson (major/primary) meets for 60 minutes per week.

Courses operating on an accelerated schedule are offered in accordance with the semester hour principle: day summer sessions, five weeks; Winterim, three weeks; and off-campus, evening, weekend, and selected day classes, eight weeks.

Definition and System of Course Numbers

Courses numbered 000-099 are developmental in nature and are not considered for degree credit. Courses numbered 100-299 are lower division courses designed for freshmen and sophomores. Those numbered 300-499 are upper division courses designed for juniors and seniors. Those numbered 500-599 are master's degree level courses. Those numbered 600-699 are specialist degree level courses. Those numbered 700-799 are doctoral level courses. The third digit in the course number indicates the number of semester hours of credit which the course carries.

Special Numbering

1. A course number such as MUAP 111/311 indicates a course that may be taken for multiple semesters of credit. Private Piano for the first 4 semesters of credit would use the course number MUAP 111 and upon successful completion of the Sophomore Proficiency the student would receive upper division credit for Private Piano using the course number MUAP 311 for the final 4 semesters of credit.
2. A course number such as BUSN 471-476 indicates variable credit, ranging from one to six hours.
3. A course number such as MURA 110/310 indicates a course which carries no credit per semester toward the degree, but is required for the major or program.
4. A course number such as KATH 271/371 indicates a course which may be taken twice for credit: the first semester for lower division credit and the second semester for upper division credit. A course number such as BIOL 273/373 indicates a course which may be taken once for either lower or upper division credit. Instructor approval is required before the student may register for upper division credit, and additional advanced work is required.
5. A course number such as COMT 483A/B indicates a course which may be taken for credit for twice, with the A course being designated with I after the title and the B course being designated with II after the title. A course number such as HIRE 323A or HIRE 323B indicates separate but related courses.
6. Courses with prefixes such as EDPS or HIRE are cross-listed in two disciplines, such as Education/Psychology or History/Religion. The courses will be listed under both disciplines in the Course Schedule (see the Cross-Listed Courses information on the Course Description Index page).
7. Courses cross-listed at the 400- and 500-levels may be taken for either undergraduate or graduate credit. Selected courses are available to undergraduate students for graduate credit with Senior Permission (see the catalog section on Senior Permission). Students must complete all graduate course requirements to earn graduate credit.

Definition of Course Load

Undergraduate students carrying less than twelve credit hours of coursework during a Fall or Spring semester are considered part-time. Normal course load for a full-time student is between twelve and eighteen hours. Students on academic probation are limited to a twelve-hour load.

A student with either a cumulative grade point average of 3.0 on a 4.0 scale, or a 3.0 grade point average on a 4.0 scale for the previous semester of full-time work, may enroll for one additional course over the eighteen-hour limit, not to exceed a total of twenty-one credit hours. The faculty advisor of the student and the Senior Vice President for Academic Affairs must approve the overload in writing before registration can become official. An additional tuition charge will be assessed per credit hour for the overload.

During two-week, three-week, and four-week Summer sessions, three hours (one course) is considered a normal load. For each five-week Summer session, six hours is the recommended load. Scheduling of more than the recommended number of hours requires the signed approval of the faculty advisor and the Senior Vice President for Academic Affairs. The student must have a cumulative grade point average of 3.0 on a 4.0 scale, or a grade point average of 3.0 on a 4.0 scale for the previous semester of full-time work. Total credit hours taken on an overload in a three-week or four-week Summer session may not exceed five; no overload is permitted for a two-week session. Total credit hours taken on an overload basis in one five-week Summer session may not exceed eight. Total credit hours taken for a full summer session – 1st 2-week, 2nd 2-week, 3rd 2-week, 4th 2-week, 3-week, 4-week, 1st 5-week, 2nd 5-week, 1st 8-week, 8-week Late, 2nd 8-week, and/or 15-week – may not exceed twenty-one. During the Winterim, three hours (one course) is considered a normal load.

The course load for students involved in eight-week courses should not exceed nine hours per term (eighteen hours per semester equivalent: i.e., 1st 8 weeks plus 2nd 8 weeks).

Definition of Student Classification

Students are classified by total hours earned, as follows:

Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90+
Unclassified	Non-degree seeking
Master	Baccalaureate degree earned
Specialist	Master's degree earned
Doctor	Specialist degree earned

Definition of Major

An undergraduate major consists of a minimum number of credit hours (at least 30) in a concentrated subject area declared by the student. Majors are detailed in the catalog, listing the required and elective courses.

Definition of Minor

An undergraduate minor consists of a minimum number of credit hours (at least 18) in a subject area. Minor requirements are listed in the catalog. A minor is often chosen in an area complementary to the major.

Definition of a Cognate Group

An undergraduate student may take at least eighteen semester hours of courses which are cognate to the major. At least nine

hours of the cognate group must be upper division. All cognate courses must be chosen from a list which has been developed by the faculty in the discipline, approved by the Senior Vice President for Academic Affairs and the faculty of the University, and placed on file in the Records Office.

Definition of Concentration Area

A concentration area refers to twenty-one hours within one subject field required by the Missouri Department of Elementary and Secondary Education for some areas of certification. Some majors, such as English, are also designed to require one or more concentration areas to complete the requirements for the major.

SENIOR PERMISSION

Undergraduate students majoring or minoring in Accounting, Business Administration, Healthcare Management, Information Technology, Management, Marketing, Exercise Science, Health Sciences, Sport Management, English, Christian Ministry, Behavioral Sciences, Criminal Justice, Psychology, Human Services, Music Ministry, Cross-Categorical Disabilities, or Early Childhood, Elementary, Health, Middle Childhood, Physical, Secondary, Music, or Early Childhood Special Education, Music Ministry, or Worship Arts may take designated, dually-listed courses (400/500) during their senior year. The following guidelines apply to Senior Permission students:

1. Senior-level students (those who have earned at least 90 semester hours of credit), with a cumulative grade point average of 3.000, may request permission to take up to 12 hours of graduate credit with a maximum of 6 hours per semester (or 3 hours per 8 week session). Students may not be enrolled for more than 16 hours during any semester in which a senior permission course is taken.
2. Seniors will register for any dually listed (400/500) course as **undergraduates (for 400-level courses) and will be charged undergraduate tuition.**
3. Seniors must complete the Senior Permission Application form and submit it to the Graduate Office, after obtaining written permission from their advisor for verification of eligibility requirements by the end of the first week of day classes or by the first class session for evening classes.
4. After receiving written approval from the Vice President for Graduate Studies, the Graduate Office will notify students and their instructors by the end of the second week of day classes, or by the second class session for evening classes, if they have met the eligibility requirements and have been approved to complete the course for graduate credit. Students who elect not to pursue graduate credit after approval has been granted must notify the Graduate Office in writing.
5. At the end of each semester, instructors will notify the Graduate Office of those students who have successfully completed graduate-level requirements. The Vice President for Graduate Studies will approve those students to receive graduate credit, and the undergraduate course will be updated to the graduate course on the transcript at that time.
6. These hours may count toward a masters degree if they meet the specific requirements for the program the student is pursuing. Credits earned as Senior Permission must be applied toward a masters program within seven years.

This program is provided for regular undergraduate students enrolled in a program of study at Missouri Baptist University. Undergraduate students enrolled in courses at MBU through the Intercollege Consortium are not allowed to enroll in these courses for graduate credit.

REGISTRATION PROCEDURES AND REGULATIONS

Registration Dates

Pre-registration will open the first Monday following Spring Break for Fall and Spring semesters and Winterim and December 1st for May and Summer sessions. Pre-registration will close ten days prior to the beginning of each semester or combined Summer session.

Regular registration will be held during the week prior to the beginning of the semester or combined Summer sessions.

Late registration for Fall and Spring semesters will run through the end of the second week of classes (ten working days). For late registration dates of short-term (Winterim, Summer Terms, and eight-week) courses, see the catalog section "To Add a Course."

To Register as a First-time Freshman, Transfer, or Readmitted Undergraduate Student

All first-time freshman, transfer, and readmitted undergraduate students must begin the registration process in the Undergraduate Admissions Office. After making application and meeting with an Admissions counselor, students will follow the basic procedures for registration (pre-registration, regular registration, or late registration as applicable) outlined below for continuing students. Unofficial registrations for first-time freshman, transfer, and readmitted students will not be authorized until they have completed the admissions process and have been accepted to the University, even though they may have cleared all other offices. Unofficial registrations not authorized by the end of the late registration period may be purged.

To Register as a Continuing Undergraduate Student

Continuing undergraduate students need to schedule an appointment to register with their advisors.

Registration Procedures for Main Campus

1. **Schedule Classes** – Undergraduate students will meet with advisors to schedule classes unofficially. All registrations will be unofficial until cleared by the Admissions, Student Financial Services, and Records Offices. At the time of registration, the advisor and student must both sign a printed schedule, including billing, to be filed in the Records Office. The advisor should retain a copy but may not release a copy to the student at the time of registration. In order to complete the registration process students must proceed to the IT Office. Once the registration process is complete, students may print a copy of their schedule through Spartan Space (see the Student Services section of this catalog for more information

on accessing the student portal page). **NOTE:** Undergraduate students who have been absent for the preceding semester (excluding Winterim and Summer Terms) must be readmitted by the Admissions Office.

2. **Photo ID, Parking, and Network Login** – Undergraduate students will have their photo ID processed at the Help Desk in the Information Technologies Office, located in the modular building next to the Muncy Gym. First-time students or those readmitting must also sign the Student Computer Use Policy form prior to receiving their network login and password. While the photo ID is being processed, students will proceed to the Student Financial Services Office located on the first floor of the Administration Building.
3. **Make Financial Arrangements**
 - a. **Business Office Master Promissory Note** – All students must complete a Business Office Master Promissory note (BOMPN) at the time of admission or readmittance acknowledging that the student is responsible for payment of all charges through personal arrangements and/or financial aid (including, but not limited to, athletic scholarships, alumni, concessions, student loans, etc.).
 - b. **Financial Aid** – Students must complete their Free Application for Federal Student Aid (FAFSA) online at <http://www.fafsa.gov> before any aid can be awarded. The FAFSA may be filed online at www.fafsa.ed.gov. The MBU school code is 007540. In addition to the FAFSA, students applying for federal Stafford loans will need to complete Entrance Counseling and Master Promissory Notes at <http://www.studentloans.gov>. Parents applying for federal Parent PLUS loans will need to complete the PLUS Request and Master Promissory Notes at <http://www.studentloans.gov>. Applicants may be selected for a review process called verification. In that instance additional financial documents will be required. Financial aid files must be complete before any aid can be disbursed.
 - c. **File Employer Reimbursement Letter** – If receiving employer reimbursement, students must have a letter from their employer on file with the Student Financial Services Office detailing the amount and procedure for reimbursement and an MBU Third Party Agreement in order for such reimbursement to be considered in making satisfactory financial arrangements.
 - d. **Make Satisfactory Financial Arrangements with Student Financial Services** –
 - i. If a continuing/returning student has a balance from a previous semester, this balance must be paid in full prior to the start of a new semester. If a returning student has a previous balance that has been submitted to the university's collection agency, the student must contact the agency to pay the balance including collection fees and interest fees.
 - ii. Pending financial aid awards and/or employee reimbursement will be considered in determining the balance after aid.

- iii. The remaining balance after the credit of pending financial aid may be paid in monthly installments. Payment plans are prepared in the Student Financial Service Office located on the Main campus or at the Regional Learning Centers.
- iv. Delinquent accounts will be submitted to the university's collection agency. Interest on the delinquent balances will be charged at an annual rate of eighteen percent (18%) plus the agency collection cost fees. Delinquent accounts will be reported to a national credit bureau.

4. **Pick Up Photo ID, Network Login and Password, Library Access, and Parking Sticker** – Undergraduate students will return to the Help Desk in the Information Technologies Office to pick up their photo ID, network login and password (new and readmitting students). Parking stickers (Main campus students only) will be picked up from the Public Safety Office, also located in the first modular building next to the Muncy Gym. All undergraduate students taking at least one class on the Main campus must submit a completed Parking Agreement to the Public Safety Office whether they have a vehicle on campus or not. Students enrolled for any class through the Main Campus will be billed for parking at the time of registration. Students having a car on campus must pay the required fee. All fines must be cleared before parking registration can be completed. Parking stickers will be issued on a first come, first served basis after financial arrangements have been completed. Special needs requests

(handicapped parking tags) will be forwarded to the Student Development Office. Residence hall students will be issued a resident parking tag only if they are confirmed for residence hall occupancy during the term for which they are registering. (All residence hall students must have a resident application on file and paid deposit.) Returning resident students must have an Intent to Return Form on file. Students who are issued a resident parking tag and do not move into the residence hall, or who vacate the residence halls during the semester, must remove their resident student sticker and purchase a commuter parking sticker.

Unofficial pre-registrations will be authorized to official registrations on a weekly basis beginning July 1st for Fall, December 1st for Winterim and Spring, and April 1st for Summer. Registrations which have not been authorized ten days prior to the beginning of the semester may be purged. Students whose registrations have been purged will be eligible to re-enroll during regular registration, but may lose their position if a class is closed and has a waiting list.

Late Registration:

Procedures for late registration are the same as regular registration with the exception of the assessment of a late registration fee.

Regular and late unofficial registrations not authorized to official by the close of late registration may be purged.



REGISTRATION INFORMATION

Site Designations		
MA		Main Campus (West St. Louis County)
TW		MBU-Troy/Wentzville (Moscow Mills, MO)
JC		MBU at Jefferson College (Hillsboro, MO)
AJC		MBU in Arnold
FC		MBU in Union
	PFC	MBU in Pacific
	MVFC	Meramec Valley
	SCFC	Saeger Middle School
	SJFC	St. James
	LDFC	Special School District
LC		MBU at Lewis and Clark (Godfrey, IL)
LM		MBU in the Mineral Area (Leadington, MO)
SCC		MBU in St. Charles
JAL		MBU at John A. Logan (Carterville, IL)
RL		MBU at Rend Lake (Ina, IL)
MDL		Distance Learning (Only for full-time Main Campus undergraduate students taking 12-18 hours including web course(s))
WDL		Distance Learning (All Regional Learning Center students and graduate students as well as undergraduate students taking less than 12 hours at Main campus including web course(s))
OLP		Online Program Courses (Only for students accepted into the Online Programs)

In addition, the above site designations will have one or more of the following characters which will further denote specifics regarding the course:

- If preceded by the letter D – this denotes a day class (ex. DMA*)
- If preceded by the letter E – this denotes an evening class (ex. EMA*)
- If followed by an * asterisk – this denotes a 15-week course (ex. DMA*)
- If followed by the letter W – this denotes a weekend course (ex. EMAW)
- If followed by a 1 – this denotes a 1st 8-week course (ex. EMA1)
- If followed by a 2 – this denotes a 2nd 8-week course (ex. EMA2)
- If followed by a +1, +2, +3, or +4 – this denotes a 1st, 2nd, 3rd, or 4th 2-week summer course.
- If followed by # – this denotes a 3-week summer course.
- If followed by ^1, or ^2 – this denotes a 1st or 2nd 4-week summer course.
- If followed by %1 or %2 – this denotes a 1st or 2nd 5-week summer course.
- If followed by a ~ – this denotes an 8-week late start summer course.

In addition to the above designations, a class may have an additional letter to denote multiple sections of the same course within the same term. (e.g. DMA*A, DMA*B). These designations

indicate that on Main Campus there are two daytime 15-week sections of the same course.

Course numbers are designated as follows:

000-099	Developmental
100-199	Freshman
200-299	Sophomore
300-399	Junior
400-499	Senior
500-599	Master
600-699	Specialist
700-799	Doctoral

The last number in the three-digit number indicates how many credit hours the course carries (e.g. 503 – this is a master-level course that carries three credit hours).

Online Courses:

The MDL sections are reserved for undergraduate students taking 12-18 hours on Main campus including any web course for which they are enrolled (9-15 hours for summer sessions). An undergraduate student taking 12-18 hours of Main campus classes pays a comprehensive tuition rate during the fall and spring semesters (during the summer there is a comprehensive flat rate for those enrolled for 9-15 hours). Enrolling a student in the MDL section of a course does not charge additional tuition and allows the course to count toward full-time enrollment which will impact scholarships.

Students taking classes at regional learning centers, or less than 12 hours on Main campus including any web course for which they are enrolled, are charged tuition on a per credit hour basis. The students in this situation are enrolled in the WDL section as it is charged on the per credit hour basis.

MDL/WDL courses with a type of HYB (Hybrid) indicate courses offered in a combined classroom and online format.

The OLP sections are reserved for students accepted into the Online Programs at MBU.

Terms for Undergraduate, Master, and Specialist students:

FA-13	Fall	(August – December)
WT-13	Winterim	(December – January)
SP-14	Spring	(January – April)
SU-14	Summer	(April/May – August)

For specific start, end, add/drop, and withdrawal dates, see the Term Calendars on pages 7-9 of the Undergraduate Catalog or Graduate Bulletin.

Terms for Doctoral students:

FAQ-13	Fall	(September –December)
WTQ-14	Winter	(January – April)
SPQ-14	Spring	(April – June)
SUQ-14	Summer	(June – September)

SCHEDULE ADJUSTMENT

Students finding it necessary to add or to drop a course(s) must complete a Schedule Adjustment form supplied by the Records Office. Students should consult the University calendar, printed in the appropriate Course Schedule, for all deadline dates. If a student stops attending a course but fails to complete the proper forms, the final grade will be recorded as XF. An XF is a penalty grade and counts against the semester and cumulative grade point averages (GPA).

Students should refer to the University Academic Calendar in this catalog for deadlines for adding or dropping classes.

To Add a Course

Fifteen and Sixteen-Week Terms (Full Semester)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the end of the tenth working day of the term in the Records Office.

Ten-Week Terms (Forty Sessions – Summer)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the end of the fourth working day of the term in the Records Office.

Eight-Week Terms

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the second class meeting in the Records Office.

Five Week Terms (Twenty Sessions – Summer)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the end of the second working day in the Records Office.

Four Week Terms (Eight Sessions – Summer)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the second class meeting in the Records Office.

Three-Week Terms (Twelve Sessions – Summer and Winterim)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the end of the second working day of the term in the Records Office.

Two-Week Terms (Eight Sessions – Summer)

Students wishing to add a class must file a completed Schedule Adjustment form, including signatures, by the end of the second working day of the term in the Records Office.

To Drop a Course

Fifteen and Sixteen Week Terms (Full Semester)

Courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, on or before the tenth working day of the semester will not appear on the student's transcript. Courses officially dropped after the tenth working day, but before the end of the twelfth week of the semester, appear on the transcript with the grade of W, indicating

that the student withdrew without grade point penalty. Courses officially dropped after the twelfth week are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Ten-Week Terms (Forty Sessions – Summer)

Courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, on or before the fourth working day of the term will not appear on the student's transcript. Courses officially dropped after the fourth working day but before the end of the sixth week appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped after the sixth week are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Eight-Week Terms

Eight-week courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, by the second class meeting will not appear on the transcript of the student. Courses officially dropped after the second class meeting but before the sixth class meeting appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped after the sixth class meeting are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Five Week Terms (Twenty Sessions – Summer)

Courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, on or before the second working day of the term will not appear on the student's transcript. Courses officially dropped after the second working day but before the end of the twelfth working day appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped after the twelfth working day are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Four Week Terms (Eight Sessions – Summer)

Four-week courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, by the second class meeting will not appear on the transcript of the student. Courses officially dropped after the second class meeting but before the sixth class meeting appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped after the sixth class meeting are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Three-Week Terms (Twelve Sessions – Summer and Winterim)

Courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, on or before the second working day of the term will not appear on the student's transcript. Courses officially dropped after the second class day, but before the end of the tenth class day, appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped

after the tenth class day are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

Two-Week Terms (Eight Sessions – Summer)

Courses officially dropped, with a completed, signed, and submitted Schedule Adjustment form in the Records Office, on or before the second working day of the term will not appear on the student's transcript. Courses officially dropped after the second working day but before the end of the sixth working day appear on the transcript with the grade of W, indicating that the student withdrew without grade point penalty. Courses officially dropped after the sixth working day are marked WF. A WF is a penalty grade and counts against the semester and cumulative grade point averages.

WITHDRAWAL FROM THE UNIVERSITY

Students finding it necessary to withdraw from the University must complete a Withdrawal from School form, which can be secured from the Records Office on the Main campus, online, or at the Regional Learning Center offices. Otherwise, they will receive an XF grade for each course, which is a penalty grade and counts against the semester and cumulative grade point averages.

If a student withdraws from the University by the tenth working day of the semester, the courses will not appear on the transcript. If a student withdraws from the university after the tenth working day but before the end of the twelfth week, his courses appear on the transcript with the grade of W, meaning withdrawal without grade point penalty. Withdrawal after the twelfth week results in a grade of WF, which is a penalty grade and counts against the grade point average. For permissible withdrawal periods for Winterim, Summer, and eight-week sessions, consult the section on dropping or adding a course in the catalog and refer to the calendar in the Course Schedule for specific deadline dates.

Charges and/or refunds are made in keeping with catalog regulations (see Refund Schedule). Accounts become due and payable immediately upon withdrawal.

REQUESTS FOR MEDICAL WITHDRAWAL

All requests for medical withdrawals must be appealed to the Senior Vice President for Student Development using the Withdrawal from School form. Students must notify the Senior Vice President for Student Development as soon as the medical need is detected and must remain in regular contact with him or his designee regarding the progress of the medical situation. Students must provide a typed letter from their attending physician stating the exact reason for the need to withdraw and the date the physician began treatment of the medical situation. Final resolution of the medical withdrawal from classes will be subject to the approval of the Provost/Senior Vice President for Academic Affairs. An appeal for a medical withdrawal does not automatically make null and void any tuition charges incurred during the semester in which the student needs to withdraw. Nor does it automatically void the student's grades for the semester. Students who fail to notify the Senior Vice President for Student Development of the need to withdraw based on the medical need will be responsible for the entire balance due on their account. All

medical withdrawal requests must be submitted within the same semester as the need arises. Any / all requests submitted after the close of the affected semester is complete will not be reviewed.

Should the medical need be resolved, the student must provide the Senior Vice President for Student Development a typed letter from the attending physician giving approval for the student to return at either a full-time or limited basis prior to the student's re-admittance to the University. If special considerations are needed, they must be stated in the physician's letter. It will be the responsibility of the student to meet with the Special Needs Access Coordinator if special considerations are required.

REPEATING A COURSE

If a course is repeated, only the higher grade will be used in calculating the cumulative grade point average. Both enrollments will appear on the transcript.

Students should be aware that federal financial aid will cover repeats of courses that were previously failed and may not include more than one repetition of a previously passed course. Also, athletes should be aware that under NAIA regulations, a repeat of a course previously passed with a grade of D or better cannot be applied toward satisfying the 24-hour rule for athletic eligibility.

AUDITING A COURSE

University credit is not granted for audited classes. Since the auditors do not participate in the graded written assignments or examinations, the chief benefit is from class lectures and discussions. Although auditing may be permitted, the University strongly recommends that qualified students enroll for coursework on a for credit basis. Online courses are not available for audit.

DECLARING OR CHANGING A MAJOR

The major of an undergraduate student as listed on the application for admission will be considered the student's declared major until the student completes a Request to Change Major/Advisor form, available in the Records Office, and submits it to the Advising Office.

If an undergraduate student is admitted to the University as undecided or undeclared, the major will be listed as undecided until the student completes a Request to Change Major/Advisor form and submits it to the Advising Office.

CHANGING NAME OR ADDRESS

Students may update only local address information through Spartan Space. To change billing and/or home address information, or to make a name change, students must complete a Change of Name and Address form and submit it to the Records Office for processing. The form may be downloaded from http://www.mobap.edu/wp-content/uploads/2013/02/change_of_name_address.pdf.

CHOICE OF CATALOG

A candidate for an undergraduate degree is expected to meet the graduation requirements stated in the catalog in effect at the time of first matriculation. However, if graduation requirements are

completed more than six years after the date of first matriculation, the student must meet the requirements of a later catalog:

1. An undergraduate student maintaining continuous enrollment during the regular sessions, must meet the requirements of the catalog in effect when application for graduation is approved; or
2. An undergraduate not maintaining continuous enrollment (not registered at Missouri Baptist University for one or more regular semesters), must meet the requirements of the catalog in effect at the time of latest matriculation;
3. Any undergraduate student may elect to meet the requirements of the catalog in effect at the time of graduation.

UNDERGRADUATE GRADING AND GRADE INFORMATION

A student receives grade points for every unit of credit completed, calculated on the following evaluation:

A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Other grades which may be awarded are:

Grade	Explanation	Affects GPA
AU	Audit: course not taken for academic credit	NO
CR	Credit: courses offered on a Credit/No Credit basis	NO
IN	Incomplete: to be removed within one semester (15 weeks) after which time the grade will automatically be changed to an F	YES
IP	In Progress: applies to a course or research spanning more than one grade-report period	NO
NC	No Credit: courses offered on a Credit/No Credit basis	NO
W	Withdrawal during a permissible withdrawal period	NO
WF	Withdrawal after a permissible withdrawal period/failure	YES
WV	Waiver of required course on basis of competency as established by examination	NO
XF	Unofficial withdrawal/failure	YES

The grade point average is obtained by dividing the total number of grade points earned by the total number of semester hours attempted. Courses in which grades of CR, NC, W, IP, WV, or AU were awarded are excluded in determining grade point averages. All other grades affect the grade point average.

**At present, the Credit/No Credit grading option is only available for courses carrying zero (0) credit hours (e.g. – MURA 110/310Recital Attendance) and for the awarding of credit by examination or portfolio assessment of prior learning.*

FINAL GRADES

Final grades are available to all students at the conclusion of each semester or term. It is the student's responsibility to login to Spartan Space to print out a final grade report. (See the catalog section on **Spartan Space** for more information on accessing the student portal page).

MID-TERM GRADES

Mid-term grades are issued only for full semester undergraduate courses. It is the responsibility of students to login to **Spartan Space** to print out a mid-term grade report. (See the catalog section on **Spartan Space** for more information on accessing the student portal page).

GRADES IN UNDERGRADUATE MAJOR OR MINOR

Only grades of C or higher are counted toward fulfilling minimum requirements for the undergraduate major, minor, or cognate. Students who earn a grade of D in a course which is required in their major or minor must repeat the course, or substitute another appropriate course with the approval of their advisor, the division chair/dean, and the Senior Vice President for Academic Affairs. If a course is substituted, the grade of D on the original course is included in calculating the grade point average in the major or minor, as well as in the total cumulative grade point average.

GRADE APPEAL POLICY

If a student believes he or she has received a course grade that is not reflective of the quality of work put forth in accordance with the expectations outlined in the course syllabus, the following procedure provides a way for that student to appeal the grade and address his or her concerns. However, the student should not assume that any grade appeal will be successful.

The first step is to contact the instructor upon posting of the final course grade. Final course grades are posted online through **Spartan Space** the week following the end of the course. In the event that the instructor is no longer employed by the University, the grade appeal will be determined by the Division Chair/Dean. This first step should be completed in writing by letter or e-mail no later than 30 days after the beginning of the semester following the one in which the disputed final grade was received (30 days into the Spring semester for a Fall or Winterim course or 30 days into the Fall semester for a Spring or Summer course). The appeal must be factually based and the evidence for the appeal clearly explained. An appeal may be based on one of the following standards: (1) the recorded grade is an error or (2) the grade determination was not reflective of the quality of work put forth in accordance with the expectations outlined in the course syllabus. These are the only legitimate grounds for an appeal. Students may not appeal an individual test, assignment, or project grade.

Upon receipt of the appeal, the instructor has fourteen (14) days to evaluate and respond in writing. The instructor's response need only notify the student as to whether the appeal has been sustained or denied. If the instructor determines that the grade should be changed, the instructor will file a Change of Grade

Form with the Records Office. A copy of that communication will be provided to the student and to the Division Chair/Dean.

If the instructor denies the appeal, the student may next appeal to the Division Chair/Dean responsible for the course within fourteen (14) days of receiving the instructor's decision. If the course instructor is the Division Chair/Dean, or if the Division Chair/Dean reviewed the original appeal because the instructor is no longer with the University, the appeal would be to the Senior Vice President for Academic Affairs. To initiate the second-level appeal, the student must submit the following items to the Division Chair/Dean (or the Senior Vice President for Academic Affairs, when appropriate) and to the Records Office: signed Grade Appeal Form, the instructor's written denial, and an explanation with supporting evidence as to why the denial is deemed to be unjustified. The Grade Appeal Form is available in the Records Office and can be downloaded from the MBU website.

The Division Chair/Dean will consider the grade appeal and review the points of disagreement and thereby determine whether the grade was recorded in error, or whether the award of the grade was not reflective of the quality of work put forth in accordance with the expectations outlined in the course syllabus.

The Division Chair/Dean will render judgment as to whether the grade that has been assigned is the accurate grade. The Division Chair/Dean's decision will be the final determination of the grade.

UNDERGRADUATE TRANSFER CREDIT

The entire transcript of an undergraduate transfer student, including grade point average and credit hours, will be evaluated as if all hours were earned at Missouri Baptist University. Thus, a grade of D is not acceptable in a course taken to fulfill a major or minor requirement, but may fulfill other requirements. A required course must be repeated if a grade of F is earned. An elective course may be repeated or another course substituted if a failing grade is earned. Both will appear on the transcript.

After a student has enrolled at Missouri Baptist University, prior written approval from the Senior Vice President for Academic Affairs must be obtained for taking any university work elsewhere.

Missouri Baptist University does not have an academic forgiveness policy and therefore accepts all transfer credits with the grade originally earned unless the course has been repeated for a higher grade (see catalog section on Repeating a Course).

ACADEMIC HONORS AND AWARDS

Academic honors for undergraduate students are conferred at two levels: semester recognition and in conjunction with graduation.

SEMESTER HONORS

Semester Honors recognize those undergraduate students on the Honor Roll and the Dean's List, and those receiving the President's Citation, during Fall, Spring, and Summer semesters. All full-time students enrolled for at least twelve semester hours at Missouri Baptist University are eligible to receive Semester

Honors recognition with the following exceptions: students are disqualified for honors during any semester in which they are on disciplinary probation (such as for failing to attend chapel), or in which they receive a grade of F, WF, XF, or IN, regardless of grade point average. Semester honors are based only on the MBU classes enrolled for that semester.

The Dean's List carries the names of all qualified students who have achieved a grade point average of 3.75 or higher during a regular (Spring or Fall) semester. Those students on this list who have achieved a perfect 4.00 grade point average are further honored by a special citation from the President.

The Honor Roll carries the names of all qualified students who have achieved a grade point average of at least 3.40, but less than 3.75 during a regular semester.

STUDENT FELLOWS

A student fellow is an upperclassman selected by a faculty member to assist in grading papers and tests, proctoring exams, or other appropriate duties related to the instructional process, including typing, copying, and filing.

To be eligible a student must meet the following criteria:

1. Be recommended by a full-time faculty member;
2. Be ranked as a junior or senior;
3. Be pursuing a major or minor in the discipline taught by the faculty member recommending the student;
4. Have a minimum cumulative grade point average of 3.00 on a 4.00 scale;
5. Have completed at least one full-time semester or twelve credit hours at Missouri Baptist University;
6. Be enrolled as a full-time student for the semester(s) in which he/she is serving as a fellow.

Each full-time faculty member is eligible to nominate a student to serve as a fellow. The nominations are reviewed and approved by the Dean's Council each semester.

Recognition for service as a student fellow is noted on the student's transcript as an academic honor. In addition, the student will receive a stipend each semester that they serve as a student fellow.

AWARDS

Awards are conferred during the Spring semester at the Missouri Baptist University Outstanding Students of Achievement awards ceremony. Students are recognized for the following areas of achievement.

- Demonstrating exceptional achievement or progress in an academic discipline
- Making a significant contribution to the University, commonly through exceptional participation in extracurricular activities
- Demonstrating superior university citizenship and positive attitude in relationships with the faculty, staff, and student body.

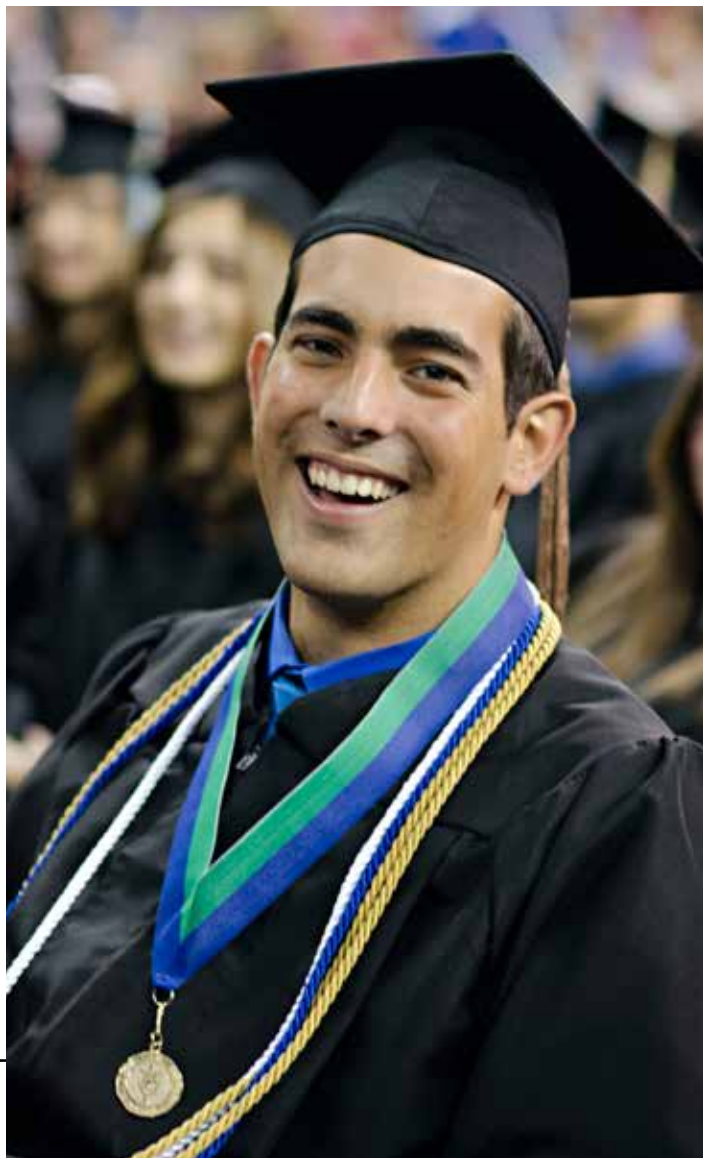
GRADUATION WITH HONORS

An undergraduate student who has attended Missouri Baptist University as a full-time student (12 hours or more) for at least two terms (Fall, Spring, or Summer), or as a half-time student (6 to 11 hours) for at least four terms (Fall, Spring, or Summer), may qualify for honors at graduation by achieving one of the following cumulative grade point averages:

- An index of 3.40 to 3.59 may qualify for graduation Cum Laude
- An index of 3.60 to 3.79 may qualify for graduation Magna Cum Laude
- An index of 3.80 to 4.00 may qualify for graduation Summa Cum Laude

In considering the eligibility of a transfer student for graduation with honors, the student's entire transcript will be evaluated as if the hours were earned at Missouri Baptist University. For all students, both the degree credit cumulative and total cumulative grade point averages must be at or above the indexes listed above.

Only students who have completed all requirements for graduation (Fall or Spring semester graduates) are recognized at commencement by the wearing of gold honors cords. Summer graduates receive their honors cords with their diplomas upon completion of all requirements for graduation.



ACADEMIC PROBATION AND SUSPENSION

Students whose cumulative grade point average (GPA) is below 2.00* at the end of the Fall or Spring semester or Summer session, are placed on academic probation by the Senior Vice President for Academic Affairs for one regular semester.

A freshman or transfer student accepted on probation is given one academic year to raise grades above the probationary level. The student is expected to show evidence of reasonable progress in improving academic performance during the probationary period.

If the grade point has not been raised by the end of the probationary period, the student will be placed on academic suspension. The student may then petition the Senior Vice President for Academic Affairs in writing for permission to re-enroll. The petition must explain the causes for academic deficiency and outline a program of action to overcome them. The Senior Vice President for Academic Affairs must approve any such petition before the student is permitted to re-enroll for classes at Missouri Baptist University. A student suspended for a second time is normally not eligible for re-admission.

Students on academic probation, or re-admitted after being placed on academic suspension, are limited to a twelve credit hour course load. A load of thirteen credit hours may be approved in special circumstances, such as enrollment in a laboratory science course.

**NOTE: Students in the teacher education program must achieve an overall GPA of at least 2.50 in order to be eligible for certification. Certain majors or programs – such as Exercise Science – may also require a minimum overall GPA of 2.50.*

In order for students to continue to receive federally funded financial aid, they must maintain satisfactory academic progress (SAP) in their course of studies pursued at Missouri Baptist University. Please refer to the catalog action on “Federal And State Aid” for specific information regarding SAP.

The regulations of this section supersede all similar policies in previous catalogs and are effective for all students.

PRIVACY RIGHTS POLICY

Records of students are maintained in the following offices: Records and Academic Affairs (academic records); Student Development (disciplinary records); Business and Student Financial Services (financial records); and Career Development (placement records). Inquiry concerning the nature and content of these records should be directed to the Director of Records, the Senior Vice President for Student Development, Senior Vice President for Academic Affairs, Senior Vice President for Business Affairs, Director of Student Financial Services, or Director of Career Services. A student may submit to the appropriate person a formal letter of request to review and inspect personal records. The request will then be submitted by the office head to the Administrative Council of the University for action and response within a thirty day time period from the date of the

request. A student may, in the same manner, request opportunity to challenge the content of the records and ask for corrective measures.

In accordance with the Family Educational Rights and Privacy Act (FERPA), personally identifiable information may not be disclosed without the written consent of the student. However, under certain circumstances, personally identifiable information may be disclosed without written consent to:

- School administrators and instructional staff members at this University for use in the educational and advisement process;
- Other schools to which a student is transferring;
- Certain federal and state officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting studies for or on behalf of the University;
- Accrediting organizations;
- Appropriate parties as necessary to comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to state law.

The University maintains records of all disclosures of personally identifiable information made under the above circumstances. In addition, directory information may be disclosed without the permission of the student. The following is considered directory information:

1. Student's name, address, and telephone number;
2. Date and place of birth;
3. Major and minor fields of study;
4. Dates of attendance and student classification;
5. Degrees and awards received (including dates received);
6. Credit hours in progress or already completed;
7. Participation in officially recognized activities and sports;
8. Weight and height of members of athletic teams; and
9. The most recent educational agency or institution attended.

RETENTION OF RECORDS

Missouri Baptist University has adopted the recommendations of the American Association of Collegiate Registrars and Admissions Officers as its policy concerning retention of student records. The majority of a student's record is maintained in the permanent file and will be retained until five (5) years after graduation or the date of last attendance, whichever is later. Exceptions include audit authorizations, schedule adjustment forms, registration forms, and transcript requests, which are maintained one (1) year from date, submitted, and official transcripts from high schools and other colleges or universities which will be maintained for ten (10) years after graduation or last date of attendance.

Records of academic performance, including individual student records (transcripts, narrative evaluations, competency assessments, etc.) change of grade forms, original graded rosters,

and graduation lists are maintained permanently in the Records Office.

The admission materials of those who apply but do not enroll are retained by the Admissions Office for one year after the term for which application was made.

ACADEMIC TRANSCRIPTS

Official academic transcripts must be requested from the Records Office in writing by mail, fax, or in person and must include the signature of the student. There is no charge for first official transcript issued for any student. The charge for each subsequent official transcript is \$6.00. Unofficial transcripts may be printed from Spartan Space (see the catalog section on Spartan Space for more information on accessing the student portal page). No transcript, official or unofficial, will be issued until the account of the student has been cleared by both the Business and Student Financial Services Offices and all holds affecting the release of transcripts have been cleared. Transcript request forms are available in the Records Office and can be downloaded from http://www.mobap.edu/wp-content/uploads/2013/02/transcript_request_form.pdf.

UNDERGRADUATE GRADUATION REQUIREMENTS AND APPLICATION FOR GRADUATION PROCESS

Graduates of Missouri Baptist University are expected to demonstrate a lifestyle that will reflect honor on themselves, and on the institution which awarded the degree, as they serve the needs of the community and seek to make the world a better place in which to live. The degree is academic in structure, but represents ethical, social, moral, and spiritual development as well. Although a student earns the privilege of being considered for graduation, the final decision regarding the awarding of degrees is the prerogative of the faculty for recommendation and approval.

The candidate for any degree should study carefully all courses and other requirements for that degree and for graduation as listed in the University catalog. Each student is responsible for all requirements as stated. Careful attention to the program will result in completion of the requirements for graduation in the minimum time.

The undergraduate degree programs are designed with a strong liberal arts foundation. Credits are given as standard semester hours, at least 128 of which are required for graduation (64-65 for the Associate of Science degree). The student must complete at least 30 hours in a major field of study, and satisfy the requirements of both the general education program and the degree program for which the student has opted. The remaining hours to be applied toward the degree are elected by the student with consent of his advisor.

A major field of specialization should be declared by the beginning of the junior year, and may be chosen earlier. This choice is to be made after conference with the student's academic advisor, followed by a formal declaration to the Records Office. A

degree plan should be applied for in the Records Office as soon as the major has been declared.

In order to be considered a candidate for graduation, a student must have fulfilled, or have in progress, the following requirements:

1. The faculty advisor of the student must approve choice of degree, major field(s) of study, and minor(s) or cognate(s), and all semester schedules. Those seeking teacher certification must also obtain approval for their program of study from the Education Division and complete a certification check.
2. The student will meet assessment criteria established by the faculty as follows:
 - a. The student who has completed between 55 and 89 credit hours, with at least 30 hours earned at Missouri Baptist University, will take a mid-level assessment test of general education.* All general education and degree requirements, with the exception of IDST 403 World Citizen, should have been completed or be in progress at the time this test is taken.
 - b. All students will take the appropriate subject field test(s)* for their major(s) during the senior year, and/or complete other internal/external subject assessment measures (such as portfolios, senior recitals, senior research projects, or internships) as determined by the faculty.

****Students seeking teacher certification are required by the Department of Elementary and Secondary Education (DESE) to pass all sections of C-BASE or MoGEA as their general education (mid-level) examination and the Praxis II examination (early childhood, elementary, middle, or secondary subject field) appropriate to the certification for which the student is being recommended (or the exit assessments that will be replacing Praxis in 2014-2015) as their exit exam.***

3. A cumulative grade point average of at least 2.00 on a 4.00 scale, for both degree credit and non-degree credit, must be maintained on the overall program. Certain majors and degree programs (e.g., Exercise Science and Sport Management majors or the Associate of Science Degree in Pre-Nursing) require a cumulative grade point average of 2.50 or better. The Missouri Department of Elementary and Secondary Education (DESE) requires an overall cumulative grade point average of 2.75 for teacher certification and also requires a 3.00 in the content area (for middle and secondary subjects), with no grade lower than C, as well as a 3.00 in professional education, with no grade lower than C. Therefore, certain degree programs (Bachelor of Science in Education and Bachelor of Music Education) require a cumulative GPA of at least 2.75 and certain majors (Early Childhood Education, Elementary Education, Middle Childhood Education, and Secondary Education) require a cumulative GPA of at least 3.00 for graduation. Students should check catalog requirements for their specific program.
4. A student seeking to earn a baccalaureate degree must complete at least 45 hours of junior and senior level courses, which are normally taken after the student has completed

at least 45 hours of lower division courses. Seniors must secure special permission from the Senior Vice President for Academic Affairs to take freshman level courses.

5. A minimum of 128 hours is required to complete a baccalaureate degree at Missouri Baptist University; however, some programs may require in excess of 128 hours for completion. A minimum of 64 hours is required to complete an Associate of Science degree.
6. At least six hours of major and three hours of minor must be earned at Missouri Baptist University.
7. At least 24 of the last 32 hours must be taken at Missouri Baptist University. This requirement is waived for students enrolled in the Plus-Two programs at Jefferson College, Lewis and Clark Community College, and John A. Logan College, provided that the courses to be transferred are taken at Jefferson College, Lewis and Clark Community College, or John A. Logan College. The residency requirement remains in effect for Plus-Two students taking courses through institutions other than Jefferson College, Lewis and Clark Community College, or John A. Logan College.

All candidates for baccalaureate degrees must file an Application for Graduation in the Records Office during the first semester of their junior year (sophomore year for associate degree candidates), as notice of intent to graduate. This will make it possible for records to be checked to determine eligibility for graduation. Unless the Records Office is thus properly notified of intent to graduate, a graduation delay may ensue. To be admitted to unqualified candidacy for graduation, the student must be following an approved degree program, making it possible to graduate as planned, and must have a cumulative grade point average of at least 2.00 (some programs do require a higher minimum GPA).

Final graduation checks must be completed with the Director of Records (or Education Division Advisor for students in the Teacher Education Program) no later than the tenth working day of the semester in which the student plans to complete degree requirements. Summer session graduates must complete a graduation check by the tenth working day of the Spring semester.

DEGREE CONFERRAL

Degrees are conferred three times during the academic year:

1. Fall Semester and Winterim – at the conclusion of Winterim
2. Spring – at the conclusion of the Spring Semester; and
3. Summer – at the conclusion of the 2nd 8-week Summer Session.

Diplomas for Fall Semester/Winterim and Spring Semester graduates are mailed to students after commencement exercises, upon verification of completion of degree requirements. Diplomas for Summer graduates are available after the official closing date of the 2nd 8-Week Summer Session, upon verification of completion of degree requirements. No student may receive a diploma until all degree requirements are completed, the necessary official

records are on file in the Records Office, and all accounts are paid in full, including the graduation fee.

ATTENDANCE AT COMMENCEMENT

All undergraduate candidates for graduation during an academic year – Fall/Winterim, Spring, and Summer – are expected to attend the commencement exercises which are held at the close of the Spring Semester. Permission to graduate in absentia is granted only in rare instances. Requests for exceptions should be made to the Senior Vice President for Academic Affairs in writing at least one month prior to commencement, and must be approved by the faculty.

DUAL BACCALAUREATE DEGREES

Students may pursue two different baccalaureate degrees (e.g., Bachelor of Arts and Bachelor of Science), simultaneously, with different majors at Missouri Baptist University provided that they complete a minimum of 152 semester hours, at least 24 semester hours beyond the minimum requirements for the first degree, including all specific requirements for each degree and each major. A minimum of 12 additional hours of upper division coursework is also required within the 24 additional semester hours, for a total of 57 hours of upper division credits.

REQUIREMENTS FOR EARNING A SECOND DEGREE AT MISSOURI BAPTIST UNIVERSITY

A student who already holds a baccalaureate degree may qualify for a second, and different¹, baccalaureate degree from Missouri Baptist University by completing a minimum of 24 hours in residence after all requirements for the first degree have been completed. These hours must include all major, minor, general education, and degree requirements pertaining to the second degree which were not included in the first degree program. The major for the second degree must differ from the first, and must include at least 12 hours of additional upper division work, for a total of 57 hours of upper division credits. A minimum of 152 semester hours is required for completion of a second baccalaureate degree. At least six hours of major and three hours of minor must be earned at Missouri Baptist University.

¹*For example, if a Bachelor of Science degree has previously been earned, then the student may pursue a Bachelor of Arts, Bachelor of Science in Education, Bachelor of Music, Bachelor of Music Education, or Bachelor of Professional Studies degree at Missouri Baptist University, but not another Bachelor of Science degree.*







GENERAL EDUCATION

Missouri Baptist University is committed to education in the liberal arts tradition. This general education program emphasizes a high level of academic achievement in a major field of study and places strong emphasis on a broad, cohesive, and firm foundation in the arts, language, sciences, and literature, which comprises the common heritage of mankind. The University faculty and administration believe that without this foundation, a student may be well trained to perform a certain task, and yet be severely limited in ability to understand, participate in, and contribute to the cultural, social, and political milieus of the society.

Mission Statement: General Education has been defined as the foundation of the higher education curriculum. It is designed to provide a coherent intellectual experience introducing the student:

1. to fundamental knowledge, skills, and values essential for the study of the academic disciplines;
2. to spiritual and cultural dimensions of life; and
3. to a life dedicated to serving the community and the world.

In conjunction with the Statement of Mission and Purposes of Missouri Baptist University, the purposes of the general education curriculum are as follows:

1. Students will be introduced to the fundamental principles, concepts, and methods essential for the acquisition of knowledge basic to a liberal arts education: mathematics, physical and natural sciences, social sciences, the arts, humanities, and composition.
2. Students will develop skills necessary to connect and apply knowledge across disciplines.
3. Students will develop writing, speaking, and listening skills necessary for effective communication.
4. Students will enhance their understanding of, and develop an appreciation for, diverse human cultures.
5. Students will hone their skills relative to thinking and solving problems critically, analytically, and creatively.
6. Students will improve their skills necessary for applying ethical principles to inquiry.
7. Students will increase their level of understanding and sophistication when rationally evaluating, interpreting, and reporting data.
8. Students will establish and strengthen a foundation for successfully integrating information technology across disciplines.

9. Students will develop and enhance an understanding of themselves as they relate to a global environment (socially, aesthetically, politically, and physically).

To aid in laying this foundation, a general education program has been designed: to encourage exploration into the liberal arts; to provide exposure to new knowledge and subject fields; and to furnish broad-based, cohesive academic guidelines integrating disciplines.

GENERAL EDUCATION REQUIREMENTS

Total Hours of General Education: at least 37-38

The general education program must be completed by every student seeking a baccalaureate degree before graduation and includes the following:

COMMUNICATION SKILLS: 3 courses, as listed below (at least 9 hours)

ENGL 113	English Composition I†
ENGL 123	English Composition II† ¹
COMM 103	Speech Communication*

* *International students whose primary language is not English should take COMM 123 Public Speaking and Diction instead of COMM 103.*

FINE ARTS AND HUMANITIES: At least 3 courses (at least 9 hours) from the courses listed below, with a least one from each division (one Fine Arts, one Humanities, and one from either), unless the major requires all courses in the same division.

Fine Arts

ARTS 153	Art Appreciation ²
THEA 103	Introduction to Theatre
COMM 153	Appreciation of Film
COMM 223	Media Literacy
COMM 233	Introduction to Cross-Cultural Communication
MUHL 153	Appreciation of Music ^{2, 3}
OR equivalent Fine Arts background ⁶	

Humanities

HUMT 153	Travel Studies
RPHI 213	Introduction to Philosophy ^{4, 5} OR
RPHI 203	Introduction to Logic ^{4, 5}
OR equivalent Humanities background ⁶	

NATURAL SCIENCE: 1 course from the biological sciences and 1 course from chemistry or physical science (at least 7*-8 hours)

BIOL 103 + 101 Introduction to Biology⁷

OR

BIOL 203 + 201 Human Biology⁷

AND 1 course from the following:

CHEM 113 + 111 Introduction to Chemistry⁷

OR

PHYS 103 + 111 Introduction to Physical Science⁷

OR

PHYS 123 + 122 Geology and Earth Science⁷

***For the transfer student, at least one of the above must include a laboratory.**

MATHEMATICS: one course from the following (at least 3 hours)

MATH 123 Contemporary College Mathematics^{†7, 8}

MATH 133 College Algebra^{†7}

MATH 154 Precalculus^{†7}

OR

A course with either MATH 133 or 154 as prerequisite^{†7}

† Must satisfy prerequisite or test before entering

SOCIAL AND BEHAVIORAL SCIENCES: 3 courses from at least two of the following disciplines as listed below: Cultural Anthropology, Economics, History, Political Science, Psychology, and Sociology (at least 9 hours)

SOCO 353 Cultural Anthropology⁹

ECON 113 Macroeconomics^{9, 10}

ECON 123 Microeconomics^{9, 10}

HIST 113 Western Civilization I¹¹

AND

HIST 123 Western Civilization II¹¹

OR

HIST 213 U.S. History I^{9, 11}

AND

HIST 223 U.S. History II^{9, 11}

POLS 113 Federal Government⁹

OR

POLS 123 State and Local Government

OR

HIPO 233 American Foreign Policy

PSYC 133 General Psychology^{9, 12}

SOCO 113 Introduction to Sociology⁹

OR

SOHI 213 Worldview and Social Issues⁹

¹Must complete an English composition course that includes the writing of a research paper.

²Elementary Education majors must complete either Art Appreciation or Appreciation of Music.

³For non-music majors; music majors and minors must complete Music History I and II, which will satisfy six of the nine hours required. Students seeking certification through the Bachelor of Music Education degree must complete Introduction of Music Technology in addition to Music History I, II, and III, which will satisfy the nine hours required.

⁴Christian Ministry majors must complete at least two courses in Philosophy, one at the 200-level.

⁵The student may substitute any upper-division Philosophy for a second Philosophy course if an introductory course in Philosophy or Logic has been completed.

⁶Courses which will be accepted in transfer as equivalent Humanities background to satisfy this requirement include: Humanities I, II, III, or IV or any course carrying a departmental prefix of Humanities. Courses in literature, foreign language, or religion will not be accepted to satisfy general education requirements as these satisfy specific baccalaureate degree requirements. Courses which will be accepted in transfer as equivalent Fine Arts background include courses such as Dance Appreciation. Applied art, music, or ensemble/performance courses will not satisfy the Fine Arts general education requirements.

⁷For students not majoring in the Natural Sciences or Health and Sport Sciences; students with majors or minors in Biochemistry, Biology, Biotechnology, Chemistry, Exercise Science, Health Education, Health Sciences, Healthcare Management, Physical Education, Mathematics, Middle Childhood Education, or Unified Science should consult the major requirements as listed in the catalog for the appropriate courses for their degree and field of study.

⁸This course includes a component covering the real number system and is recommended for Early Childhood and Elementary Education majors.

⁹Students seeking teacher certification should take General Psychology and U.S. History I **OR** II **OR** Federal (American) Government, plus an additional course from the following areas: Geography, Economics, Sociology, Anthropology, U.S. History or Government, which will satisfy the 9 hours required.

¹⁰Students seeking Elementary certification must complete a course in Economics to fulfill state requirements; this course may be taken as part of the general education requirements

¹¹Students must take **BOTH** HIST 213 U. S. History I **AND** HIST 223 U. S. History II, **OR** HIST 113 Western Civilization I **AND** HIST 123 Western Civilization II, in order for these courses to satisfy the general education requirement, except when the student's particular program of study requires specified Social and Behavioral Sciences courses.

¹²Students pursuing the Bachelor of Music Education degree must complete **BOTH** PSYC 133 **AND** EDPS 383 as 6 of the 9 hours required. Students seeking secondary teacher certification in other areas, who have completed PSYC 133 General Psychology, may take EDPS 383 Psychology of Teaching and Learning to satisfy 3 of the remaining 6 hours required.

Students seeking to earn the Associate of Science degree in Business Administration, Pre-Nursing, or Religion should check the desired area of concentration under Academic Divisions and Major Fields in this catalog for specific general education and degree requirements.

In accordance with guidelines established by the Coordinating Board for Higher Education (CBHE) of the State of Missouri regarding articulation and the transfer of credit, most recently revised in October 2005, Missouri Baptist University grants junior standing to students transferring to the University with an Associate of Arts (A.A.) degree (earned after October 1987) or an Associate of Arts in Teaching (A.A.T.) degree from Missouri institutions which are in compliance with CBHE general education requirements. This signifies that the lower division general education requirements for a degree at Missouri Baptist University have been satisfied by completion of the A.A. or A.A.T. degree. Students transferring with other than an A.A. or A.A.T. degree, or with an Associate of Arts degree which does not meet the above stipulations, are not automatically granted junior standing, and may be required to take additional general education courses. A student transferring to Missouri Baptist University from a Missouri institution who has not completed an A.A. or A.A.T. degree, but who has completed the 42-credit hour General Education curriculum block prescribed by CBHE, shall be deemed to have completed all General Education requirements of Missouri Baptist University. Completion of the 42-hour block must be denoted by the sending institution on the student's transcript. All students must complete all major and specific degree program requirements beyond the general education requirements (see the catalog sections on General Education Requirements and Degree Requirements for additional information).

BACCALAUREATE DEGREE REQUIREMENTS

The general education program is complemented by specific requirements for each of the six baccalaureate degree programs. The student must complete all requirements for the degree plan selected before graduation. The completion of the general education requirements and the degree requirements comprise a cohesive liberal arts basis, preparing students for study in professional subject disciplines.

BACHELOR OF ARTS

Total Hours: at least 25-28.

HUMANITIES: 5 courses, as listed below (at least 15-17 hours)

RBIB 113	Old Testament History
RBIB 123	New Testament History
ENGL 203	World Literary Types
Two courses in the same foreign language	

HEALTH AND SPORT SCIENCES: 4 hours

KHSC 333	Health and Wellness
Activity Course	1 hour

COMPUTER LITERACY: 1 course as listed below (at least 3 hours)§

BCIS 103	Survey of Computing
OR proof of demonstrated competency	

(as determined by a university approved assessment test)

INTERDISCIPLINARY STUDIES: 2 courses as listed below (3-4 hours)

IDST 101	Collegiate Seminar (required for students entering Missouri Baptist University as freshmen)
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OR

IDST 200	Transfer Student Orientation
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AND

IDST 403	World Citizen
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BACHELOR OF SCIENCE

Total Hours: at least 28-29.

HUMANITIES: 3 courses, as listed below (at least 9 hours)

RBIB 113	Old Testament History
RBIB 123	New Testament History
ENGL 203	World Literary Types

NATURAL SCIENCES AND MATHEMATICS: 3 courses from the following (at least 9 hours)

MATH 243	Probability and Statistics
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Two courses in mathematics or natural sciences beyond the general education requirement (at least 6 hours).

HEALTH AND SPORT SCIENCES: 4 hours

KHSC 333	Health and Wellness
Activity Course	1 hour

COMPUTER LITERACY: 1 course as listed below (at least 3 hours)§

BCIS 103	Survey of Computing
OR proof of demonstrated competency	

(as determined by a university approved assessment test)

INTERDISCIPLINARY STUDIES: 2 courses as listed below (3-4 hours)

IDST 101	Collegiate Seminar (required for students entering Missouri Baptist University as freshmen)
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OR

IDST 200	Transfer Student Orientation
----------	------------------------------

AND

IDST 403	World Citizen
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§ For transfer credit to be equated to this course the transfer course must have been completed within seven (7) years prior to initial registration at Missouri Baptist University. Former MBU students who are readmitting into the University must also have completed BCIS 103 or its equivalent within seven (7) years prior to the first semester of returning registration.

BACHELOR OF SCIENCE IN EDUCATION

Total Hours: at least 34-44

The Bachelor of Science in Education degree is restricted to students seeking teacher certification at the early childhood, elementary, and middle childhood levels. Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, the professional teaching portfolio, and the Praxis exam required for the area of certification sought (or the exit assessments that will be replacing Praxis in 2014-2015).

HUMANITIES: 3 courses, as listed below (at least 9 hours)

RBIB 113	Old Testament History
RBIB 123	New Testament History
ENGL 203	World Literary Types

MATHEMATICS: 1 course (at least 3 hours)

MATH 243	Probability and Statistics
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OR

Another approved course beyond the mathematics general education requirement

SOCIAL AND BEHAVIORAL SCIENCES: 21 hours as listed below (courses completed as a part of general education, major, or minor may be included)

PSYC 133	General Psychology
SOCO 113	Introduction to Sociology
	OR
SOHI 213	Worldview and Social Issues
	OR
SOCO 353	Cultural Anthropology
ECON 113	Macroeconomics
	OR
ECON 123	Microeconomics
ELED 463	Integrated Social Studies/Geographical Concepts for PK-Grade 6 (<i>for Early Childhood/Elementary Education Majors</i>)
	OR
EDMS 323	Geographical Concepts for Middle/Secondary School Teachers (<i>for Middle Childhood Education majors</i>)
HIST 213	U.S. History I
	AND
HIST 223	U.S. History II
POLS 113	Federal Government

HEALTH AND SPORT SCIENCES: 4 hours

KHSC 333	Health and Wellness
Activity Course	1 hour

COMPUTER LITERACY: 1 course as listed below (at least 3 hours)\$

BCIS 103	Survey of Computing
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OR proof of demonstrated competency

(as determined by a university approved assessment test)

semester of returning registration.

INTERDISCIPLINARY STUDIES: 2 courses as listed below (3-4 hours)

IDST 101	Collegiate Seminar (required for students entering Missouri Baptist University as freshmen)
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OR

IDST 200	Transfer Student Orientation
----------	------------------------------

AND

IDST 403	World Citizen
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BACHELOR OF MUSIC

Total Hours: 15-16

HUMANITIES: 2 courses, as listed below (at least 6 hours)

RBIB 113	Old Testament History
RBIB 123	New Testament History

HEALTH AND SPORT SCIENCES: 3 hours

KHSC 333	Health and Wellness
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COMPUTER LITERACY: 1 course as listed below (at least 3 hours)\$

BCIS 103	Survey of Computing
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OR proof of demonstrated competency

(as determined by a university approved assessment test)

INTERDISCIPLINARY STUDIES: 2 courses as listed below (3-4 hours)

IDST 101	Collegiate Seminar (required for students entering Missouri Baptist University as freshmen)
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OR

IDST 200	Transfer Student Orientation
----------	------------------------------

AND

IDST 403	World Citizen
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BACHELOR OF MUSIC EDUCATION

Total Hours 49-50

The Bachelor of Music Education degree is restricted to students seeking teacher certification in vocal and/or instrumental music at the K-12 level. Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam in Music: Content and Instruction (or the content assessment that will be replacing Praxis in 2014-2015).

HUMANITIES: 2 courses, as listed below (at least 6 hours)

RBIB 113	Old Testament History
RBIB 123	New Testament History

INTERDISCIPLINARY STUDIES: 1-2 courses as listed below (3-4 hours)

IDST 101	Collegiate Seminar (required for students entering Missouri Baptist University as freshmen)
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OR

IDST 200	Transfer Student Orientation
----------	------------------------------

AND

IDST 403	World Citizen
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PROFESSIONAL EDUCATION FOUNDATIONS CORE:

(19 hours)

EDCL 211	Teaching Field Experience I
EDUC 210	Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 301	Professional Growth and Development I (must be taken once during the junior year)
EDUC 303	Methods of Teaching
EDUC 373	Technology and Instructional Media§
EDCL 411	Teaching Field Experience II
EDUC 410	Field Experience I Seminar (must be taken concurrently with EDCL 411)
EDPS 453/553 ¹	Exceptional Child
EDRD 423/523 ¹	Integration of Literacy Instruction in the Content Areas
EDUC 401	Professional Growth and Development II (must be taken once during the senior year, the semester prior to student teaching)
ETOP 423/523 ¹	Classroom and Behavior Management

FIELD EXPERIENCE CORE: (13 hours)

ELCL 476 <i>or</i> 486	Student Teaching: Elementary (grades 1-6)
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AND

ESCL 476 <i>or</i> 486	Student Teaching: Secondary School (grades 7-12)
EDUC 471	Student Teaching Seminar

MUSIC EDUCATION CORE: (8 hours)

MUED 313	Elementary School Music Methods, K-6*
MUED 323	Middle/Secondary School Music Methods, 5-12**
MUED 352	Advanced Conducting

*Must be taken in conjunction with EDCL 211 Teaching Field Experience I

**Must be taken in conjunction with EDCL 411 Teaching Field Experience II

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

BACHELOR OF PROFESSIONAL STUDIES

Total Hours: at least 12.

HUMANITIES: 2 courses, as listed below (6 hours)

RBIB 113	Old Testament History
RBIB 123	New Testament History

COMPUTER LITERACY: 1 course as listed below (at least 3 hours)§

BCIS 103	Survey of Computing
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OR proof of demonstrated competency

(as determined by a university approved assessment test)

INTERDISCIPLINARY STUDIES: 2 courses as listed below (3 hours)

IDST 200	Transfer Student Orientation
IDST 403	World Citizen







ACADEMIC DIVISIONS & MAJOR FIELDS

INTERDISCIPLINARY STUDIES

Mission Statement: The Interdisciplinary Program at Missouri Baptist University seeks to carry out its liberal arts mission by providing courses which integrate the various academic disciplines. These courses attempt to assist students to develop skills and knowledge to gain a liberal education and to explore a coherent Christian framework for understanding and interacting within a global society.

MAJOR IN LIBERAL ARTS

The major is interdisciplinary in nature and is designed to be flexible, allowing the student to tailor the courses to meet particular areas of interest. All courses must be upper division (300- or 400-level). No more than nine hours in the major may be applied toward satisfying general education and/or degree requirements.

Courses required for the major:

Upper Division Courses in Natural Sciences	9
Upper Division Courses in Social/Behavioral Sciences	9
Upper Division Courses in Fine Arts and Humanities	9
Upper Division Electives	9

Liberal Arts Capstone Requirement:

IDST 483 Liberal Arts Seminar	3
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Total Hours **39 hours**

COURSE DESCRIPTIONS

Interdisciplinary Studies course descriptions are listed as follows in the Course Description Section of this catalog:

IDST Courses.....	218
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DIVISION OF BUSINESS

Faculty:

Brenda D. Bradford, M.A., Associate Professor of Business Administration, Chair – Division of Business

Aaron Black, M.B.A., ABD, Assistant Professor of Management and Business Administration; Director of the BJC Partnership Initiative

Paul M. Faber, M.B.A., Assistant Professor of Business Administration and Management; Director of Diversity Priorities and Initiatives

William Felty, Jr., M.B.A, C.P.A., C.M.A., Assistant Professor of Accounting and Business

Brian Jackson, M.B.A, Instructor of Business Administration

Karen Kannenberg, D.Mgt., Associate Professor of Accounting and Business Administration

Stephanie Kontrim-Baumann, M.B.A., Assistant Professor of Marketing and Business Administration; Director of MBA Program

Mary Sue Thompson, D.Mgt., Professor of Accounting and Business Administration; Dean, MBU-Troy/Wentzville and MBU in St. Charles Regional Learning Centers

Mission Statement: In accordance with the mission statement of Missouri Baptist University, the Business Division seeks to provide a personalized academic program, based on a Christian, liberal arts, worldview that is applicable to the business world of today. The program is designed to produce motivated graduates equipped with practical, ethical, current business skills, and social attitudes and ideals based on Christian precepts.

The Business Division offer majors and minors in Accounting, Applied Management, Business Administration, Healthcare Management, Information Technology, Management, and Marketing. A minor is also offered in Entrepreneurship for students in any discipline. A concentration in Entrepreneurship is offered for students majoring in Management.

Requirements for Second Majors Within the Business Division

Students wishing to earn a second major or dual degree within the Business Division must complete all of the requirements for both majors and may not count elective courses toward more than one Business Division major. Third majors are not allowed.

SIFE

All students, especially Business Division majors are encouraged to participate in “Students In Free Enterprise” (SIFE), the established business organization open to students from all disciplines and geared to specifically enhance the learning and practical experiences gained in the classroom. Students have the opportunity to take SIFE for credit, or be a non-credit member of SIFE. (See “Student Organizations” for more details about SIFE)

BUSINESS DIVISION CORE

All persons majoring in any Business Division field must complete the following Business Division Core plus major requirements, unless otherwise stated.

ACCT 213 Principles of Financial Accounting	3 hrs
ACCT 223 Principles of Managerial Accounting	3 hrs
MATH 243 Probability and Statistics ¹	3 hrs
BCIS 303 Information Technology Theory and Practice † ‡	3 hrs
BUSN 303 Business Ethics †	3 hrs
BUSN363 Financial Management † <>	3 hrs
BUSN 413 Business Law I OR BUSN423 Business Law II†<>	3 hrs
BUSN 463 Strategic Management	3 hrs
BUSN 481 Interviewing Techniques	1 hrs
ECON 113 Macroeconomics ²	3 hrs
ECON 123 Microeconomics ²	3 hrs
ENGL 433 Business Writing	3 hrs
MGMT 303 Management Concepts and Practices	3 hrs
MGPS 403/503 ³ Organizational Behavior and Leadership <>	3 hrs
MRKT 313 Introduction to Marketing †	3 hrs
Total	43 hrs

¹Bachelor of Science Degree Requirement credit hours

²General Education Requirement credit hours

³See the catalog section on Senior Permission for information on earning graduate credit for this course.

†For students majoring in Healthcare Management, these requirements are met by courses in the Healthcare Management Core.

‡Included in Technical Core for students majoring in Information Technology.

<>Not included in Information Technology major.

The Business Administration minor will be granted to all majors in the Business Division, except Business Administration, as a result of completing the Business Division Core.

BUSINESS DIVISION INTERNSHIPS

Internship opportunities are available to Business Division majors and minors in the areas of Accounting, Business Administration, Information Technology, Management, and Marketing. Students must have completed coursework in the internship field prior to enrolling in this course. Students will be exposed to real world experiences in a specific field of business. Variable credit may be taken in different field settings, not to exceed a combined total of six hours. See the course description under each field for more information.

ACCOUNTING

Mission Statement: In accordance with the mission statement of Missouri Baptist University and the academic program, the Accounting discipline provides curriculum appropriate for a major field of study preparing students for the professional and ethical practice of Accounting.

MAJOR: (includes Business Administration minor)

Business Division Core Requirements

ACCT 213 Principles of Financial Accounting	3 hrs
ACCT 223 Principles of Managerial Accounting	3 hrs
MATH 243 Probability and Statistics ¹	3 hrs
BCIS 303 Information Technology Theory and Practice	3 hrs
BUSN 303 Business Ethics	3 hrs
BUSN363 Financial Management	3 hrs
BUSN 413 Business Law I OR BUSN 423 Business Law II	3 hrs
BUSN 463 Strategic Management	3 hrs
BUSN 481 Interviewing Techniques	1 hrs
ECON 113 Macroeconomics ²	3 hrs
ECON 123 Microeconomics ²	3 hrs
ENGL 433 Business Writing	3 hrs
MGMT 303 Management Concepts and Practices	3 hrs
MGPS 403/503 ³ Organizational Behavior and Leadership	3 hrs
MRKT 313 Introduction to Marketing	3 hrs
Total	43hrs

¹Bachelor of Science Degree Requirement credit hours

²General Education Requirement credit hours

³See the catalog section on Senior Permission for information on earning graduate credit for this course.

Required Accounting (ACCT) courses:

ACCT 313 Intermediate Accounting I	3 hrs
ACCT 323 Intermediate Accounting II	3 hrs
ACCT 333 Cost Accounting	3 hrs
ACCT 343 Governmental and Not-for-Profit Accounting	3 hrs
ACCT 413 Tax Accounting	3 hrs
ACCT 443 Auditing	3 hrs
ACCT 463 Advanced Accounting	3 hrs
Total	21 hrs

Total Hours to Complete Major Requirements 64 hrs

Prospective CPA Candidates: Students who intend to continue their education with the intention of sitting for the CPA exam are **highly encouraged to take these additional courses in order to help satisfy exam requirements:**

ACCT 353 Budgeting	3 hrs
ACCT 423 Current Topics in Financial Accounting and Reporting	3 hrs
Total	6 hrs

MINOR: Accounting (for all Majors)

The student must complete 18 hours in Accounting, including the following courses:

Required Accounting (ACCT) courses:

ACCT 213 Principles of Financial Accounting	3 hrs
ACCT 223 Principles of Managerial Accounting	3 hrs
ACCT 313 Intermediate Accounting I	3 hrs
ACCT 323 Intermediate Accounting II	3 hrs

Required Electives: An additional 6 hours of upper division Accounting courses

Total 18 hrs

- Students should pay careful attention to courses which are only offered once a year, or every other year (see course descriptions), so that graduation may occur in a timely manner.
- Students are encouraged to declare a second major before completing 60 hours.

APPLIED MANAGEMENT

For students with 60 or more transferable semester hours of credit from an Associate of Applied Sciences (A.A.S.) program, the Applied Management major allows flexibility in utilizing prior technical coursework towards major requirements. Students majoring in Applied Management may pursue a Bachelor of Arts, Bachelor of Science, or Bachelor of Professional Studies degree.

MAJOR

Courses required for the major include:

BCIS 303	Information Technology Theory and Practice
BUSN 303	Business Ethics
ECON 113	Macroeconomics
ECON 123	Microeconomics
ENGL 433	Business Writing
MGMT 303	Management Concepts and Practices
MGPS 403/503 ¹	Organizational Behavior and Leadership
MRKT 313	Introduction to Marketing
Electives:	12 hours

Total Hours 36

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

BUSINESS ADMINISTRATION

Mission Statement: In accordance with the mission statement of Missouri Baptist University and the academic program, the Business Administration discipline provides a broad-based curriculum designed to prepare students for professional careers.

MAJOR

Business Division Core Requirements

ACCT 213 Principles of Financial Accounting	3 hrs
ACCT 223 Principles of Managerial Accounting	3 hrs
MATH 243 Probability and Statistics ¹	3 hrs
BCIS 303 Information Technology Theory and Practice	3 hrs
BUSN 303 Business Ethics	3 hrs
BUSN363 Financial Management	3 hrs
BUSN 413 Business Law I OR BUSN 423 Business Law II	3 hrs
BUSN 463 Strategic Management	3 hrs
BUSN 481 Interviewing Techniques	1 hrs
ECON 113 Macroeconomics ²	3 hrs
ECON 123 Microeconomics ²	3 hrs
ENGL 433 Business Writing	3 hrs
MGMT 303 Management Concepts and Practices	3 hrs
MGPS 403/503 ³ Organizational Behavior and Leadership	3 hrs
MRKT 313 Introduction to Marketing	3 hrs
Total	43hrs

¹Bachelor of Science Degree Requirement credit hours

²General Education Requirement credit hours

³See the catalog section on Senior Permission for information on earning graduate credit for this course.

Required Business (BUSN) course:

BUSN 403 Business in a Global Environment	3 hrs
Total	3 hrs

Required Upper Division Electives: 12 hours

From courses in Accounting, Business Administration, Computer Science, Information Systems, Information Technology, Economics, Entrepreneurship, Healthcare Management, Management, or Marketing not used as required courses or electives in another business division major (excluding general education and degree requirements)

Total Hours to Complete Major Requirements 58 hrs

- Students should pay careful attention to courses which are only offered once a year, or every other year (see course descriptions), so that graduation may occur in a timely manner.
- Students are encouraged to declare a second major before completing 60 hours.

MINOR: Business Administration (for Business Division Majors)

This minor is granted to all majors within the Business Division, except Business Administration, as a result of completing the Business Division Core.

MINOR: Business Administration (for Non-Business Division Majors)

The student must complete the following:

Required Accounting (ACCT) courses:

ACCT 213 Principles of Financial Accounting	3 hrs
ACCT 223 Principles of Managerial Accounting	3 hrs

Required Business (BUSN) courses:

BUSN 303 Business Ethics	3 hrs
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Required English (ENGL) course:

ENGL 433 Business Writing	3 hrs
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Required Management (MGMT) course:

MGMT 303 Management Concepts and Practices	3 hrs
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Required Marketing (MRKT) course:

MRKT 313 Introduction to Marketing	3 hrs
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Total 18 hrs

ASSOCIATE OF SCIENCE

CONCENTRATION IN BUSINESS ADMINISTRATION

A minimum of 64 semester hours is required to earn the Associate of Science degree with a concentration in Business Administration, including the general education, business, and elective courses listed below.

Transfer credits will be accepted into this program from an accredited college or school up to a maximum of 42 semester hours of credit, up to 15 hours of which may be earned through credit by examination and/or portfolio assessment of prior learning. Portfolio credit is only available to those students who have completed a minimum of 12 semester hours in residency at Missouri Baptist University. Students must complete a minimum of 22 semester hours in residency at Missouri Baptist University to earn the Associate of Science degree.

A student must earn a grade of C or better in all major (business component) courses, and achieve an overall grade point average of 2.0 (C) or better for the awarding of the associate degree.

Required Business Component:

ACCT 213 Principles of Financial Accounting	3 hrs
ACCT 223 Principles of Managerial Accounting	3 hrs
BUSN 303 Business Ethics	3 hrs
BUSN 363 Financial Management	3 hrs
BUSN 413 Business Law I	3 hrs
ECON 113 Macroeconomics	3 hrs
ECON 123 Microeconomics	3 hrs
ENGL 433 Business Writing	3 hrs
MGMT 303 Management Concepts and Practices	3 hrs
MRKT 313 Introduction to Marketing	3 hrs
Upper Division Business Division Elective	3 hrs
Total	33 hrs

Required General Education Component:

BCIS 103 Survey of Computing	3 hrs
ENGL 113 English Composition I	3 hrs
Fine Arts or Humanities (ARTS 153, MUHL 153, RPHI 203 or RPHI 213)	3 hrs
Psychology or Sociology (PSYC 133 or SOCO 113 or 213)	3 hrs
Mathematics (MATH 123 or MATH 133)	3 hrs
Biblical Studies (RBIB 113 or RBIB 123)	3 hrs
Total	18 hrs

Required Electives: 13 hours to total 64 hours

THIRTY-HOUR BUSINESS CERTIFICATE

A total of 30 semester hours is required to earn the Business Certificate. Transfer credit will be accepted into this certificate program from an accredited college or school up to a maximum of 20 hours, up to 9 hours of which may be earned through credit by examination and/or portfolio assessment of prior learning. Portfolio credit is only available to those students who have completed a minimum of 12 semester hours in residency at Missouri Baptist University. Students must complete a minimum of 10 semester hours in residency at Missouri Baptist University to earn the Business Certificate.

A student must earn a grade of C or better in all courses taken to meet the Thirty-Hour Business Certificate requirements. The student must have an overall grade point average of 2.0 (C) or better for the awarding of the certificate.

Required Business Component:

ACCT 213 Principles of Financial Accounting	3 hrs
BCIS 103 Survey of Computing	3 hrs
BUSN 303 Business Ethics	3 hrs
BUSN 413 Business Law I	3 hrs
ECON 113 Macroeconomics OR	
ECON 123 Microeconomics	3 hrs
MGMT 303 Management Concepts and Practices	3 hrs
MRKT 313 Introduction to Marketing	3 hrs
Total	21 hrs

Required electives: 9 hours from courses in Accounting, Business Administration, Computer Science, Information Systems, Information Technology, Economics, Entrepreneurship, Management, or Marketing **to total 30 semester hours.**

ECONOMICS

Economics courses are offered as a part of the general education requirements and the Business Division Core Requirements, and may be used as lower division elective credit

ENTREPRENEURSHIP

CONCENTRATION: Entrepreneurship

Required Entrepreneurship (ENTR) courses:

ENTR 303 Introduction to Entrepreneurship	3 hrs
ENTR 313 Entrepreneurial Marketing	3 hrs
ENTR 363 Entrepreneurial Finance	3 hrs
ENTR 463 New Venture Planning	3 hrs
Total	12 hrs

Suggested Electives for Concentration in Entrepreneurship:

ACCT 353 Budgeting	3 hrs
BCIS 453 E-Commerce	3 hrs
BUSN 111-421 Students in Free Enterprise	1-3 hrs
BUSN 403 Business in a Global Environment	3 hrs
ENTR 471 Business Plan Competition	3 hrs
MRKT 383 Consumer Behavior	3 hrs
MRKT 403 International Marketing	3 hrs

MINOR: Entrepreneurship

BCIS 453 E-Commerce	3 hrs
BUSN 333 Leadership in Free Enterprise	3 hrs
ENTR 303 Introduction to Entrepreneurship	3 hrs
ENTR 313 Entrepreneurial Marketing	3 hrs
ENTR 363 Entrepreneurial Finance	3 hrs
ENTR 463 New Venture Planning	3 hrs
Total	18 hrs



HEALTHCARE MANAGEMENT

Mission Statement: In accordance with the mission statement of Missouri Baptist University and the academic program, the Healthcare Management major provides a solid curriculum in management principles and concepts applicable in healthcare and healthcare industry environments and settings. The healthcare management core contains courses designed for the specialty while the major requirements allow for cross-discipline flexibility to pursue tracks of interest particular to individual students. The Healthcare Management discipline provides a curriculum that prepares students for management careers in the healthcare industry

MAJOR

Degree: Bachelor of Science

Track I: (includes Business Administration minor)

Business Division Core Requirements

ACCT 213 Principles of Financial Accounting	3
ACCT 223 Principles of Managerial Accounting	3
BUSN 463 Strategic Management	3
BUSN 481 Interviewing Techniques	1
ECON 113 Macroeconomics ²	3
ECON 123 Microeconomics ²	3
ENGL 433 Business Writing	3
MATH 243 Probability and Statistics ¹	3
MGMT 303 Management Concepts and Practices	3
MGPS 403/503 ³ Organizational Behavior and Leadership	3
Total Hours	28

¹Bachelor of Science Degree Requirement credit hours

²General Education Requirement credit hours

³See the catalog section on Senior Permission for information on earning graduate credit for this course.

Healthcare Management Core Requirements

HCMG 303 Introduction to Healthcare Systems	3
HCMG 313 Ethical and Legal Issues in Healthcare	3
HCMG 323 Introduction to Marketing for Healthcare Systems	3
HCMG 333 Introduction to Healthcare Information Technology	3
HCMG 363 Financial Management of Healthcare Systems	3
HCMG 403 Healthcare and Public Policy	3
HCMG 413 Human Resources & Staffing in Healthcare Settings	3
HCMG 433 Clinical Overview of Healthcare Systems	3
HCMG 471-473 Field Experience in Healthcare Management	1-3
Total Hours	25-27

Science Core Requirements

BIOL 101 + 103 Introduction to Biology ¹	4
CHEM 111+ 113 Introduction to Chemistry ¹	4
Mathematics or Natural Science BS Degree Requirement ²	6-8
BSNU 373 Epidemiology	3
Total Hours	17-19

¹General Education Requirement credit hours

²Bachelor of Science Degree Requirement credit hours

Electives: Students should choose at least 12 hours of electives from the courses listed below.

Business Division Electives:

ACCT 343 Governmental and Not-for-Profit Accounting	3
BCIS 303 Information Technology Theory and Practice	3
BUSN 303 Business Ethics	3
ENTR 303 Introduction to Entrepreneurship	3
ENTR 313 Entrepreneurial Marketing	3
ENTR 363 Entrepreneurial Finance	3
ENTR 463 New Venture Planning	3
MGMT 353 Production and Operations Management	3
MGMT 363 Managing Organizational Change and Diversity	3
MRKT 373 Market Research	3
BUSN 403 Business in a Global Environment	3
HCMG 423 Healthcare Informatics	3
HCMG 443 Compliance and Accreditation of Hospital [Healthcare] Systems	3
HCMG 463 Market Management for Healthcare Systems	3

Health and Sport Sciences or Natural Sciences Division Electives:

BIOL 213+211 Anatomy & Physiology I + lab	4
BIOL 223+221 Anatomy & Physiology II + lab	4
BIOL 303 Nutrition Science	3
BIOL 373+371 Microbiology + lab	4
BIOL 443 Advanced Human Physiology	3
BIOT 213+211 Introduction to Biotechnology + lab	4
NSCI 481- 485 Special Topics in Natural Sciences	1-5
EXSC 453/553 ¹ Fitness Management	3
EXSC 483/583 ¹ Principles of Human Performance	3
KHSC 373 Community Health	3
KHSC 413/513 ¹ Chronic Diseases and Obesity	3
PHED 133 First Aid and Emergency Care	3
SMGT 433/533 ¹ Sport Psychology	3
Total Hours	12

¹See the catalog section on Senior Permission for information on earning graduate credit for this course. NOTE: Students completing the four courses available under Senior Permission for graduate credit may be eligible to earn credit towards the Graduate Certificate in Exercise Science. Three of the courses may be applied toward the Graduate Certificate in Fitness Management.

Total hours to complete BS Track I Major Requirements* 82-85

*Total includes 8 hours of science general education requirements, 6 hours of social/behavioral sciences general education requirements, and 9-11 hours of Bachelor of Science degree requirements in mathematics or natural sciences.

- Students should pay careful attention to courses which are only offered once a year, or every other year (see course descriptions), so that graduation may occur in a timely manner.
- Students are encouraged to declare a second major before completing 60 hours.

Track II: (Does not include Business Administration minor)

For students having successfully completed 60 or more transferable semester hours of credit from an Associate of Applied Science (A.A.S.) program in Physical Therapy Assistance, Occupational Therapy Assistance, Health Information Technology, Respiratory Therapy, or related health care A.A.S. degree, the Health Care Management Track II major allows flexibility in utilizing prior technical coursework towards major requirements.

Healthcare Management Core Requirements

HCMG 303 Introduction to Healthcare Systems	3
HCMG 313 Ethical and Legal Issues in Healthcare	3
HCMG 323 Introduction to Marketing for Healthcare Systems	3
HCMG 333 Introduction to Healthcare Information Technology	3
HCMG 363 Financial Management of Healthcare Systems	3
HCMG 403 Healthcare and Public Policy	3
HCMG 413 Human Resources & Staffing in Healthcare Settings	3
HCMG 433 Clinical Overview of Healthcare Systems	3
HCMG 473 Field Experience in Healthcare Management	3
Total Hours	27

Electives: Students should choose at least 12 hours of electives from the courses listed below.

Business Division Electives:

ACCT 343 Governmental and Not-for-Profit Accounting	3
BCIS 303 Information Technology Theory and Practice	3
BUSN 303 Business Ethics	3
ENTR 303 Introduction to Entrepreneurship	3
ENTR 313 Entrepreneurial Marketing	3
ENTR 363 Entrepreneurial Finance	3
ENTR 463 New Venture Planning	3
MGMT 353 Production and Operations Management	3
MGMT 363 Managing Organizational Change and Diversity	3
MRKT 373 Market Research	3
BUSN 403 Business in a Global Environment	3
HCMG 423 Healthcare Informatics	3
HCMG 443 Compliance and Accreditation of Hospital [Healthcare] Systems	3
HCMG 463 Market Management for Healthcare Systems	3

Health and Sport Sciences or Natural Sciences Division Electives:

BIOL 213+211 Anatomy & Physiology I + lab	4
BIOL 223+221 Anatomy & Physiology II + lab	4
BIOL 303 Nutrition Science	3
BIOL 373+371 Microbiology + lab	4
BIOL 443 Advanced Human Physiology	3
BIOT 213+211 Introduction to Biotechnology + lab	4
NSCI 481- 485 Special Topics in Natural Sciences	1-5
EXSC 453/553 ¹ Fitness Management	3
EXSC 483/583 ¹ Principles of Human Performance	3
KHSC 373 Community Health	3
KHSC 413/513 ¹ Chronic Diseases and Obesity	3
PHED 133 First Aid and Emergency Care	3
SMGT 433/533 ¹ Sport Psychology	3
Total Hours	12

Total hours to complete BS Track II Major Requirements 39

¹See the catalog section on Senior Permission for information on earning graduate credit for this course. NOTE: Students completing the four courses available under Senior Permission for graduate credit may be eligible to earn credit towards the Graduate Certificate in Exercise Science. Three of the courses may be applied toward the Graduate Certificate in Fitness Management.

- Students should pay careful attention to courses which are only offered once a year, or every other year (see course descriptions), so that graduation may occur in a timely manner.
- Students are encouraged to declare a second major before completing 60 hours.

Degree: Bachelor of Professional Studies

Track I: (includes Business Administration minor)

Business Division Core Requirements

ACCT 213 Principles of Financial Accounting	3
ACCT 223 Principles of Managerial Accounting	3
BUSN 463 Strategic Management	3
BUSN 481 Interviewing Techniques	1
ECON 113 Macroeconomics ²	3
ECON 123 Microeconomics ²	3
ENGL 433 Business Writing	3
MATH 243 Probability and Statistics ¹	3
MGMT 303 Management Concepts and Practices	3
MGPS 403/503 ³ Organizational Behavior and Leadership	3
Total Hours	28

¹Bachelor of Science Degree Requirement credit hours

²General Education Requirement credit hours

³See the catalog section on Senior Permission for information on earning graduate credit for this course.

Healthcare Management Core Requirements

HCMG 303 Introduction to Healthcare Systems	3
HCMG 313 Ethical and Legal Issues in Healthcare	3
HCMG 323 Introduction to Marketing for Healthcare Systems	3
HCMG 333 Introduction to Healthcare Information Technology	3
HCMG 363 Financial Management of Healthcare Systems	3
HCMG 403 Healthcare and Public Policy	3
HCMG 413 Human Resources & Staffing in Healthcare Settings	3
HCMG 433 Clinical Overview of Healthcare Systems	3
HCMG 471-473 Field Experience in Healthcare Management	1-3
Total Hours	25-27

Electives: Students should choose at least 15 hours of electives from the courses listed below.

ACCT 343 Governmental and Not-for-Profit Accounting	3
ENTR 303 Introduction to Entrepreneurship	3
HCMG 423 Healthcare Informatics	3
HCMG 443 Compliance and Accreditation of Hospital [Healthcare] Systems	3
HCMG 463 Market Management for Healthcare Systems	3
HCMG 483 Current Issues in Global and Domestic Healthcare Management	3
MGMT 353 Production and Operations Management	3
Total Hours	15

Total Hours to Complete Track I Major Requirements* 68-71

**Total includes 3 hours of Bachelor of Science degree requirements.*

Track II: (Does not include Business Administration minor)

For students having successfully completed 60 or more transferable semester hours of credit from an Associate of Applied Science (A.A.S.) program in Physical Therapy Assistance, Occupational Therapy Assistance, Health Information Technology, Respiratory Therapy, or related health care A.A.S. degree, the Health Care Management Track II major allows flexibility in utilizing prior technical coursework towards major requirements.

Healthcare Management Core Requirements

HCMG 303 Introduction to Healthcare Systems	3
HCMG 313 Ethical and Legal Issues in Healthcare	3
HCMG 323 Introduction to Marketing for Healthcare Systems	3
HCMG 333 Introduction to Healthcare Information Technology	3
HCMG 363 Financial Management of Healthcare Systems	3
HCMG 403 Healthcare and Public Policy	3
HCMG 413 Human Resources & Staffing in Healthcare Settings	3
HCMG 433 Clinical Overview of Healthcare Systems	3
HCMG 473 Field Experience in Healthcare Management	3
Total Hours	27

Electives: Students should choose at least 12 hours of electives from the courses listed below.

HCMG 423 Healthcare Informatics	3
HCMG 443 Compliance and Accreditation of Hospital [Healthcare] Systems	3

HCMG 463 Market Management for Healthcare Systems	3
HCMG 483 Current Issues in Global and Domestic Healthcare Management	3

Total Hours 12

Total Hours to Complete Track II Major Requirements 39

MINOR: Healthcare Management (for all majors)

Required Healthcare Management (HCMG) Courses:

HCMG 303 Introduction to Healthcare Systems	3
HCMG 313 Ethical and Legal Issues in Healthcare	3
HCMG 403 Healthcare and Public Policy	3
HCMG 433 Clinical Overview of Healthcare Systems	3

Electives in Healthcare Management (HCMG)

(2 courses from the following): 6

HCMG 323 Introduction to Marketing for Healthcare Systems	3
HCMG 333 Introduction to Healthcare Information Technology	3
HCMG 363 Financial Management of Healthcare Systems	3
HCMG 413 Human Resources/Staffing in Healthcare Settings	3
HCMG 423 Healthcare Informatics	3
HCMG 443 Compliance and Accreditation of Hospital [Healthcare] Systems	3
HCMG 463 Market Management for Healthcare Systems	3
HCMG 471-473 Field Experience in Healthcare Management	1-3

Total Hours to Complete Minor Requirements 18



INFORMATION TECHNOLOGY

Mission Statement: In accordance with the mission statement of Missouri Baptist University and the academic program, the Information Technology discipline provides a multi focus curriculum that can lead to life-long careers in Information Technology. Students are prepared by receiving a core of technical knowledge and specialization in a specific technical area. Selected courses are designed so students may obtain entry level Information Technology certifications in addition to their degree. In addition, the curriculum provides a Business Administration minor so students are equipped to provide organizations with technology solutions that are related to their mission. Ultimately, the goal is for students to be ethically and technically well rounded, a technology specialist, and a liaison between business and technology.

MAJOR: (includes Business Administration minor)

Business Division Core Requirements

ACCT 213 Principles of Financial Accounting	3
ACCT 223 Principles of Managerial Accounting	3
MATH 243 Probability and Statistics ¹	3
BUSN 303 Business Ethics	3
BUSN 463 Strategic Management	3
BUSN 481 Interviewing Techniques	1
ECON 113 Macroeconomics ²	3
ECON 123 Microeconomics ²	3
ENGL 433 Business Writing	3
MGMT 303 Management Concepts and Practices	3
MRKT 313 Introduction to Marketing	3
Total Hours	31

¹Bachelor of Science Degree Requirement credit hours

²General Education Requirement credit hours

Technical Core Courses

BCIS 303 Information Technology Theory and Practice	3
ITBU 203 Introduction to Application Development	3
ITBU 213 IT Infrastructure	3
ITBU 313 Introduction to IT Security and Risk Management	3
ITBU 323 Enterprise Architecture	3
ITBU 333 System Analysis and Design	3
ITBU 353 Data and Information Management	3
ITBU 363 Business Intelligence	3
ITBU 473 Project Management	3
Total Hours	27

Concentration: Candidates should choose one area in which to specialize for a total of 12 hours.

General Concentration

Upper Division ITBU Elective Courses	9
Upper Division Business Division Elective Courses	3

Information Security and Assurance Concentration

ITBU 383 Application Security	3
ITBU 433 Organizational Security	3
ITBU 443 Risk Management: Threats and Counter Measures	3
ITBU 453 Audit and Control	3

Network Management Concentration

ITBU 343 Network Security	3
ITBU 373 Operating Systems	3
ITBU 463 Server based Networking	3
ITBU 483 Switching and Advanced Routing	3

Application Developer Concentration

ITBU 303 Intermediate Application Development	3
ITBU 403 Human-Centered Interaction/Web Design	3
ITBU 413 Advanced Application Development	3
ITBU 423 Database Application Development	3
Total Hours	12

Total Hours to Complete Major Requirements

70

- Students should pay careful attention to courses which are only offered once a year, or every other year (see course descriptions), so that graduation may occur in a timely manner.
- Students are encouraged to declare a second major before completing 60 hours.

MINOR: Information Technology (for all majors)

BCIS 303 Information Technology Theory and Practice	3
ITBU 203 Introduction to Application Development	3
ITBU 213 IT Infrastructure	3
ITBU 323 Enterprise Architecture	3
ITBU 333 System Analysis and Design	3
ITBU 353 Data and Information Management	3
ITBU 473 Project Management	3
Total Hours to Complete Minor Requirements	21

MANAGEMENT

Mission Statement: In accordance with the mission statement of Missouri Baptist University and the academic program, the Management discipline provides a broad-based curriculum preparing students for professional careers in management.

MAJOR: (includes Business Administration minor)

Business Division Core Requirements

ACCT 213 Principles of Financial Accounting	3 hrs
ACCT 223 Principles of Managerial Accounting	3 hrs
MATH 243 Probability and Statistics ¹	3 hrs
BCIS 303 Information Technology Theory and Practice	3 hrs
BUSN 303 Business Ethics	3 hrs
BUSN363 Financial Management	3 hrs
BUSN 413 Business Law I OR BUSN 423 Business Law II	3 hrs
BUSN 463 Strategic Management	3 hrs
BUSN 481 Interviewing Techniques	1 hrs
ECON 113 Macroeconomics ²	3 hrs
ECON 123 Microeconomics ²	3 hrs

ENGL 433 Business Writing	3 hrs
MGMT 303 Management Concepts and Practices	3 hrs
MGPS 403/503 ³ Organizational Behavior and Leadership	3 hrs
MRKT 313 Introduction to Marketing	3 hrs
Total	43hrs

¹Bachelor of Science Degree Requirement credit hours

²General Education Requirement credit hours

³See the catalog section on Senior Permission for information on earning graduate credit for this course.

Required Business (BUSN) course:

BUSN 403 Business in a Global Environment	3 hrs
Total	3 hrs

Required Management (MGMT) courses:

MGMT 353 Production and Operations Management	3 hrs
MGMT 363 Managing Organizational Change and Diversity	3 hrs
MGMT 433 Human Resource Management	3 hrs
Total	9 hrs

Electives (3 hours from the following):

BUIM 471-476 Business Internship in Management	1-6hrs
BUSN 111-421 Students in Free Enterprise (SIFE)	1-3hrs
BUSN 333 Leadership in Free Enterprise	3 hrs
BUSN 341A/B/C Leadership in Free Enterprise System	1-3hrs
BUSN 443 Advanced Financial Management	3 hrs
MGMT 323 Small Business Management	3 hrs
MGMT 443 Leadership Seminar	3 hrs
<i>(Must meet GPA requirements)</i>	
MRKT 363 Market Management	3 hrs
ENTR 303 Introduction to Entrepreneurship	3 hrs
ENTR 313 Entrepreneurial Marketing	3 hrs
ENTR 363 Entrepreneurial Finance	3 hrs
Total	3 hrs

Total Hours to Complete Major Requirements 58 hrs

- Students should pay careful attention to courses which are only offered once a year, or every other year (see course descriptions), so that graduation may occur in a timely manner.
- Students are encouraged to declare a second major before completing 60 hours.

MINOR: Management (for Business Division Majors)

Required Management (MGMT) courses:	9 hrs
MGMT 353 Production and Operations Management	3 hrs
MGMT 363 Managing Organizational Change and Diversity	3 hrs
MGMT 433 Human Resources Management	3 hrs

Electives (three courses from the following that have not been applied to another Business Division major or minor): 9 hrs

BUSN 333 Leadership in Free Enterprise	3 hrs
BUSN 403 Business in a Global Environment	3 hrs
MGMT 323 Small Business Management	3 hrs
MRKT 363 Market Management	3 hrs

Total Hours to Complete Minor Requirements 18 hrs

MINOR: Management (for Non-Business Majors)

Required courses:

BUSN 303 Business Ethics	3 hrs
MGMT 303 Management Concepts and Practices	3 hrs
MRKT 313 Introduction to Marketing	3 hrs

Electives (three courses from the following that have not been applied to another minor):

BUSN 333 Leadership in Free Enterprise	3 hrs
BUSN 403 Business in a Global Environment	3 hrs
MGMT 323 Small Business Management	3 hrs
MGMT 353 Production and Operations Management	3 hrs
MGMT 433 Human Resource Management	3 hrs
MGMT 363 Managing Organizational Change and Diversity	3 hrs
MGMT 443 Leadership Seminar	3 hrs

(Must meet GPA requirements)

MGPS 403/503 ¹ Organizational Behavior and Leadership	3 hrs
MRKT 363 Market Management	3 hrs

Total 18 hrs

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.



MARKETING

Mission Statement: In accordance with the mission statement of Missouri Baptist University and the academic program, the Marketing discipline provides a broad-based curriculum, preparing students for professional careers in marketing.

MAJOR: *(includes Business Administration minor)*

Business Division Core Requirements

ACCT 213 Principles of Financial Accounting	3 hrs
ACCT 223 Principles of Managerial Accounting	3 hrs
MATH 243 Probability and Statistics ¹	3 hrs
BCIS 303 Information Technology Theory and Practice	3 hrs
BUSN 303 Business Ethics	3 hrs
BUSN363 Financial Management	3 hrs
BUSN 413 Business Law I OR BUSN 423 Business Law II	3 hrs
BUSN 463 Strategic Management	3 hrs
BUSN 481 Interviewing Techniques	1 hrs
ECON 113 Macroeconomics ²	3 hrs
ECON 123 Microeconomics ²	3 hrs
ENGL 433 Business Writing	3 hrs
MGMT 303 Management Concepts and Practices	3 hrs
MGPS 403/503 ³ Organizational Behavior and Leadership	3 hrs
MRKT 313 Introduction to Marketing	3 hrs
Total	43hrs

¹Bachelor of Science Degree Requirement credit hours

²General Education Requirement credit hours

³See the catalog section on Senior Permission for information on earning graduate credit for this course.

Required Business (BUSN) course:

BUSN 403 Business in a Global Environment	3 hrs
Total	3 hrs

Required Marketing (MRKT) courses:

MRKT 363 Market Management	3 hrs
MRKT 373 Market Research	3 hrs
MRKT 383 Consumer Behavior	3 hrs
MRKT 403 International Marketing	3 hrs
Total	12 hrs

Electives (3 hours electives from the following):

BUSN 333 Leadership in Free Enterprise	3 hrs
BUSN 413 Business Law I OR BUSN 423 Business Law II	3 hrs
BUSN 443 Advanced Financial Management	3 hrs
BUIR 471-476 Business Internship in Marketing	1-6 hrs
COMR 373 Principles of Public Relations	3 hrs
ENTR 303 Introduction to Entrepreneurship	3 hrs
ENTR 313 Entrepreneurial Marketing	3 hrs
ENTR 363 Entrepreneurial Finance	3 hrs

Total Hours to Complete Major Requirements **58 hrs**

- Students should pay careful attention to courses which are only offered once a year, or every other year (see course descriptions), so that graduation may occur in a timely manner.
- Students are encouraged to declare a second major before completing 60 hours.

MINOR: *Marketing (for Business Division Majors)*

Required Marketing (MRKT) courses:	12 hrs
MRKT 363 Market Management	3 hrs
MRKT 373 Market Research	3 hrs
MRKT 383 Consumer Behavior	3 hrs
MRKT 403 International Marketing	3 hrs

Electives (one course from the following that has not been applied to another Business Division major or minor) **3**

BUSN 403 Business in a Global Environment	3 hrs
COMR 373 Principles of Public Relations	3 hrs

Total Hours to Complete Minor Requirements **15 hrs**

MINOR: *Marketing (for Non-Business Division Majors)*

Required courses:

BUSN 303 Business Ethics	3 hrs
MGMT 303 Management Concepts and Practices	3 hrs
MRKT 313 Introduction to Marketing	3 hrs
MRKT 363 Market Management	3 hrs
MRKT 373 Market Research	3 hrs

Electives (three hours from the following):

MRKT 383 Consumer Behavior	3 hrs
MRKT 403 International Marketing	3 hrs

Total **18 hrs**

COURSE DESCRIPTIONS

Business Division course descriptions are listed as follows in the Course Description Section of this catalog:

ACCT Courses.....	192
BCIS Courses	193
BCSC Courses	194
BUIA Courses	197
BUIB Courses	198
BUIC Courses	198
BUIM Courses	198
BUIR Courses	198
BUMU Courses.....	198
BUSN Courses	198
ECON Courses	208
ENTR Courses	221
HCMG Courses.....	224
ITBU Courses	230
MGMT Courses	235
MGPS Courses	236
MRKT Courses	236



DIVISION OF EDUCATION

FACULTY:

Melanie Bishop, Ed.D., Associate Professor of Education; Dean – Education Division

***Carol Austin**, Ph.D., Professor of Counseling and Human Services

Mary Ann Bouas, M.Ed., Instructor of Education; Education Division Scheduling Coordinator & Undergraduate Advisor

Vincent Boyd, Ph.D., Associate Professor of Higher Education in Community College Leadership

Ronald Brandly, Ed.D., Associate Professor of Education

Erica Bumpers, Ph.D., Associate Professor of Education; Director of Field Experiences

Jim Chelley, M.A., Assistant Professor of Education; Site Coordinator, MBU in Arnold Regional Learning Center

****Emily Christensen**, Ed.D., Assistant Professor of Natural Sciences

***Mary Ann Conaway**, Ph.D., Professor of Counseling and Education; Director of Counselor Education

Timothy Delicath, Ph.D., Associate Professor of Educational Research

Diane Denney, Ph.D., Professor of Education

Mark D. Engelhardt, Ph.D., Professor of Education; Education Site Coordinator, MBU-Troy/Wentzville Regional Learning Center

Amber Henry, Ed.D., Associate Professor of Education; Dean, Jefferson County and Mineral Area Regional Learning Centers

Ed Hillhouse, Ed.D., Professor of Education; Associate Dean of Graduate Studies

Carl Holschen, Ed.D., Associate Professor of Education, Director of Teacher Education

Douglas T. Morris, Ed.D., Professor of Education

Alicia Noddings, Ph.D., Assistant Professor

Lowell Pitzer, M.A., Assistant Professor of Education

Laura Rauscher, Ph.D., Assistant Professor of Education and Counseling

Larry Richardson, M.S.E., Instructor of Human Services and Counseling; Coordinator for Graduate Advising

Judith A. Scott, Ph.D., Associate Professor of Education

Shelton Smith, Ed.D., Associate Professor of Education;

Director of Educational Administration Programs; Dean, MBU in Pacific and MBU in Union Regional Learning Centers

*****Thomas M. Smith**, Ed.D., Associate Professor of Education/Health and Sport Sciences; Director of Athletics

***C. Scully Stikes**, Ph.D., Professor of Counseling and Sociology
Marsha Tierney, M.S., Assistant Professor of Education; Site Coordinator, MBU in Union Regional Learning Center

***C. Clark Triplett**, Ph.D., Professor of Psychology and Sociology; Vice President for Graduate Studies and Academic Program Review; Acting Director of the Doctor of Education Program

***Van A. Vaughn**, Ph.D., Professor of Counseling and Education

*Also listed under the Social and Behavioral Sciences Division

**Also listed under Natural Sciences Division

***Also listed under Health and Sport Sciences Division

MISSION STATEMENT: The Education Division at Missouri Baptist University seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society.

This means more than simply valuing human diversity; it includes an imperative to promote equity and social justice and to intentionally prepare candidates to develop the knowledge bases, interpersonal skills and dispositions for serving diverse populations. Preparing candidates to become agents of social change is consistent with the Christian perspective and is reflected not only in the classroom, but also in field experiences in diverse settings. Based on its mission, the unit has undertaken the task of ensuring each candidate has experiences in schools with students from varied socioeconomic backgrounds, varied racial and ethnic groups, English language learners, and exceptional learners.

The following eight standards serve as the guiding principles by which MBU's educator preparation programs are measured:

Missouri Baptist University prepares licensure candidates who:

1. Consistently demonstrate the content, pedagogical, and pedagogical content knowledge necessary to facilitate learning for all students, and to demonstrate the knowledge

skills, competencies, and dispositions defined as appropriate to their area of responsibility.

2. Analyze and reflect on their practice using a variety of assessment strategies, including action research and are committed to continued professional development.
3. Observe and practice solutions to problems of practice in diverse clinical settings and with diverse PK-Grade 12 student populations.
4. Use their self-awareness and knowledge of diversity to create learning environments that support their belief that through active hands-and-mind-on learning, all students can learn challenging curricula.
5. Demonstrate and promote the strategic use of technology to enhance learning and professional practice.
6. Support schools, students, and community through leadership, service, and personal involvement.
7. Develop effective and supportive relationships that enhance communication among students, parents, and colleagues to facilitate learning.
8. Exhibit empathy for and sensitivity to students and colleagues.
9. Actively practice the profession's ethical standards.

3. The development of critical thinking and effective problem-solving skills through a variety of traditional technologically-based experiences;
4. The application of experiential and research-based theories into the pedagogical process.

This program fosters in students a reflective and problem-solving heuristic (model) so that Missouri Baptist University graduates are able to make informed decisions as professional educators. The program consists of a planned integrated system (pattern) of coursework and authentic learning (field) experiences designed to enable the student to acquire a strong knowledge base and core of subject competencies, as well as to develop constructive social and personal attitudes to serve as a reflective professional in the education field. To that end, all students seeking state certification within the Education Division at Missouri Baptist University are expected to know and to be able to demonstrate their competency.

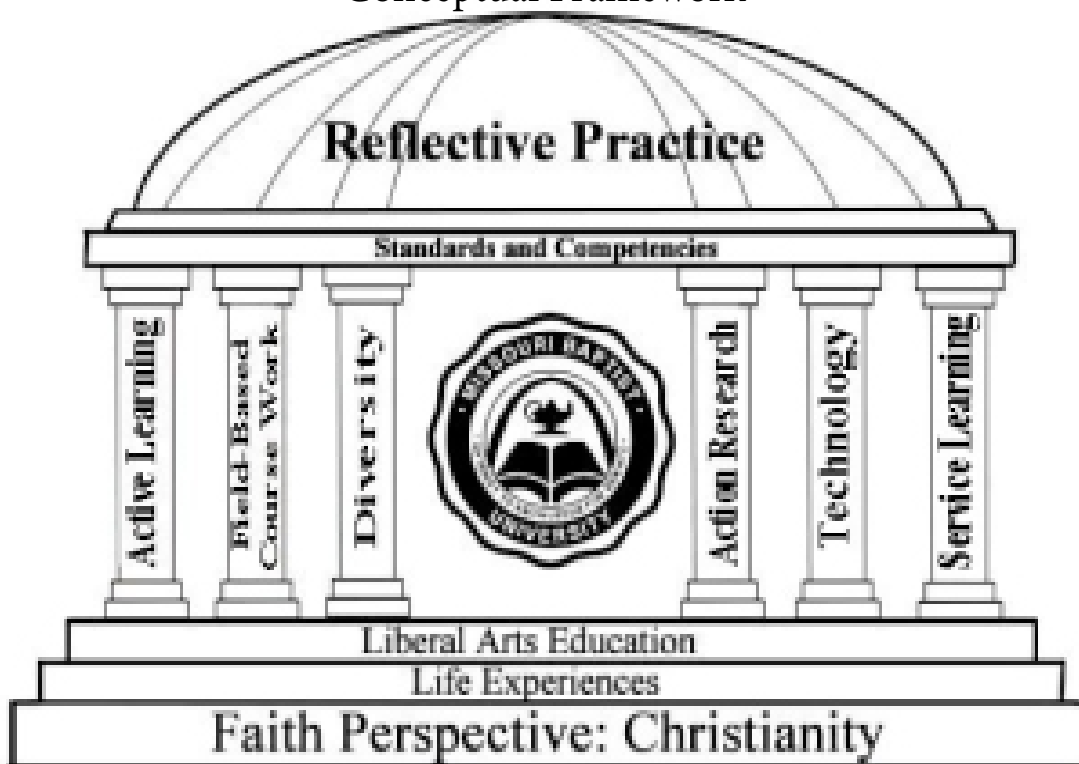
Those seeking initial certification to teach must demonstrate their competency in nine (9) standards as adopted by the Missouri State Board of Education as a part of the Missouri Standards for the Preparation of Educators (Mo-SPE).

Drawing from a rich combination of broad-based experiences and academic preparation, the professional education faculty seeks to facilitate in each student:

1. The development of an educational posture which is child-centered, experientially and authentically based, and consistent with a Christian perspective;
2. The enhanced awareness of Christian moral and ethical responsibilities relative to education in a diverse and changing society;

1. Content Knowledge Aligned with Appropriate Instruction
2. Student Learning, Growth and Development
3. Curriculum Implementation
4. Critical Thinking
5. Positive Classroom Environment
6. Effective Communication
7. Student Assessment and Data Analysis
8. Professionalism.
9. Professional Collaboration

Conceptual Framework



Certification Options Available

Certification	Subject Area	Concentration/ Endorsement	Grade Level	Undergraduate	Graduate	Added Endorsement
Early Childhood (PK-3)			Birth-Grade 3	X	X	
Elementary (1-6)			1-6	X	X	
Middle School (5-9)	Business Education		5-9	X	X	
	Language Arts		5-9	X	X	
	Social Studies		5-9	X	X	
	Mathematics		5-9	X	X	
	Science		5-9	X	X	
	Speech/Theatre		5-9	X	X	
Subject Certificates	Biology		9-12	*	X	
	Business Education		9-12	X	X	
	Chemistry		9-12	*	X	
	Driver Education ¹		9-12	X	X	X
	English		9-12	X	X	
	General Science		9-12	*	X	
	Health		9-12	X	X	
	Mathematics		9-12	X	X	
	Social Studies		9-12	X	X	
	Speech/Theatre		9-12	X	X	
	Unified Science	Biology	9-12	X	X	
		Chemistry	9-12	X	X	
	Physical Education		9-12	X	X	
			K-12	X	X	
	Music	Vocal	K-12	X	X	
		Instrumental	K-12	X	X	
		Vocal/Instrumental	K-12	X	X	
Other Areas of Certification	Library Media Specialist ²		K-12		X	
	Gifted Education ³		K-12		X	X
	Special Reading ³		K-12		X	X
Special Education	Early Childhood ⁴		Birth-Grade 3	X	X	X
	Cross-Categorical Disabilities ⁵	Mild/Moderate	K-12	X	X	X ⁵
Student Services	Counselor (non-certification)		K-12		X	
	Counselor		K-12		X	
	Counselor		K-8		X	
	Counselor		7-12		X	
	Psychological Examiner ⁶		K-12		X	X
Administration	Elementary Principal ⁷		K-8		X	
	Middle School Principal ⁷		5-9		X	X
	Secondary Principal ⁷		9-12		X	
	Special Education Director ⁸		K-12		X	X
	Superintendent ⁹		K-12		X	

* Post-baccalaureate certification-only

¹ Teacher must be certificated in another elementary, middle school, or secondary teaching field.

² Library Media Specialist is available as a stand-alone certification at the graduate level; students may pursue this certification in conjunction with the Master of Arts in Teaching or for certification only. Students already certified in another area may add a Library Media Specialist endorsement.

³ A valid Missouri teacher's certificate in another elementary, middle, or secondary teaching field and two (2) years of classroom teaching experience are required.

⁴ Offered only as an added endorsement with Early Childhood Certification

⁵ Offered only as an added endorsement with another elementary, middle, or secondary teaching field (Elementary Certification recommended) for undergraduate degree-seeking students; post-baccalaureate students may pursue as a stand-alone certification.

⁶ A valid Missouri teacher's certificate or student services certificate is required.

⁷ A valid Missouri teacher's certificate plus two (2) years of classroom teaching experience are required.

⁸ Certification in special education or student services, a Master of Educational Administration degree, and a minimum of two (2) years teaching experience in special education or student services are required.

⁹ A minimum of one (1) year of experience as a building- or district-level administrator at a public or accredited non-public school is required.

Programs Offered:

The academic degree plans offered by the Education Division, with the exception of Child Development and General Studies in Learning, are designed to meet Missouri State Teacher Certification requirements. The Child Development major is intended for those individuals who desire to work in settings not requiring state teacher certification, such as daycare centers and preschools. General Studies in Learning is available for students who are not in a position to complete certification but are otherwise ready to graduate.

The Missouri Baptist University Teacher Education Program prepares professional educators for certification in both public and private educational settings at the following levels:

Early Childhood	Birth-Grade 3
Early Childhood Special Education*	Birth-Grade 3
Elementary	Grades 1-6
Middle School	Grades 5-9
Secondary	Grades 9-12
Special Education: Cross-Categorical Disabilities Mild to Moderate	Kindergarten-Grade 12
Driver Education*	Grades 9-12
Library Media Specialist	Kindergarten-Grade 12
Gifted Education	Kindergarten-Grade 12
Special Reading*	Kindergarten-Grade 12

*Endorsements requiring initial certification in another field

At the middle school level, certification is offered in the following areas of concentration: Business Education, Language Arts, Mathematics, Science, Social Science, and Speech/Theatre. At the secondary level, certification is offered in Business Education, English, Health (9-12), Mathematics, Music (vocal, instrumental, and vocal/instrumental, K-12), Physical Education (K-12 and 9-12), Social Science, Speech/Theatre, and Unified Science with an endorsement in either Biology or Chemistry. For students already holding a baccalaureate degree, certification-only programs are available in Biology, Chemistry, and General Science (9-12). Library Media Specialist certification is available at the graduate-level only, either as a stand-alone K-12 certification, or as an endorsement, which requires Missouri certification in another field. Endorsements are also offered for Cross-Categorical Disabilities, Driver Education, Early Childhood Special Education, Gifted Education (graduate only), and Special Reading (graduate only), which require Missouri certification in another field. Gifted Education and Special Reading also require two years of teaching experience. Cross-categorical Disabilities is available as a stand-alone certification for post-baccalaureate students.

Missouri Educator Gateway Assessments (MEGA)

The Missouri Educator Gateway Assessments (MEGA) are a part of the Missouri Standards for the Preparation of Educators (Mo-SPE) Standard 2 – Design and Assessment. MEGA has three objectives in identifying the right educators, evincing

knowledge of content, and demonstrating a positive impact on student growth. The Missouri Department of Elementary and Secondary Education (DESE) will be implementing MEGA in stages beginning in 2013-2014 through 2015-2016. **Students will be required to complete any new assessments that are implemented during the course of their certification program as required by DESE.** Visit the MEGA website for more information: <http://www.mo.nesinc.com/Home.aspx>.

Starting with the FA-13 semester, all students beginning a certification program at any level – teacher, library media specialist, school counselor, principal, or superintendent – will be required to complete the Missouri Educator Profile (MEP). Students who are seeking teacher certification will also complete a follow-up MEP the semester prior to student teaching. The Missouri General Education Assessment (MoGEA) replaces C-BASE as the general education entry examination in September 2013. Students who have previously passed all sections of C-BASE may be admitted to the MBU Teacher Education Program without having to pass MoGEA. Students who have passed some but not all sections of C-BASE prior to September 2013 will have until December 2013 to pass the remaining sections or else they will need to pass MoGEA.

Also in FA-13, the university will be participating in the pilot for the exit Missouri Pre-Service Teacher Assessment (MoPTA) which will be administered beginning in 2014-2015 starting with fall semester student teachers.

New content assessments to replace Praxis will be in place for 2014-2015.

Teacher Education Admission Procedures:

All candidates for Missouri State Teacher Certification must be formally admitted into the Teacher Education program at Missouri Baptist University. This process should begin with a completed admission packet prior to the completion of EDUC 213 Foundational Perspectives of Education, or prior to the completion of EDUC 303 Methods of Teaching for those students who have transferred a course equivalent to EDUC 213 or who take EDUC 213 online. No student will be allowed to student teach unless he or she has been formally admitted into the Teacher Education program.

The Teacher Education Admission Packet includes the Teacher Education Program Release/Waiver Form, Application for Admission to the Teacher Education Program, Self-Assessment of Diversity Proficiencies (Admission), and Acknowledgment Form, along with submission of a current resume,* educational philosophy,* autobiographical sketch,* three letters of recommendation (one of which must be from a Missouri Baptist University faculty member), ACT or SAT scores, Missouri Educator Profile for teachers (MEP), and general education assessment scores. The required general education assessment is changing September 1, 2013, from College Basic Academic Subjects Examination (C-BASE) to the new Missouri General Education Assessment (MoGEA). Students who have not successfully passed all subtests of C-BASE as of December 31, 2013, will be required to pass MoGEA for admission to

the Teacher Education Program. **It must be noted that no undergraduate *degree-seeking* candidate will be admitted into the Teacher Education program and/or be allowed to student teach without passing all sections of the required general education assessment.** **** *Post-baccalaureate* students seeking initial certification, whether at the graduate- or undergraduate-level, are exempt from the general education assessment requirement.**

Undergraduate students may take the following 17 credit hours prior to completing the process for admission to the Teacher Education Program:

EDCL 211	Teaching Field Experience I
EDUC 210	Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 213	Foundational Perspectives of Education
EDUC 301	Professional Growth and Development I
EDUC 303	Methods of Teaching
EDUC 373	Technology and Instructional Media
EDPS 383	Psychology of Teaching and Learning
PSYC 313	Human Growth and Development OR PSYC 333 Child Psychology AND/OR PSYC 343 Adolescent Psychology (as appropriate for the grade-level at which certification is being sought)

Graduate students may take the following 17 credit hours prior to completing the process for admission to the Teacher Education Program:

EDCL 211	Teaching Field Experience I
EDUC 210	Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 213	Foundational Perspectives of Education
EDUC 301	Professional Growth and Development I
EDUC 303	Methods of Teaching
EDPS 383	Psychology of Teaching and Learning
EDUC 573	Applications of Technology
PSYC 553	Advanced Human Development

****Undergraduate *degree-seeking* students who have not passed all sections of the required general education assessment but who have submitted all materials required for admission listed above, and who have passed at least two sections of the required general education assessment, may be permitted to continue taking education courses at the 400-level provided they have registered for the next available exam date and have submitted a written request for permission to continue to the Dean of the Education Division. Students who fail to pass all remaining sections of the required general education assessment the second time must register for tutoring and for the next available exam date, again requesting permission to continue in writing to the Dean of the Education Division. Students who fail any section(s) a third time cannot enroll for any additional education coursework until all sections of have been passed.**

BACKGROUND CHECKS FOR FIELD EXPERIENCE AND STUDENT TEACHING PLACEMENT

A completed background check is required by most school districts prior to beginning observations in all field experiences* and for student teaching. A new background check is required each semester. All students participating in a field experience

or student teaching are required to request a background check through the Family Care Safety Registry of the Department of Health and Senior Services.

FAMILY CARE SAFETY REGISTRY

Missouri's Family Care Safety Registry (FCSR) was established by law to promote family and community safety. The registry helps to protect children, seniors, and the disabled by providing access to background information. Background information consists of Missouri data only and is accessed through the following state agencies:

- State criminal background records maintained by the Missouri State Highway Patrol
- Sex Offender Registry information maintained by the Missouri State Highway Patrol
- Child abuse/neglect records maintained by the Missouri Department of Social Services
- The Employee Disqualification List maintained by the Missouri Department of Health and Senior Services
- The Employee Disqualification Registry maintained by the Missouri Department of Mental Health
- Child-care facility licensing records maintained by the Missouri Department of Health and Senior Services
- Foster parent licensing records maintained by the Missouri Department of Social Services

The DHSS provides convenient registration via the internet at <http://health.mo.gov/safety/fcsr/>.

First-time registrants:

1. Upon entering the DHSS website, click the "Register Online" link and follow all instructions. A social security number and valid credit or debit card are required. "Under Type of Worker," click on "Voluntary."
2. The registration cost of \$10 is the responsibility of the student requesting the background check. Debit and credit cards are the forms of payment accepted. There is a \$1.00 processing fee.
3. Students will receive a letter in the mail from the DHSS stating that their background check came back clear or not.
4. It is the students' responsibility to make a photocopy of the background check and submit the photocopy to the Teacher Education Office to be placed in their Teacher Education file.
5. This mailed notification should be taken to the school where the student is observing.

If you are already registered:

1. A person needs to register only one time. Click on the link, "Is A Person Already Registered?" and type in the Social Security number to verify that a person is registered with the Family Care Safety Registry.
2. Requests for updated background screenings may be made by phone using the toll-free access line, 1-866-422-6872, between 7:00 a.m. and 5:00 p.m., Monday through Friday.

***To expedite placement, all students should complete the background check process before the start of the semester in which they will be participating in a field experience or at the time of the student teaching interview.** If you have any questions related to background checks for student teaching, please contact Angela McGowan at 314-744-5323 or email mcgowan@mobap.

edu. If the background check is required for Field Experience I or II, please contact Vanessa Hathaway at 314-744-5339 or hathawayv@mobap.edu. If the background check is required for a course other than field experience or student teaching, please contact the instructor for that course.

BACKGROUND CHECKS FOR CERTIFICATION

An FBI background check must be completed before the state of Missouri will issue a professional teaching certificate.

To complete a criminal history check and clearance, you will need to schedule an appointment with 3M/Cogent. You must first register with the Missouri Automated Criminal History Site (MACHS). MACHS is located at: www.machs.mo.gov. If you do not have access to the Internet you may contact 3M/Cogent directly at 1-877-862-2425 to have a Fingerprint Services Representative conduct this registration on your behalf. The four-digit registration number that you will need to use for DESE is 2300. (This replaces the old ORI and OCA numbers that were previously required.) An expanded number of fingerprint services sites and expanded hours of operation to include evening and weekend hours will be available.

Fingerprints captured electronically are more accurate and the results can be expected within three weeks. The cost of electronic fingerprinting with 3M/Cogent is \$44.80. The results of the criminal history check and clearance are valid for one year after the clearance date posted on the DESE website. You can find more information on the fingerprint process at the following website: <http://www.dese.mo.gov/eq/cert/eq-cert-fingerprint-background.htm>.

Questions may also be addressed to DESE Conduct and Investigations at 573-522-8315 or 573-522-8761.

You will be responsible for the background check; DESE will not process the request for certification until the results of the Background Check are received. Although DESE anticipates the turn-around time will be three weeks from the time the fingerprints are captured, we recommend that, if you have already passed Praxis, you submit your background check prior to the end of your student teaching. If you have not yet passed Praxis, wait to do your background check until you have passed, since the background clearance is only effective for one year.

STUDENT TEACHER PLACEMENT PRACTICES

Missouri Baptist University is proud to be accredited by the National Council for Accreditation of Teacher Education (NCATE) and the MO Department of Elementary and Secondary Education (DESE). In order to maintain these accreditations, which are beneficial to our students, MBU must maintain consistent practices with regard to placement of student teachers. Students requesting student teacher placement through Missouri Baptist University are hereby advised of the following student teacher placement practices. Your understanding of and adherence to these practices will enhance the placement process for the student, the school districts, and the Education Division staff responsible for securing the placements.

1. Preparation for Student Teaching begins long before students ever reach the “student teaching” semester. Students should be aware that school district administrators carefully review students’ transcripts and philosophies of education as part of the placement process. A few school districts now have a minimum GPA requirement of 3.0-3.5 for student teaching candidates. Students’ requests for student teacher placement have been denied as a result of even just a few D’s and F’s on their transcripts, even when those courses were repeated and/or if they did not apply to the students’ education major. Students are highly encouraged to be responsible for maintaining academic excellence in all coursework. Students who think that they may be struggling in a class to the point of making a D or an F are encouraged to consult with their advisor and financial aid counselor about withdrawing from the class rather than to suffer the consequences of a poor grade on their transcripts, and to take the course at another time when more effort can be devoted to the class. This is especially important for professional education, field experience, and major content area requirements (for middle/secondary majors).
2. Missouri Baptist University strongly believes that the student teaching experience is vital to the student’s authentic preparation for professional practice; therefore, students must be able to commit to student teaching for an entire school day, Monday-Friday, for at least 8 weeks at a time. While most students will complete their entire 16 weeks of student teaching in one semester, students do have the option to split their student teaching into two 8 week sessions split between semesters, but must commit to being at the site for the entire school day for the length of the assignment. ***Effective with the 2014-2105 academic year, students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach twelve weeks at one level or content area and four weeks at the other at a level or content area as approved by the Dean of Education or Director of Field Experiences.*** In addition, students are expected to attend Student Teaching Seminar concurrently in the semester in which they will be student teaching. Students are NOT excused from Student Teaching Seminar due to contractual obligations with a school district or due to work schedules. Student Teaching Seminar is also NOT offered via “directed study.” Therefore, students should not request permission to meet with the instructor individually at an alternate time. Students with contractual obligations in a school district will need to either make arrangements with the school district to leave early, if necessary, on class dates, or may need to consider taking the class at a campus that offers the class at a later time during the day.
3. Students must be fully admitted to the Teacher Education Program (including submitting and having approval for all required documents for the Teacher Education Admission Packet, passing scores on all sections of the required general education assessment (undergraduate degree-seeking students only), minimum 2.75 cumulative GPA (or higher for those districts which require a higher cumulative GPA for student teacher placement), both interviews completed, and all probationary statuses from interviews cleared) **by July 31 for**

Fall placements and by November 30 for Spring placements. Failure to be fully approved for student teaching by these dates will result in the student's application for student teaching being moved to the following semester, which may delay the student's graduation date, and/or eligibility for teacher certification. These deadlines are crucial to give the Education staff appropriate time to request and confirm student teacher placements for students. For optimal placements, students are encouraged to complete all requirements to be approved for student teaching as early as possible in the semester prior to student teaching, as many districts reach their capacity for student teacher requests by mid-semester. **Please be aware that GPA requirements are changing. Students entering MBU beginning with the FA-13 semester must have an overall cumulative GPA of 2.75 as well as a content area GPA of 3.00 and a professional education GPA of 3.00 (with no grades below a "C" in professional education or content area requirements) in order to be fully admitted and placed for student teaching. Students admitted under the previous 2.5 GPA requirement who do not complete certification requirements prior to SP-17 will be held to the new, higher GPA standard.**

4. Students must complete Field Experience I and Field Experience II in two different districts. Students must also complete their student teaching in two different school districts and two different grade levels. Students may complete only ONE 8 week term of their student teaching in the same district where they previously completed Field Experience I or II, and must complete their student teaching in a different building than their Field Experience I or II placement. Students will be placed in the most highly diverse settings possible, and should carefully plan Field Experience and Student Teaching assignments accordingly. Students will not be permitted to complete all of their Field Experience/Student Teaching in the same district due to their children's enrollment in that district or non-academic contractual employment in that district (such as coaching, before or after-school employment, bus driving duties, etc.). Students should consider these obligations and make preparations as needed well in advance of applying for student teaching, so that they are prepared for the various "life" adjustments that may be required during their student teaching experience. Students may ONLY complete all of their student teaching in the same district if they are employed by the district as a paraprofessional or on a Temporary Authorization or Provisional Certificate. In these cases, the student will be responsible for demonstrating sufficient experiences working with diverse populations. In rare cases, the Education office may approve a student to complete his/her student teaching in the same district and/or same classroom ONLY if all other attempts to place the student in another district have failed. In such cases, the Education office will first examine the diverse experiences the student has already accumulated to determine if the student has had sufficient opportunities to work with diverse populations. Therefore, it is vital that students carefully plan all Field Experiences prior to student teaching, both formal (Field Experience I and II) and informal (those field experiences embedded in another class), to include diverse populations so that alternative accommodations can be considered, if necessary, during student teaching.

5. Placement requests will be submitted to only ONE district at a time (per each 8 week assignment). Students should be aware that a verbal "approval" from a potential cooperating teacher for placement does not guarantee official approval of the placement from the principal or district central office. The Education Office is responsible for contacting the appropriate district personnel in writing to officially request student teacher placements. Due to the busy schedules of school administrators who partner with Missouri Baptist University in student teacher placements, it can take a MINIMUM of three to four weeks to confirm a single placement. If a district is not able to place a student teacher, the process begins all over again with a new district, thereby once again, extending the time it may take to confirm a placement. Students will be notified via email and/or regular mail when a placement has been confirmed. Once students have been informed of their confirmed placement(s), they are expected to contact the cooperating teacher and building principal as soon as possible, well in advance of the start date, to get acquainted and to begin making any preparations (at the cooperating teacher's discretion) for the student teaching experience.

6. Once the Education Office has submitted a student teaching request to a district, requests from students to make a change to their placement may not be considered until/unless the original district indicates that they are not able to accommodate the request. Once a placement is confirmed, requests from students to make a change to their placement will not be considered, except in very rare circumstances, which will be reviewed on a case-by-case basis. If students encounter unforeseen circumstances which they believe will prevent them from fulfilling their student teaching in the district assigned, they have the option to choose to withdraw from student teaching. However, that does not constitute a necessity for the Education Division to reassign the student to another district in that same semester. Voluntary, self-imposed withdrawal or dismissal by the school district from a student teaching placement may result in the student's forfeiture of eligibility to complete student teaching in that semester, and may require that the student reapply for student teaching in a subsequent semester, if more adequate time is needed to devote to securing a new placement for the student. All requests for reassignment must be discussed in person with the Director of Field Experiences before any further action regarding reassignment will be taken. Please note that proximity of the placement to the student's home/daycare provider is NOT considered a valid reason for withdrawal from a confirmed placement. While the Education Division staff will make every effort to place students as close to their residences/daycare facilities/children's schools as possible, due to shortages in districts with available openings for student teachers, it is not always possible to place students in neighboring school districts. Students should be prepared to travel up to 30-45 minutes to and from student teaching.

7. All students are REQUIRED to attend Student Teaching Orientation held on the Main Campus (usually one to two weeks prior to the start of student teaching) prior to beginning their student teaching. Letters are mailed to students approximately one month prior to the Student Teaching Orientation date informing students of the date, time, and

location of the meeting. Students who cannot attend the established orientation, should notify the Director of Field Experiences as soon as possible and will be required to attend a make-up orientation, scheduled by the Director of Field Experiences, before they may begin student teaching. Failure to attend the initial orientation meeting may result in the student having to delay the start date of his/her student teaching; therefore, extending the ending date (which may occur after the semester officially concludes and/or graduation). Student Teacher Orientation (one day seminar) should NOT be confused with Student Teaching Seminar (full-semester class). Attendance at both is required.

Missouri Baptist University is committed to providing pre-service students with a quality student teaching experience and desires to make the placement process as smooth as possible for all parties involved. Please understand that we strive to maintain positive relationships with the partnering school districts and value their time, effort, and hospitality involved in this process as well. It is only through their cooperation that student teaching is possible. These practices are as much to respect the school districts' needs for timely requests and quality candidates as they are to accommodate the needs of our students. If you should have any questions regarding student teaching and/or the placement process, please feel free to contact the Director of Field Experiences. We desire for all of our student teachers to be successful, and that begins with mutual collaboration in the placement process to ensure quality placements for all of our students.

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Dean of Education or the Teacher Certification Coordinator at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.



INTERNATIONAL STUDENT TEACHING AND FIELD EXPERIENCE OPPORTUNITIES

The Missouri Baptist University Education Division is partnering with EducatorsAbroad Student Teaching (EAST) to offer prospective teachers the opportunity to develop their teaching abilities and expand their cultural awareness by completing part of their student teaching requirements in a cultural setting different from their own. EAST is open to students, who are fluent in English, from all teacher education institutions. Students planning to student teach in the Spring semester (January, February, and March) must be fully admitted to the Teacher Education Program and have completed their student teaching interview by no later than August (prior to the start of the preceding Fall semester). Applications are due by October 15th. Students planning to student teach in the Fall semester (August, September, and October) must be fully admitted and have completed their student teaching interview by no later than December (prior to the start of the preceding Spring semester). Applications are due by March 15th. Students must have successfully completed EDCL 411/511 Teaching Field Experience II in order to be considered for international placement for student teaching.

Students planning on completing EDCL 411/511 Teaching Field Experience II in the Summer (May, June, July), must also be fully admitted to the Teacher Education Program by no later than December (prior to the start of the preceding Spring semester). Applications are due March 15. Students must have successfully completed EDCL 211 Teaching Field Experience I, or transferred in an equivalent course, in order to be considered for international placement for Field Experience II.

Student teachers will complete ten weeks abroad and then return for the remaining eight weeks in a local placement. The field experience placements range from three to four weeks.

Only admitted students may begin the application process for international student teaching or field experience placement. Completed applications must include criminal background check, autobiography, transcript, letters of recommendation, placement fee, and other required materials. Applications received after the above dates will be accepted if host schools are available in the country requested. Early applications are welcomed. In general the placement process will not begin until three to four months prior to the proposed start date. Reminder: Travel arrangements should NOT be made until placement and start and end dates are confirmed by a host school.

For additional information, or to begin the application process, contact the Office of Study Abroad at 314-392-3112. Application materials may be downloaded from the EducatorsAbroad website at <http://www.educatorsabroad.org/>.

Curricular Practical Training (CPT)

In order for F-1 international students to participate in any off-campus field experience, internship, practicum, or sponsored research, they must apply for CPT (Curricular Practical Training) through the Office of International Student Services. This includes courses with embedded field experiences that are interactive rather than merely observational in nature. Students enrolled in courses qualifying under the CPT guidelines must complete

a CPT Application Form with their advisor and submit it to the Office of International Student Services. A list of courses offered by the Education Division identified as requiring the CPT Application Form is listed below. Since requirements are subject to change, students should consult with their advisor and the Director of International Student Services if there is any question whether a course might meet the criteria for CPT. This list should not be considered exhaustive.

DEPT	Course #	Course Title
ECCL	111	Pre-K Field Experience
ECCL	121	Infant/Toddler Field Experience
ECCL	466	Working with the Preschool Child
ECCL	473-476 483-486 573-576 583-586	Student Teaching: Early Childhood
ECED	353	Curriculum, Methods, and Materials of Early Childhood Education
ECED	363	Family and Community Resources in Early Childhood Education
ECSP	403/503	Introduction to Early Childhood Special Education: Seminar and Field Experience
ECSP	413/513	Teaching Young Children with Disabilities: Seminar and Field Experience
ECSP	473-476 483-486 573-576 583-586	Student Teaching: Early Childhood Special Education
EDCL	211	Teaching Field Experience I
EDCL	411/511	Teaching Field Experience II
EDCL	451-456	Pre-Service Teaching Internship
EDDR	403/503	Driver Education I: Introduction to Safety Education
EDDR	413/513	Driver Education II: Organization
EDDR	433/533	Driver Education III: Instruction
EDDR	443/543	Driver Education IV: Developing Operational Skills
EDGT	583	Practicum in Gifted and Talented Education
EDEN	453/553	Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience
EDMS	463/563	Middle School: Curriculum, Instruction, and Field Experience
EDPS	573	Intelligence Testing
EDPS	583	Psychological Examiner Internship
EDRD	423/523	Integration of Literacy in the Content Areas
EDRD	433/533	Foundations of Literacy Instruction for PK-6: Seminar and Field Experience
EDRD	443/543	Analysis and Correction of Reading Disabilities
EDRD	453/553	Foundations of Literacy Instruction for Grades 5-12: Seminar and Field Experience
EDRD	573	Advanced Elementary Reading Disorders Practicum
EDRD	583	Advanced Secondary Reading Disorders Practicum

DEPT	Course #	Course Title
EDSP	434/534	Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience
EDSP	453/553	Teaching Remedial Math K-12: Seminar and Field Experience
EDSP	473-476 483-486 573-576 583-586	Student Teaching: Special Education Cross-Categorical Disabilities
EDSP	573	Cross-Categorical Disabilities Practicum
EDUC	673	Teachers as Leaders and Field Experience
ELAD	533	The Role of Educational Administrator as Supervisor-Elementary: Seminar and Field Experience
ELAD	573	Internship in Diverse Settings and Portfolio-Elementary
ELCL	473-476 483-486 573-576 583-586	Student Teaching: Elementary
ELPS	563	Counseling Practicum
ELPS	583	Internship in Elementary School Counseling
ELPS	572/573/574	Counseling Licensure Internship
EMCL	473-476 483-486 573-576 583-586	Student Teaching: Middle School
ESAD	533	The Role of Educational Administrator as Supervisor-Secondary: Seminar and Field Experience
ESAD	573	Internship in Diverse Settings and Portfolio-Secondary
ESCL	473-476 483-486 573-576 583-586	Student Teaching: Secondary School
ESPS	583	Internship in Secondary School Counseling
GRED	563	School Improvement Project
GRED	673	Professional Portfolio and Field Experience
HUSR	543	Personality Assessment of Children, Adolescents, and Adults
LBCL	582	Library Practicum
LBCL	573-576 583-586	Student Teaching: Library Media Specialist

GENERAL CERTIFICATION

REQUIREMENTS:

- A. A baccalaureate degree from a college or university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education (DESE) or from a college or university having a teacher education program approved by the state education agency in states other than Missouri;¹
- B. Must have recommendation of designated official for teacher education in the college or university;
- C. Must have an overall cumulative GPA of 2.75 as well as content area and professional education GPA's of 3.00 (with no grades below a "C" in professional education or content area requirements);
- D. Must complete the Praxis II content knowledge or specialty area test designated by the State Board of Education with a score equal to or greater than the Missouri qualifying score*;
- E. Completion of professional requirements, as determined by the recommending college or university, which may exceed the minimum requirements established by DESE; and
- F. Individuals who are not U.S. citizens must complete coursework in the following:
 1. English Composition, two (2) courses, each a minimum of two (2) semester hours;
 2. U.S. History, three (3) semester hours; and
 3. U.S. Government, three (3) semester hours.

**Please be aware that DESE will be changing the exit assessment requirements effective in the 2014-2015 academic year.*

In addition, DESE requires that each undergraduate applicant for formal admission to an approved professional education program demonstrate basic educational competencies by achieving a passing score, as determined by the State Board of Education, for all sections of the required general education assessment [College Basic Academic Subjects Examination (C-BASE) or Missouri General Education Assessment (MoGEA)] prior to his/her admission to the program. DESE also requires specific coursework to be completed for each subject area and level, which is subject to change. Such changes supersede published catalog requirements. Current requirements may be found in the University Catalog and on Degree Plan Worksheets available from academic advisors. To ensure that all state certification requirements are being met, candidates are required to have a graduation certification check completed in the Education Office during their junior year.

PROGRAM COMPLETION REQUIREMENTS FOR INITIAL TEACHER CERTIFICATION:

*(required for both degree-seeking and
certification-only students)*

- A. Successful completion of certification program required coursework.
- B. An overall cumulative grade point average of at least 2.75 on a 4.0 scale, including a minimum 3.0 GPA within the content area (for middle and secondary) with no grade lower

than a C, and a minimum 3.0 GPA in professional education courses with no grade lower than a C. **DESE requires that all coursework from all institutions attended be included in the cumulative grade point average.**

- C. Successful completion of Student Teaching which includes the following:
 1. Successful completion of the exit Missouri Pre-Service Teacher Assessment (MoPTA)
 2. A passing score on the Praxis Test (*this assessment will be changing during the 2014-2015 academic year*)
 3. Satisfactory Formative Evaluations and a satisfactory Summative Evaluation for the student teaching experience

TEACHER EDUCATION ASSESSMENT PHASES AND PROGRAM EVALUATION

A systematic plan for assessment has also been developed for teacher education candidates. Candidates are evaluated at each phase of the program with decisions made by the Teacher Education Council to recommend or reject candidates for further study. The steps in this evaluation system follow:

UNDERGRADUATE LEVEL

- I. Application to Professional Standing
 - A. Submit Teacher Education Admission Packet:
 1. Admissions Packet:
 - a. Application forms
 - b. Philosophy of education
 - c. Resume
 - d. Autobiographical sketch
 - e. Three letters of recommendation
 - f. ACT or SAT score (or exemption request)
 - g. Completion of the entry Missouri Educator Profile (MEP)
 2. Evidence of successful completion of coursework
 3. C-BASE or MoGEA Score (undergraduate students only/graduate students are exempt)
 4. Establish 2.75 cumulative GPA/3.00 in content area and professional education
 - B. Interview with Education Faculty (including writing prompt) – Results:
 1. Recommendation of acceptance to professional standing
 2. Probation with recommendation(s) of additional coursework
 3. Student appeal of recommendation(s) to Teacher Education Council
 - C. Teacher Education Council review of recommendation(s) from interview-results:
 1. Accept recommendation(s)
 2. Modify recommendation(s)
 3. Reject recommendation(s)
- II. Application to Internship (Student Teaching)
 - A. Transcript analysis
 1. Identification of special circumstances
 2. Determine progress in professional pre-service program
 - B. Preparation for interview
 1. Updated philosophy of teaching and learning
 2. Updated professional resume

- C. Interview with Education Faculty (including writing prompt) – Results:
 - 1. Recommendation to place in Internship (Student Teaching)
 - 2. Recommendation to enroll pre-service teacher in EDCL 451-456 for additional experience
 - 3. Student appeal of recommendation to Teacher Education Council
- D. Teacher Education Council Review. Result:
 - 1. Accept recommendation(s)
 - 2. Modify recommendation(s)
 - 3. Reject recommendation(s)
- III. Exit Tasks and Requirements
 - A. Successful completion of Internship (Student Teaching)
 - 1. Passing score on Praxis (or new content area assessment beginning in 2014-2015)
 - 2. Passing score on Missouri Pre-Service Teacher Assessment (MoPTA)
 - 3. Grade for internship of C or above
 - B. Successful completion of all pre-service professional coursework (C or above)
 - C. Maintain 2.75 cumulative GPA/3.00 in content area and professional education
- IV. Program/Unit Survey (MoSPE Standards)
 - A. Surveys of cooperating teachers
 - B. Surveys of student teachers
 - C. Surveys of recent graduates and administrators
 - D. Teacher Education Council will review surveys. Result:
 - 1. Maintain programs
 - 2. Modify programs



TEACHER EDUCATION TIMELINE

TASK	REQUIRED COMPLETION TIMELINE
Complete EDUC 213 Foundational Perspectives of Education	Must be enrolled in this class prior to first interview, completion preferred
Complete EDUC 303 Methods of Teaching	Must be enrolled in this class prior to first interview, completion preferred
Enroll in EDUC 301 Professional Growth & Development I	Must be enrolled in this class prior to first interview, completion preferred
Complete Teacher Education Admission packet	Complete prior to first interview in conjunction with EDUC 213, 301, and 303
Official copy of ACT or SAT on file in Education Office (or exemption request if eligible)	Complete prior to first interview
Official copy of required general education assessment with passing score on all sections on file (undergraduate degree-seeking student only)	Undergraduate Degree-Seeking Students Only Complete prior to first interview. (Students must pass at least 2 of the 5 scores prior to the first interview, with evidence indicating they have registered for the next scheduled exam.)
Complete initial Missouri Educator Profile (MEP) online	Complete prior to first interview in conjunction with EDUC 301
FIRST INTERVIEW Approval for admission <ul style="list-style-type: none"> • All items listed above must be completed before interview is scheduled • In addition, a 2.75 overall cumulative GPA as well as a content area GPA of 3.00 and professional education GPA of 3.00 (with no grades below a "C" in professional education or content area requirements) are required for admission 	In conjunction with enrollment in EDUC 213, 301, and 303 for all students <ul style="list-style-type: none"> • Students with less than a 2.75 overall cumulative GPA or less than a 3.00 in the content area or professional education must have a plan to raise GPA. • Undergraduate degree-seeking students with at least 2 of the 5 scores on the general education assessment may be accepted for probationary admission only. All sections must be passed to be fully admitted.
Faculty Vote and Formal Approval for Admission	Letter will be sent to student with notice of formal faculty approval for admission
Graduation/Certification Check	When enrolled in EDUC 303 or first semester of junior year
Complete application for student teaching placement eight months in advance*	For August, apply in December; for January, apply in April. Note: Placements will <u>NOT</u> be sent out until second interview has been passed AND you have been admitted to the Teacher Education Program.
*Family Care Safety Registry check and TB test results cannot be older than 6 months.	Any request for Credit for Prior Learning (CPL) must be submitted at the same time you apply for student teaching placement.
Complete EDUC 401 Professional Growth & Development II	Complete the semester prior to student teaching in preparation for second interview
Complete follow-up Missouri Educator Profile (MEP) online	Complete prior to second interview in conjunction with EDUC 401
SECOND INTERVIEW Approval for student teaching	At least one semester before student teaching: <ul style="list-style-type: none"> • For August student teaching, interview must be held in February, March, or April • For January student teaching, interview must be held in August, September, or October
Take Praxis (assessment will be changing in 2014-2015)	Complete prior to student teaching
Complete all coursework	Prior to student teaching
Missouri Pre-service Teacher Assessment (MoPTA) exit assessment	Complete in conjunction with student teaching
Oral Presentation at Student Teaching Celebration (Required for CPL students as well as those enrolled in EDUC 471)	By the end of EDUC 471 Student Teaching Seminar (Portfolio Celebration date to be determined by instructor, approximately at end of 12th week)
Establish a Credential File with Career Services http://www.mobap.edu/student-life/career-services/	During student teaching
Create job profile on Missouri REAP http://www.moreap.net/	During student teaching
Complete student teaching and EDUC 471	In the same semester
Application for Certification https://k12apps.dese.mo.gov/webLogin/login.aspx	After successful completion of all coursework and student teaching, final approval of portfolio, and passing required exit assessments

EDUCATION CURRICULUM

CHILD DEVELOPMENT

Applicable Degree: Bachelor of Arts
Bachelor of Professional Studies
Bachelor of Science

NOTE: This major is intended for those individuals *not* seeking state teacher certification.

Professional Education Foundations Core: 23 hours

EDCL 211	Teaching Field Experience I ¹
EDUC 210	Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 213	Foundational Perspectives of Education
EDPS 383	Psychology of Teaching and Learning
EDUC 303	Methods of Teaching
EDUC 373	Technology and Instructional Media
PSYC 333	Child Psychology
EDCL 411	Teaching Field Experience II ²
EDUC 410	Field Experience I Seminar (must be taken concurrently with EDCL 411)
EDPS 453/553 ³	The Exceptional Child
ETOP 423/523 ³	Classroom and Behavior Management

¹Must be in grades PreK-3

²Must be in grades PreK-3, different grade level or age group than in EDCL 211

³See the catalog section on Senior Permission for information on earning graduate credit for this course.

Field Experience Core: (6 hours)

ECCL 466	Working with the Preschool Child (180 clock hours)
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Early Childhood Education Core: 21 hours

ECED 353	Curriculum, Methods, and Materials of PK-Grade 3: Seminar and Field Experience (includes Pre-K field experience)
ECED 363	Family and Community Resources in PK-Grade 3: Seminar and Field Experience (includes infant/toddler field experience)
ECED 373	Health, Nutrition, and Safety of the Young Child
ECED 383	Administration of Early Childhood Programs
ECED 413/513 ³	Language Acquisition of the Young Child
ECED 423/523 ³	Perceptual Motor Development of the Young Child
ECED 443/543 ³	Diagnostic Procedures in Early Childhood Education

Additional Courses Required: 6 hours

ELED 453/553 ³	Integrated Language Arts Concepts for PK-Grade 6: Seminar and Field Experience
SOCO 323	Marriage and the Family

Elective from the Following Courses: 3 hours

ECSP 403/503 ³	Introduction to Early Childhood Special Education: Seminar and Field Experience
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ECSP 413/513 ³	Teaching Young Children with Disabilities: Seminar and Field Experience
EDSP 413/513 ³	Language Development and Disorders of the Exceptional Child
EDSP 463/563 ³	Individual Diagnostics and Classroom Assessment
HUED 433/533 ³	Theories and Techniques of Counseling Students and Their Families
COST 403	Oral Interpretation of Literature

Total hours required for major: 59

³See the catalog section on Senior Permission for information on earning graduate credit for this course.

GENERAL STUDIES IN LEARNING

Applicable Degree: Bachelor of Arts
Bachelor of Professional Studies
Bachelor of Science

NOTE: This major is intended for those individuals who are not ready to be certified at the time of graduation. It is also available as a dual-degree option.

Professional Foundations Core: 28 hours

EDCL 211	Teaching Field Experience I
EDUC 210	Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 213	Foundational Perspectives of Education
EDUC 301	Professional Growth and Development I (Must be taken once during the junior year)
EDUC 303	Methods of Teaching
EDUC 373	Technology and Instructional Media
EDPS 383	Psychology of Teaching and Learning
PSYC 333	Child Psychology

OR

PSYC 313	Human Growth and Development
EDCL 411	Teaching Field Experience II
EDUC 410	Field Experience I Seminar (must be taken concurrently with EDCL 411)
EDPS 453/553 ¹	The Exceptional Child
EDRD 423/523 ¹	Integration of Literacy in the Content Areas
ETOP 423/523 ¹	Classroom and Behavior Management
EDUC 401	Professional Growth and Development II (Must be taken once during the senior year, the semester prior to student teaching)

Electives from the following courses: 12 hours

EDEN 453/553 ¹	Teaching Language Arts and Composition in grades 5-12: Seminar and Field Experience
EDEN 463/563 ¹	Teaching Literature within the Curriculum
EDMS 323	Geographical Concepts for Grades 5-12
EDMS 433/533 ¹	Teaching Social Studies in Grades 5-12: Seminar and Field Experience
EDMS 443/543 ¹	Middle School: Philosophy and Organization
EDMS 453/553 ¹	Teaching Business in grades 5-12: Seminar and Field Experience
EDMS 463/563 ¹	Middle School: Curriculum, Instruction, and Field Experience

- EDMS 473/573¹ Teaching Mathematics in Grades 5-12: Seminar and Field Experience
- EDMS 483/583¹ Teaching Science in Grades 5-12: Seminar and Field Experience
- EDRD 433/533¹ Foundations of Literacy Instruction, PK-6: Seminar and Field Experience
- EDRD 443/543¹ Analysis and Correction of Reading Disabilities: Seminar and Field Experience
- EDRD 453/553¹ Foundations of Literacy Instruction in grades 5-12: Seminar and Field Experience
- EDSP 413/513¹ Language Development of the Exceptional Child
- EDSP 434/534¹ Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience
- EDSP 453/553¹ Teaching Remedial Math K-12: Seminar and Field Experience
- EDSP 463/563¹ Individual Diagnostics and Classroom Assessment
- EDST 473/573¹ Teaching Speech and Theatre in Grades 5-12: Seminar and Field Experience
- ELED 453/553¹ Integrated Language Arts Concepts for PK-6: Seminar and Field Experience
- ELED 463/563¹ Integrated Social Studies and Geographical Concepts for PK-6: Seminar and Field Experience
- ELED 473/573¹ Integrated Mathematics/Science Concepts I for PK-Grade 6: Seminar and Field Experience
- ELED 483/583¹ Integrated Mathematics/Science Concepts II for PK-Grade 6: Seminar and Field Experience
- HUED 433/533¹ Theories and Techniques of Counseling Students and Their Families
- HUED 443/543¹ Transition/Career Development and Vocational Education

Total hours required for major: 40

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.



EARLY CHILDHOOD EDUCATION

Applicable Degree: Bachelor of Science in Education

Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, the professional teaching portfolio, and the Praxis exam (or the exit assessments that will be replacing Praxis in 2014-2015) required for the area of certification sought.

NOTE: This major is available as both a stand-alone (Birth through Grade 3) and as a combined major with Elementary Education (Birth through Grade 6) and/or Early Childhood Special Education (Birth through Grade 3 or Grade 6). Requirements for each are shown below:

EARLY CHILDHOOD EDUCATION STAND-ALONE (Birth-GRADE 3):

Professional Education Foundations Core: 28 hours

- | | |
|---------------------------|---|
| EDCL 211 | Teaching Field Experience I ¹ |
| EDUC 210 | Field Experience I Seminar (must be taken concurrently with EDCL 211) |
| EDUC 213 | Foundational Perspectives of Education |
| EDPS 383 | Psychology of Teaching and Learning |
| EDUC 301 | Professional Growth and Development I ² |
| EDUC 303 | Methods of Teaching |
| EDUC 373 | Technology and Instructional Media |
| PSYC 333 | Child Psychology |
| <u>OR</u> | |
| PSYC 313 | Human Growth and Development |
| EDUC 401 | Professional Growth and Development II ³ |
| EDCL 411 | Teaching Field Experience II ⁴ |
| EDUC 410 | Field Experience I Seminar (must be taken concurrently with EDCL 411) |
| EDPS 453/553 ⁵ | The Exceptional Child |
| EDRD 423/523 ⁵ | Integration of Literacy in the Content Areas |
| ETOP 423/523 ⁵ | Classroom and Behavior Management |

¹Must be grades PreK-3

²Must be taken once during the junior year

³Must be taken once during the senior year, the semester prior to student teaching

⁴Must be in grades PreK-3, different grade level than in EDCL 211

⁵See the catalog section on Senior Permission for information on earning graduate credit for this course.

Field Experience Core: 13 hours

- | | |
|----------|--|
| ECCL 476 | Student Teaching: Early Childhood
(must be in Pre-K classroom) |
| ECCL 486 | Student Teaching: Early Childhood
(must be in Kindergarten-3) |
| EDUC 471 | Student Teaching Seminar (must be taken concurrently with ECCL 476/486) |

Early Childhood Education Core: 21 hours

- | | |
|----------|--|
| ECED 353 | Curriculum, Methods, and Materials of PK-Grade 3: Seminar and Field Experience (includes Pre-K field experience) |
|----------|--|

ECED 363	Family and Community Resources in PK-Grade 3: Seminar and Field Experience (includes infant/toddler field experience)
ECED 373	Health, Nutrition, and Safety of the Young Child
ECED 383	Administration of Early Childhood Programs
ECED 413/513 ⁵	Language Acquisition of the Young Child
ECED 423/523 ⁵	Perceptual Motor Development of the Young Child
ECED 443/543 ⁵	Diagnostic Procedures in Early Childhood Education

Elementary Education Core: 21 hours

EDSP 453/553 ⁵	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 453/553 ⁵	Integrated Language Arts Concepts for PK-Grade 6: Seminar and Field Experience
ELED 463/563 ⁵	Integrated Social Studies/Geographical Concepts for PK-Grade 6: Seminar and Field Experience
ELED 473/573 ⁵	Integrated Mathematics/Science Concepts I for PK-Grade 6: Seminar and Field Experience
ELED 483/583 ⁵	Integrated Mathematics/Science Concepts II for PK-Grade 6: Seminar and Field Experience
EDRD 433/533 ⁵	Foundations of Literacy Instruction PK-Grade 6: Seminar and Field Experience
EDRD 443/543 ⁵	Analysis and Correction of Reading Disabilities: Seminar and Field Experience

Additional Courses Required: 3 hours

SOCO 323	Marriage and the Family
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Total hours required for major: 86

⁵See the catalog section on Senior Permission for information on earning graduate credit for this course.

EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION COMBINED:

Applicable Degree: Bachelor of Science in Education

Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam (or the content assessment that will be replacing Praxis in 2014-2015) required for the area of certification sought.

Note: The Early Childhood Special Education PK-3 Certification is an endorsement that can be obtained along with Early Childhood or Early Childhood/Elementary combined certification. This is not a stand-alone certification or a degree. Candidates must be working towards or already have a baccalaureate degree and/or teaching certificate in early childhood or early childhood/elementary combined certification to qualify for Missouri Certification in Early Childhood Special Education. Candidates must complete all requirements shown below with no grade lower than a "C". This program integrates Early Childhood Education and Early Childhood Special Education within a strong

child development framework in a manner that is interactional. The program requirements are as follows:

Professional Education Foundations Core: 28 hours

EDCL 211	Teaching Field Experience I (must be in grades PreK-3)
EDUC 210	Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 213	Foundational Perspectives of Education
EDPS 383	Psychology of Teaching and Learning
EDUC 301	Professional Growth and Development I (must be taken once during the junior year)
EDUC 303	Methods of Teaching
EDUC 373	Technology and Instructional Media
PSYC 333	Child Psychology
<u>OR</u>	
PSYC 313	Human Growth and Development
EDUC 401	Professional Growth and Development II (must be taken once during the senior year, the semester prior to student teaching)
EDCL 411	Teaching Field Experience II (must be in grades PreK-3, different grade level than in EDCL 211)
EDUC 410	Field Experience I Seminar (must be taken concurrently with EDCL 411)
EDPS 453/553 ¹	The Exceptional Child
EDRD 423/523 ¹	Integration of Literacy Instruction in the Content Areas
ETOP 423/523 ¹	Classroom and Behavior Management***

*** NOTE: This course in the Professional Foundations Core (which is required for all education majors) is also part of the Early Childhood Special Education requirements.

Field Experience Core: 13 hours

ECCL 476	Student Teaching: Early Childhood (must be in grades 1-3)
ECSP 486	Student Teaching: Early Childhood Special Education (must be in Pre-K or Kindergarten)
EDUC 471	Student Teaching Seminar (must be taken concurrently with ECCL 476 and ECSP 486)

Early Childhood Special Education Core: 6 hours

ECSP 403/503 ¹	Introduction to Early Childhood Special Education: Seminar and Field Experience
ECSP 413/513 ¹	Teaching Young Children with Disabilities: Seminar and Field Experience

Other Required Special Education Courses: 9 hours

HUED 433/533 ¹	Theories and Techniques of Counseling Students and Their Families
EDSP 413/513 ¹	Language Development of the Exceptional Child
EDSP 463/563 ¹	Individual Diagnostics and Classroom Assessment

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

Early Childhood Education Core: 21 hours

ECED 353	Curriculum, Methods, and Materials of PK-3: Seminar and Field Experience (includes Pre-K field experience)
ECED 363	Family and Community Resources in PK-3: Seminar and Field Experience (includes infant/toddler field experience)
ECED 373	Health, Nutrition, and Safety of the Young Child
ECED 383	Administration of Early Childhood Programs
ECED 413/513 ¹	Language Acquisition of the Young Child
ECED 423/523 ¹	Perceptual Motor Development of the Young Child
ECED 443/543 ¹	Diagnostic Procedures in Early Childhood Education

Elementary Education Core: 21 hours

EDSP 453/553 ¹	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 453/553 ¹	Integrated Language Arts Concepts for PK-6: Seminar and Field Experience
ELED 463/563 ¹	Integrated Social Studies/Geographical Concepts for PK-6: Seminar and Field Experience
ELED 473/573 ¹	Integrated Mathematics/Science Concepts I for PK-Grade 6: Seminar and Field Experience
ELED 483/583 ¹	Integrated Mathematics/Science Concepts II for PK-Grade 6: Seminar and Field Experience
EDRD 433/533 ¹	Foundations of Literacy Instruction PK-6: Seminar and Field Experience
EDRD 443/543 ¹	Analysis and Correction of Reading Disabilities: Seminar and Field Experience

Additional Courses Required: 3 hours

SOCO 323	Marriage and the Family
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Total hours required for major and minor: 101

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.



EARLY CHILDHOOD EDUCATION/ ELEMENTARY EDUCATION COMBINED

Applicable degree: Bachelor of Science in Education

Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam (or the content assessment that will be replacing Praxis in 2014-2015) required for the area of certification sought.

DESE mandates specific general education courses appropriate for elementary grades which are incorporated into the general education and degree requirements for the Bachelor of Science in Education (BSE):

- Mathematics (two (2) courses, minimum total of five (5) semester hours)
- Economics;
- Geography;
- Health; and
- Art or Music.

A 21-hour area of concentration in a subject field also must be included within elementary certification. However, 21 hours in Social Studies are embedded within the general education, BSE degree, and major requirements, and thus, no additional hours are needed toward the major.

Professional Education Foundations Core: 28 hours

EDCL 211	Teaching Field Experience I (must be grades Kindergarten-3)
EDUC 210	Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 213	Foundational Perspectives of Education
EDPS 383	Psychology of Teaching and Learning
EDUC 301	Professional Growth and Development I (must be taken once during the junior year)
EDUC 303	Methods of Teaching
EDUC 373	Technology and Instructional Media
PSYC 333	Child Psychology

OR

PSYC 313	Human Growth and Development
EDCL 411	Teaching Field Experience II (must be in grades 1-6, different grade level than in EDCL 211)
EDUC 410	Field Experience I Seminar (must be taken concurrently with EDCL 411)
EDUC 401	Professional Growth and Development II (must be taken once during the senior year, the semester prior to student teaching)
EDPS 453/553 ¹	The Exceptional Child
EDRD 423/523 ¹	Integration of Literacy in the Content Areas
ETOP 423/523 ¹	Classroom and Behavior Management

Field Experience Core: 13 hours

ECCL 476	Student Teaching: Early Childhood (must be in grades Kindergarten-3)
ELCL 486	Student Teaching: Elementary (must be in grades 4-6)
EDUC 471	Student Teaching Seminar (must be taken concurrently with ECCL 476 and ELCL 486)

Early Childhood Education Core: 21 hours

ECED 353	Curriculum, Methods, and Materials of PK-Grade 3: Seminar and Field Experience (includes Pre-K field experience)
ECED 363	Family and Community Resources in PK-Grade 3: Seminar and Field Experience (includes infant/toddler field experience)
ECED 373	Health, Nutrition, and Safety of the Young Child
ECED 383	Administration of Early Childhood Programs
ECED 413/513 ¹	Language Acquisition of the Young Child
ECED 423/523 ¹	Perceptual Motor Development of the Young Child
ECED 443/543 ¹	Diagnostic Procedures in Early Childhood Education

Elementary Education Core: 21 hours

EDSP 453/553 ¹	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 453/553 ¹	Integrated Language Arts Concepts for PK-Grade 6: Seminar and Field Experience
ELED 463/563 ¹	Integrated Social Studies/Geographical Concepts for PK-Grade 6: Seminar and Field Experience
ELED 473/573 ¹	Integrated Mathematics/Science Concepts I for PK-Grade 6: Seminar and Field Experience
ELED 483/583 ¹	Integrated Mathematics/Science Concepts II for PK-Grade 6: Seminar and Field Experience
EDRD 433/533 ¹	Foundations of Literacy Instruction PK-Grade 6: Seminar and Field Experience
EDRD 443/543 ¹	Analysis and Correction of Reading Disabilities: Seminar and Field Experience

Total hours required for double major: 83

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.



EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION/ ELEMENTARY EDUCATION COMBINED:

Applicable Degree: Bachelor of Science in Education

Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam (or the content assessment that will be replacing Praxis in 2014-2015) required for the area of certification sought.

DESE mandates specific general education courses appropriate for elementary grades which are incorporated into the general education and degree requirements for the Bachelor of Science in Education (BSE):

- Mathematics (two (2) courses, minimum total of five (5) semester hours)
- Economics;
- Geography;
- Health; and
- Art or Music.

A 21-hour area of concentration in a subject field also must be included within elementary certification. However, 21 hours in Social Studies are embedded within the general education, BSE degree, and major requirements, and thus, no additional hours are needed toward the major.

Note: The Early Childhood Special Education PK-3 Certification is an endorsement that can be obtained along with Early Childhood or Early Childhood/Elementary combined certification. This is not a stand-alone certification or a degree. Candidates must be working towards or already have a baccalaureate degree and/or teaching certificate in early childhood or early childhood/elementary combined certification to qualify for Missouri Certification in Early Childhood Special Education. Candidates must complete all requirements shown below with no grade lower than a "C". This program integrates Early Childhood Education and Early Childhood Special Education within a strong child development framework in a manner that is interactional. The program requirements are as follows:

Professional Education Foundations Core: 28 hours

EDCL 211	Teaching Field Experience I (must be grades PreK-3)
EDUC 210	Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 213	Foundational Perspectives of Education
EDPS 383	Psychology of Teaching and Learning
EDUC 301	Professional Growth and Development I (must be taken once during the junior year)
EDUC 303	Methods of Teaching
EDUC 373	Technology and Instructional Media

PSYC 333	Child Psychology
OR	
PSYC 313	Human Growth and Development
EDCL 411	Teaching Field Experience II (must be in grades PreK-3, different grade level than in EDCL 211)
EDUC 410	Field Experience I Seminar (must be taken concurrently with EDCL 411)
EDUC 401	Professional Growth and Development II (must be taken once during the senior year, the semester prior to student teaching)
EDPS 453/553 ¹	The Exceptional Child
EDRD 423/523 ¹	Integration of Literacy Instruction in the Content Areas
ETOP 423/523 ¹	Classroom and Behavior Management***

*** NOTE: This course in the Professional Foundations Core (which is required for all education majors) is also part of the Early Childhood Special Education requirements.

Field Experience Core: 13 hours

ECCL 476	Student Teaching: Early Childhood (must be in grades 1-3)
ECSP 486	Student Teaching: Early Childhood Special Education (must be in Pre-K or Kindergarten)
EDUC 471	Student Teaching Seminar (must be taken concurrently with ECCL 476 and ECSP 486)

Early Childhood Special Education Core: 6 hours

ECSP 403/503 ¹	Introduction to Early Childhood Special Education: Seminar and Field Experience
ECSP 413/513 ¹	Teaching Young Children with Disabilities: Seminar and Field Experience

Other Required Special Education Courses: 9 hours

HUED 433/533 ¹	Theories and Techniques of Counseling Students and Their Families
EDSP 413/513 ¹	Language Development of the Exceptional Child
EDSP 463/563 ¹	Individual Diagnostics and Classroom Assessment

Early Childhood Education Core: 21 hours

ECED 353	Curriculum, Methods, and Materials of PK-3: Seminar and Field Experience (includes Pre-K field experience)
ECED 363	Family and Community Resources in PK-3: Seminar and Field Experience (includes an infant/toddler field experience)
ECED 373	Health, Nutrition, and Safety of the Young Child
ECED 383	Administration of Early Childhood Programs
ECED 413/513 ¹	Language Acquisition of the Young Child
ECED 423/523 ¹	Perceptual Motor Development of the Young Child
ECED 443/543 ¹	Diagnostic Procedures in Early Childhood Education

Elementary Education Core: 21 hours

EDRD 433/533 ¹	Foundations of Literacy Instruction PK-6: Seminar and Field Experience
EDRD 443/543 ¹	Analysis and Correction of Reading Disabilities: Seminar and Field Experience
EDSP 453/553 ¹	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 453/553 ¹	Integrated Language Arts Concepts for PK-6: Seminar and Field Experience
ELED 463/563 ¹	Integrated Social Studies/Geographical Concepts for PK-6: Seminar and Field Experience
ELED 473/573 ¹	Integrated Mathematics/Science Concepts I for PK-Grade 6: Seminar and Field Experience
ELED 483/583 ¹	Integrated Mathematics/Science Concepts II for PK-Grade 6: Seminar and Field Experience

Total hours required for double major and minor: 98

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

MINOR: EARLY CHILDHOOD SPECIAL EDUCATION

Degree Applicability: Bachelor of Science in Education with a major in either in Early Childhood Education (stand alone) or Early Childhood/Elementary Education (combined) or Bachelor of Arts, Bachelor of Science, or Bachelor of Professional Studies with a major in either Child Development or General Studies in Learning.

ECSP 403/503 ¹	Introduction to Early Childhood Special Education
ECSP 413/513 ¹	Teaching Young Children with Disabilities
EDSP 413/513 ¹	Language Development and Disorders of the Exceptional Child
EDSP 463/563 ¹	Individual Diagnostics and Classroom Assessment
HUED 433/533 ¹	Theories and Techniques of Counseling Students and Their Families
ECED 363*	Family and Community Resources
ECED 373*	Health, Nutrition, and Safety of the Young Child
ECED 443/543 ^{1*}	Diagnostic Procedures
ETOP 423/523 ^{1*}	Classroom and Behavior Management

Total hours required for minor: 15-27 hours*

*Note: There is an overlap of four courses with the majors in Early Childhood, Child Development, and General Studies in Learning.

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

ELEMENTARY EDUCATION

Applicable Degree: Bachelor of Science in Education

Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam (or the content assessment that will be replacing Praxis in 2014-2015) required for the area of certification sought.

ELEMENTARY EDUCATION (GRADES 1-6)

DESE mandates specific general education courses appropriate for elementary grades which are incorporated into the general education and degree requirements for the Bachelor of Science in Education (BSE):

- Mathematics (two (2) courses, minimum total of five (5) semester hours)
- Economics;
- Geography;
- Health; and
- Art or Music.

A 21-hour area of concentration in a subject field also must be included within elementary certification. However, 21 hours in Social Studies are embedded within the general education, BSE degree, and major requirements, and thus, no additional hours are needed for those pursuing the BSE in elementary education.

NOTE: This major may be combined with Early Childhood, earning certification from Birth through Grade 6 (See Early Childhood section). The Elementary Education major may also be combined with the Middle School major, earning general certification in grades 1 through 6 and subject-specific certification in grades 5 through 9 (See Middle School section). The Elementary Education major may also be combined with the Special Education Cross-Categorical Disabilities Certification for grades Kindergarten-12 in special education settings and a general elementary education certification in grades 1-6 (See Special Education Cross-Categorical Disabilities Certification section).

Professional Education Foundations Core: 28 hours

EDCL 211	Teaching Field Experience I (must be in grades 1-6)
EDUC 210	Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 213	Foundational Perspectives of Education
EDPS 383	Psychology of Teaching and Learning
EDUC 301	Professional Growth and Development I (must be taken once during the junior year)
EDUC 303	Methods of Teaching
EDUC 373	Technology and Instructional Media
PSYC 333	Child Psychology
OR	
PSYC 313	Human Growth and Development
EDUC 401	Professional Growth and Development II (must be taken once during the senior year, the semester prior to student teaching)
EDCL 411	Teaching Field Experience II (must be in grades 1-6, different grade level than in EDCL 211)

EDUC 410	Field Experience I Seminar (must be taken concurrently with EDCL 411)
EDPS 453/553 ¹	The Exceptional Child
EDRD 423/523 ¹	Integration of Literacy in the Content Areas
ETOP 423/523 ¹	Classroom and Behavior Management

Field Experience Core: (13 hours)

ELCL 476	Student Teaching: Elementary (must be in grades 1-3)
ELCL 486	Student Teaching: Elementary (must be in grades 4-6)
EDUC 471	Student Teaching Seminar (must be taken concurrently with ELCL 476 and ELCL 486)

Elementary Education Core: (21 hours)

EDSP 453/553 ¹	Teaching Remedial Math K-12: Seminar and Field Experience
ELED 453/553 ¹	Integrated Language Arts Concepts for PK-Grade 6: Seminar and Field Experience
ELED 463/563 ¹	Integrated Social Studies/Geographical Concepts for PK-Grade 6: Seminar and Field Experience
ELED 473/573 ¹	Integrated Mathematics/Science Concepts I for PK-Grade 6: Seminar and Field Experience
ELED 483/583 ¹	Integrated Mathematics/Science Concepts II for PK-Grade 6: Seminar and Field Experience
EDRD 433/533 ¹	Foundations of Literacy Instruction PK-Grade 6: Seminar and Field Experience
EDRD 443/543 ¹	Analysis and Correction of Reading Disabilities: Seminar and Field Experience

Total hours required for major: 62

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

ELEMENTARY EDUCATION MAJOR (GRADES 1-6)

CROSS-CATEGORICAL DISABILITIES MINOR (KINDERGARTEN-12)

Applicable Degree: Bachelor of Science in Education

Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam (or the content assessment that will be replacing Praxis in 2014-2015) required for the area of certification sought.

DESE mandates specific general education courses appropriate for elementary grades which are incorporated into the general education and degree requirements for the Bachelor of Science in Education (BSE):

- Mathematics (two (2) courses, minimum total of five (5) semester hours)
- Economics;
- Geography;
- Health; and
- Art or Music.

A 21-hour area of concentration in a subject field also must be included within elementary certification. However, 21 hours in

Social Studies are embedded within the general education, BSE degree, and major requirements, and thus, no additional hours are needed for those pursuing the BSE in elementary education.

Note: The Special Education Cross-Categorical Disabilities K-12 Certification is an endorsement that can be obtained along with elementary, middle school, or secondary certification. This is not a stand-alone certification or a degree. Candidates must be working towards or already have a baccalaureate degree and/or teaching certificate in elementary or middle school, or a subject-specific area with secondary education certification to qualify for Missouri Certification in Cross-Categorical Disabilities K-12. Candidates must complete all requirements shown below with no grade lower than a "C". Students who complete Elementary Education majors with Special Education Cross-Categorical Disabilities will earn a minor in Cross-Categorical Disabilities.

Professional Education Foundations Core: 28 hours

- EDCL 211 Teaching Field Experience I (must be in grades 1-6)
- EDUC 210 Field Experience I Seminar (must be taken concurrently with EDCL 211)
- EDUC 213 Foundational Perspectives of Education
- EDPS 383 Psychology of Teaching and Learning
- EDUC 301 Professional Growth and Development I (must be taken once during the junior year)
- EDUC 303 Methods of Teaching
- EDUC 373 Technology and Instructional Media
- PSYC 313 Human Growth and Development
- EDCL 411 Teaching Field Experience II (must be in grades 1-6, different grade level than in EDCL 211)
- EDUC 410 Field Experience I Seminar (must be taken concurrently with EDCL 411)
- EDUC 401 Professional Growth and Development II (must be taken once during the senior year, the semester prior to student teaching)
- EDPS 453/553¹ The Exceptional Child
- EDRD 423/523¹ Integration of Literacy Instruction in the Content Areas
- ETOP 423/523¹ Classroom and Behavior Management***

*** NOTE: This course in the Professional Foundations Core (which is required for all education majors) is also part of the Special Education Cross-Categorical Disabilities requirements.

Field Experience Core: 13 hours

- ELCL 476 Student Teaching: Elementary (must be in grades 1-6)
- EDSP 486 Student Teaching: Cross-Categorical Disabilities (must be in grades Kindergarten-12 Cross-Categorical Disabilities Classroom)
- EDUC 471 Student Teaching Seminar (must be taken concurrently with ELCL 476 and EDSP 486)

Elementary Education Core: 21 hours

- EDSP 453/553¹ Teaching Remedial Math K-12: Seminar and Field Experience
- EDRD 433/533¹ Foundations of Literacy Instruction PK-Grade 6: Seminar and Field Experience
- EDRD 443/543¹ Analysis and Correction of Reading Disabilities: Seminar and Field Experience

- ELED 453/553¹ Integrated Language Arts Concepts for PK-Grade 6: Seminar and Field Experience
- ELED 463/563¹ Integrated Social Studies/Geographical Concepts for PK-Grade 6: Seminar and Field Experience
- ELED 473/573¹ Integrated Mathematics/Science Concepts I for PK-Grade 6: Seminar and Field Experience
- ELED 483/583¹ Integrated Mathematics/Science Concepts II for PK-Grade 6: Seminar and Field Experience

Special Education Cross-Categorical Disabilities Core Requirements: 16 hours* when combined with an elementary education major

- EDSP 413/513¹ Language Development of the Exceptional Child
- EDSP 434/534¹ Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience
- EDSP 463/563¹ Individual Diagnostics and Classroom Assessment
- HUED 433/533¹ Theories and Techniques of Counseling Students and Their Families
- HUED 443/543¹ Transition/Career Development and Vocational Education

Total hours required for major and minor: 78

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

SPECIAL EDUCATION CROSS-CATEGORICAL DISABILITIES CERTIFICATION ADD-ON

(KINDERGARTEN-12)

*For Students Already Certified in Another Primary Area of Certification Who Desire to Add Special Education Certification Only (34-37 Hours)****

Special Education Cross-Categorical Disabilities Core Requirements: 19 hours

- EDSP 413/513¹ Language Development of the Exceptional Child
- EDSP 434/534¹ Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience
- EDSP 453/553¹ Teaching Remedial Math K-12: Seminar and Field Experience
- EDSP 463/563¹ Individual Diagnostics and Classroom Assessment
- HUED 433/533¹ Theories and Techniques of Counseling Students and Their Families
- HUED 443/543¹ Transition/Career Development and Vocational Education

Required Professional Foundations Course: 3 hours

- ETOP 423/523¹ Classroom and Behavior Management

Required Psychology Course(s): 3-6 hours

PSYC 313 Human Growth and Development

OR

PSYC 333 Child Psychology

AND

PSYC 343 Adolescent Psychology

Field Experience Core Course: 6 hours*

EDSP 486* Student Teaching: Cross-Categorical Disabilities (6 hours)

*Experienced teachers with two or more years of teaching experience may meet this requirement by taking EDSP 573 Cross-Categorical Disabilities Practicum (3 hours), available only at the graduate level.

***The following additional course requirements must be met if they were not completed as part of the requirements in the candidate's initial teaching certificate:

EDPS 453/553¹ The Exceptional ChildEDRD 433/533¹ Foundations of Literacy Instruction PK-Grade 6: Seminar and Field Experience**OR**EDRD 453/553¹ Foundations of Literacy Instruction in grades 5-12: Seminar and Field ExperienceEDRD 443/543¹ Analysis and Correction of Reading Disabilities: Seminar and Field ExperienceEDRD 423/523¹ Integration of Literacy in the Content AreasELED 473/573¹ Integrated Mathematics/Science Concepts I for PK-Grade 6: Seminar and Field ExperienceELED 483/583¹ Integrated Mathematics/Science Concepts II for PK-Grade 6: Seminar and Field Experience**Total hours required for add-on certification: 31-52****MINOR: CROSS-CATEGORICAL DISABILITIES**

A minor in Cross-Categorical Disabilities consists of at least 18 hours selected from the following courses, up to 12 hours of which may be taken for graduate credit with Senior Permission:

EDSP 413/513¹ Language Development of the Exceptional ChildEDSP 434/534¹ Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field ExperienceEDSP 453/553¹ Teaching Remedial Math K-12: Seminar and Field ExperienceEDSP 463/563¹ Individual Diagnostics and Classroom Assessment

EDSP 486 Student Teaching: Cross-Categorical Disabilities (6 hours)

ETOP 423/523¹ Classroom and Behavior ManagementHUED 433/533¹ Theories and Techniques of Counseling Students and Their FamiliesHUED 443/543¹ Transition/Career Development and Vocational Education

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

MIDDLE CHILDHOOD EDUCATION

Applicable Degree: Bachelor of Arts

Bachelor of Professional Studies

Bachelor of Science

Bachelor of Science in Education

Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam (or the content assessment that will be replacing Praxis in 2014-2015) required for the area of certification sought.

MIDDLE CHILDHOOD EDUCATION (GRADES 5-9)

Note: This major may be combined with Elementary Education, earning general certification in grades 1-6 and subject-specific certification in grades 5-9. In addition, the Middle Childhood major may be combined with Secondary certification, earning subject-specific certification in grades 5-12. Specific requirements are shown below:

Professional Education Foundations Core: 28 hours

EDCL 211 Teaching Field Experience I (must be grades 5-9)

EDUC 210 Field Experience I Seminar (must be taken concurrently with EDCL 211)

EDUC 213 Foundational Perspectives of Education

EDPS 383 Psychology of Teaching and Learning

EDUC 301 Professional Growth and Development I (must be taken once during the junior year)

EDUC 303 Methods of Teaching

EDUC 373 Technology and Instructional Media

PSYC 313 Human Growth and Development

EDUC 401 Professional Growth and Development II (must be taken once during the senior year, the semester prior to student teaching)

EDCL 411 Teaching Field Experience II (must be in grades 5-9, different grade level than in EDCL 211)

EDUC 410 Field Experience I Seminar (must be taken concurrently with EDCL 411)

EDPS 453/553¹ The Exceptional ChildEDRD 423/523¹ Integration of Literacy Instruction in the Content AreasETOP 423/523¹ Classroom and Behavior Management**Field Experience Core: 13 hours**EMCL 476 Student Teaching: Middle School (*must be in grades 5-9*)EMCL 486 Student Teaching: Middle School (*must be in grades 5-9*)EDUC 471 Student Teaching Seminar (*must be taken concurrently with EMCL 476 and EMCL 486*)**Middle School Education Core: 12 hours**EDRD 453/553¹ Foundations of Literacy Instruction in grades 5-12: Seminar and Field ExperienceEDMS 443/543¹ Middle School: Philosophy and OrganizationEDMS 463/563¹ Middle School: Curriculum, Instruction, and Field Experience

EDEN 453/553¹ Teaching Language Arts and Composition in grades 5-12: Seminar and Field Experience

Subject-Specific Certification Requirements:

NOTE: Candidates will be granted subject-specific certification at the Middle School level by selecting one or more of the areas of concentration detailed below. Areas of concentration offered by Missouri Baptist University include Business Education, Language Arts, Mathematics, Science, Social Studies, and Speech/Theatre.

BUSINESS EDUCATION: *Students interested in completing a minor in Business Administration will also need to complete BUSN 303 Business Ethics, MGMT 303 Management Concepts and Practices, and MRKT 313 Introduction to Marketing.*

ACCT 213 Principles of Financial Accounting

AND

ACCT 223 Principles of Managerial Accounting

ECON 113 Macroeconomics

OR

ECON 123 Microeconomics

BUSN 413 Business Law I

OR

BUSN 423 Business Law II

ENGL 433 Business Writing

EDMS 453/553¹ Teaching Business in grades 5-12: Seminar and Field Experience

6 hours in computer/emerging technology from the following:

- BCIS 103 Survey of Computing
- ITBU 203 Introduction to Application Development
- ITBU 213 IT Infrastructure
- ITBU 323 Enterprise Architecture
- ITBU 333 System Analysis and Design
- ITBU 343 Introduction to IT Security and Risk Management
- ITBU 363 Business intelligence
- BCIS 303 Information Technology Theory and Practice
- BCIS 403/503 Management Applications of Information Technology*
- BCIS 453 E-Commerce*

Total Hours: 24

LANGUAGE ARTS: *The following courses constitute a minor in English.*

ENGL 333A American Literature I

ENGL 333B American Literature II

ENGL 353A British Literature I

ENGL 353B British Literature II

EDEN 453/553¹ Teaching Language Arts and Composition in grades 5-12: Seminar and Field Experience

ENGL 453/553¹ History of the English Language

EDEN 463/563¹ Teaching Literature within the Curriculum

ENGL 473 Advanced Grammar

Total Hours: 24

MATHEMATICS: *Students desiring to complete a minor in Mathematics **must** complete MATH 254 Calculus II and MATH 264 Calculus III, which will satisfy the required elective hours.*

MATH 164 Calculus I

MATH 323 Foundations of Geometry

MATH 243 Probability and Statistics

MATH 353 Linear Algebra

College-level math electives (8 hours minimum to total 21 hours)

EDSP 453/553¹ Teaching Remedial Math K-12: Seminar and Field Experience

EDMS 473/573¹ Teaching Mathematics in Grades 5-12: Seminar and Field Experience

Total Hours: 27 (minimum)

SCIENCE: *Students desiring to complete a minor in Biology will also need to complete six hours of upper division biology electives to total 18 hours.*

CHEM 132+133 General Chemistry I

BIOL 111+113 General Biology I

BIOL 121+123 General Biology II

PHYS 122+123 Geology and Earth Science

PHYS 383 Meteorology

BIOL 321A+323A Environmental Science and Conservation

EDMS 483/583¹ Teaching Science in Grades 5-12: Seminar and Field Experience

Total Hours: 28

SOCIAL STUDIES: *Students desiring to complete a minor in Social Sciences will also need to complete a three hour upper division history course. Students desiring to complete a minor in History will also need to complete six hours of upper division history courses. (Students may not minor in both Social Sciences and History.)*

HIST 113 Western Civilization I

HIST 123 Western Civilization II

HIST 213 United States History I

HIST 223 United States History II

POLS 123 State and Local Government

ECON 113 Macroeconomics

OR

ECON 123 Microeconomics

EDMS 323 Geographical Concepts for Grades 5-12

EDMS 433/533¹ Teaching Social Studies in Grades 5-12: Seminar and Field Experience

Total Hours: 24

SPEECH/THEATRE: *Students desiring to complete a minor in Theatre will also need to complete at least two hours in the performance area (THEP courses).*

THEA 113 Acting I

THEA 213 Stage Make-up

THEA 233 Stagecraft

THEA 313 History of Theatre I

THEA 333 Directing

COMM 303 Understanding Human Communication

COST 403 Oral Interpretation of Literature

EDST 473/573¹ Teaching Speech and Theatre in Grades 5-12:
Seminar and Field Experience

Total Hours: 24 (not including COMM 233)*

***Note: COMM 233 Introduction to Cross-Cultural Communication is a required Fine Arts General Education course for students pursuing Middle Childhood Education with a concentration in Speech/Theatre. It is recommended that students take RPHI 203 Introduction to Logic to satisfy the Humanities General Education requirement.**

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

Total hours required for major: 77-81

MIDDLE CHILDHOOD EDUCATION/ ELEMENTARY EDUCATION COMBINED

Applicable degree: Bachelor of Science in Education

Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam (or the content assessment that will be replacing Praxis in 2014-2015) required for the area of certification sought.

DESE mandates specific general education courses appropriate for elementary grades which are incorporated into the general education and degree requirements for the Bachelor of Science in Education (BSE):

- Mathematics (two (2) courses, minimum total of five (5) semester hours)
- Economics;
- Geography;
- Health; and
- Art or Music.

A 21-hour area of concentration in a subject field also must be included within elementary certification. However, 21 hours in Social Studies are embedded within the general education, BSE degree, and major requirements, and thus, no additional hours are needed toward the major.

Professional Education Foundations Core: 28-31 hours

EDCL 211 Teaching Field Experience I (must be in grades 1-6)
EDUC 210 Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 213 Foundational Perspectives of Education
EDPS 383 Psychology of Teaching and Learning
EDUC 301 Professional Growth and Development I (must be taken once during the junior year)
EDUC 303 Methods of Teaching
EDUC 373 Technology and Instructional Media
PSYC 333 Child Psychology
AND*
PSYC 343 Adolescent Psychology
EDCL 411 Teaching Field Experience II (must be in grades 5-9)

EDUC 410 Field Experience I Seminar (must be taken concurrently with EDCL 411)

EDUC 401 Professional Growth and Development II (must be taken once during the senior year, the semester prior to student teaching)

EDPS 453/553¹ The Exceptional Child

EDRD 423/523¹ Integration of Literacy Instruction in the Content Areas

ETOP 423/523¹ Classroom and Behavior Management

¹PSYC 313 Human Growth and Development can be taken instead of PSYC 343 and PSYC 333. PSYC 313 covers both PSYC 343 and PSYC 333.

Field Experience Core: 13 hours

ELCL 476 Student Teaching: Elementary (*must be in grades 1-6*)

EMCL 486 Student Teaching: Middle School (*must be in grades 5-9*)

EDUC 471 Student Teaching Seminar (*must be taken concurrently with ELCL 476 and EMCL 486*)

Middle School Education Core: 12 hours

EDEN 453/553¹ Teaching Language Arts and Composition in grades 5-12: Seminar and Field Experience

EDMS 443/543¹ Middle School: Philosophy and Organization

EDMS 463/563¹ Middle School: Curriculum, Instruction, and Field Experience

EDRD 453/553¹ Foundations of Literacy Instruction 5-12: Seminar and Field Experience

Elementary Education Core: 21 hours

EDRD 433/533¹ Foundations of Literacy Instruction PK-Grade 6: Seminar and Field Experience

EDRD 443/543¹ Analysis and Correction of Reading Disabilities: Seminar and Field Experience

EDSP 453/553¹ Teaching Remedial Math K-12: Seminar and Field Experience

ELED 453/553¹ Integrated Language Arts Concepts for PK-Grade 6: Seminar and Field Experience

ELED 463/563¹ Integrated Social Studies/Geographical Concepts for PK-Grade 6: Seminar and Field Experience

ELED 473/573¹ Integrated Mathematics/Science Concepts I for PK-Grade 6: Seminar and Field Experience

ELED 483/583¹ Integrated Mathematics/Science Concepts II for PK-Grade 6: Seminar and Field Experience

Subject-Specific Certification Requirements: 24-28 hours

NOTE: The subject-specific requirements for the combined Elementary-Middle School certificate are identical to those found in the stand-alone Middle School section of this catalog.

Total hours required for double major: 98-102

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

SECONDARY CERTIFICATION

(GRADES 9-12/K-12)

Applicable degree:: Bachelor of Arts
Bachelor of Professional Studies
Bachelor of Science
Bachelor of Music Education

Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam (or the content assessment that will be replacing Praxis in 2014-2015) required for the area of certification sought.

Subject-specific areas for secondary certification include the following: Business Education (9-12), English (9-12), Health (9-12), Mathematics (9-12), Music (Vocal and/or Instrumental K-12), Physical Education (9-12 or K-12), Social Studies (9-12), Speech/Theatre (9-12), and Unified Science (9-12) with an endorsement in either Biology or Chemistry. Post-baccalaureate certification-only students (those who already hold a baccalaureate degree from a college or university with an approved teacher education program) may opt to pursue either the Unified Science certification or the Biology, Chemistry, or General Science certifications. Driver Education (9-12) is available as an add-on area. Certification in Library Media Specialist (K-12), Gifted Education (K-12), and Special Reading (K-12) are also available, but at the graduate-level only.

Professional Education Foundations Core: 25-31 hours

EDCL 211	Teaching Field Experience I (must be in grades 9 -12)
EDUC 210	Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 213	Foundational Perspectives in Education
EDPS 383	Psychology of Teaching and Learning
EDUC 301	Professional Growth and Development I (must be taken once during the junior year)
EDUC 303	Methods of Teaching
EDUC 373	Technology and Instructional Media
PSYC 343	Adolescent Psychology
OR	
PSYC 313*	Human Growth and Development
EDUC 401	Professional Growth and Development II (must be taken once during the senior year, the semester prior to student teaching)
EDCL 411	Teaching Field Experience II (must be in grades 9-12)
EDUC 410	Field Experience I Seminar (must be taken concurrently with EDCL 411)
EDPS 453/553 ¹	Exceptional Child
EDRD 423/523 ¹	Integration of Literacy Instruction in the Content Areas
ETOP 423/523 ¹	Classroom and Behavior Management

*Students seeking K-12 certification in Physical Education must take PSYC 313 Human Growth and Development or **both** PSYC 343 Adolescent Psychology **and** PSYC 333 Child Psychology. Music Education students satisfy the growth and development requirement through the combination of EDPS 383, MUED 313, and MUED 323.

Field Experience Core: 13 hours

ESCL 476/486	Student Teaching: Secondary School <i>(must be in grades 9-12)</i>
EDUC 471	Student Teaching Seminar <i>(must be taken concurrently with ELCL 476 and EMCL 486)</i>

Secondary Education Core: 3-9 hours

Candidates should complete only the required Secondary Education methods course(s) which represent the subject field(s) of desired certification:

EDUC 313†	Curriculum Development for Secondary Education: Seminar and Field Experience
EDEN 453/553 ¹	Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience
EDHE 453/553 ¹	Curriculum, Theory, and Methods of Health Education: Seminar and Field Experience
EDMS 423/523 ¹	Implementing Business Education Programs
EDMS 433/533 ¹	Teaching Social Studies in Grades 5-12: Seminar and Field Experience
EDMS 453/553 ¹	Teaching Business Education in Grades 5-12: Seminar and Field Experience
EDMS 473/573 ¹	Teaching Mathematics in Grades 5-12: Seminar and Field Experience
EDMS 483/583 ¹	Teaching Science in Grades 5-12: Seminar and Field Experience
EDPE 433/533 ¹	Curriculum, Theory, and Methods of Physical Education (Grades PK-4): Seminar and Field Experience
EDPE 443/543 ¹	Curriculum, Theory, and Methods of Physical Education (Grades 5-12): Seminar and Field Experience
EDSP 453/553 ¹	Teaching Remedial Math K-12: Seminar and Field Experience
EDST 473/573 ¹	Methods of Teaching Speech and Theatre in grades 5-12: Seminar and Field Experience
MUED 313	Music Education for Grades K-6: Seminar and Field Experience*
MUED 323	Music Education for Grades 5-12: Seminar and Field Experience**

†This course is required for students in the secondary education program seeking subject specific certification in the areas of mathematics, science, social studies, English, or business education.

*Must be taken in conjunction with EDCL 211 Teaching Field Experience I as part of the BME degree requirements

**Must be taken in conjunction with EDCL 411 Teaching Field Experience II as part of the BME degree requirements

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

In addition, subject-specific course requirements for the following areas of secondary certification are included under their respective divisions throughout this catalog: Music and Speech/Theatre (Fine Arts), English (Humanities), Mathematics (Natural Sciences), and Social Studies (see Social Sciences Major in the Social and Behavioral Sciences Division).

Subject-specific course requirements leading to a baccalaureate degree and/or a teaching certificate in Business Education, Health Education, Physical Education, and Unified Science with endorsements in Biology and/or Chemistry are listed with the Education Division majors.

SECONDARY EDUCATION MAJOR (GRADES 9-12/K-12)

Applicable degree: Bachelor of Arts
Bachelor of Professional Studies
Bachelor of Science

Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam (or the content assessment that will be replacing Praxis in 2014-2015) required for the area of certification sought.

NOTE: Undergraduate candidates seeking to teach at the secondary level **must** have a **primary major** in one of the following areas: Business Education, English, Health Education, Mathematics, Physical Education, Social Sciences, Speech/Theatre, or Unified Science. Secondary Education is **only** available as a **second major or dual degree** for students **completing certification as a part of their undergraduate degree.**

Professional Education Foundations Core: 28-31 hours

EDCL 211	Teaching Field Experience I (must be in grades 9 - 12)
EDUC 210	Field Experience I Seminar (must be taken concurrently with EDCL 211)
EDUC 213	Foundational Perspectives in Education
EDPS 383	Psychology of Teaching and Learning
EDUC 301	Professional Growth and Development I (must be taken once during the junior year)
EDUC 303	Methods of Teaching
EDUC 373	Technology and Instructional Media
PSYC 343	Adolescent Psychology
OR	
PSYC 313*	Human Growth and Development
EDUC 401	Professional Growth and Development II (must be taken once during the senior year, the semester prior to student teaching)
EDCL 411	Teaching Field Experience II (must be in grades 9-12)
EDUC 410	Field Experience I Seminar (must be taken concurrently with EDCL 411)
EDPS 453/553 ¹	Exceptional Child
EDRD 423/523 ¹	Integration of Literacy Instruction in the Content Areas
ETOP 423/523 ¹	Classroom and Behavior Management

*Students seeking K-12 certification in Physical Education must take PSYC 313 Human Growth and Development or **both** PSYC 343 Adolescent Psychology **and** PSYC 333 Child Psychology. Music Education students satisfy the growth and development requirement through the combination of EDPS 383, MUED 313, and MUED 323.

Field Experience Core: 13 hours

ESCL 476/486	Student Teaching: Secondary School (grades 9-12)
EDUC 471	Student Teaching Seminar

Secondary Education Core: 3-9 hours

Candidates should complete only the required Secondary Education methods course(s) which represent the subject field(s) of desired certification:

EDUC 313†	Curriculum Development for Secondary Education: Seminar and Field Experience
EDEN 453/553 ¹	Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience
EDHE 453/553 ¹	Curriculum, Theory, and Methods of Health Education: Seminar and Field Experience
EDMS 423/523 ¹	Implementing Business Education Programs
EDMS 433/533 ¹	Teaching Social Studies in Grades 5-12: Seminar and Field Experience
EDMS 453/553 ¹	Teaching Business Education in Grades 5-12: Seminar and Field Experience
EDMS 473/573 ¹	Teaching Mathematics in Grades 5-12: Seminar and Field Experience
EDMS 483/583 ¹	Teaching Science in Grades 5-12: Seminar and Field Experience
EDPE 433/533 ¹	Curriculum, Theory, and Methods of Physical Education (Grades PK-4): Seminar and Field Experience
EDPE 443/543 ¹	Curriculum, Theory, and Methods of Physical Education (Grades 5-12): Seminar and Field Experience
EDSP 453/553 ¹	Teaching Remedial Math K-12: Seminar and Field Experience
EDST 473/573 ¹	Methods of Teaching Speech and Theatre in grades 5-12: Seminar and Field Experience

Total hours required for secondary education major: 44-53*

†This course is required for students in the secondary education program seeking subject specific certification in the areas of mathematics, science, social studies, English, or business education.

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

In addition, subject-specific course requirements for the following areas of secondary certification are included under their respective divisions throughout this catalog: Music and Speech/Theatre (Fine Arts), English (Humanities), Mathematics (Natural Sciences), and Social Studies (see Social Sciences Major in the Social and Behavioral Sciences Division).

Subject-specific course requirements leading to a baccalaureate degree and/or a teaching certificate in Business Education, Health Education, Physical Education, and Unified Science with endorsements in Biology and/or Chemistry are as follows.

BUSINESS EDUCATION MAJOR (GRADES 9-12)

Applicable degrees: Bachelor of Science only

Business Education Major Requirements: (49 hours)

ACCT 213	Principles of Financial Accounting
ACCT 223	Principles of Managerial Accounting
ECON 113	Macroeconomics†
ECON 123	Microeconomics†
BUSN 413	Business Law I
OR	
BUSN 423	Business Law II
ENGL 433	Business Writing
BUSN 363	Financial Management†
BUSN 481	Interviewing Techniques†
MGMT 303	Management Concepts and Practices
BUSN 303	Business Ethics†
MRKT 313	Introduction to Marketing
EDUC 313	Curriculum Development for Secondary Education: Seminar and Field Experience
EDMS 423/523 ¹	Implementing Business Education Programs
EDMS 453/553 ¹	Teaching Business Education in grades 5-12: Seminar and Field Experience

9 hours in computer/emerging technology from the following:

- BCIS 103 Survey of Computing
- ITBU 203 Introduction to Application Development
- ITBU 213 IT Infrastructure
- ITBU 323 Enterprise Architecture
- ITBU 333 System Analysis and Design
- ITBU 343 Introduction to IT Security and Risk Management
- ITBU 363 Business intelligence
- BCIS 303 Information Technology Theory and Practice
- BCIS 403/503 Management Applications of Information Technology*
- BCIS 453 E-Commerce*

One (1) year or two thousand (2,000) hours of approved occupational experience or appropriate internship is required. The approval is determined by the nature of employment in a business occupation. Students will need to speak with the Education Division Dean regarding documentation necessary to satisfy this requirement.

†Certification-only students (students who already hold a baccalaureate degree from a college or university with an approved teacher education program) are required to complete either ECON 113 or ECON 123 but not both, and are not required to complete BUSN 481, BUSN 303, or BUSN 363.

HEALTH EDUCATION MAJOR 9-12 (for those seeking teacher certification in health education)

Required Biology (BIOL) courses:

BIOL 213+211	Anatomy and Physiology I	4
BIOL 223+221	Anatomy and Physiology II	4
BIOL 303	Nutrition Science	3

Required Health Science (KHSC) courses:		8
KHSC 102	Substance Abuse	2
KHSC 333	Health and Wellness	3
KHSC 373	Community Health	3

Required Health Education (EDHE) course:		3
EDHE 453/553 ¹	Curriculum, Theory, and Methods of Health Education for Grades PK-12: Seminar and Field Experience	

Required Physical Education (PHED) courses:		3
PHED 133	First Aid and CPR	

Required Exercise Science (EXSC) course:		3
EXSC 233	Care and Prevention of Athletic Injuries/ Illnesses	

Required Psychology (PSYC) courses:		3
PSYC 213	Personal Adjustment	

Required Sociology (SOCO) courses:		3
SOCO 323	Marriage and the Family	

Total Hours (minimum): 34

A 2.500 cumulative grade point average is required for graduation.

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

PHYSICAL EDUCATION MAJOR FOR THOSE SEEKING TEACHER CERTIFICATION IN PHYSICAL EDUCATION

PHYSICAL EDUCATION K-12

Required Biology (BIOL) courses:		4-8
BIOL 203+201	Human Biology	4

OR		
BIOL 213+211	Anatomy and Physiology I	
AND		8
BIOL 223+221	Anatomy and Physiology II	

Required Exercise Science (EXSC) courses:		22
EXSC 233	Care and Prevention of Athletic Injuries/ Illnesses	3
EXSC 283	History and Philosophy of Sport	3
EXSC 313	Exercise Physiology I	3
EXSC 343	Motor Learning and Control	3
EXSC 363	Adapted Physical Activity	3
EXSC 411	Exercise Testing and Prescription Lab	1
EXSC 413	Exercise Testing and Prescription	3
EXSC 433	Biomechanics	3

11 Required Health and Wellness Courses (KHSC/KACT) courses: 4

4	KACT 101F	Fitness Theory and Practice	1
4	KHSC 333	Health and Wellness	3

Required Lifetime Activity (KACT/KATH) courses:		7
KACT/KATH	Lifetime Activities	

Required Physical Education (EDPE or PHED) courses:	11
PHED 133 First Aid and CPR	3
PHED 262 Movement and Rhythms	2
EDPE 433/533 ¹ Curriculum, Theory, and Methods of Physical Education for Grades PK-4: Seminar and Field Experience	3
EDPE 443/543 ¹ Curriculum, Theory, and Methods of Physical Education for Grades 5-12: Seminar and Field Experience	3
Required Sport Management (SMGT) courses:	6
SMGT 333 Sport Sociology	3
SMGT 433/533 ¹ Sport Psychology	3
Total Hours (minimum):	54-58

PHYSICAL EDUCATION

Required Biology (BIOL) courses:	4-8
BIOL 203+201 Human Biology	4
OR	
BIOL 213+211 Anatomy and Physiology I	8
AND	
BIOL 223+221 Anatomy and Physiology II	8
Required Exercise Science (EXSC) courses:	22
EXSC 233 Care and Prevention of Athletic Injuries/Illnesses	3
EXSC 283 History and Philosophy of Sport	3
EXSC 313 Exercise Physiology I	3
EXSC 343 Motor Learning and Control	3
EXSC 363 Adapted Physical Activity	3
EXSC 411 Exercise Testing and Prescription Lab	1
EXSC 413 Exercise Testing and Prescription	3
EXSC 433 Biomechanics	3
Required Health Science (KHSC) course:	3
KHSC 333 Health and Wellness	3
Required Lifetime Activity (KACT/KATH) courses:	5
KACT/KATH Lifetime Activities	5
Required Physical Education (EDPE or PHED) courses:	6
PHED 133 First Aid and CPR	3
EDPE 443/543 ¹ Curriculum, Theory, and Methods of Physical Education for Grades 5-12: Seminar and Field Experience	3
Required Sport Management (SMGT) courses:	6
SMGT 333 Sport Sociology	3
SMGT 433/533 ¹ Sport Psychology	3
Total Hours (minimum):	46-50

A 2.500 cumulative grade point average is required for graduation.

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

MINOR: PHYSICAL EDUCATION	
BIOL 203+201 Human Biology	4
OR	
BIOL 213+211 Anatomy and Physiology I	8
AND	
BIOL 223+221 Anatomy and Physiology II	3
EXSC 283 History and Philosophy of Sport	3
EXSC 313 Exercise Physiology I	3
EXSC 433 Biomechanics	3
EXSC 413 Exercise Testing and Prescription	3
SMGT 433/533 ¹ Sport Psychology	3
Total Hours	19-23

UNIFIED SCIENCE MAJOR (GRADES 9-12)

BIOLOGY AND CHEMISTRY ENDORSEMENTS

Applicable degree: Bachelor of Arts	
Bachelor of Professional Studies	
Bachelor of Science	
UNIFIED SCIENCE CORE REQUIREMENTS: (47 hours)	
IDST 313 History and Philosophy of Science and Technology	8
BIOL 113+111 General Biology I	22
BIOL 123+121 General Biology II	3
CHEM 133+132 General Chemistry I	3
CHEM 143+142 General Chemistry II	3
PHYS 213+211 General Physics I	3
PHYS 223+221 General Physics II	3
PHYS 123+122 Geology and Earth Science	3
PHYS 383 Meteorology	3
BIOL 323A+321A Environmental Science and Conservation	3
EDUC 313 Curriculum Development for Secondary Education: Seminar and Field Experience	3
EDMS 483/583 ¹ Teaching Science in Grades 5-12: Seminar and Field Experience	3

ADDITIONAL REQUIREMENTS FOR BIOLOGY ENDORSEMENT and MINOR: ** (20 hours)

BIOL 213+211 Anatomy and Physiology I	3
BIOL 223+221 Anatomy and Physiology II	3
BIOL 373+371 Microbiology	3
BIOL 343+341 Genetics	3
BIOL 423 Cell Biology	3
BIOL 401 Integrating Concepts of Biology	3

ADDITIONAL REQUIREMENTS FOR CHEMISTRY ENDORSEMENT and MINOR: ** (25 hours)

CHEM 313+312 Organic Chemistry I	3
CHEM 323+322 Organic Chemistry II	3
CHEM 332+342 Analytic Chemistry	3
CHEM 413 Physical Chemistry I	3
CHEM 443 Biochemistry	3
CHEM 453+452 Modern Instrumental Analysis	3

****Students must select either biology or chemistry as their endorsement. An endorsement in both areas is not required.**

- Total hours required for Unified Science major with an endorsement/minor in Biology: 67 †
- Total hours required for Unified Science major with an endorsement/minor in Chemistry: 72 †

†Some of the Unified Science major requirements may also be applied toward general education and degree requirements.

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

Certification-only students (students who already hold a baccalaureate degree from a college or university with an approved teacher education program) may opt to pursue either the Unified Science certification listed above or the Biology, Chemistry, or General Science certifications, which follow:

BIOLOGY (GRADES 9-12): 39-40 hours

Certification-Only (not for undergraduate degree-seeking students)

BIOL 113+111 General Biology I
 BIOL 123+121 General Biology II
 BIOL 323A+321A Environmental Science and Conservation

OR

BIOL 323B Ecology
 BIOL 343+341 Genetics
 BIOL 423 Cell Biology
 Biology electives 4 hours beyond BIOL 123
 CHEM 133+132 General Chemistry I
 PHYS 123+122 Geology and Earth Science
 PHYS 213+211 General Physics I
 IDST 313 History and Philosophy of Science and Technology

CHEMISTRY (GRADES 9-12): 40-44 hours

Certification-Only (not for undergraduate degree-seeking students)

BIOL 113+111 General Biology I
OR
 BIOL 123+121 General Biology II
 BIOL 323A+321A Environmental Science and Conservation

OR

BIOL 323B Ecology
 CHEM 313+312 Organic Chemistry I
 CHEM 332+342 Analytic Chemistry
 CHEM 413 Physical Chemistry I
 CHEM 433 Inorganic Chemistry
 CHEM 443+441 Biochemistry
 CHEM electives At least 2 hours beyond CHEM 145 (to total 20 hours)
 PHYS 123+122 Geology and Earth Science
 PHYS 213+211 General Physics I
 IDST 313 History and Philosophy of Science and Technology

GENERAL SCIENCE (GRADES 9-12):

33 hours

Certification Only (not for undergraduate degree-seeking students)

BIOL 113+111 General Biology I
OR
 BIOL 123+121 General Biology II
 BIOL 323A+321A Environmental Science and Conservation
 CHEM 133+132 General Chemistry I
 CHEM 143+142 General Chemistry II
 PHYS 123+122 Geology and Earth Science
 PHYS 213+211 General Physics I
 PHYS 363 Astronomy
 IDST 313 History and Philosophy of Science and Technology

MIDDLE SCHOOL/SECONDARY

CERTIFICATION COMBINED

REQUIREMENTS

Applicable degree: Bachelor of Arts
 Bachelor of Professional Studies
 Bachelor of Science

Students must meet all requirements for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam (or the content assessment that will be replacing Praxis in 2014-2015) required for the area of certification sought.

Note: The Middle Childhood major may be combined with Secondary certification, earning subject-specific certification in grades 5-12 in the following areas of concentration: Business Education, English/Language Arts, Mathematics, Science, Social Studies, and Speech/Theatre.

Professional Education Foundations Core: 28 hours

EDCL 211 Teaching Field Experience I (must be in grades 5-9)
 EDUC 210 Field Experience I Seminar (must be taken concurrently with EDCL 211)
 EDUC 213 Foundational Perspectives in Education
 EDPS 383 Psychology of Teaching and Learning
 EDUC 301 Professional Growth and Development I (must be taken once during the junior year)
 EDUC 303 Methods of Teaching
 EDUC 373 Technology and Instructional Media
 PSYC 313 Human Growth and Development
 EDUC 401 Professional Growth and Development II (must be taken once during the senior year, the semester prior to student teaching)
 EDCL 411 Teaching Field Experience II (must be in grades 9-12)
 EDUC 410 Field Experience I Seminar (must be taken concurrently with EDCL 411)
 EDPS 453/553¹ Exceptional Child
 EDRD 423/523¹ Integration of Literacy Instruction in the Content Areas
 ETOP 423/523¹ Classroom and Behavior Management

Field Experience Core: 13 hours

EMCL 476	Student Teaching: Middle School (grades 5-9)
ESCL 486	Student Teaching: Secondary (grades 9-12)
EDUC 471	Student Teaching Seminar (must be taken concurrently with EMCL 476 and ESCL 486)

Middle School Core: 12 hours

EDEN 453/553 ¹	Teaching Language Arts and Composition in grades 5-12: Seminar and Field Experience
EDMS 443/543 ¹	Middle School: Philosophy and Organization
EDMS 463/563 ¹	Middle School: Curriculum, Instruction, and Field Experience
EDRD 453/553 ¹	Foundations of Literacy Instruction in grades 5-12: Seminar and Field Experience

Secondary Education Core: 3-9 Hours

Candidates should complete only the required Secondary Education methods course(s) which represent the subject field(s) of desired certification:

EDUC 313†	Curriculum Development for Secondary Education: Seminar and Field Experience
EDEN 453/553 ¹	Teaching Language Arts and Composition in Grades 5-12: Seminar and Field Experience
EDMS 423/523 ¹	Implementing Business Education Programs
EDMS 433/533 ¹	Teaching Social Studies in Grades 5-12: Seminar and Field Experience
EDMS 453/553 ¹	Teaching Business Education in Grades 5-12: Seminar and Field Experience
EDMS 473/573 ¹	Teaching Mathematics in Grades 5-12: Seminar and Field Experience
EDMS 483/583 ¹	Teaching Science in Grades 5-12: Seminar and Field Experience
EDSP 453/553 ¹	Teaching Remedial Math K-12: Seminar and Field Experience
EDST 473/573 ¹	Methods of Teaching Speech and Theatre in Grades 5-12: Seminar and Field Experience

†This course is required for students in the secondary education program seeking subject specific certification in the areas of mathematics, science, social studies, English, or business education.

AREA OF CONCENTRATION FOR MIDDLE/SECONDARY COMBINED CERTIFICATION:

Students desiring the combined Middle/Secondary School certification in a subject-specific area, must complete all of the subject-specific course requirements listed in the secondary subject-specific course requirement section(s).

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

DRIVER EDUCATION ENDORSEMENT (GRADES 9-12)

NOTE: The Department of Elementary and Secondary Education (DESE) requires candidates seeking this endorsement to earn secondary certification in an additional subject area.

Driver Education Required Core: 12 hours

EDDR 403/503 ¹	Driver Education I: Introduction to Safety Education
EDDR 413/513 ¹	Driver Education II: Organization
EDDR 433/533 ¹	Driver Education III: Instruction
EDDR 443/543 ¹	Driver Education IV: Developing Operational Skills (Train the Trainer)

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

LIBRARY MEDIA SPECIALIST (GRADES K-12)

NOTE: Library Media Specialist certification is **NOT** offered at the undergraduate level. Students who have already earned a baccalaureate degree from an institution with an approved teacher education program may complete stand-alone certification as a Library Media Specialist, with or without the Master of Arts in Teaching degree, meaning that no additional certification must be earned prior to certification as a Library Media Specialist. However, students seeking initial certification as a Library Media Specialist must be admitted to the Teacher Education Program at the graduate level and must complete all certification requirements, including professional education courses.

Required Library Media Specialist Core: 30-40 hours*

LIBR 502	Foundations of Librarianship
LIBR 513	Selection and Acquisition
LIBR 523	Library Media Administration
LIBR 533	Cataloging and Classification
LIBR 543	Reference Sources and Services
LIBR 553	Curriculum and the Library Media Center
LIBR 563	Library Services for Children and Youth
LIBR 572	Research in Library and Information Science
LIBR 583	Information Technologies
EDEN 463/563 ¹	Teaching Literature within the Curriculum
LBCL 582	Library Practicum*

OR

LBCL 576/586	Student Teaching: Library Media Specialist*
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¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

*LBCL 576/586 Student Teaching: Library Media Specialist is only required for students seeking stand-alone certification as a Library Media Specialist. Students who have earned certification in another area may earn an added endorsement in Library Media Specialist by completing all the above courses minus LBCL 576/586. Students required to complete LBCL 576/586 are exempt from LBCL 582, which is only required for those pursuing Library Media Specialist certification as an added endorsement.

GIFTED EDUCATION CERTIFICATION K-12¹

21 HOURS

NOTE: The Department of Elementary and Secondary Education (DESE) **requires** that candidates seeking this endorsement **hold a valid Missouri permanent or professional certificate of license to teach and have at least two (2) years of classroom teaching experience.**

Prerequisite Course:

EDPS 453/553 The Exceptional Child (*this course must include the gifted*)

Required Gifted Education Coursework 18 Hours

EDGT 503 Introduction to Gifted and Talented Students
EDGT 513 Curriculum Methods for Gifted and Talented Students
EDGT 523 Social and Emotional Needs of Gifted and Talented Students
EDGT 533 Differentiating Instruction: Reaching Gifted, Typical, and Struggling Learners
EDGT 563 Assessment and Evaluation in Gifted Education
GRED 553 Research Methods

OR

GRED 543† Methods of Inquiry I

Required Field Experience 3 Hours

EDGT 583 Practicum in Gifted and Talented Education

†*This class is a prerequisite for students who intend to pursue the Doctor of Education (Ed.D.) program.*

SPECIAL READING CERTIFICATION (GRADES K-12)

NOTE: The Department of Elementary and Secondary Education (DESE) **requires** that candidates seeking this endorsement **hold a valid Missouri permanent or professional certificate of license to teach and have at least two (2) years of classroom teaching experience.**

Required Special Reading Coursework: 24 hours

EDRD 433/533¹ Foundations of Literacy Instruction for PK-6: Seminar and Field Experience
EDRD 453/553¹ Foundations of Literacy Instruction for grades 5-12: Seminar and Field Experience
EDRD 443/543¹ Analysis and Correction of Reading Disabilities
EDRD 423/523¹ Integration of Literacy in the Content Areas
EDSP 413/513¹ Language Development of the Exceptional Child
ETOP 423/523¹ Classroom and Behavior Management
HUED 433/533¹ Theories and Techniques of Counseling Students and Their Families
EDSP 463/563¹ Individual Diagnostics and Classroom Assessment

Required Field Experiences: 6 hours *Graduate Only Courses*

EDRD 573 Advanced Elementary Reading Disorders Practicum
EDRD 583 Advanced Secondary Reading Disorders Practicum

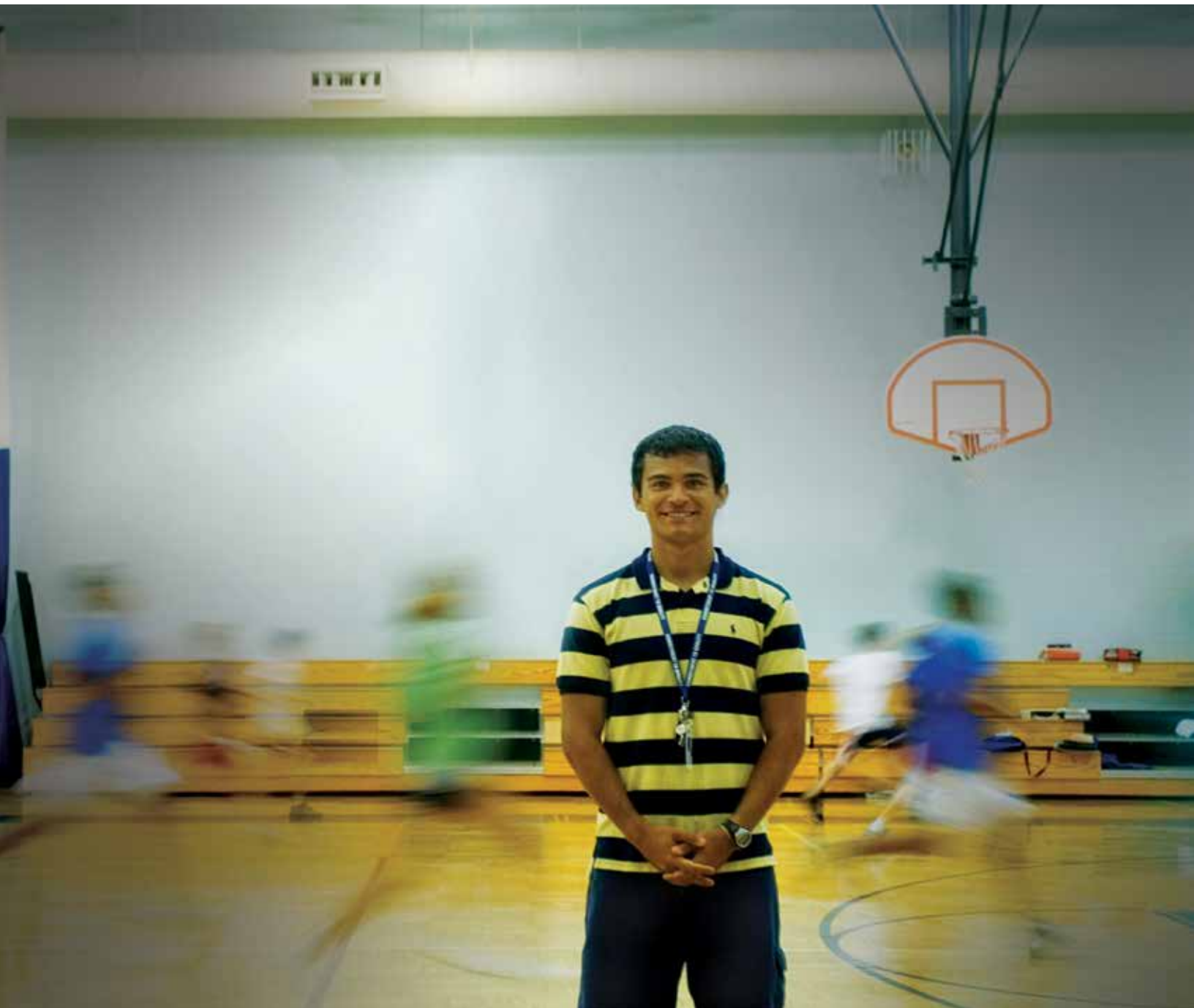
¹*See the catalog section on Senior Permission for information on earning graduate credit for this course.*



COURSE DESCRIPTIONS

Education Division course descriptions are organized as follows in the Course Description Section of this catalog:

- Early Childhood Education (ECED) Courses 208
- Early Childhood Special Education (ECSP) Courses 209
- Driver Education (EDDR) Courses..... 210
- Health Education (EDHE) Courses 211
- Middle/Secondary Education
 - o EDEN Courses..... 211
 - o EDMS Courses 211
 - o EDST Courses..... 215
- Educational Psychology (EDPS) Courses..... 213
- Reading (EDRD) Courses..... 213
- Special Education
 - o EDSP Courses..... 213
 - o HUED Courses..... 227
- Education (EDUC) Courses..... 215
- Elementary Education (ELED) Courses 217
- Education Topics (ETOP) Courses 222
- Physical Education (EDPE and PHED) Courses..... 212, 245
- Field Experiences, including Internships, Practica, and Student Teaching
 - o ECCL Courses 207
 - o ECSP Courses 209
 - o EDCL Courses 210
 - o EDSP Courses..... 214
 - o ELCL Courses..... 216
 - o EMCL Courses 217
 - o ESCL Courses 222





DIVISION OF FINE ARTS

Faculty:

Larry Smith, D.M.A., Professor of Music; Acting Chair-Fine Arts Division

Paula Bennett, M.A., Assistant Professor of Communications

Cathy Benton, D.M.A., Associate Professor of Music

Jonathan Blackmon, Ph.D., Associate Professor of Music

Ladd Faszold, D.M.A., Professor of Music

Ray Killebrew, M.A., Assistant Professor of Communications

Patricia Lacey, M.M.E., Assistant Professor of Music

C. Allin Means, Ph.D., Associate Professor of Journalism and Communications

Joy Powell, M.A., Assistant Professor of Theatre Arts

Amanda Wokurka, M.A., Instructor of Public Relations and Communications

Mission Statement: The Fine Arts Division seeks to provide experiences in the arts for all students through a Christian perspective. The Fine Arts Division offers curricula for general education and degree requirements in Art, Communications, Music, Music Ministry, Music Education, Music Performance, Musical Theatre, Theatre, Worship Arts, and Worship Arts Technology. Undergraduate majors include Broadcast Media, Communications Studies, Journalism, Music, Music Ministry, Music Education, Music Performance, Music with Elective Studies in Business, Musical Theatre, Public Relations, Speech/Theatre, Theatre, Worship Arts, and Worship Arts Technology. Minor studies available include Broadcast Media, Journalism, Sports Journalism, Music, Music Ministry, Public Relations, Theatre, Worship Leadership, and Worship Studies.

The Fine Arts Division seeks to provide experiences in the arts for all students through a Christian perspective.

ART

Courses in Art (ARTS) are offered as a part of the general education requirements or elective lower division hours.

COMMUNICATIONS

Mission Statement: In accordance with the mission statement of Missouri Baptist University and the academic program, the Communications Program builds a strong foundation in understanding the important aspects of the broad field of communications. After taking introductory survey courses, students have the opportunity to pursue personalized study in one of three majors. These majors are designed to recognize competence as well as help students identify and build individual strengths and interests.

MAJORS

A student majoring in Communications must complete 49 semester hours as described below. The curriculum consists of the Communications Core plus a Communications major.

The majors are:

- **Broadcast Media** – This major centers on the theoretical and practical use of audio and video in broadcast, internet, and corporate environments.
- **Communications Studies** – This major allows a generalist approach to communications where students can tailor the major to their own interests.
- **Public Relations** – This major involves theoretical and applied public relations with additional studies in media and business communication.
- **Journalism** – This major provides theoretical and applied training for students seeking careers in both print and online Journalism.

The program is augmented by audio and video laboratories, which are the foundational training center for Broadcast Media and serve a support role for Communications Studies and Public Relations.

In addition, if taking two Fine Arts class in the general education requirements section, students must choose one from a Fine Arts area other than Communications.

COMMUNICATIONS CORE: 21 hours

The Communications Core, required of all communications majors, focuses on a broad knowledge base, introducing widely divergent areas of the field of communications. In addition, the Communications Core serves as an introduction to the Communications majors.

COEN 223	Basic Reporting and Writing for Journalism
COMM 203	Understanding Human Communication
COMM 223	Intro to Mass Media
COMM 263	Introduction to Audio and Video Communications
COMR 383	Media Technologies
COMM 412	Media Interviewing Theory and Techniques
COMM 461	Senior Communications Seminar
COMM 483	Media Law and Ethics

BROADCAST MEDIA MAJOR: 30 hours *(In addition to General Education, Bachelor of Arts or Science, and Communications Core Requirements)*

COMU 323	Principles of Sound
COMU 343	Studio Recording I
COMT 353	Writing for Convergence Media
COMT 363	Video Production I
COMT 383	Radio Production
COMT 413	Broadcast Techniques

OR

COMT 423	Broadcast Management
COMT 463	Video Production II
COMT 473	Broadcast Media Internship
COMT 483A	Studio Production
COMT 483B	Studio Production II

COMMUNICATIONS STUDIES MAJOR: 30 hours *(In addition to General Education, Bachelor of Arts or Science, and Communications Core Requirements)*

COMM 333	Small Group Communication
COMR 373	Principles of Public Relations
COMM 473	Communications Studies Internship
COEN 323	Advanced Reporting and Writing for Journalism

OR

COMT 353	Convergent Media
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Upper Division Elective Communications Courses: 18 hours

JOURNALISM MAJOR: 30 hours *(In addition to General Education, Bachelor of Arts or Science, and Communications Core Requirements)*

COMM 273	Photography
COEN 323	Advanced Reporting and Writing for Journalism
COMT 353	Convergent Media
COMJ 373	Photojournalism
COMJ 413	Editing and Design for Print Media
COMT 413	Broadcast Techniques
COMJ 423	Editing and Design for Online Media
COMJ 433	Opinion Writing
COMJ 473	Journalism Internship

Upper Division Electives from the following: 3 hours

- COMM 333 Small Group Communication
- COMM 353 Media Advertising
- COMR 373 Principles of Public Relations
- COMT 363 Video Production I

PUBLIC RELATIONS MAJOR: 30 hours *(In addition to General Education, Bachelor of Arts or Science, and Communications Core Requirements)*

COEN 323	Advanced Reporting and Writing for Journalism
COMM 313	Applied Public Speaking
COMM 333	Small Group Communication
COMT 353	Convergent Media
COMR 373	Principles of Public Relations
COMR 423	Applied Public Relations
COMR 433	Crisis Communications
COMR 443	Strategic Communications
COMR 473	Public Relations Internship
COMT 413	Broadcast Techniques

BROADCAST MEDIA MINOR: 21 hours

COEN 223	Basic Reporting and Writing for Journalism
COMM 263	Introduction to Audio Video Communications
COMU 323	Principles of Sound
COMT 353	Writing for Convergence Media
COMT 363	Video Production I
COMT 483A	Studio Production I
COMT 483B	Studio Production II

COMMUNICATION STUDIES MINOR: 21 hours

COEN 223	Basic Reporting and Writing for Journalism
COMM 223	Introduction to Mass Media
COMM 263	Introduction to Audio and Video Communications
COMM 313	Applied Public Speaking
COMR 373	Principles of Public Relations
COMR 383	Media Technologies
COMM 483	Media Law and Ethics

JOURNALISM MINOR: 24 hours

COEN 223	Basic Reporting and Writing for Journalism
COMM 223	Introduction to Mass Media
COMM 263	Introduction to Audio and Video Communications
COEN 323	Advanced Reporting and Writing for Journalism
COMM 353	Convergent Media
COMT 413	Broadcast Techniques
COMM 483	Media Law and Ethics
3 hours upper division communications elective	

PUBLIC RELATIONS MINOR: 21 hours

COEN 223	Basic Reporting and Writing for Journalism
COMM 203	Understanding Human Communication
COMM 263	Introduction to Audio Video Communications
COMR 373	Principles of Public Relations
COMR 383	Media Technologies
COMR 423	Applied Public Relations
COMM 483	Media Law and Ethics

SPORTS JOURNALISM MINOR: 24 hours

The sports journalism minor is for students interested in the delivery of sports information. The platforms may include sports broadcast or web-based sports programs, sports information director for an athletic program—university or high school or with a professional sports organization. The minor provides experiences in on-camera/microphone work and in writing for broadcast, print and web outlets.

Communications Courses (15 hours)

COEN 223	Basic Reporting and Writing for Journalism
COMM 263	Introduction to Audio/Video Communications
COMT 363	Video Production I
COMR 383	Media Technologies
COMM 413	Broadcast Techniques

Sport Management Courses (6 hours)

SMGT 113	Introduction to Sport Management
SMGT 263	Communication in Sport Management

Internship (3 hours)

COMS 473	Internship in Sports Journalism
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OR

SMGT 473/476	Sport Management Internship*
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*Sport Management majors taking the Sports Journalism minor must take SMGT 473/476, of which 90 hours of the internship must support the Sports Journalism minor. All other majors must take COMS 473.



MUSIC

Mission Statement: In accordance with the mission statement of Missouri Baptist University and the academic program, the music discipline offers courses of undergraduate study which provide students with knowledge and skills that will equip them to achieve excellence in music teaching, music ministry, music performance, musical theatre, and music with elective studies in business, and prepare them to assume roles which require heightened aesthetic awareness of music. In addition, the Music Department provides classes, ensembles, and music instruction to enrich the lives of both music majors and students majoring in other fields and offers a variety of cultural experiences for the University and the community.

The Music Department of Missouri Baptist University is an accredited institutional member of the National Association of Schools of Music.

Admission to the Music Program

All students entering Missouri Baptist University must audition and receive approval from the music faculty before pursuing a music degree. The audition must be completed before or during the first week of classes.

Music Program Requirements

All music degrees require the student to have a primary performance concentration that leads to a Senior Recital and a secondary performance concentration. The Bachelor of Arts degree with a major in Music requires the student to concentrate in one of three applied areas: instrument, piano, or voice. A Bachelor of Music in Music Ministry degree requires courses through the Religion department and a performance concentration in instrument, piano, or voice. The Bachelor of Music in Performance degree requires the student to concentrate in one of two applied areas: piano or voice. The Bachelor of Music in Musical Theatre degree requires courses through the Theatre department and a performance concentration in voice. The Bachelor of Music Education degree requires coursework from the Education Division to complete certification as mandated by the Missouri Department of Elementary and Secondary Education and a performance concentration in instrument, piano, or voice. The Bachelor of Music with Elective Studies in Business degree requires courses through the Business department and a performance concentration in instrument, piano, or voice.

All persons majoring in any music field are required to have seven (for Music Education) or eight (for all other music majors) semesters of completed (passed) recital attendance. Music minors are required to present four semesters of completed (passed) recital attendance.

All persons majoring in any music field are required to present a senior recital. Those seeking degrees in the Bachelor of Arts in Music, Bachelor of Music in Music Ministry, Bachelor of Music in Musical Theatre, Bachelor of Music with Elective Studies in

Business, and Bachelor of Music Education are required to present a 30-minute recital, which has been preceded by three semesters of upper division credit in their major performance area. Majors in the Bachelor of Music in Performance are required to present a 30-minute junior recital and a 60-minute senior recital in their major performance area. Two of four upper division lesson credits must precede the junior recital with the remaining two before the senior recital.

All persons majoring in any music field are required to participate in a large ensemble. The ensemble may be choral, instrumental, or both, depending on the degree sought. Students must earn eight semester hours of large ensemble credit for all music majors, except Bachelor of Music Education majors, must earn seven semester hours (the eighth semester is excused from ensemble participation because of their professional education/student teaching semester). Music minors must earn four semester hours of large ensemble credit. Only one credit per semester in each area (vocal and/or instrumental) may be applied to this total.

All persons majoring in any music field must complete the following core:

MUSIC MAJOR CORE (27 hours)

Required Music Theory (MUTH) courses:		
MUTH 103	Fundamentals of Music †	(3)
MUTH 101	Introduction to Music Technology	1
MUTH 111	Sight Singing/Ear Training I	1
MUTH 113	Theory I	3
MUTH 121	Sight Singing/Ear Training II	1
MUTH 123	Theory II	3
MUTH 211	Sight Singing/Ear Training III	1
MUTH 213	Theory III	3
MUTH 221	Sight Singing/Ear Training IV	1
MUTH 223	Theory IV	3
Required Music History and Literature (MUHL) courses:		
MUHL 313	Music History I	3
MUHL 323	Music History II	3
MUHL 332	Music History III	2
Required Music Education (MUED) course:		
MUED 202	Basic Conducting	2
Required Music Recital Attendance (MURA) courses:		
MURA 110/310	Recital Attendance (7 or 8 semesters)	0
†Students who pass the theory placement test are not required to take this course.		

Applicable Degrees:

Bachelor of Arts:

- For those interested in the music field as part of a liberal arts program

Bachelor of Music:

- Performance – For those individuals who wish to become professional performers and/or private music teachers
- Music Ministry – For those individuals who wish to become a full-time Minister of Music
- Musical Theatre – For those individuals who wish to become professional performers and/or directors in musical theatre
- With Elective Studies in Business – For those individuals who wish to be involved in the business side of the music industry

Bachelor of Music Education:

- For those individuals who wish to become music teachers in elementary or secondary schools

Minor:

- Music – For those individuals with a declared major who wish to further their musical training
- Music Ministry – To prepare those individuals with a declared major who wish to serve as a part-time music director

BACHELOR OF ARTS IN MUSIC

(In addition to General Education, Bachelor of Arts, and Music Major Core Requirements)

Mission Statement: In accordance with the mission statement of Missouri Baptist University, the academic program, and the music discipline, this major provides for those interested in the music field as part of a liberal arts program.

Bachelor of Arts in Music majors must take a general education course introducing an art form other than music, such as, art, dance, and theatre/drama, as part of their general education requirements.

Concentrations – The student must complete one of the following concentrations.

Instrumental (21 Hours)		
MUAI 111	Instrument Lesson (Major/Primary) – Lower Division	4
MUAI 311	Instrument Lesson (Major/Primary) – Upper Division	3
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Instrument)	0
MUAP *** OR MUAV**	Piano Voice	4
MUIL 131/331 OR 151/351	Large Instrumental Ensemble	8
MUTH	Upper Division Theory Elective	2

Piano (21 Hours)		
MUAP 111	Piano Lesson (Major/Primary) – Lower Division	4
MUAP 311	Piano Lesson (Major/Primary) – Upper Division	3
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Piano)	0
MUAI 101 OR MUAV**	Instrument Lesson (Elective/Secondary) Voice	4
MUCL 111/311 OR 131/331	Large Vocal Ensemble	8
MUTH	Upper Division Theory Elective	2

Voice (21 Hours)		
MUAV 111	Voice Lesson (Major/Primary – Lower Division)	4
MUAV 311	Voice Lesson (Major/Primary) – Upper Division	3
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Voice)	0
MUAP***	Piano	4
MUCL 111/311 OR 131/331	Large Vocal Ensemble	8
MUTH	Upper Division Theory Elective	2

Total hours in Bachelor of Arts – Music Major: 48

**Voice credit may be Class Voice, Private Voice, or a combination of both.

***Advanced piano students may take proficiency exam for up to four semesters of credit. Piano credit may be Class Piano, Private Piano, or a combination of both.

BACHELOR OF MUSIC EDUCATION

(In addition to General Education, Bachelor of Music Education, and Music Major Core Requirements)

Mission Statement: In accordance with the mission statement of Missouri Baptist University, the academic program, and the music discipline, this degree program focuses on preparing students for careers in Music Education leading to certification by the Missouri Department of Elementary and Secondary Education (K-12).

All candidates for Missouri State Teacher Certification must be formally admitted into the Missouri Baptist University Teacher Education program in the Education Division. No student will be allowed to student teach unless he or she has been formally admitted into the Teacher Education program prior to applying to student teach.

The Bachelor of Music Education degree is restricted to students seeking teacher certification in vocal and/or instrumental music at the K-12 level. Students must meet all requirements

for certification before this degree will be conferred, including passing all sections of C-BASE or MoGEA, passing MoPTA, and the Praxis exam in Music: Content and Instruction (or the content assessment that will be replacing Praxis in 2014-2015).

The student must take one of the following performance concentrations:

PIANO CONCENTRATION

Vocal/Choral Certification Only (32 Hours)		
MUAP 111	Piano Lesson (Major/Primary) – Lower Division	4
MUAP 311	Piano Lesson (Major/Primary) – Upper Division	3
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Piano)	0
MUAV**	Voice	6
MUED 342	Choral Techniques	2
MUHL 442	Vocal Pedagogy	2
MUHL 452	Choral Literature	2
MUTH 302	Choral Arranging	2
MUTH 412	Orchestraion	2
MUCL 111/311 OR 131/331	Large Vocal Ensemble	7
MU_S	Small Ensemble****	2

Instrumental Certification Only (30 Hours)		
MUAP 111	Piano Lesson (Major/Primary) – Lower Division	4
MUAP 311	Piano Lesson (Major/Primary) – Upper Division	3
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Piano)	0
MUAI 101	Instrument Lesson (Elective/Secondary)	4
MUAI 131	Class Brass	1
MUAI 141	Class Percussion	1
MUAI 151	Class Strings	1
MUAI 161	Class Woodwinds	1
MUED 332	Instrumental Methods and Materials	2
MUTH 412	Orchestration	2
MUCL 111/311 OR 131/331	Large Vocal Ensemble	2
MUIL 131/331 OR 151/351	Large Instrumental Ensemble	7
MU_S	Small Ensemble****	2

Vocal/Choral and Instrumental Certification (47 Hours)		
MUAP 111	Piano Lesson (Major/Primary) – Lower Division	4
MUAP 311	Piano Lesson (Major/Primary) – Upper Division	3
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Piano)	0
MUAI 101	Instrument Lesson (Elective/Secondary)	4
MUAV**	Voice	4
MUAI 131	Class Brass	1
MUAI 141	Class Percussion	1
MUAI 151	Class Strings	1
MUAI 161	Class Woodwinds	1
MUED 332	Instrumental Methods and Materials	2
MUED 342	Choral Techniques	2
MUHL 442	Vocal Pedagogy	2
MUHL 452	Choral Literature	2
MUTH 302	Choral Arranging	2
MUTH 412	Orchestration	2
MUCL 111/311 OR 131/331	Large Vocal Ensemble	7
MUIL 131/331 OR 151/351	Large Instrumental Ensemble	7
MU_S	Small Ensemble****	2

VOICE CONCENTRATION

Vocal/Choral Certification (30 Hours)		
MUAV 111	Voice Lesson (Major/Primary) – Lower Division	4
MUAV 311	Voice Lesson (Major/Primary) – Upper Division	3
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Voice)	0
MUAP***	Piano	6
MUED 342	Choral Techniques	2
MUHL 442	Vocal Pedagogy	2
MUHL 452	Choral Literature	2
MUTH 302	Choral Arranging	2
MUTH 412	Orchestraion	2
MUCL 111/311 OR 131/331	Large Vocal Ensemble	7
MU_S	Small Ensemble****	2

INSTRUMENTAL CONCENTRATION

Instrumental Certification (30 Hours)		
MUAI 111	Instrument Lesson (Major/Primary) – Lower Division	4
MUAI 311	Instrument Lesson (Major/Primary) – Upper Division	3
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Instrument)	0
MUAP***	Piano	4
MUAI 131	Class Brass	1
MUAI 141	Class Percussion	1
MUAI 151	Class Strings	1
MUAI 161	Class Woodwinds	1
MUED 332	Instrumental Methods and Materials	2
MUTH 412	Orchestration	2
MUCL 111/311 OR 131/331	Large Vocal Ensemble	2
MUIL 131/331 OR 151/351	Large Instrumental Ensemble	7
MU_S	Small Ensemble****	2

INSTRUMENTAL AND VOICE CONCENTRATION

Vocal/Choral and Instrumental Certification (47 Hours)		
MUAV 111	Voice Lesson (Major/Primary) – Lower Division	4
MUAV 311	Voice Lesson (Major/Primary) – Upper Division	3
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Voice)	0
MUAI 101	Instrument Lesson (Elective/Secondary)	4
OR		
MUAI 111	Instrument Lesson (Major/Primary) – Lower Division	(4)
MUAI 311	Instrument Lesson (Major/Primary) – Upper Division	(3)
MUAS 110/310	Studio Class	(0)
MURP 480	Senior Recital (Instrument)	(0)
MUAV**	Voice	(4)
MUAP***	Piano	4
MUAI 131	Class Brass	1
MUAI 141	Class Percussion	1
MUAI 151	Class Strings	1
MUAI 161	Class Woodwinds	1
MUED 332	Instrumental Methods and Materials	2
MUED 342	Choral Techniques	2

Vocal/Choral and Instrumental Certification (47 Hours)		
MUHL 442	Vocal Pedagogy	2
MUHL 452	Choral Literature	2
MUTH 302	Choral Arranging	2
MUTH 412	Orchestration	2
MUCL 111/311 OR 131/331	Large Vocal Ensemble	7
MUIL 131/331 OR 151/351	Large Instrumental Ensemble	7
MU_S	Small Ensemble****	2

Total hours for Bachelor of Music Education – Music Education Major: 57-74

*One performance area must be voice and the other an instrument.

**Voice credit may be Class Voice, Private Voice, or a combination of both.

***Advanced piano students may take proficiency exam for up to four semesters of credit. Piano credit may be Class Piano, Private Piano, or a combination of both.

****The student may take courses listed as Small Ensemble to complete this requirement.

BACHELOR OF MUSIC IN MUSIC MINISTRY

(In addition to General Education, Bachelor of Music, and Music Major Core Requirements)

Mission Statement: In accordance with the mission statement of Missouri Baptist University, the academic program, and the music discipline, this major focuses on preparing students for careers in the music ministry within the church or a related setting.

Music Ministry Core – The student must take all of these courses plus one of the following performance concentrations.

MUSIC MINISTRY CORE (25 HOURS)		
MUED 352	Advanced Conducting	2
MUTH 412	Orchestration	2
MUWA 353	Biblical and Theological Foundations of Worship	3
MUWA 443/543	History of Congregational Song	3
MUWA 453/553	Historical Foundations of Worship	3
MUWA 483/583	Leadership of Corporate Worship	3
RRED 273	Foundations for Christian Ministry	3
RRED 343	Discipleship and Evangelism	3
REMU 473	Christian Ministry Internship	3

Concentrations – The student must take one of the following performance concentrations.

INSTRUMENTAL (38 HOURS)		
MUAI 111	Instrument Lesson (Major/Primary) – Lower Division	4
MUAI 311	Instrument Lesson (Major/Primary) – Upper Division	4
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Instrument)	0
MUAV**	Voice	4
MUAP ***	Piano	4
MUED 332	Instrumental Methods and Materials	2
MUIL 131/331 OR 151/351	Large Instrumental Ensemble	8
MUCL 111/311 OR 131/331	Large Vocal Ensemble	4
MU_S	Small Ensemble****	2
MUTH	Upper Division Theory Elective	2
	Upper Division Music Elective*	4

PIANO (37 HOURS)		
MUAP 111	Piano Lesson (Major/Primary) – Lower Division	4
MUAP 311	Piano Lesson (Major/Primary) – Upper Division	4
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Piano)	0
MUAV**	Voice	4
MUAP 271	Accompanying I	1
MUAP 371	Accompanying II	1
MUHL 413	Piano Pedagogy	3
MUCL 111/311 OR 131/331	Large Vocal Ensemble	8
MU_S	Small Ensemble****	2
MUTH	Upper Division Theory Elective	2
	Upper Division Music Elective*	8

VOICE (37 HOURS)		
MUAV 111	Voice Lesson (Major/Primary – Lower Division)	4
MUAV 311	Voice Lesson (Major/Primary) – Upper Division	4
MUAS 110/310	Studio Class	0
MURP 480	Senior Recital (Voice)	0
MUAP***	Piano	4
MUED 342	Choral Techniques	2
MUHL 442	Vocal Pedagogy	2
MUCL 111/311 OR 131/331	Large Vocal Ensemble	8
MU_S	Small Ensemble****	2
MUTH	Upper Division Theory Elective	2
	Upper Division Music Elective*	9

Total hours for Bachelor of Music in Music Ministry: 89-90

*Upper division music elective may not include private lessons or ensembles.

**Voice credit may be Class Voice, Private Voice, or a combination of both.

***Advanced piano students may take proficiency exam for up to four semesters of credit. Piano credit may be Class Piano, Private Piano, or a combination of both.

****The student may take courses listed as Small Ensemble to complete this requirement.

*****The student must take three semesters of upper division private lessons before their senior recital.



BACHELOR OF MUSIC IN MUSICAL THEATRE

(In addition to General Education, Bachelor of Music, and Music Major Core Requirements)

Mission Statement: In accordance with the mission statement of Missouri Baptist University, the academic program, and the music discipline, this major focuses on preparing students for careers in musical theatre and related fields.

Musical Theatre Core – The student must take all of these courses plus the following performance concentration.

MUSICAL THEATRE CORE (30 HOURS)

THEA 113	Acting I	3
THEA 213	Stage Make-up	3
THEA 223	Acting II	3
THEA 233	Stagecraft	3
THEA 243	Dance I	3
THEA 343	Dance II	3
THMU 353	Musical Theatre History	3
THMU 323	Singing Actor	3
THEA 333	Directing	3
THEP 473	Theatre Internship	3

Concentration – The student must take the following performance concentration.

VOICE (32 Hours)

MUAV 111	Voice Lesson (Major/Primary – Lower Division)	4
MUAV 311	Voice Lesson (Major/Primary) – Upper Division	4
MUAS 110/310	Studio Class (Voice)	0
MURP 480	Senior Recital (Voice)	0
MUAV 342	Vocal Styles	2
MUAP	Piano***	4
MUMI 342	Music Industry	2
MUED 352	Advanced Conducting	2
MUTH 412	Orchestration	2
MUCL 111/311 OR 131/331	Large Vocal Ensemble	8
MU_S	Small Ensemble****	2
MUST 331	Musical Theatre Production (Upper Division)	1

Total hours for Bachelor of Music in Musical Theatre: 88

Advanced piano students may take proficiency exam for up to four semesters of credit. Piano credit may be Class Piano, Private Piano, or a combination of both. *The

student may take courses listed as Small Ensemble to complete this requirement. MUST 131/331 Musical Theatre Production is recommended.

****The student must take three semesters of upper division private lessons before their senior recital.

BACHELOR OF MUSIC IN PERFORMANCE

(In addition to General Education, Bachelor of Music, and Music Major Core Requirements)

Mission Statement: In accordance with the mission statement of Missouri Baptist University, the academic program, and the music discipline, this major focuses on preparing students for careers in performance and as private music teachers.

Concentrations – The student must select a performance concentration. In addition, the student must complete two semesters of the same foreign language, totaling at least 6 hours.

PIANO (57-59 HOURS)

MUAP 112	Piano Lesson (Major/Primary) – Lower Division	8
MUAP 312	Piano Lesson (Major/Primary) – Upper Division	8
MUAS 110/310	Studio Class (Piano)	0
MURP 380	Junior Recital (Piano)	0
MURP 480	Senior Recital (Piano)	0
MUAI OR MUAV 101	Private Instrument OR Voice**	4
MUAP 271	Accompanying I	1
MUAP 371	Accompanying II	1
MUED 352	Advanced Conducting	2
MUHL 403	Piano Literature	3
MUHL 413	Piano Pedagogy	3
MUMI 342	Music Industry	2
MUCL 111/311	Large Vocal Ensemble	8
MU_S	Small Ensemble***	2
MUTH	Upper Division Theory Electives	4
	Upper Division Music Electives*	5
	Foreign Language (2 semesters)	6-8

*Upper division music electives may not include private lessons or ensembles.

**Voice credit may be Class Voice, Private Voice, or a combination of both.

***The student may take any courses listed as Small Ensemble to complete this requirement.

VOICE (58-60 Hours)

MUAV 112	Voice Lesson (Major/Primary – Lower Division)	8
MUAV 312	Voice Lesson (Major/Primary) – Upper Division	8
MUAS 110/310	Studio Class (Voice)	0
MURP 380	Junior Recital (Voice)	0
MURP 480	Senior Recital (Voice)	0
MUAP	Piano**	4
MUED 352	Advanced Conducting	2
MUHL 151	Vocal Diction I	1
MUHL 361	Vocal Diction II	1
MUHL 442	Vocal Pedagogy	2
MUHL 463	Vocal Literature	3
MUMI 342	Music Industry	2
THMU 323	Singing Actor	3
MUCS 151A/351A	Opera Theatre I	1
MUCS 161A/361A	Opera Theatre II	1
MUCL 111/311 OR 131/331	Large Vocal Ensemble	8
MU_S	Small Ensemble***	2
MUTH	Upper Division Theory Electives	2
	Upper Division Music Electives*	4
	Foreign Language (2 semesters)	6-8

*Upper division music electives may not include private lessons or ensembles.

**Advanced piano students may take proficiency exam for up to four semesters of credit. Piano credit may be Class Piano, Private Piano, or a combination of both.

***The student may take any courses listed as Small Ensemble to complete this requirement.

Total hours for Bachelor of Major in Performance: 84-87

BACHELOR OF MUSIC WITH ELECTIVE STUDIES IN BUSINESS

(In addition to General Education, Bachelor of Music, and Music Major Core Requirements)

Mission Statement: In accordance with the mission statement of Missouri Baptist University, the academic program, and the music discipline, this major focuses on preparing students for careers in music business and related fields.

Bachelor of Music in with Elective Studies Business majors must take a general education course introducing an art form other than music, such as art, dance, theatre or drama, and a course in the social sciences as part of their general education requirements.

Business Core – The student must take all of these courses plus one of the following music performance concentrations.

BUSINESS CORE (35 Hours)

Required:		29
ECON 113	Macroeconomics ¹	3
ECON 123	Microeconomics ¹	3
BUSN 111	Students in Free Enterprise	1
BUSN 303	Business Ethics	3
MGMT 303	Management Concepts and Practices	3
MRKT 313	Introduction to Marketing	3
ACCT 213	Principles of Financial Accounting	3
ACCT 223	Principles of Managerial Accounting	3
BUSN 413	Business Law I	3
BUSN 481	Interviewing Techniques	1
BUSN 463	Strategic Management	3
Elective (one course from the following):		3
ENTR 303	Introduction to Entrepreneurship	
OR		
MGMT 323	Small Business Management	
Internship:		3
BUMU 473	Internship in Music Business	

¹Satisfies 6 of the 9 hours in the Social and Behavioral Sciences general education requirements

Music Performance Concentrations – The student must take one of the following performance concentrations.

INSTRUMENTAL (30 Hours)

MUAI 111	Instrument Lesson (Major/Primary) – Lower Division	4
MUAI 311	Instrument Lesson (Major/Primary) – Upper Division	4
MUAS 110/310	Studio Class (Instrument)	0
MURP 480	Senior Recital (Instrument)	0
MUAP	Piano***	4
MUED 352	Advanced Conducting	2
MUMI 342	Music Industry	2
MUIL 131/331 OR 151/351	Large Instrumental Ensemble	8
MU_S	Small Ensemble****	2
MUTH	Upper division music theory elective	2
	Upper Division Music Electives*	2

PIANO (30 Hours)

MUAP 111	Piano Lesson (Major/Primary) – Lower Division	4
MUAP 311	Piano Lesson (Major/Primary) – Upper Division	4
MUAS 110/310	Studio Class (Piano)	0
MURP 480	Senior Recital (Piano)	0
MUAV	Voice**	4
MUED 352	Advanced Conducting	2
MUMI 342	Music Industry	2
MUCL 111/311 OR 131/331	Large Vocal Ensemble	8
MU_S	Small Ensemble****	2
MUTH	Upper division music theory elective	2
	Upper Division Music Electives*	2

VOICE (30 HOURS)

MUAV 111	Voice Lesson (Major/Primary – Lower Division)	4
MUAV 311	Voice Lesson (Major/Primary) – Upper Division	4
MUAS 110/310	Studio Class (Voice)	0
MURP 480	Senior Recital (Voice)	0
MUAP	Piano***	4
MUED 352	Advanced Conducting	2
MUMI 342	Music Industry	2
MUCL	Large Vocal Ensemble	8
MU_S	Small Ensemble****	2
MUTH	Upper division music theory elective	2
	Upper Division Music Electives*	2

Total hours for Bachelor of Music with Elective Studies in Business (including Music Major Core): 92

**MUSIC MINOR COURSE REQUIREMENTS**

All students who wish to minor in music are required to take the following courses which constitute the Music Minor Core:

Required Music Theory (MUTH) courses:		
MUTH 103	Fundamentals of Music†	(3)
MUTH 111	Sight Singing/Ear Training I	1
MUTH 113	Theory I	3
MUTH 121	Sight Singing/Ear Training II	1
MUTH 123	Theory II	3

Music History and Literature (MUHL) courses: 5-6 hours		
<i>Take two courses totaling 6 hours to complete 6-hour upper division requirement or two courses totaling 5 hours plus at least 1 upper division hour from the Upper Division Options below.</i>		
MUHL 313	Music History I	3
MUHL 323	Music History II	3
MUHL 332	Music History III	2

Upper Division Options		
1. Take a fifth Large Ensemble for upper division credit (must all be in the same ensemble)		
2. Take a fifth Applied Lesson (Sophomore Proficiency required to receive upper division credit)		
3. Take an upper division music course		

Required Performance Areas*:		
MURA 110	Recital Attendance (4 semesters)	0
MUA_ 111	Applied Music Primary	4
MU_L	Large Ensemble: Choral or Instrumental (first two semesters must be the same large ensemble)	4
†Students who pass the theory placement test are not required to take this course, the hours do not count as a part of the minor.		

Total hours for Music Minor: 22

*The student must take at least four hours in one music applied area and two hours in another music applied area. One area must be voice.

**Voice credit may be Class Voice, Private Voice, or a combination of both.

***Advanced piano students may take proficiency exam for up to four semesters of credit. Piano credit may be Class Piano, Private Piano, or a combination of both.

****The student may take courses listed as Small Ensemble to complete this requirement.

*****The student must take three semesters of upper division private lessons before their senior recital.

THEATRE

Mission Statement: In accordance with the mission statement of Missouri Baptist University and the academic program, the Theatre discipline offers undergraduate courses of study which equip students with basic skills in theatrical production and prepares them for positions which require heightened aesthetic awareness of drama. Additional purposes are to provide classes and dramatic experience for students majoring in other fields, as well as cultural experiences for the University community.

MAJOR IN SPEECH/THEATRE

Applicable Degree: Bachelor of Arts or Bachelor of Science
Leading to Missouri Teaching Certification

Mission Statement: In accordance with the mission statement of Missouri Baptist University, the academic program, and the speech and theatre disciplines, this major focuses on preparing students for careers in speech and theatre education with a program leading to secondary certification (grades 9-12) by the Missouri Department of Elementary and Secondary Education. A concentration in Speech/Theatre is also available as part of the Middle Childhood Education major for those interested in teaching at the middle school level (grades 5-9).

All candidates for Missouri State Teacher Certification must be formally admitted into the Teacher Education program at Missouri Baptist University. No student will be allowed to student teach unless he or she has been formally admitted into the Teacher Education program prior to applying to student teach.

Required Theatre courses: 18 hours

THEA 113	Acting I
THEA 223	Acting II
THEA 213	Stage Make-up
THEA 233	Stagecraft
THEA 313	History of Theatre I
THEA 323	History of Theatre II
THEA 333	Directing

Required Communications courses: 18 hours

COMM 103	Speech Communications*
COMM 203	Understanding Human Communications
COMM 233	Cross Cultural Communications*
COMM 313	Applied Public Speaking
COST 333	Argument and Debate
COMO 403	Oral Interpretation of Literature

Elective Courses from either Communications or Theatre: 3 hours

COMM 153	Appreciation of Film*
COMM 223	Introduction to Mass Media*
COMM 333	Small Group Communication
COMT 353	Convergent Media
MUCS 111/311	Theatre Production
MUTS 131/331	Musical Theatre Production
THEA 101	Theatre Media
THEA 123	Script Analysis
THEA 243	Dance I
THEA 343	Dance II

THEA 363	Acting III
THEA 413	Tools of the Actor: Voice and Movement
THEA 423	Theatrical Costuming
THEA 433	Stage Management
THEP 111/311	Theatre Production
THEP 131/331	Drama Troupe – In Character
THEP 471-476	Theatre Internship
THMU 323	Singing Actor
THMU 353	Musical Theatre History

Required Speech/Theatre Education: 3 hours

EDST 473/573 ¹	Methods of Teaching Speech and Theatre in Grades 5-12: Seminar and Field Experience
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Total hours for Major in Speech/Theatre: 45

**Also satisfies general education requirement*

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

It is recommended that students take RPHI 203 Introduction to Logic to satisfy the Humanities General Education requirement.

MAJOR IN THEATRE

Applicable Degree: Bachelor of Arts or Bachelor of Science

An admission audition is required. A mandatory review of the student's progress in performance, design, or technical skills will be administered at the end of each semester. A Sophomore Proficiency will be administered at the end of the student's fourth semester of study to determine sufficient progress in the chosen field.

Required Communications course: 3 hours

COST 403	Oral Interpretation of Literature
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Required Performance courses: 8 semesters

MUSC 111/311	Theatre Production
THEP 111/311	Theatre Production

Required Theatre courses: 38 hours

THEA 101	Theatre Media
THEA 113	Acting I
THEA 123	Script Analysis
THEA 213	Stage Makeup
THEA 223	Acting II
THEA 233	Stagecraft
THEA 313	History of Theatre I
THEA 323	History of Theatre II
THEA 333	Directing
THEA 363	Acting III
THEA 413	Tools of the Actor: Voice and Movement
THEA 423	Theatrical Costuming
THEA 433	Stage Management
THEP 473	Theatre Internship
THEA 481	Senior Capstone Project

Total hours for Major in Speech/Theatre: 49

Recommended Electives:

ENGL 243	Survey of American and British Literature
ENGL 353A	British Literature I (The Middle Ages Through the Early 17th Century)
ENGL 353B	British Literature II (Since the Restoration)
ENGL 373	Chaucer, Shakespeare, and Milton
MUAV 101	Voice Lesson (Elective/Secondary)
THEA 243	Dance I
THEA 343	Dance II
THEA 353	Drama in Ministry
THEA 401-3	Special Topics in Theatre
THMU 353	Musical Theatre History

THEATRE MINOR

The student must complete at least eighteen hours in Theatre from the following courses, including six hours of upper division electives. Of the six hours of electives, at least three hours must be upper division and at least two hours must be in the performance area (MUTS or THEP). Elective courses include any relating directly to dramatic reading, writing, directing, technical theatre, or theatrical performance. Possible electives include any theatre course (THEA, THEP, or THMU) and COST 403 Oral Interpretation of Literature.

Required Theatre courses: 12 hours

THEA 113	Acting I
THEA 213	Stage Make-up
THEA 233	Stagecraft
THEA 313	History of Theatre I
THEA 323	History of Theatre II

Electives: 3 hours of upper division and a minimum of 2 hours from performance classes (THEP 111/311 or MUTS 131/331).

Total hours for Minor in Theatre: 21



WORSHIP ARTS

WORSHIP ARTS MAJOR

Applicable Degrees: Bachelor of Arts or Bachelor of Science

Mission Statement: In accordance with the mission statement of Missouri Baptist University, the academic program, and the worship arts discipline, the Worship Arts major focuses on preparing students for careers in the worship leadership and support within the church or a related setting. To complement specific interests, the following minors are strongly recommended: Broadcast Media, Music, Music Ministry, Religion, and Theatre.

Required Communications courses: (9 hours)

COMM 263	Introduction to Audio and Video Communications
COMU 323	Principles of Sound
COMT 483A	Studio Production I

Required Music courses: (17-18 hours)

[MUTH 103	Fundamentals of Music]†
MUTH 101	Introduction to Music Technology
MUTH 111	Sight Singing/Ear Training I
MUTH 113	Theory I
MUTH 121	Sight Singing/Ear Training II
MUTH 123	Theory II
MUED 202	Basic Conducting
MUAV	Voice** (2 semesters, based on skill)
MUAP	Piano*** (2 semesters, based on skill)
MUHL 153	Appreciation of Music*
OR	
MUHL 332	Music History III (Music majors or minors only)

Required Religious Education courses: (6 hours)

RRED 273	Foundations for Christian Ministry
RRED 343	Discipleship and Evangelism

Required Theatre courses: (3 hours)

THEA 353	Drama in Ministry
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Required Worship Arts courses: (12 hours)

MUWA 353	Biblical and Theological Foundations of Worship
MUWA 443/543	History of Congregational Song
MUWA 453/553	Historical Foundations of Worship
MUWA 483/583	Leadership of Corporate Worship

Required Internship courses: (3 hours)

REMU 473	Christian Ministry Internship
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Total Hours Required for Major: 50-51

WORSHIP ARTS TECHNOLOGY

Applicable Degrees: Bachelor of Arts or Bachelor of Science

Mission Statement: In accordance with the mission statement of Missouri Baptist University, the academic program, and the worship arts and communication disciplines, this major focuses on preparing students for careers in supporting the worship ministry through technology, emphasizing sound reinforcement, sound recording, and video production within the church or a related setting.

In addition to General Education and Bachelor of Arts or Science requirements, the student must take the following Worship Arts and Communications courses for the Worship Arts Technology major. The Communications Core focuses on a broad knowledge base, introducing widely divergent areas of the field of communications:

WORSHIP ARTS CORE (27 hours)

Required Music courses: (8 hours)

[MUTH 103	Fundamentals of Music]†
MUTH 101	Introduction to Music Technology
MUTH 111	Sight Singing/Ear Training I
MUTH 113	Theory I
MUHL 153	Appreciation of Music*

†Students who pass the theory placement test are not required to take this course.

*Also satisfies general education requirement

Required Religious Education courses: (6 hours)

RRED 273	Foundations for Christian Ministry
RRED 343	Discipleship and Evangelism

Required Theatre courses: (3 hours)

THEA 353	Drama in Ministry
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Required Worship Arts courses: (10 hours)

MUWA 353	Biblical and Theological Foundations of Worship
MUWA 453/553	Historical Foundations of Worship
MUWA 483/583	Leadership of Corporate Worship

Required Internship courses: (3 hours)

REMU 473	Christian Ministry Internship
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COMMUNICATIONS CORE (14 hours)

COEN 223	Basic Reporting and Writing for Journalism
COMM 223	Introduction to Mass Media
COMM 263	Introduction to Audio and Video Communications
COMM 412	Media Interviewing
COMM 483	Media Law and Ethics

BROADCAST MEDIA CORE (21 hours)

COMU 323	Principles of Sound
COMU 343	Studio Recording I
COMU 463	Advanced Audio Editing
COMR 383	Technology for Multi-Media Platforms
COMT 413	Broadcast Techniques
COMT 483A	Studio Production I
COMT 483B	Studio Production II

Suggested Electives:

COMT 353	Convergent Media
COEN 323	Advanced Reporting and Writing for Journalism

Total hours for Worship Arts Technology Major: 62



WORSHIP LEADERSHIP MINOR

Designed for the student who is majoring in a music degree this minor enhances to the skills learned in the music major to lead worship.

Required Communications courses: (3 hours)

COMM 263 Introduction to Audio and Video Communications

Required Theatre course: (3 hours)

THEA 353 Drama in Ministry

Required Worship Arts courses: (12 hours)

MUWA 353 Biblical and Theological Foundations of Worship

MUWA 443/543 History of Congregational Song

MUWA 453/553 Historical Foundations of Worship

MUWA 483/583 Leadership of Corporate Worship

Elective course: (3 hours from the following)

RRED 273 Foundations for Christian Ministry

RRED 343 Discipleship and Evangelism

RREL 343A Foundations of Christian Theology

RPHI 413/513 Christian Ethics

Total Hours Required for Minor: 21

WORSHIP STUDIES MINOR

Designed for the student who is not a music major, this minor studies the concepts and practices of worship.

Required Religious Education course: (3 hours)

RRED 273 Foundations for Christian Ministry

Required Theatre course: (3 hours)

THEA 353 Drama in Ministry

Required Worship Arts courses: (9 hours)

MUWA 353 Biblical and Theological Foundations of Worship

MUWA 443/543 History of Congregational Song

MUWA 453/553 Historical Foundations of Worship

Elective course: (3 hours from the following)

RRED 343 Discipleship and Evangelism

RREL 343A Foundations of Christian Theology

RPHI 413/513 Christian Ethics

Total Hours Required for Minor: 18



COURSE DESCRIPTIONS

Fine Arts Division course descriptions are listed as follows in the Course Description Section of this catalog:

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Communications:

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DIVISION OF HEALTH AND SPORT SCIENCES

Faculty:

P. Greg Comfort, Ed.D., Professor of Health and Sport Sciences; Chair – Health and Sport Sciences Division; Director of Distance Learning

Janet Comfort, M.Ed., M.A.C., Instructor of Health and Sport Sciences

Guy Danhoff, M.S., Assistant Professor of Health and Sport Sciences

Meredith Ruck Dill, M.S., Head Athletic Trainer, Instructor of Health and Sport Sciences

Iris Dixon, M.Ed., Instructor of Health and Sport Sciences; Assistant Director of Athletics for Compliance; Head Women's Basketball Coach

Raymond Farrell, M.S., Instructor of Health and Sport Sciences; Head Men's Basketball Coach

Katherine Gieg, M.A.T., Instructor of Health and Sport Sciences

Mark Kimzey, M.S.E., M.Div., Assistant Professor of Health and Sport Sciences

David Pierce, M.S., Assistant Professor of Health and Sport Sciences

Ron Sparks, M.S.S.M., Special Lecturer for Sport Management

***Thomas M. Smith**, Ed.D., Associate Professor of Education & Health and Sport Sciences; Director of Athletics

Eddie Uschold, M.A., Instructor of Health and Sport Sciences; Assistant Director of Athletics (Outdoor Sports); Head Baseball Coach

*Also listed under Education Division

Mission Statement: The Division of Health and Sport Sciences at Missouri Baptist University is committed to promoting intellectual, spiritual and professional development, striving to enhance a Christ-centered lifestyle through the advancement of knowledge in exercise science, health, physical education, and sport management and forming responsive, and collaborative

relationships with faculty, staff, students, alumni, schools, and business and industry leaders.

Missouri Baptist University, through its Health and Sport Sciences Division, prepares students in a well-rounded, holistic approach to education from an evangelical Christian world-view. Students who major in one of the fields typically pursue careers in allied sport health, including corporate fitness and exercise science/technology or management of corporate or private fitness centers, recreation facilities, or sports clubs. Additionally, the department prepares students to enter graduate or professional school in sport management, sports medicine, physical therapy, allied health, athletic training, physical education, or exercise science.

A student may major in Exercise Science, Health Sciences, or Sport Management. Minors are available in Exercise Science, Health Science, and Sport Management. The Health and Sport Sciences Division also offers three graduate certificates in Sport Management, Exercise Science, and Fitness Management. Undergraduate students may earn credit toward the graduate certificates and/or the Master of Science degree in either Sport Management or Fitness Management through senior permission.

A student wishing to teach and coach in the public or private schools should major in either Physical Education or Health Education. Students wishing to teach will have additional requirements to meet for state certification (see the Education Division in this catalog).

The Sport Management program at Missouri Baptist University is approved is designed to prepare students for various careers in sport management and/or graduate study in the field. Students in this program investigate the psycho-social, ethical, economic, legal, and political factors affecting the management and administration of sport organizations. The application of management principles to the sport industry distinguishes this program from the others offered within the division. Through the practical application of the programs theoretical underpinnings, sport management majors learn about communication, finance, law, organizational management, personnel, and marketing from a Christian worldview.

The exercise science program is dedicated to preparing and developing students by promoting the integration of Christian faith with the theory and practice of human physical activity, exercise, disease prevention and rehabilitation. Our goal is to develop exercise science professionals who promote and support creative and healthy lifestyles that positively influence

the health and wellness of all individuals. Also, our program is designed to advance the body of knowledge in our field, develop future professionals, provide opportunities for intellectual and professional growth and development, and prepare students for graduate studies. Students in the exercise science program will be exposed to a multidisciplinary approach with exercise physiologists, physical therapists, team physicians, athletic trainers, chiropractors, and other exercise professionals to enhance their experience.

EXERCISE SCIENCE MAJOR

With Minors in Health Science and Physical Education

Required Natural Sciences for General Education and Degree Requirements:

BIOL 103+101	Introduction to Biology ¹
BIOL 213+211	Anatomy and Physiology I ^{2,3}
CHEM 113+111	Introduction to Chemistry ⁴
CHEM 123+121	Survey of Organic and Biochemistry ²

¹Satisfies general education requirement in biology

²Satisfies 1 of 2 additional sciences required for BS degree

³A grade of C or better is required for minors

⁴Satisfies general education requirement in chemistry or physical science

NOTE: A grade of C or better is also required in KHSC 333 Health and Wellness for the minor in Health Science.

Major Requirements:

Required Biology (BIOL) courses:

BIOL 223+221	Anatomy and Physiology II	4
BIOL 303	Nutrition Science	3

Required Exercise Science (EXSC) courses:

EXSC 113	Introduction to Exercise Science	3
EXSC 233	Care and Prevention of Athletic Injuries/Illnesses	3
EXSC 313	Exercise Physiology I	3
EXSC 321	Exercise Physiology II Lab	1
EXSC 323	Exercise Physiology II Lecture	3
EXSC 343	Motor Learning and Control	3
EXSC 363	Adapted Physical Activity	3
EXSC 411	Exercise Testing and Prescription Lab	1
EXSC 413	Exercise Testing and Prescription	3
EXSC 433	Biomechanics	3
EXSC 443	Exercise Physiology Laboratory Experience	3
EXSC 453/5531	Fitness Management	3
EXSC 463	Senior Seminar	3
EXSC 476	Internship in Exercise Science	6
EXSC 483/5831	Principles of Human Performance	3

Required Health Science (KHSC) courses:

KHSC 413/5231	Chronic Diseases and Obesity	3
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Required Physical Education (PHED) course:

PHED 133	First Aid and Emergency Care	3
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Required Sport Management (SMGT) course:

SMGT 433/5331	Sport Psychology	3
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Total Hours: 60

Admission Requirement:

- Freshmen: Student must have a 21 or higher composite ACT score
- Transfers: Student must have a 2.5 or higher cumulative GPA

Students not meeting the Exercise Science admission requirement upon entering the University may be immediately accepted into the Health Sciences major. The Health Sciences major includes a minor in (1) Exercise Science, (2) Sport Management, or (3) Physical Education. Students wishing to be admitted into the Exercise Science major will be allowed to present a written request for acceptance to the chair of the Health and Sport Sciences Division after at least one full semester of study at MBU if the cumulative 2.5 GPA requirement has been met.

A minimum cumulative grade point average of 2.500 is required for graduation.

¹See the catalog section on Senior Permission for information on earning graduate credit for this course. NOTE: Students completing the four courses available under Senior Permission for graduate credit may be eligible to earn the Graduate Certificate in Exercise Science.

HEALTH SCIENCES MAJOR

(for those not seeking teacher certification)

Applicable Degrees: Bachelor of Arts or Bachelor of Science

With Minors in Exercise Science, Physical Education, and/or Sport Management

Required Biology (BIOL) courses:

11

BIOL 213+211	Anatomy and Physiology I	4
BIOL 223+221	Anatomy and Physiology II	4
BIOL 303	Nutrition Science	3

Required Health Science (KHSC) courses:

8

KHSC 102	Substance Abuse	2
KHSC 333	Health and Wellness	3
KHSC 373	Community Health	3

Required Physical Education (PHED) courses: 3

PHED 133	First Aid and CPR	3
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Required Exercise Science (EXSC) course: 3

EXSC 233	Care and Prevention of Athletic Injuries/Illnesses	3
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Required Psychology (PSYC) courses: 3

PSYC 213	Personal Adjustment	3
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Required Sociology (SOCO) courses: 3

SOCO 323	Marriage and the Family	3
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Total Hours (minimum): 31

A degree in Health Sciences will require at least one of the following minors:

Physical Education Minor (courses necessary to complete PE minor)		16
EXSC 283	History and Philosophy of Sport	3
EXSC 313	Exercise Physiology I	3
EXSC 411	Exercise Testing and Prescription Lab	1
EXSC 413	Exercise Testing and Prescription	3
EXSC 433	Biomechanics	3
SMGT 433/533 ¹	Sport Psychology	3

Exercise Science Minor (courses necessary to complete EXSC minor)		20
EXSC 113	Introduction to Exercise Science	3
EXSC 313	Exercise Physiology I	3
EXSC 321	Exercise Physiology II Lab	1
EXSC 323	Exercise Physiology II Lecture	3
EXSC 343	Motor Learning and Control	3
EXSC 363	Adapted Physical Activity	3
EXSC 411	Exercise Testing and Prescription Lab	1
EXSC 413	Exercise Testing and Prescription	3

Sport Management Minor (courses necessary to complete SMGT minor)		18
SMGT 113	Introduction to Sport Management	3
SMGT 263	Communication in Sport	3
SMGT 373	Sport Marketing	3
SMGT 423/523 ¹	Sport Law	3
SMGT 433/533 ¹	Sport Psychology	3
SMGT 463/563 ¹	Sport Finance	3

SPORT MANAGEMENT MAJOR

Required courses: 42 hours

SMGT 113	Introduction to Sport Management
SMGT 223	Sport Management Practicum
SMGT 253	Tournament and Event Management
SMGT 263	Communication in Sport
SMGT 323	Governance and Leadership in Sport
SMGT 333	Sport Sociology
SMGT 373	Sport Marketing
PHED 413/513 ¹	Sport Facility Management
SMGT 423/523 ¹	Sport Law
SMGT 433/533 ¹	Sport Psychology
SMGT 463/563 ¹	Sport Finance
SMGT 483	Senior Seminar in Sport Management
SMGT 476	Internship in Sport Management
OR	
SMGT 473	Internship in Sport Management
AND	
SMGT 111/311	Practical Applications in Sport Sciences (PASS) (3 credit hours)

Elective courses: 18 hours*

*Qualifying students may spend the equivalent of full-time employment (400 hours) in an appropriate agency for six elective internship credit hours. Prerequisites: 90 hours of accumulated course credit, a minimum of 24 hours of course credit completed in the major, 3.0 GPA in the major, and the internship coordinator's permission. Students may also satisfy the elective requirements by selecting courses with the consent of the program advisor and/or by pursuing a minor in one of the following areas: Accounting, Business Administration, Health Science, Information Technology, Physical Education, Management, Marketing, or Public Relations.

Total required: 60 hours

Admission Requirement:

- Freshmen: Student must have a 21 or higher composite ACT score
- Transfers: Student must have a 2.5 or higher cumulative GPA

Students not meeting the Sport Management admission requirement upon entering the University may be immediately accepted into the Health Sciences major. The Health Sciences major includes a minor in (1) Exercise Science, (2) Sport Management, or (3) Physical Education. Students wishing to be admitted into the Sport Management major will be allowed to present a written request for acceptance to the chair of the Health and Sport Sciences Division after at least one full semester of study at MBU if the cumulative 2.5 GPA requirement has been met.

A 2.500 cumulative grade point average is required for graduation.

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

¹See the catalog section on Senior Permission for information on earning graduate credit for this course. NOTE: Students completing the four courses available under senior permission for graduate

credit may be eligible to earn credit towards a concentration in sport management or the Certificate in Sport Management.

***It is strongly suggested that Sport Management students:**

- Focus on an interest area early. This interest area will determine the area of specialization and will hopefully lead to a minor from the recommended list above.
- Be cognizant of courses which are only offered once a year so that graduation can occur in a timely fashion.
- Finish all undergraduate requirements in the same semester as the internship. This will allow full-time employment to be more readily available after graduation.

EXERCISE SCIENCE MINOR

EXSC 113	Introduction to Exercise Science
EXSC 313	Exercise Physiology I
EXSC 321+323	Exercise Physiology II and Lab
EXSC 343	Motor Learning
EXSC 363	Adapted Physical Education
EXSC 411+413	Exercise Testing and Prescription and lab

Total Hours: 20

HEALTH SCIENCE MINOR

BIOL 213+211	Anatomy and Physiology I
BIOL 223+221	Anatomy and Physiology II
BIOL 303	Nutrition Science
KHSC 102	Substance Abuse
KHSC 373	Community Health
EXSC 233	Care and Prevention of Athletic Injuries/ Illnesses
KHSC 333	Health and Wellness

Total Hours: 22

SPORT MANAGEMENT MINOR

SMGT 113	Introduction to Sport Management
SMGT 263	Communication in Sport
SMGT 373	Sport Marketing
SMGT 423/523 ¹	Sport Law
SMGT 433/533 ¹	Sport Psychology
SMGT 463/563 ¹	Sport Finance

Total Hours 18

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

COURSE DESCRIPTIONS

Health and Sport Sciences Division course descriptions are listed as follows in the Course Description Section of this catalog:

Exercise Science (EXSC) Courses	222
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Health Science (KHSC) Courses	233
Physical Education (PHED) Courses	245
Sport Management (SMGT) Courses	253







DIVISION OF HUMANITIES

Faculty:

John Jae-Nam Han, Ph.D., Professor of English and Creative Writing; Acting Chair – Humanities Division; Editor – *Cantos*; Editor – *Intégrité: A Faith and Learning Journal*

Thea Abraham, M.S.E, M.A., Instructor of English

Andy Chambers, Ph.D., Professor of Bible; Senior Vice President for Student Development

***Terry Chrisope**, Ph.D., Professor of Bible and History

W. William Combs, M.Div., Assistant Professor of Philosophy and Interdisciplinary Studies; Coordinator of Illinois Regional Learning Centers

Mary Ellen Fuquay, M.A., Instructor of English; Director of EXCEL

Glenn Hopp, Ph.D., Professor of English

Kelly Leavitt, M.A., Instructor of English

Curtis McClain, Jr., Ph.D., Professor of Bible; Director – Christian Studies

Jessica Wohlschlaeger, M.A., Instructor of English

*Also listed under Social and Behavioral Sciences Division

Mission Statement: The Humanities Division provides curricula leading to professional certificates, general education and degree requirements, and major programs of study in Christian Ministry, Ministry and Leadership, and English, and minors in Christian Studies, English, Religion, and Spanish. An Associate of Science degree with a major in Religion as well as the Writing Certificate in English and the Certificate in Ministry in Leadership are also available.

The Humanities Division seeks to give students a broad basis in the liberal arts tradition from a Christian world view, integrating faith and learning in literature, languages, ethical, and

philosophical trends affecting the society of today, enhancing the development of a broad spiritual and intellectual foundation in an environment where academic excellence is emphasized and a biblically-based Christian perspective is maintained.

ENGLISH

Mission Statement: In accordance with the mission statement of Missouri Baptist University and the academic program, the English faculty seeks to maintain a curriculum that provides Standard English skills, permits students to meet the requirements for professional certificates, and prepares English majors for the pursuit of advanced degrees.

MAJOR

The student must complete the following requirements plus select and complete one or more of the following concentration areas (39 hours). Students may not overlap concentration requirements.

Required English (ENGL) courses: (27 hours)

ENGL 283	Techniques for Writing Tutorials
ENGL 333A	American Literature I (Colonial America to 1865)
ENGL 333B	American Literature II (1865 to 1945)
ENGL 353A	British Literature I (The Middle Ages Through the Early 17th Century)
ENGL 353B	British Literature II (Since the Restoration)
ENGL 363	Critical Theories
ENGL 443	Senior Research Seminar in English
ENGL 453/553 ¹	History of the English Language
ENGL 473	Advanced Grammar

Concentration Areas: (12 hours)

1. Literature Concentration

ENGL 333C	American Literature III (1945 to Present)
ENGL 373	Chaucer, Shakespeare, and Milton
ENGL 383C	Comparative Literature
ENGL 463/563 ¹	Multicultural Literature

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

2. Writing Concentration

COEN 223	Basic Reporting and Writing for Journalism
ENGL 403	Creative Writing I (Poetry and Fiction)
ENGL 413	Creative Writing II (Drama and Nonfiction)
ENGL 433	Business Writing

3. Secondary Education Concentration

Three (3) hours from the Writing Concentration

EDEN 453/553 ¹	Teaching Language Arts and Composition in the Middle and Secondary Schools
EDEN 463/563 ¹	Teaching Literature within the Curriculum
ENGL 463/563 ¹	Multicultural Literature

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

MINOR

Students minoring in English must complete at least 21 hours in English, exclusive of any composition or literature courses taken to complete the general education or baccalaureate degree requirements. The required courses, or their equivalents, are:

Required English (ENGL) courses:

ENGL 333A	American Literature I (Colonial America to 1865)
ENGL 333B	American Literature II (1865 to 1945)
ENGL 353A	British Literature I (The Middle Ages Through the Early 17th Century)
ENGL 353B	British Literature II (Since the Restoration)

Electives:

6 hours of English (ENGL, EDEN, or COEN) courses

WRITING CERTIFICATE IN ENGLISH

The writing certificate program will help students become familiar with all types of writing, including journalism, expository, business, radio, television, and creative. This is not a teaching certificate in English and does not fulfill requirements for state teacher certification.

Students must complete at least 18 hours from the following:

Required English (ENGL) courses:

ENGL 123	English Composition II
ENGL 363	Critical Theories

Elective English (ENGL) courses:

ENGL 403	Creative Writing I (Poetry and Fiction)
ENGL 413	Creative Writing II (Drama and Nonfiction)
ENGL 433	Business Writing
ENGL 443	Senior Research Seminar in English

Elective Communications (COEN, COMJ, and COMT) courses:

COEN 223	Basic Reporting and Writing for Journalism
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COEN 323 Advanced Reporting and Writing for Journalism

COMJ 433 Opinion Writing

COMT 353 Convergent Media

The student must pass each course taken as part of the writing certificate program with a grade of C or better.

ENGLISH GENERAL EDUCATION SEQUENCE REQUIREMENT

The English sequence is:

ENGL 103 English Grammar

ENGL 113 English Composition I

ENGL 123 English Composition II

All students who have not satisfied the general education and degree requirements in English are required to take the appropriate English course their first semester as a full-time student at Missouri Baptist University, and to pursue the sequence, without interruption, until the English requirement has been satisfied. Regular students who are not full-time must follow this procedure by the time they have earned 12 semester hours of college credit. Students may not withdraw from any English course in the sequence; they must take these courses for a letter grade of A, B, C, D, or F.

HUMANITIES

In order to broaden cultural experience, the Humanities Division offers a Travel Studies course which uses planned and academically supervised travel (either national or international) to enrich the student's studies. This course consists of two educational components as they relate to travel: (1) broad-based cultural enrichment and (2) Christian integration (which may include a service component). This class may be used to meet one of the general education humanities requirements. Before the travel occurs, the Travel Study Committee must approve the travel and the Humanities Division Chair must approve the course of study.

LANGUAGES

BIBLICAL LANGUAGES

Courses in Biblical Languages (RBLA), including Classical Hebrew and Koine Greek, are offered as a part of the Bachelor of Arts degree language requirement and/or a part of the Christian Ministry major or elective credit.

The 400-level RBLA courses may be taken for Senior Permission. Credit earned at the 500-level is applicable toward the Master of Arts in Christian Ministry concentration in Biblical Languages. (See the catalog section on Senior Permission for information on earning graduate credit for these courses.)

MODERN LANGUAGES

The following courses in Spanish (SPAN) are offered as a part of the Bachelor of Arts degree language requirement. A minor is available in Spanish.

SPANISH

Missouri Baptist University offers a minor in Spanish that provides students skills in conversation, composition, and reading of Spanish, as well as an understanding of Hispanic peoples, their cultures and literature.

MINOR

The student must complete at least 20 hours in Spanish (SPAN) as follows:

SPAN 114	Elementary Spanish I
SPAN 124	Elementary Spanish II
SPAN 213	Intermediate Spanish I
SPAN 223	Intermediate Spanish II
SPAN 313	Advanced Spanish I
SPAN 323	Advanced Spanish II

CHRISTIAN MINISTRY

Mission Statement

The Christian Ministry faculty of Missouri Baptist University desires to assist churches in developing leaders with Christ-like characteristics so that they can extend Christ-like influence, by providing majors, minors, and certificates which are foundational and practical. This course of study has been designed in an effort to emphasize applicability to life, orientation toward the church, and fidelity to the biblical revelation. In accordance with the mission statement of Missouri Baptist University and the academic program, the Christian Ministry faculty provides curriculum leading to general education and degree requirements as well as major and minor programs of study in the disciplines of Christian Ministry, Ministry and Leadership, and Religion.

Mission

Applicability to Life: The intellectual discipline of theology has often been separated from the experience of human life which is lived before God. The ultimate concern of theology should be with God in his relationship with humans, and thus with human life as it is lived before God, hence one's life as lived unto God. Theological study should involve not only correct thinking about God but also good living before God. It should involve a consideration of the question, "How can we use what we learn to glorify God, to live well before him, to do his will, to cause his name to be honored in the world, and to enjoy him?"

Orientation toward the Church: Theological study has been relegated to the academy and is often divorced from the life of the church. At a distance of two millennia from the New Testament era, there may indeed be a need for special training for those

who minister the Word of God; but the New Testament itself does not envision any locus for such training apart from the local congregation. In a time when professionalization and academic credentials are emphasized, the study of theology needs to be undertaken as an adjunct of church life, with a concern for the church, and with the goal of feeding theological truth back into the church.

Fidelity to the Biblical Revelation: Modern theological study has often taken its cues from the surrounding culture instead of occupying the ground established by divine revelation and thus speaking an alien word to the culture. In recent times this has meant surrendering the concept of "truth" and acceding to the relativism of modern thought, relegating "religion" to the realm of subjective personal preference. In contrast, the core of a common Christian theology must be seen as the expression of divinely-revealed truth, valid for and making claims upon all people.

Required Humanities and Fine Arts General Education Courses: At least two courses in Philosophy, one at the 200-level.

CHRISTIAN MINISTRY MAJOR

The student must complete the following required courses (24 hours), plus select and complete one or more of the following concentration areas (no more than three). Students may not overlap concentration requirements.

CHRISTIAN MINISTRY CORE: 24

Required Biblical Studies (RBIB) Course:

RBIB 443 Biblical Hermeneutics

Required Music Ministry (MUWA) OR English (ENGL) course:

MUWA 353 Biblical and Theological Foundations of Worship

OR

ENGL 283 Techniques for Writing Tutorials

Required Religious Education (RRED) courses:

RRED 303 Missions and Mercy
RRED 343 Discipleship and Evangelism: Leading in Spiritual Formation

Required Religion (RREL) courses:

RREL 343A Foundations of Christian Theology
RREL 343B Man and Sin
RREL 343C Redemption and Reconciliation

Required Capstone Course taken simultaneously with REMU 473 Christian Ministry Internship:

RREL 423/523¹ Theology of Christian Ministry

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

CONCENTRATION AREAS: 15 HOURS (unless otherwise noted)

1. BIBLICAL STUDIES CONCENTRATION

RBIB 313	Advanced Old Testament 1
RBIB 323	Advanced Old Testament 2
RBIB 333	Advanced New Testament 1
RBIB 343	Advanced New Testament 2
RBLA 313	Intermediate Koine 1

2. BIBLICAL LANGUAGE CONCENTRATION (18 hours)

RBLA 313	Intermediate Koine 1
RBLA 323	Intermediate Koine 2
RBLA 413/513 ¹	New Testament Greek Exegesis 1
RBLA 423/523 ¹	New Testament Greek Exegesis 2
RBLA 433/533 ¹	Elementary Classical Hebrew 1
RBLA 443/543 ¹	Elementary Classical Hebrew 2

3. BIBLICAL COUNSELING CONCENTRATION

PSRL 423/523 ¹	Pastoral Counseling and Care Giving
PSRL 433/533 ¹	Psychology of Moral/Spiritual Development
RBLA 313	Intermediate Koine 1
RRED 423/523 ¹	Basics of Biblical Counseling
RREL 433/533 ¹	Principles of Pastoral Ministry

It is suggested that students in this concentration take SOCO 323 Marriage and Family in addition to the above classes.

4. PASTORAL STUDIES CONCENTRATION

RBLA 313	Intermediate Koine 1
RRED 403/503 ¹	Introduction to Church Planting
RRED 423/523 ¹	Basics of Biblical Counseling
RREL 433/533 ¹	Principles of Pastoral Ministry
RREL 483/583 ¹	Expository Biblical Ministry

5. APOLOGETIC STUDIES CONCENTRATION

HIRP 433/533 ¹	Contemporary World Views
RBLA 313	Intermediate Koine 1
RPHI 413/513 ¹	Christian Ethics
RPHI 433/533 ¹	World Religions
RPHI 483/583 ¹	Philosophy of Religion

6. MISSIONS CONCENTRATION

RBLA 313	Intermediate Koine 1
RRED 403/503 ¹	Introduction to Church Planting
RRED 423/523 ¹	Basics of Biblical Counseling
RRED 433/533 ¹	Introduction to Cross-Cultural Ministries
RREL 483/583 ¹	Expository Biblical Ministry

7. YOUTH CONCENTRATION

RRED 313	Introduction to Youth Ministry
RRED 323	Youth Education in the Church
RRED 353	Youth and Media
RRED 363	Evangelism and Discipleship for Youth
RRED 463	Issues in Youth Ministry

Total Hours: 39-42

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

CHRISTIAN STUDIES MINOR

This minor is restricted to the Christian Ministry majors and Ministry and Leadership majors. *It is required for Christian Ministry majors* and is optional for Ministry and Leadership majors. The student must complete at least 21 hours as follows:

Required Religious Education (RRED) courses:

RRED 273	Foundations for Christian Ministry
RRED 413	Church Administration
REMU 473	Christian Ministry Internship

Required Historical Theology (HIRE) courses:

HIRE 313A	History of Christianity
OR	
HIRE 323A	Renaissance and Reformation
HIRE 313B	Baptist History
OR	
HIRE 323B	Religion in American History

Required Biblical Studies (RBIB) courses:

RBIB 463A	Old Testament Theology
RBIB 463B	New Testament Theology

RELIGION MINOR

The student must complete at least 21 hours as follows:

Required Religious Education (RRED) courses:

RRED 273	Foundations for Christian Ministry
RRED 303	Missions and Mercy
RRED 343	Discipleship and Evangelism: Leading in Spiritual Formation
REMU 473	Christian Ministry Internship

Required Religion (RREL) courses:

RREL 343A	Foundations of Christian Theology
RREL 343B	Man and Sin
RREL 343C	Redemption and Reconciliation

A student may *not* major in Christian Ministry or Ministry and Leadership and minor in Religion.

MAJOR IN MINISTRY AND LEADERSHIP

Ministry and Leadership Core:

36 hours

RRED 273	Foundations of Christian Ministry
RRED 303	Missions and Mercy
RRED 343	Discipleship and Evangelism: Leading in Spiritual Formation
RREL 343A	Foundations of Christian Theology
RREL 343B	Man and Sin
RREL 343C	Redemption and Reconciliation
RBIB 443	Biblical Hermeneutics
RRED 403/503 ¹	Introduction to Church Planting
RRED 413	Church Administration
RRED 423/523 ¹	Basics of Biblical Counseling
RREL 423/523 ¹	Theology of Christian Ministry
RREL 483/583 ¹	Expository Biblical Ministry

Ministry and Leadership Capstone: 3 hours
 REMU 473 Christian Ministry Internship*

Total Hours 39 hours

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

CERTIFICATE IN MINISTRY AND LEADERSHIP

Any student may earn a Certificate in Ministry and Leadership by completing the 36 hours required for the Ministry and Leadership Core.

ASSOCIATE OF SCIENCE Concentration in Religion

A total of 65 semester hours is required to earn the Associate of Science degree with a concentration in Religion, as listed below. Transfer credits will be accepted into this program from an accredited college or school up to a maximum of 42 semester hours of credit. Up to 15 hours of the associate degree may be earned through credit by examination and/or portfolio assessment of prior learning.

A student must earn a grade of C or better in all major (Religion component) courses, and achieve an overall grade point average of 2.0 (C) or better for the awarding of the associate degree.

Required General Education Component: 38 hours minimum

- BCIS 103 Survey of Computing
- BIOL 103+101 Introduction to Biology
- COMM 103 Speech Communications
- ENGL 113 English Composition I
- ENGL 123 English Composition II
- ENGL 203 World Literary Types
- KHSC 333 Health and Wellness

- MATH 123 Contemporary College Mathematics
- OR**
- MATH 133 College Algebra
- OR**
- MATH 154 Precalculus
- OR**
- A mathematics course having one of the above as prerequisite

- PHYS 103+101 Introduction to Physical Science
- OR**
- PHYS 123+122 Geology and Earth Science
- OR**
- CHEM 113+111 Introduction to Chemistry

- PSYC 133 General Psychology

- RPHI 213 Introduction to Philosophy
- OR**
- RPHI 203 Introduction to Logic

- SOCO 113 Introduction to Sociology

Required Religion Component: 27 credit hours from Biblical Studies, Religion, and Religious Education, as listed below.

Required Biblical Studies (RBIB) courses:

- RBIB 113 Old Testament History
- RBIB 123 New Testament History

Required Religion (RREL) courses:

- RREL 343A Foundations of Christian Theology
- RREL 343B Man and Sin
- RREL 343C Redemption and Reconciliation

Required Religious Education (RRED) courses:

- RRED 273 Foundations for Christian Ministry
- RRED 303 Missions and Mercy
- RRED 343 Discipleship and Evangelism: Leading in Spiritual Formation
- REMU 473 Christian Ministry Internship

COURSE DESCRIPTIONS

Humanities Division course descriptions are listed as follows in the Course Description Section of this catalog:

- English
 - o COEN Courses 201
 - o EDEN Courses 211
 - o ENGL Courses 288
- Humanities
 - o HUMT Courses 228
- Languages
 - o RBLA Courses 250
 - o SPAN Courses 255
- Christian Ministry
 - o HIRE Courses 225
 - o HIRP Courses 226
 - o MUWA Courses 245
 - o PSRL Courses 247
 - o RBIB Courses 249
 - o RBLA Courses 250
 - o REMU Courses 250
 - o RPHI Courses 250
 - o RRED Courses 251
 - o RREL Courses 252
- Philosophy
 - o CRPH Courses 206
 - o HIRP Courses 226
 - o PORP Courses 247
 - o RPHI Courses 250



DIVISION OF NATURAL SCIENCES

Faculty:

Jerry Deese, Ph.D., Associate Professor of Physics and Mathematics; Chair – Natural Sciences Division

***Emily Christensen**, Ed.D., Associate Professor of Natural Sciences

David Collum, Ed.S., Assistant Professor of Natural Sciences; Data Analyst

Shayani Pieris, Ph.D., Assistant Professor of Plant Sciences

David B. Smith, M.S., Assistant Professor of Mathematics

Wei-Cheun Lie Tai, Ph.D., Associate Professor of Mathematics

Lydia Thebeau, Ph.D., Professor of Biology; Dean of Advisement and Retention

Mary Vedamuthu, Ph.D., Associate Professor of Chemistry

Craig Walston, M.S.S., Instructor of Natural Sciences; Head Women's Softball Coach

*Also listed under the Education Division

Mission Statement: The Natural Sciences Division provides curricula fulfilling general education and degree requirements. The Natural Sciences include the areas of Biochemistry, Biology, Biotechnology, Chemistry, Mathematics, Physical Science, Physics, and Pre-Nursing. The division and its faculty are committed to professionalism and excellence within the framework of a Christian worldview and within the mission of the University as a whole.

BIOLOGY

Mission Statement: Biology courses are offered to serve the needs of students in major and minor fields as well as students in allied health and professional majors and non-science majors

fulfilling general education and degree requirements. Majors will be prepared to face regional competition for employment and academic placement. In accord with the general mission of the University, courses are taught with a Christian worldview while maintaining a perspective of objective analysis and rigorously discriminating between observation and derived theories.

Students desiring certification to teach biology and/or chemistry in the secondary school are required by the Missouri Department of Elementary and Secondary Education to complete a Unified Science Core of at least 39 hours. This Unified Science certificate is designed for the beginning high school sciences (i.e., Biology I or Chemistry I).

Students who desire certification to teach advanced biology or chemistry in the secondary school are required by the Missouri Department of Elementary and Secondary Education to complete a Unified Science Core of at least 39 hours, with an additional 20 hours minimum in at least one endorsement area (Biology or Chemistry). The program requires specific courses; for details, see the Division Chair of the Natural Sciences or the Division Dean of Education.

B.A. in BIOLOGY

This degree plan is recommended for students who are planning careers in areas of biology that are non-research based.

This major requires 30 hours in Biology with at least 18 hours of upper division courses.

Required Biology (BIOL) courses:

BIOL 113+111	General Biology I and Laboratory
BIOL 123+121	General Biology II and Laboratory
BIOL 323A+321A	Environmental Science and Conservation with Laboratory

OR

BIOL 323B	Ecology
BIOL 343+341	Genetics and Laboratory
BIOL 401	Integrating Biological Concepts
BIOL 423	Cell Biology

Biology Electives (10-11 hours; 6-7 hours upper division)

NOTE: All Biotechnology (BIOT) courses may be used as electives for the Biology major or minor.

B.S. in BIOLOGY

This degree plan is recommended for students who are planning careers in areas of biology that are research-based, including the medical professions, as well as for those seeking Missouri state teacher certification in Unified Science with an endorsement in Biology (see note below).

This major requires 30 hours in Biology with at least 18 hours of upper division courses, plus courses in chemistry, mathematics, and physics.

Required Biology (BIOL) courses (19-20 hours; 11-12 upper division):

BIOL 113+111	General Biology I and Laboratory
BIOL 123+121	General Biology II and Laboratory
BIOL 323A+321A*	Environmental Science and Conservation with Laboratory

OR

BIOL 323B	Ecology
BIOL 343+341	Genetics and Laboratory
BIOL 401	Integrating Biological Concepts
BIOL 423	Cell Biology

**Required for students seeking Unified Science certification.*

Required Chemistry (CHEM) courses:

CHEM 133+132	General Chemistry I and Laboratory
CHEM 143+142	General Chemistry II and Laboratory
CHEM 313+312	Organic Chemistry I and Laboratory
CHEM 323+322	Organic Chemistry II and Laboratory

Required Mathematics (MATH) course:

MATH 164	Calculus I
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Required Physics (PHYS) courses:

PHYS 213+211	General Physics I and Laboratory
PHYS 223+221	General Physics II and Laboratory

Biology Electives (10-11 hours; 6-7 hours upper division)

NOTE: The Bachelor of Science degree with a major in Biology is designed for students intending to continue graduate studies in biology or related fields or medical school. A recommended elective for Biology majors is BIOL 373+371 Microbiology and Laboratory.

NOTE: All Biotechnology (BIOT) courses may be used as electives for the Biology major or minor.

Recommended courses for pre-medical students:

BIOL 213+211	Anatomy and Physiology I and Laboratory
BIOL 223+221	Anatomy and Physiology II and Laboratory
BIOL 353	Embryology
BIOL 443	Advanced Human Physiology

Required courses for students seeking secondary certification in Unified Science* with an endorsement in Biology:

BIOL 213+211	Anatomy and Physiology I and Laboratory
BIOL 223+221	Anatomy and Physiology II and Laboratory
BIOL 373+371	Microbiology

***NOTE:** There are additional requirements for certification both in the Unified Science core and the professional education requirements. See the Secondary Education section of this catalog and the Unified Science major for more information.

Total Hours for B.S. in Biology: 62 *

**(Includes courses which may be applied toward satisfying general education and degree requirements.)*

BIOLOGY MINOR

The student must complete at least 18 hours in Biology, with at least 6 hours of upper level courses, including the following:

BIOL 113+111	General Biology I
BIOL 123+121	General Biology II

NOTE: All Biotechnology (BIOT) courses may be used as electives for the Biology major or minor.

BIOTECHNOLOGY

Mission Statement: The biotechnology program is designed to serve those students interested in pursuing a career in research or higher academic degrees. Majors will be well-equipped to compete for employment in major pharmaceutical or industrial laboratories, governmental laboratories, or not-for-profit research institutions and will be competitive for academic placement in graduate degree programs. In accord with the general mission of the University, courses are taught from a Christian worldview.

The biotechnology program provides students with scientific background and laboratory experience necessary for employment in biotech and pharmaceutical industries, for advanced studies in applications of biotechnology such as biochemistry or molecular biology, or to pursue advanced professional degrees (MD, MBA, law) with emphasis in biotechnological issues. Career opportunities in the field of biotechnology include university teaching and research or biomedical research in hospital, academic, governmental, or industrial research laboratory settings. Students taking business courses, along with their biotechnology training, would also represent ideal candidates for jobs in management, sales, or marketing in biotechnological or pharmaceutical industries. The biotechnology program is an ideal preparatory tool for students planning to go to graduate school or other professional degree program, or those students interested in pursuing a career as a research associate.

B.S. in BIOTECHNOLOGY

Required Biotechnology (BIOT) Courses: 14-17 hours

BIOT 213	Introduction to Biotechnology
BIOT 211	Biotechnology Laboratory
BIOT 301	Biotechnology Seminar
BIOT 313	Experimental Biochemistry and Molecular Biology
BIOT 323	Bioethics
BIOT 483-486	Biotechnology Internship or Independent Research

Required Biology (BIOL) Courses: 18-19 hours

BIOL 113+111	General Biology I and Laboratory*
BIOL 123+121	General Biology II and Laboratory**
BIOL 343+341	Genetics and Laboratory
BIOL 423	Cell Biology

One course from the following:

BIOL 373+371	Microbiology and Laboratory
BIOL 353	Embryology
BIOL 363	Pathophysiology
BIOL 443	Advanced Human Physiology

Required Chemistry (CHEM) Courses: 24 hours

CHEM 133+132	General Chemistry I* and Laboratory
CHEM 143+142	General Chemistry II** and Laboratory
CHEM 313+312	Organic Chemistry I and Laboratory
CHEM 323+322	Organic Chemistry II and Laboratory
CHEM 443+441	Biochemistry and Laboratory

Required Mathematics (MATH) Courses: 7 hours

MATH 164	Calculus I*
MATH 243	Probability and Statistics**

OR

MATH 343	Statistical Methods**
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Required Physics (PHYS) Courses: 8 hours

PHYS 213+211	General Physics I and Laboratory
PHYS 223+221	General Physics II and Laboratory

Required Business Division Course: 3 hours

MGMT 303	Management Concepts and Practices
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OR

MRKT 313	Introduction to Marketing
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Total Required Hours: 74-

*Also satisfies general education requirements

**Also satisfies B.S. degree requirements

CHEMISTRY

Mission Statement: Chemistry courses are offered to serve the needs of students in major and minor fields as well as students in allied health professional majors and non-science majors fulfilling general education and degree requirements. Majors will be prepared to face regional and national competition for

employment and academic placement. In accord with the general mission of the University, courses are taught from a perspective of objective analysis while discriminating between observation and derived theories. It is intended that the student will see that a truly objective observation of the science demonstrates the glory of Christ through His creation.

Students who desire certification to teach advanced biology or chemistry in the secondary school are required by the Missouri Department of Elementary and Secondary Education to complete a Unified Science Core of at least 39 hours with an additional 20 hours minimum in at least one endorsement area (Biology or Chemistry). The program requires specific courses (see the Unified Science major in the Division of Education).

Many developments in modern biological sciences rely extensively on techniques and principles of chemistry and physics. The importance of this relationship has led to the design of the Biochemistry major, which prepares students for advanced study in biochemistry, medicinal chemistry, molecular biology, molecular genetics, structural biology, genetic engineering, and cell biology through the understanding of the fundamentals of chemistry, biology, physics, and mathematics. It provides the basic science background necessary for applying to health professional schools including medical, dental, veterinary, and pharmacy schools. Majors in the field are employed by pharmaceutical, biotech, and medical industries to develop new medicines and research the causes of disease. Biochemists also work in agriculture, developing pest-resistant crops and other technologies, as well as in government labs and educational institutions.

Students interested in a career in chemical engineering should consult Dual Degree Program in Engineering described in this catalog.

B.A. in CHEMISTRY

This degree is available for those interested in pre-medicine. The student must complete 30 hours of Chemistry beyond CHEM 143 and 142 (see note below).

Required Chemistry (CHEM) courses:		30
CHEM 313+312	Organic Chemistry I	5
CHEM 323+322	Organic Chemistry II	5
CHEM 332+342	Analytical Chemistry	4
CHEM 472+462	Molecular Modeling	4
CHEM 481-486	Chemistry Research	1-6

Chemistry Electives		6-11
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Required Mathematics (MATH) course:		
MATH 164	Calculus I	4

Required Physics (PHYS) courses:		
PHYS 213+211	General Physics I	4
PHYS 223 +221	General Physics II	4

NOTE: CHEM 143+142, MATH 264, and PHYS 223+221, or their equivalents, are prerequisites for some of the above courses; check the individual course description for details.

B.A. in CHEMISTRY with a Concentration in Forensic Science

This major prepares students for employment in forensic science and criminal investigation laboratories or for applying to graduate forensic chemistry programs. Forensic chemistry deals with the application of chemistry to criminal investigation. A forensic scientist, specializing in area of chemical analysis of forensic evidence, will require a strong background in the different methods of laboratory analysis and must be able to effectively communicate the findings of the laboratory analyses in lab reports and in the courtroom. The curriculum provides a strong theoretical and experimental background in chemistry, analytical chemistry techniques and modern instrumentation. Students in this program also develop skills in areas such as criminal investigation, criminal law and procedure, evidence collection and communication.

Required Natural Sciences General Education Courses:

CHEM 133 + 132 General Chemistry I	5
CHEM 143 + 142 General Chemistry II	5
MATH 164 Calculus I	4
MATH 243 Probability and Statistics	3

Hours required for major: 62

Chemistry Courses (beyond CHEM 143+142) 30

Required Chemistry (CHEM) courses: 22-24

CHEM 313+312 Organic Chemistry I	5
CHEM 323+322 Organic Chemistry II	5
CHEM 342+332 Analytical Chemistry	4
CHEM 472+462 Molecular Modeling	4
CHEM 484-486 Chemistry Research	4-6

Chemistry Electives (at least two courses from the following): 6-9

CHEM 372-374 Instructional Methods and Problems	2-4
CHEM 413 Physical Chemistry I	3
CHEM 443+441 Biochemistry	4
CHEM 453+452 Modern Instrumental Analysis	5

Required Criminal Justice (CRJS) courses: 18

CRJS 133 Introduction to Criminal Justice	3
CRJS 233 Criminal Investigation	3
CRPO 303 Foundations of Law	3
CRJS 313 Criminology	3
CRJS 423 Criminal Law and Procedure	3
CRJS 433/533 ¹ Evidence	3

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

Criminal Justice Elective (at least one course from the following):

CRJS 343 Criminal Courts, Probation and Parole	3
CRJS 413 Criminal Justice Seminar: Ethics	3
CRPO 453 Constitutional Law	3

Required Communications (COMM) course: 3
COMM 333 Small Group Communication 3

Required Physics (PHYS) courses: 8
PHYS 213+211 General Physics I 4
PHYS 223+221 General Physics II 4

B.S. in CHEMISTRY

This degree is recommended for students planning to enter graduate school or professional employment in chemistry, as well as for students seeking Missouri state teacher certification in Unified Science with an endorsement in Chemistry. The student must complete at least 30 hours of Chemistry beyond CHEM 143 and 142 (see note below).

Required Chemistry (CHEM) courses:		30
CHEM 313+312	Organic Chemistry I	5
CHEM 323+322	Organic Chemistry II	5
CHEM 332+342	Analytical Chemistry	4
CHEM 413	Physical Chemistry I	3
CHEM 423	Physical Chemistry II	3
CHEM 453+452	Modern Instrumental Analysis	5
CHEM 472+462	Molecular Modeling	4
CHEM 481-486	Chemistry Research	1-6

Chemistry Electives*	0-5
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Required Mathematics (MATH) course:		12
MATH 164	Calculus I	4
MATH 254	Calculus II	4
MATH 264	Calculus III	4

Required Physics (PHYS) courses:		8
PHYS 213+211	General Physics I	4
PHYS 223 +221	General Physics II	4

NOTE: CHEM 143+142, MATH 264, and PHYS 223+221, or their equivalents, are prerequisites for some of the above courses; check the individual course description for details.

NOTE: The following electives are required for those seeking certification in Unified Science with an endorsement in Chemistry:

CHEM 443+441	Biochemistry	4
CHEM 383	Advanced Topics in Chemistry: Advanced Analysis	3

*NOTE: There are additional requirements for certification both in the Unified Science core and the professional education requirements. See the Secondary Education section of this catalog and the Unified Science major for more information.

B.S. in BIOCHEMISTRY

Students are required to complete 32-38 hours in Biochemistry and Chemistry, 15 hours in Biology and 3 hours in Biotechnology. In addition, they will complete 9 hours of upper division electives: 3-6 from Chemistry and 3-6 from Biology/Biotechnology.

Required Chemistry (CHEM) and Biochemistry (BCHM) courses:		32-38
CHEM 133+132	General Chemistry I and Laboratory	5
CHEM 143+142	General Chemistry II and Laboratory	5
CHEM 313+312	Organic Chemistry I and Laboratory	5
CHEM 323+322	Organic Chemistry II and Laboratory	5
CHEM 413	Physical Chemistry I	3
CHEM 443+441	Biochemistry and Laboratory	4
CHEM 332+342	Analytical Chemistry and Laboratory	4
OR		
BCHM 453	Principles of Medicinal Chemistry	3
BCHM 471	Biochemistry Seminar	1
BCHM 481-486	Biochemistry Research	1-6

Required Biology (BIOL) courses:		15
BIOL 113+111	General Biology I and Laboratory	4
BIOL 123+121	General Biology II and Laboratory	4
BIOL 343 +341	Genetics and Laboratory	4
BIOL 423	Cell Biology	3

Required Biotechnology (BIOT) courses:		3
BIOT 313	Experimental Biochemistry and Molecular Biology	3

Required Mathematics (MATH) course:		8
MATH 164	Calculus I	4
MATH 254	Calculus II	4

Required Physics (PHYS) courses:		8
PHYS 213+211	General Physics I and Laboratory	4
PHYS 223 +221	General Physics II and Laboratory	4
Total Hours		66-72

Recommended Electives:

BIOL 303	Nutrition Science	3
BIOL 373+371	Microbiology	4
BIOL 443	Advanced Human Physiology	3
BIOT 323	Bioethics	3
CHEM 372-374	Instructional Methods and Problems in Chemistry	2-4
CHEM 423	Physical Chemistry II	3
CHEM 472+462	Molecular Modeling	4
CHEM 453	Instrumental Analysis	3

NOTE: A Biology Minor is incorporated in the Biochemistry major.

CHEMISTRY MINOR

At least 18 hours of Chemistry beyond CHEM 143 and 142:

Required Chemistry (CHEM) courses:		10
CHEM 133+132	Organic Chemistry I Lecture and Laboratory	5
CHEM 323+322	Organic Chemistry II Lecture and Laboratory	5
<i>Chemistry Electives – select at least two lecture/laboratory combinations from the following list</i>		8
CHEM 332+342	Analytical Chemistry and Laboratory	4
CHEM 443+441	Biochemistry and Laboratory	4
CHEM 462+472	Molecular Modeling Lecture and Laboratory	4
Total Hours		18

NOTE: CHEM 143+142, MATH 264, and PHYS 223+221, or their equivalents, are prerequisites for some of the above courses; check the individual course description for details.

BIOCHEMISTRY MINOR

20-21 Hours

Biochemistry applies the ideas and theories of chemistry to the complex realm of biological systems. The minor is designed for students who want a strong background in biochemistry to complement their major area of study. Students who are enrolled in pre-professional programs may also find a minor in biochemistry to be helpful to their professional preparation.

Required Chemistry (CHEM) courses:		17
CHEM 313+312	Organic Chemistry I	5
CHEM 323+322	Organic Chemistry II	5
CHEM 443+441	Biochemistry	4
BCHM 453	Principles of Medicinal Chemistry	
OR		3
BIOT 313	Experimental Biochemistry and Molecular Biology	

Students must take one elective from the following that has not been applied toward their major:

BCHM 453	Principles of Medicinal Chemistry	3
BIOL 343+341	Genetics	4
BIOL 373+371	Microbiology	4
BIOL 383	Instructional Methods and Problems	3
BIOL 423	Cell Biology	3
BIOL 443	Advanced Human Physiology	3
BIOT 313	Experimental Biochemistry and Molecular Biology	3
CHEM 342+332	Analytical Chemistry	4
CHEM 472+462	Molecular Modeling	4
CHEM 373	Instructional Methods and Problems	3

NOTE: CHEM 143+142, MATH 264, and PHYS 223+221, or their equivalents, are prerequisites for some of the above courses; check the individual course description for details.

MATHEMATICS

Mission Statement: Mathematics plays a key role in understanding the principles of our physical environment and is an important tool in successful utilization and conservation of human, physical, and financial resources. The mission of the Mathematics department is to instill in its students an understanding of the mathematical concepts necessary to be productive members of society, and to provide the mathematics foundation necessary for graduate study in mathematics and careers in mathematics, education, business, finance, science, medicine, and engineering. This mission follows from our Christian worldview which states, in part, that we are to live in harmony with the physical environment God has created for us and utilize its resources intelligently and conservatively.

MAJOR

The student must complete at least 30 hours in Mathematics (including 9 hours of upper division electives), 8 hours in physics, and 3 hours in computer science, including the following courses or their equivalent:

Required Mathematics (MATH) courses (21 hours):

MATH 164	Calculus I
MATH 254	Calculus II
MATH 264	Calculus III
MATH 353	Linear Algebra
MATH 363	Differential Equations
MATH 433	Mathematics Seminar

9 hours upper division Mathematics electives*

Required Physics (PHYS) courses (8 hours):

PHYS 213+211	General Physics I
PHYS 223+221	General Physics II

Required Computer Science (BCSC) Course (3 hours):

BCSC 253	C++ Programming for Science and Mathematics
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***Students desiring certification to teach mathematics in secondary schools in Missouri are required to take the following courses as 6 of the 9 hours of upper division electives required for the Mathematics major:**

MATH 323	Foundations of Geometry
MATH 333	Algebraic Structures

MINOR

The student must complete at least 18 hours in Mathematics, including the following courses, or their equivalent, and 6 hours of upper division:

Required Mathematics (MATH) courses (12 hours):

MATH 164	Calculus I
MATH 254	Calculus II
MATH 264	Calculus III

Mathematics Electives: 6 hours upper division

Students interested in engineering should see the section on Dual-Degree Program(s) in Engineering.

PHYSICS

Mission Statement: The physics courses, in accordance with the Missouri Baptist University mission statement, seek to prepare students to live in harmony with the physical environment by becoming aware of its basic principles and the means for intelligent use and conservation of its resources. An understanding of the principles of physics, designed and implemented by God, is a key factor in fulfilling this purpose. The physics courses are designed to provide this understanding, give science and mathematics students the physics background required for success in those careers, and satisfy Unified Science Core requirements for secondary science certification in Missouri.

The courses in physics (PHYS) are offered to fulfill general education, elective or additional physics credits, and/or Missouri science certification requirements.

PRE-NURSING

Mission Statement: The Associate of Science degree with a concentration in Pre-Nursing is designed to provide students with a solid foundation in the basic skills needed to prepare for a career in nursing. Obtaining this degree gives students a broad basis in the liberal arts tradition, from a Christian worldview, for pursuit of more advanced nursing degrees. Following the Associate of Science – Pre-Nursing with two years of clinical study will complete a Bachelor of Science in Nursing and prepare the student for a successful career in the critically important nursing profession.

TWO-PLUS-TWO DEGREE IN NURSING

Missouri Baptist University and the Goldfarb School of Nursing at Barnes-Jewish College have teamed to offer a Bachelor of Science in Nursing. Through this agreement, two years of study in the Associate of Science degree in Pre-Nursing program will be completed at MBU and the final two years of clinical studies will be completed at Barnes. An articulation agreement between MBU and Barnes was signed in March 2010.

The MBU Associate of Science degree in Pre-Nursing is a 66 hour program, and 55 of those hours are fully transferable to Barnes. Students must maintain a 3.0 cumulative grade point average at MBU to gain admissions to Goldfarb School of Nursing.

ASSOCIATE OF SCIENCE Concentration in Pre-Nursing

A minimum of 66 semester hours is required to earn the Associate of Science degree with a concentration in Pre-Nursing (ASPN), including the general education and major courses listed below.

Transfer credits will be accepted into this program from an accredited college or school up to a maximum of 42 semester hours of credit, up to 15 hours of which may be earned through credit by examination and/or portfolio assessment of prior learning. Portfolio credit is only available to those students who have completed a minimum of 12 semester hours in residency at Missouri Baptist University. Students must complete a minimum of 22 semester hours in residency at Missouri Baptist University to earn the Associate of Science degree.

A student must earn a grade of C or better in all major courses, and achieve an overall grade point average of 2.5 or better for the awarding of the associate degree.

General Education Requirements: 39-40 hours

Communication Skills – Two courses (6 hours):

ENGL 113	English Composition I
ENGL 123	English Composition II

Fine Arts – One course from the following (3 hours):

ARTS 153	Art Appreciation
COMM 153	Appreciation of Film
COMM 223	Introduction to Mass Media
COMM 233	Introduction to Cross-Cultural Communication
MUHL 153	Music Appreciation

Health and Sport Sciences – One course (3 hours):

KHSC 333	Health and Wellness
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Humanities – Three courses (9 hours):

RBIB 113	Old Testament History
RBIB 123	New Testament History

RPHI 203	Introduction to Logic
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OR

RPHI 213	Introduction to Philosophy
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Mathematics – One course (3 hours):

MATH 133	College Algebra
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Social and Behavioral Sciences – Three courses (9 hours):

PSYC 133	General Psychology
SOCO 113	Introduction to Sociology
SOHI 213	Worldview and Social Issues

History – One course from the following (3 hours):

HIST 113	Western Civilization I
HIST 123	Western Civilization II
HIST 213	U.S. History I
HIST 223	U.S. History II

Computer Literacy – One course (3 hours):

BCIS 103	Survey of Computing
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Interdisciplinary Studies – One course (0-1 hour):

IDST 101	Collegiate Seminar
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OR

IDST 200	Transfer Student Orientation
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Major Requirements: 32 hours

Biology (BIOL) courses (19 hours):

BIOL 103+101	Introduction to Biology + Lab
BIOL 213+211	Anatomy & Physiology I + Lab
BIOL 223+221	Anatomy & Physiology II + Lab
BIOL 303	Nutrition Science
BIOL 373+371	Microbiology + Lab
BIOT	323 Bioethics

Chemistry (CHEM) courses (4 hours):

CHEM 113+111	Introduction to Chemistry + Lab
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Mathematics (MATH) course (3 hours):

MATH 243	Probability and Statistics
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Psychology (PSYC) course (3 hours):

PSYC 313	Human Growth and Development
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Total Hours for A.S. Degree in Pre-Nursing: 71-72

COURSE DESCRIPTIONS

Natural Sciences Division course descriptions are listed as follows in the Course Description Section of this catalog:

BCHM Courses	193
BIOL Courses.....	194
BIOT Courses	197
CHEM Courses.....	199
MATH Courses.....	234
NSCI Courses.....	245
PHYS Courses.....	245



DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

Faculty:

Janet K. Puls, M.S.W., L.C.S.W., Ph.D., Associate Professor of Human Services and Psychology, Chair-Social and Behavioral Sciences Division

****Carol Austin**, Ph.D., Professor of Counseling and Human Services

David Bailey, Psy.D., Associate Professor of Psychology

Keith Beutler, Ph.D., Associate Professor of History

Holly Brand, Ph.D., Associate Professor of Psychology

***Terry Chrisope**, Ph.D., Professor of Bible and History

****Mary Ann Conaway**, Ph.D., Professor of Counseling and Education; Director of Counselor Education Program

Arlen R. Dykstra, Ph.D., Professor of History: Provost/Senior Vice President for Academic Affairs

Linda Nicole Johnson, M.S.W., ABD, Assistant Professor of Human Services and Psychology

James Kellogg, M.A., Assistant Professor of Criminal Justice and Program Coordinator

R. Alton Lacey, Ph.D., Professor of Psychology; President

****Laura Rauscher**, Ph.D., Assistant Professor of Education and Counseling

****Larry Richardson**, M.S.E., Instructor of Human Services and Psychology; Coordinator for Graduate Advising; Graduate Advisor – MAC and Psychological Examiner Programs

****C. Scully Stikes**, Ph.D., Professor of Counseling and Sociology

****C. Clark Triplett**, Ph.D., Professor of Psychology and Sociology; Vice President for Graduate Studies and Academic Program Review

****Van A. Vaughn**, Ph.D., Professor of Counseling and Education

Loftin Woodiel, Ph.D., Assistant Professor of Criminal Justice

John Yehling, M.S.E., Instructor of Social/ Behavioral Sciences; Assistant Athletic Director

*Also listed under Humanities Division

**Also listed under Education Division

Mission Statement: In keeping with the mission of Missouri Baptist University, the Social and Behavioral Sciences Division provides a curriculum that enables students to think critically and analytically and in so doing, to think Christianly in the specific areas of the Social and Behavioral Sciences. Students will gain a broad understanding of both theory and research in the major and/or minor areas, including majors in Behavioral Science, Criminal Justice, History, Human Services, Psychology, and Social Sciences. Minors are offered in the areas of Behavioral Science, Criminal Justice, History, Human Services, Political Science, Psychology, Social Sciences, and Sociology. Students majoring in Human Services and Criminal Justice develop entry-level skills for employment in these fields.

BEHAVIORAL SCIENCE

Mission Statement: The Behavioral Science major is organized within the context of an interdisciplinary liberal arts approach drawing from the disciplines of Criminal Justice, Human Services, Psychology, and Sociology. Each discipline addresses different dimensions of human behavior integrated to form a comprehensive view of the human condition.

Since the Behavioral Science major is interdisciplinary, drawing from the four areas mentioned above, students are not permitted to complete a second major or minor in any of these areas.

MAJOR

Required Core: 21 hours

Required Mathematics (MATH) course:

MATH 243 Probability and Statistics¹

Required Psychology (PSYC) courses:

PSYC 133 General Psychology²
PSSC 303 Social Psychology

Required Sociology (SOCO) courses:

SOCO 113	Introduction to Sociology ²
SOCO 353	Cultural Anthropology ²
PSSC 373	Research Methods in Social and Behavioral Sciences

Required 3-hour Internship (choose one from the following):

CRJS 473 Internship in Criminal Justice

OR

HUSR 473 Internship in Human Services

OR

PSYC 473 Internship in Psychology

Electives: 18 hours (at least 9 hours upper division) with at least one course from each of the following areas. (NOTE: Cross-listed courses with the prefixes PSHU, Psychology/Human Services, and PSSC, Psychology/ Sociology, may be counted under only one discipline, as determined by the student with advisor consent, for purposes of satisfying the distribution of electives among the four disciplines.)

Elective Criminal Justice courses:

CRJS 133	Introduction to Criminal Justice
CRJS 213	Policing Institutions
CRJS 223	Correctional Institutions
CRJS 233	Criminal Investigation
CRPO 303	Foundations of Law
CRJS 313	Criminology
CRJS 333	Juvenile Delinquency and the Justice System
CRJS 343	Criminal Courts, Probation, and Parole
CRJS 423	Criminal Law and Procedure
CRJS 433/533 ³	Evidence
CRJS 443	Readings in Criminal Justice
CRPO 453	Constitutional Law
CRJS 463/563 ³	Organization and Administration

Elective Human Services courses:

HUSR 213	Introduction to Human Services
HUSR 223	Human Services: Policy and Politics
HUSR 233	Human Services: Theories and Practice
HUSR 313	Assessment and Case Management
HUSR 343	Disabilities: Theory and Practice
PSHU 403	Chemical Dependency
HUED 403/503 ³	Theories and Techniques of Group Counseling
HUED 433/533 ³	Theories and Techniques of Counseling Students and Their Families
HUED 443/543 ³	Transition/Career Development and Vocational Education
HUSR 443	Leadership in Facilitating Community Change
HUSR 463	Community-Based Treatment
PSHU 483	Tests and Measurement

Elective Psychology courses:

PSYC 213	Personal Adjustment
PSYC 233	Advanced General Psychology
PSYC 313	Human Growth and Development ⁴
PSPO 323	Psychology and the Law

PSYC 323	Abnormal Psychology
PSYC 333	Child Psychology ⁴
PSYC 343	Adolescent Psychology ⁴
PSYC 363	Cognitive Psychology
EDPS 383	Psychology of Teaching and Learning
MGPS 403/503 ³	Organizational Behavior and Leadership
PSHU 403	Chemical Dependency
PSYC 413	Sensation and Perception
PSRL 423/523 ³	Pastoral Counseling and Care Giving
PSSC 423	Psychosocial Aspects of Aging
PSRL 433/533 ³	Psychology of Moral and Spiritual Development
PSYC 433	Theories of Personality
PSSC 443	Death and Dying
PSYC 443	Neuropsychology
EDPS 453/553 ³	The Exceptional Child
PSHU 483	Tests and Measurement

Elective Sociology courses:

SOHI 213	Worldview and Social Issues
SOCO 323	Marriage and the Family
SOCO 413	Race and Ethnic Relations
PSSC 423	Psychosocial Aspects of Aging
PSSC 443	Death and Dying

Total Hours: 39

¹Course will satisfy the statistics requirement for the Bachelor of Science degree.

²Course will satisfy 3 of the 9 hours required in social and behavioral sciences for the general education requirement.

³See the catalog section on Senior Permission for information on earning graduate credit for this course.

⁴Only one course from PSYC 313, PSYC 333, or PSYC 343 may be applied toward the major.

MINOR: 18 Hours**Required courses:**

SOCO 113	Introduction to Sociology ¹
SOHI 213	Worldview and Social Issues ¹
SOCO 413	Race and Ethnic Relations
PSHU 403	Chemical Dependency
PSSC 443	Death and Dying
MGPS 403/503 ²	Organizational Behavior and Leadership

Students may not pursue a double minor in Behavioral Science and Sociology.

¹Course will satisfy 3 of the 9 hours required in social and behavioral sciences for the general education requirement.

²See the catalog section on Senior Permission for information on earning graduate credit for this course.

CRIMINAL JUSTICE

Mission Statement: In accordance with the mission statement of Missouri Baptist University and the academic program, Criminal Justice is an area of study which seeks to provide Christ-centered quality higher education to traditional and adult students. The major provides an opportunity to prepare for careers in the various areas of the justice system at the entry level, and to prepare others for advancement within an agency.

MAJOR: 42 Hours

Students must complete the following 36 hours of core requirements, and 6 hours of selected electives to total 42 hours.

TRACK I: For students who have not attended a POST (Peace Officer Standards and Training) certified Police Academy.

CRJS 133	Introduction to Criminal Justice
CRJS 213	Policing Institutions
CRJS 223	Correctional Institutions
CRJS 313	Criminology
CRJS 343	Criminal Courts, Probation, and Parole
CRJS 433/533 ¹	Evidence
CRJS 463/563 ¹	Organization and Administration
CRJS 473	Internship in Criminal Justice
CRPH 423/523 ¹	Criminal Justice Ethics and Leadership
CRPO 453	Constitutional Law
MATH 243	Probability and Statistics
PSSC 373	Research Methods in Social and Behavioral Sciences

Electives: 6 hours upper division from other Criminal Justice (CRJS or CRPO) courses

TRACK II "A" Core Curriculum 600 to 800 Hours of Academy Training *

CRJS 223	Correctional Institution
CRJS 313	Criminology
CRJS 343	Criminal Courts, Probation and Parole
CRJS 433	Evidence
CRJS 463/563 ¹	Organization and Administration
CRPH 423/523 ¹	Criminal Justice Ethics and Leadership
CRPO 453	Constitutional Law
MATH 243	Probability and Statistics
PSSC 373	Research Methods

Electives: 3 hours upper division from other Criminal Justice (CRPO or CRJS) courses

TRACK II "A": For students who have graduated and attained between the minimum required 600 hours up to 800 hours of training from a POST certified Police Academy and are certified as police officers, credit toward the major may be accepted as follows:

CRJS 133	Introduction to Criminal Justice
CRJS 213	Policing Institutions
CRJS 423	Criminal Law and Procedure

CRJS 473 Internship in Criminal Justice
Physical Training 3 Credit Hours

Total: 15 credit hours

TRACK II "B" Core Curriculum 900 Plus Hours of Academy Training *

CRJS 223	Correctional Institutions
CRJS 313	Criminology
CRJS 343	Criminal Courts, Probation and Parole
CRJS 463/563 ¹	Organization and Administration
CRPH 423/523 ¹	Criminal Justice Ethics and Leadership
CRPO 453	Constitutional Law
MATH 243	Probability and Statistics
PSSC 373	Research Methods

TRACK II "B": For students who have graduated and attained 900 plus hours of training from a POST certified Police Academy and are certified as police officers, credit toward the major may be accepted as follows:

CRJS 133	Intro to Criminal Justice
CRJS 213	Policing Institutions
CRJS 333	Juvenile Delinquency
CRJS 423	Criminal Law and Procedure
CRJS 433/533 ¹	Evidence
CRJS 473	Internship in Criminal Justice
Physical Training 3 Credit Hours	

Total: 21 credit hours

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

* Documented training and/or credit for prior learning may also be considered to determine the award of advanced credit hours. The awards will be granted only after a student has completed 6 hours of coursework at Missouri Baptist University, 3 of which must be within Criminal Justice. Review the "Advanced Standing Process" noted in the current catalog to petition for prior learning credit.

POST Certified Law Enforcement Academy training less than 600 hours will be reviewed on a case- by- case basis.

MINOR: 21 Hours

Required Courses:

CRJS 133	Introduction to Criminal Justice
CRJS 213	Policing Institutions
CRJS 223	Correctional Institutions
CRJS 343	Criminal Courts, Probation and Parole
CRJS 463/563 ¹	Organization and Administration

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

Electives – An additional 6 hours upper division from the following courses:

HUSR 343	Disabilities: Theory and Practice
HUSR 443	Leadership in Facilitating Community Change
PSHU 403	Chemical Dependency
PSPO 323	Psychology and the Law
PSSC 443	Death and Dying
PSYC 323	Abnormal Psychology
SOCO 323	Marriage and the Family
SOCO 353	Cultural Anthropology
SOCO 413	Race and Ethnic Relations

HISTORY

Mission Statement: In accordance with the Mission Statement of Missouri Baptist University, the History major has several purposes: (1) to acquaint students with the commonly accepted factual data of human history; (2) to expose students to differing viewpoints and schools of historical interpretation; (3) to help students develop the ability to do independent research and to write competently in the field of history; (4) to encourage students to develop a Biblically-based Christian approach to historical study; and (5) to prepare History majors for careers in teaching*, or in other professional fields requiring a broad liberal arts background.

**Students seeking certification to teach high school history should major in Social Sciences in order to satisfy the state certification requirements for social studies 9-12.*

MAJOR: 39 Hours

The student must complete at least 39 hours in History, including the following courses or their equivalent:

HIST 113	Western Civilization I
HIST 123	Western Civilization II
HIST 213	United States History I
HIST 223	United States History II
HIST 303	Introduction to the Study of History
HIST 403	Research Seminar

Electives: An additional 21 hours must be completed, including at least 6 hours from upper division American history courses and at least 6 hours from upper division European, Latin American, Asian, and/or other non-U.S. history courses.

MINOR: 21 Hours

The student must complete 21 hours in History, including the following courses or their equivalent:

HIST 113	Western Civilization I
HIST 123	Western Civilization II
HIST 213	United States History I
HIST 223	United States History II
HIST 303	Introduction to the Study of History

Electives: Six hours from upper division courses

HUMAN SERVICES

Mission Statement: In keeping with the mission statement of Missouri Baptist University and the Social and Behavioral Science Division, the Human Services major prepares students for employment as generalists in the field of human services. The student will gain a broad understanding of theory and practice in the field, preparing them for entry-level positions. The curriculum draws from Psychology and Sociology, with specific courses in the human service field. Human Services should be considered if a student is planning graduate work in counseling or social work.

The Human Services major prepares students to work in various areas of social service including, but not exclusive to: employment assistance agencies¹, nursing homes², substance abuse agencies, developmental rehabilitation agencies³, youth services⁴, child care work⁴ and various church agencies⁵. The major also serves as an undergraduate foundation for professional counselors and social workers who are planning to pursue graduate degrees in counseling or social work. It is recommended that students majoring in Human Services complete a minor in Psychology or Sociology.

¹*It is recommended that students planning a career as employee assistance counselors should take HUED 443/543 and MGMT 433, in addition to the required courses in Human Services; both classes may be applied toward satisfying the requirements for a minor in Human Services.*

²*It is recommended that students planning a career in geriatric counseling take PSSC 423 and PSSC 443, in addition to the required courses in Human Services; both classes may be applied toward satisfying the requirements for a minor in Human Services.*

³*It is recommended that students planning a career in probation and parole take CRJS 133 and CRJS 343; CRJS 343 may be applied toward a minor in Human Services.*

⁴*It is recommended that students planning a career in childcare work should take HUSR 463 in addition to the required courses in Human Services.*

⁵*It is recommended that students planning a career working with church agencies take RRED 303, in addition to the required courses in Human Services; this class may be applied toward satisfying the requirements for a minor in Human Services.*

MAJOR: 42 Hours

Required Human Services (HUSR, HUED, and PSHU) courses: 33 Hours

HUSR 213	Introduction to Human Services
HUSR 223	Human Services: Policy and Politics
HUSR 233	Human Services: Theories and Practice
HUSR 313	Assessment and Case Management
HUSR 343	Disabilities: Theory and Practice
PSHU 403	Chemical Dependency
HUED 403/503 ¹	Theories and Techniques of Group Counseling
HUED 433/533 ¹	Theories and Techniques of Counseling Students and Their Families
HUSR 443	Leadership in Facilitating Community Change
HUSR 473	Internship in Human Services
PSHU 483	Tests and Measurements

Required Psychology (PSYC) courses: 6 Hours

PSSC 303	Social Psychology
PSYC 323	Abnormal Psychology

Required Sociology (SOCO) course: 3 Hours

SOCO 323	Marriage and the Family
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Recommended Human Services (HUED or HUSR) electives:

HUED 443/543 ¹	Transition/Career Development and Vocational Education
HUSR 463	Community-Based Treatment

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

MINOR: 18 Hours

The student must complete 18 hours in Human Services (or Psychology and Sociology as required in the Human Services major), including the following courses or their equivalent:

Required Human Services (HUSR) courses:

HUSR 213	Introduction to Human Services
HUSR 223	Human Services: Policy and Politics
HUSR 233	Human Services: Theories and Practice

Electives: 9 hours upper division in Human Services (HUSR, HUED, or PSHU) Courses, including PSSC 303 and PSYC 323

POLITICAL SCIENCE

Missouri Baptist University offers a minor in Political Science (POLS) that will allow students to explore the philosophical and historical foundations, nature, purpose, and functions of political ideas and institutions in both the United States and other countries. The following courses are offered as a part of the general education requirements and/or the minor in Political Science.

MINOR: 18 hours**Required Political Science (POLS and PORP) Courses: 9 hours**

POLS 113	Federal Government
POLS 123	State and Local Government
PORP 333	Political Philosophy

Electives: 9 hours

HIPO 233	American Foreign Policy
CRPO303	Foundations of Law
PSPO 323	Psychology and the Law
HIPO 343	The American Presidency
HIPO 353	American Political Thought
POLS 363	The African American Constitutional Experience
POLS 471-476	Internship in Local Government
POLS 481-486	American Political Campaigns Internship
CRPO 453	Constitutional Law

PSYCHOLOGY

Mission Statement: The Mission of the Missouri Baptist University psychology program is to educate students in the breadth and depth of the discipline of psychology and its practical applications. We integrate empirical science, theory, and practice, and train students to think critically about mental processes and behavior. Where mainstream psychology and the Bible conflict, it is our privilege and responsibility to incorporate our Christian faith into our classrooms, respectfully explaining from credible academic evidence why we continue to believe unashamedly in the superior authority and accuracy of the Bible.

MAJOR: 39 Hours

Students must complete a total of 39 hours for a major in Psychology.

Required Psychology Core Courses: 27 hours

MATH 243	Probability and Statistics*
MATH 343	Statistical Methods*
PSYC 133	General Psychology
PSYC 213	Personal Adjustment*
PSYC 233	Advanced General Psychology
PSYC 313	Human Growth and Development*
PSYC 323	Abnormal Psychology
PSSC 373	Research Methods in Social and Behavioral Sciences*
PSYC 473	Internship in Psychology (Capstone)

Extended Core: Choose at least one course from each of the following areas:

Developmental:

PSYC 333	Child Psychology
PSYC 343	Adolescent Psychology
PSSC 423	Psychosocial Aspects of Aging
EDPS 453/553 ¹	The Exceptional Child

Social/Applied:

PSSC 303	Social Psychology
PSSC 443	Death & Dying
MGPS 403/503 ¹	Organizational Behavior and Leadership (prerequisite MGMT 303 Management Concepts and Practices)
PSPO 323	Psychology and the Law*
PSHU 403	Chemical Dependency
SMGT 433/533 ¹	Sport Psychology

Cognition:

PSYC 363	Cognitive Psychology
PSYC 413	Sensation and Perception
PSYC 443	Neuropsychology*
EDPS 383	Psychology of Teaching and Learning

Personality/Assessment:

PSYC 433	Theories of Personality*
PSRL 433/533 ¹	Psychology of Moral and Spiritual Development
PSHU 483	Tests and Measurements*

***May not be taken as a Directed Study.**

¹See the catalog section on Senior Permission for information on earning graduate credit for this course.

MINOR: 18 Hours

The student must complete 18 hours of Psychology courses as follows:

Required Psychology (PSYC) course:

PSYC 133	Introduction to Psychology
PSYC 213	Personal Adjustment

Electives: 12 hours, with 9 upper division, in Psychology (EDPS, MGPS, PSHU, PSPO, PSSC or PSYC) courses

SOCIAL SCIENCES

Mission Statement: In accordance with the mission statement of Missouri Baptist University, the Social Sciences major has several purposes: (1) to prepare students to teach secondary social studies in the State of Missouri; (2) to acquaint students with the commonly-accepted factual data of human history; (3) to expose students to differing viewpoints and schools of historical interpretation; (4) to help student develop the ability to do independent research and to write competently in the field of history; (5) to encourage students to develop a Biblically-based Christian approach to historical study; (6) to prepare History majors for careers in teaching or in other professional fields requiring a broad liberal arts background; (7) to acquaint students with a broad range of social sciences and the conclusions which social scientists have currently reached.

A student majoring in Social Sciences is not permitted to major or minor in History.

MAJOR: 45 Hours**Required History (HIST) courses:**

HIST 113	Western Civilization I
HIST 123	Western Civilization II
HIST 213	United States History I
HIST 223	United States History II
HIST 303	Introduction to the Study of History
HIST 403	Research Seminar
Electives:	Nine hours of upper division History*

Required Economics (ECON) courses (three hours):

ECON 113	Macroeconomics
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OR

ECON 123	Microeconomics
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Required Geography (EDUC) course:

EDMS 323	World Geography: A Course for Teachers
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Required Political Science (POLS) courses:

POLS 113	Federal Government
POLS 123	State and Local Government

Required Psychology (PSYC) course:

PSYC 133	Introduction to Psychology
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Required Sociology (SOCO) course:

SOCO 113	Introduction to Sociology
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*Including 6 hours American and 3 hours European, Latin American, Asian, or other non-U.S. history

MINOR: 27 Hours

A student majoring in History is not permitted to major or minor in Social Sciences.

Required History (HIST) courses:

HIST 113	Western Civilization I
HIST 123	Western Civilization II
HIST 213	United States History I
HIST 303	Introduction to the Study of History
HIST 223	United States History II

Electives: 3 hours, upper division American History

Required Economics (ECON) courses:

ECON 113	Macroeconomics
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Required Geography (EDUC) course:

EDUC 323	World Geography: A Course for Teachers
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Required Political Science (POLS) courses:

POLS 113	Federal Government
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OR

POLS 123	State and Local Government
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SOCIOLOGY

Missouri Baptist University offers a minor in Sociology (SOCO) that will allow students to explore the social and ethical issues affecting society. Courses are also offered as a part of general education, degree requirements, and/or in support of various majors.

MINOR: 18 Hours

The student must complete 18 hours of Sociology courses as follows:

Required Sociology (SOCO) courses:

SOCO 113	Introduction to Sociology
SOHI 213	Worldview and Social Issues

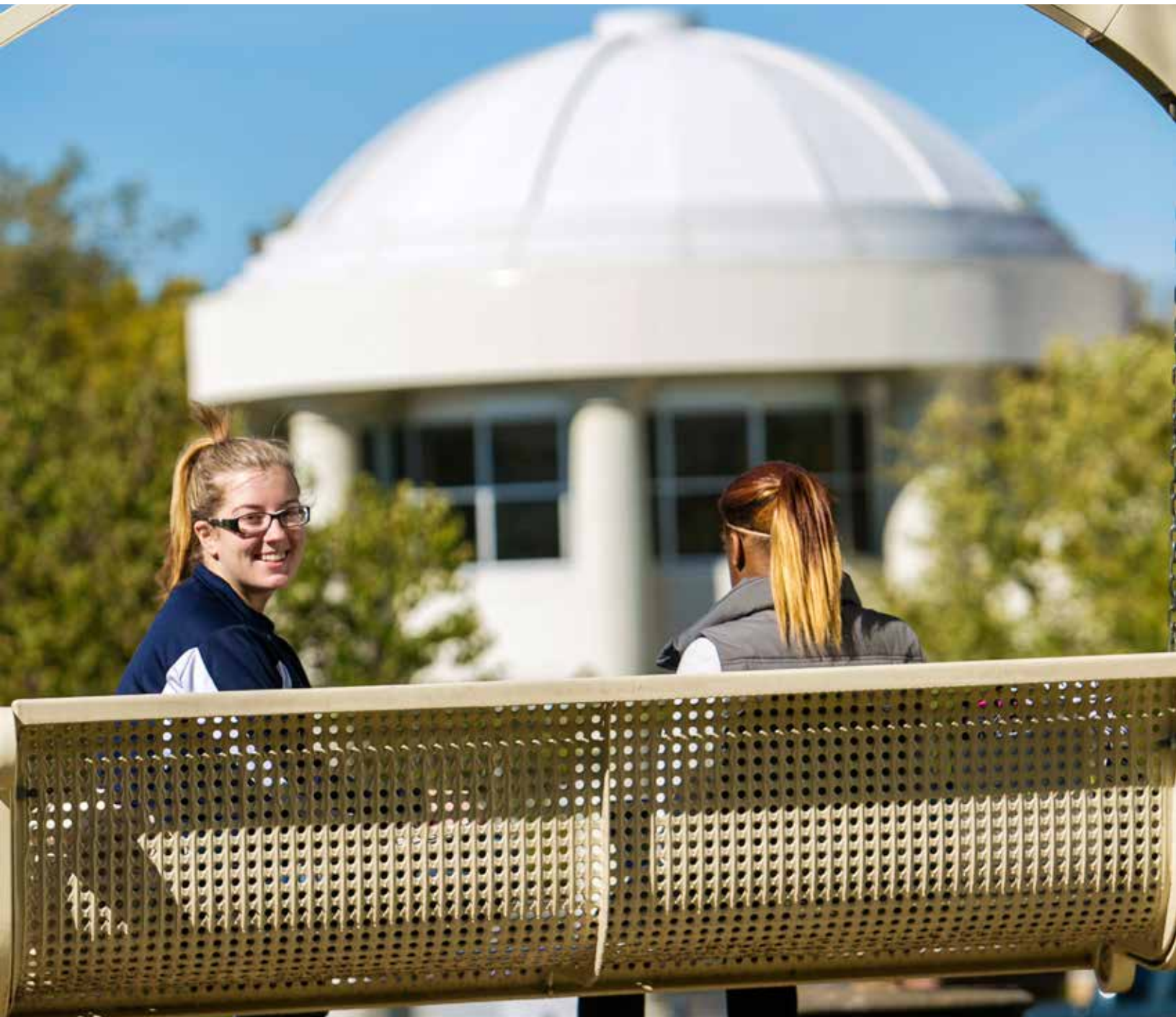
Electives: 12 hours, with 6 upper division, in Sociology (PSSC or SOCO) courses

COURSE DESCRIPTIONS

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 - o SOHI Courses.....254
- Human Services
 - o HUED Courses..... 227
 - o HUSR Courses..... 228
 - o PSHU Courses..... 247

- Political Science
 - o CRPO Courses.....206
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CROSS-LISTED COURSES

Courses cross-listed between disciplines are generally indicated by a common course prefix as listed below. Exceptions, such as and MUCS/THEP courses, are denoted in the course description.

Course Prefix	Cross-listed Disciplines	Course Prefix	Cross-listed Disciplines
BUMU	Business and Music	MGPS	Management and Psychology
COEN	Communications and English	MUED	Music and Education
COST	Communications and Theatre	PHED	Physical and Health Education
CRPH	Criminal Justice and Philosophy	PORP	Political Science and Philosophy
CRPO	Criminal Justice and Political Science	PSHU	Psychology and Human Services
EDEN	Education and English	PSPO	Psychology and Political Science
EDPS	Education and Psychology	PSRL	Psychology and Religion
EDST	Education and Theatre	PSSC	Psychology and Sociology
HIPO	History and Political Science	REMU	Religious Education and Music
HIRE	History and Religion	SOHI	Sociology and History
HIRP	History, Religion, and Philosophy	THMU	Theatre and Music
HUED	Human Services and Education		





COURSE DESCRIPTIONS

ACCT

ACCT 213 PRINCIPLES OF FINANCIAL ACCOUNTING

An introductory study of accounting with emphasis on the accounting cycle, accounting terminology, the collection of accounting data, the recording of data into the accounting system, and the preparation and interpretation of basic financial statements. Topics include accounting for transactions of service and merchandising enterprises, internal control, ethics, common adjusting entries, and application of generally accepted accounting principles as applied to receivables, inventory, productive assets, and liabilities.

Three Hours, Fall, Spring, Summer

ACCT 223 PRINCIPLES OF MANAGERIAL ACCOUNTING

A study of corporate accounting, job order, process cost, and standard accounting systems, this course includes corporate financial statements, bond liabilities, investments, statement of cash flows, and decision making topics such as variable (direct) costing, break even analysis, EOQ method, budgeting, and financial statement analysis. Prerequisite: ACCT 213.

Three Hours, Spring, Summer

ACCT 313 INTERMEDIATE ACCOUNTING I

A study of theoretical foundations and the conceptual framework of accounting with emphasis of study placed on the balance sheet, income statement, statement of cash flows, present and future values applications, cash and investments, inventory, and revenue recognition. Prerequisite: ACCT 223.

Three Hours, Fall, Odd Years

ACCT 323 INTERMEDIATE ACCOUNTING II

A continuation of the study of theoretical foundations in accounting with emphasis placed on the accounting of liabilities, capital stock, retained earnings, stockholder's equity changes, debt financing through bonds and other securities, derivatives and hedging, and accounting for income taxes. Prerequisite: ACCT 313 or consent of instructor.

Three Hours, Spring, Even Years

ACCT 333 COST ACCOUNTING

The study of cost determination as applied to a variety of business operations, including analysis of cost behavior, internal

control in the manufacturing environment, and methods of cost allocation as well as activity based costing. An emphasis is placed upon job order, process, and standard cost accounting systems. Prerequisite: ACCT 223.

Three Hours, Fall, Even Years

ACCT 343 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING

This course is a study of the principles of accounting and reporting for governmental units and not-for-profit organizations, such as colleges and hospitals, including fund accounting and budgetary controls, systems theory and application of specialized procedures and methods. Prerequisite: ACCT 223.

Three Hours, Spring, Odd Years

ACCT 353 BUDGETING

This course is designed to help present and future managers understand and apply budgeting theories, principles and techniques. Students examine revenue expenditures, the budgeting process, and analyze budget variances. Prerequisite: ACCT 223 or consent of instructor. ***This course helps fulfill the 150-hour requirement for students who plan to sit for the CPA exam.***

Three Hours, Fall Odd Years

ACCT 413 TAX ACCOUNTING

This course is a study of current federal income tax laws and accounting practices as they apply to tax regulations. Topics examined include ethics, research, planning, and compliance. An emphasis is placed upon individual tax returns. Prerequisite: ACCT 223.

Three Hours, Fall, Even Years

ACCT 423 CURRENT TOPICS IN FINANCIAL ACCOUNTING AND REPORTING

In this course students examine current issues in financial accounting and reporting. Issues are examined within the framework of generally accepted accounting principles for valuation, presentation and disclosure of items in financial statements. The course emphasizes the application of the Financial Accounting Standards Board and AICPA pronouncements. Prerequisite: Accounting 323. ***This course helps fulfill the 150-hour requirement for students who plan to sit for the CPA exam.***

Three Hours, Spring, Odd Years

ACCT 443 AUDITING

The course is a study of the work and practice of the independent public accountant. A risk-based approach relating inherent and control risks to substantive audit procedures is utilized. Topics emphasized include internal accounting controls, working papers, audit procedures, sampling, legal liability and ethical behavior.

Prerequisite: ACCT 223.

Three Hours, Fall, Odd Years

ACCT 463 ADVANCED ACCOUNTING

This course offers advanced exposure to current accounting theory and practice. Topics emphasized include partnerships and limited liability companies, consolidated statements, inter-company transactions, receivership, and estates and trusts.

Prerequisite: ACCT 323 or consent of instructor.

Three Hours, Spring, Even Years

ARTS

ARTS 153 ART APPRECIATION

A survey of art from earliest times to the present era, designed to develop an understanding and appreciation of the role of art in the life of man.

Three Hours, Fall, Spring

ARTS 213 STUDIO ART

A study of art materials and techniques, this course provides practice in composing, drawing, designing, and forming, using various media, and this course is open to all students. However, it does not apply to any general education or degree requirement. This course may be repeated for credit.

Three Hours, On Demand

BCHM

BCHM 453 PRINCIPLES OF MEDICINAL CHEMISTRY

Medicinal chemistry examines the organic chemistry of drug design and drug action. Students study structure-activity relationships, molecular features of drugs, mechanisms of drug action, design and development of drugs, drug names and nomenclature, and therapeutic applications of drugs. Mechanisms of drug transport across biological membranes, absorption, distribution, and drug excretion will be explored. Prerequisites: CHEM 443 and 441

Three Hours, Fall, Odd Years

BCHM 471 BIOCHEMISTRY SEMINAR

Students will select a current area of biochemical research, study that area in depth and make a presentation to the class. They will learn the basis of scientific writing, critically evaluate scientific journal articles and conduct effective literature search using tools such as Chemical Abstracts and the Scientific Information Retrieval Systems. Prerequisites: ENGL 113, ENGL 123, COMM 103, CHEM 443 and 441.

One Hour, Fall, Even Years

BCHM 481-486 BIOCHEMISTRY INDEPENDENT RESEARCH OR INTERNSHIP

This course is designed to give experience in formal research methods, including literature search, laboratory work, record keeping, and reporting results. Each student is associated with a specific research project, during which the student works closely with the faculty and other researchers in the chemistry/biology departments. Alternatively, eligible biochemistry undergraduate majors can participate in the research program sponsored by the National Science Foundation (NSF-REU). Program participants will carry out a research project under the direction of a faculty member at one of its REU (Research Experience for Undergraduates) sites which are departments of large universities participating in the NSF funded research programs. Students enrolled in the program are granted stipends and, in many cases, assistance with housing and travel. Students may also complete a summer internship at a company such as Monsanto, Pfizer, Sigma-Aldrich, Covidien/Mallinckrodt Pharmaceuticals or Chemir Analytical Services. Upon completion of the research, students will present a poster or oral presentation of their work for students and faculty in the chemistry/biology program. A total of six hours may be applied toward graduation. Prerequisites: Junior or senior standing and consent of instructor.

One to Six Hours, On Demand

BCIS

BCIS 103 SURVEY OF COMPUTING

This course is an introductory survey of the field of computing, with emphasis on personal computing, and the Microsoft Windows environment. Students are introduced to a wide range of computer topics, with the purpose of giving them an elementary understanding of computers as they impact everyday life. Topics include computers and their uses, the Internet, computer hardware and architecture, input/output devices, storage concepts, and other relevant subject matter. Hands-on instruction is provided to train students in the use of the Microsoft Office software suite. This course satisfies the computer literacy requirement for all baccalaureate degree programs except the BME. For transfer credit to be equated to this course the transfer course must have been completed within seven (7) years prior to initial registration at Missouri Baptist University. Former MBU students who are readmitting into the University must also have completed BCIS 103 or its equivalent within seven (7) years prior to the first semester of returning registration.

Three Hours, Fall, Spring, Summer

BCIS 303 INFORMATION TECHNOLOGY THEORY AND PRACTICE

This course provides an understanding of organizational information technology, including new and emerging technologies such as artificial intelligence, object oriented programming and enterprise operating systems. It covers an introduction to quality and decision theory, information theory, and practice essential for providing viable information to the organization. It outlines the concepts of IT for competitive advantage, data as a resource, IS, and IT planning and implementation. Prerequisite: BCIS 103 or equivalent.

Three Hours, Fall

BCIS 403/503 MANAGEMENT APPLICATIONS OF INFORMATION TECHNOLOGY

This course will examine the importance of managing information and technology as a resource of a business. The course will examine the relation between management and the IT organization. Topics will include software quality assurance, technology systems integration, information resources management, using IT for competitive advantage, and software engineering. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: BCIS 303 AND MGMT 303.

Three Hours, Spring, Odd Years

BCIS 453 E-COMMERCE

This course will explore the history and development of e-commerce through an understanding of the World Wide Web and the Internet. Students will develop an understanding of the unique marketing strategies of the Internet and examine various models of business to consumer enterprises including the ethics of web-based businesses. Topics include the security for protecting both buyers and seller in an open electronic market place such as authentication, encryption and digital funds transfer. Hardware and software requirements to conduct an e-business are examined such as internet tools: browsers, search engines, e-mails and web server implementations using applets, XML and ASPs. Prerequisite: BCIS 103.

Three Hours, Spring, Even Years

BCSC

BCSC 253 C++ PROGRAMMING FOR SCIENCE AND MATHEMATICS

Introduction to C++ programming constructs, object-oriented programming, software development, fundamental numerical techniques. Exercises/examples from various scientific fields will be considered. This course is required for Mathematics majors.

Three Hours, Spring

BIOL

BIOL 101 INTRODUCTION TO BIOLOGY LABORATORY

This laboratory is co-requisite to BIOL 103 Introduction to Biology. This lab may be taken for credit apart from BIOL 103 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Fall, Spring, Summer

BIOL 103 INTRODUCTION TO BIOLOGY

An introduction to biology with emphasis directed toward an understanding of the basic characteristics, processes, and activities of living organisms. Evolutionary theories and controversies will be discussed. Required general education course for non-Biology majors. Co-requisite: BIOL 101 Introduction to Biology Laboratory.

Three Hours, Fall, Spring, Summer

BIOL 111 GENERAL BIOLOGY I LABORATORY

This laboratory is co-requisite to BIOL 113 General Biology I. This lab may be taken for credit apart from BIOL 113 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Fall

BIOL 113 GENERAL BIOLOGY I

An introduction to the taxonomy of animals, as well as the genetics, biochemistry, and cell biology of living systems. Evolutionary theories and controversies will be discussed. Required for all pre-med and Biology majors or minors. Co-requisite: BIOL 111 General Biology I Laboratory.

Three Hours, Fall

BIOL 121 GENERAL BIOLOGY II LABORATORY

This laboratory is co-requisite to BIOL 123 General Biology II. This lab may be taken for credit apart from BIOL 123 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Spring

BIOL 123 GENERAL BIOLOGY II

An introduction to the morphology, taxonomy, and physiology of plants, as well as animal anatomy and physiology and the ecological interactions of living systems. Required for all pre-med and Biology majors or minors. Co-requisite: BIOL 121 General Biology II Laboratory.

Three Hours, Spring

BIOL 201 Human Biology Laboratory

This laboratory is co-requisite to BIOL 203 Human Biology. This lab may be taken for credit apart from BIOL 203 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour. Co-requisite: BIOL 203 Human Biology.

One Hour, Fall, Spring

BIOL 203 HUMAN BIOLOGY

This course provides an overview of the biology of the human body, including the basic structure and function of the body from the cellular to major organ system levels. This course satisfies the general education biological sciences credit for non-Biology majors. Co-requisite: BIOL 201 Human Biology Laboratory.

Three Hours, Fall, Spring

BIOL 211 ANATOMY AND PHYSIOLOGY I LABORATORY

This laboratory is co-requisite to BIOL 213 Anatomy and Physiology I. This lab may be taken for credit apart from BIOL 213 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Fall

BIOL 213 ANATOMY AND PHYSIOLOGY I

A study of the structure and function of the human body, including cells; tissues; integumentary, skeletal, muscular, and nervous systems; and special senses. Prerequisite: BIOL 101 and 103 or BIOL 111 and 113, or high school Advanced Biology or

Anatomy and Physiology with a grade of C or better. Co-requisite: BIOL 211 Anatomy and Physiology I Laboratory.

Three Hours, Fall

BIOL 221 ANATOMY AND PHYSIOLOGY II LABORATORY

This laboratory is co-requisite to BIOL 223 Anatomy and Physiology II. This lab may be taken for credit apart from BIOL 223 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Spring

BIOL 223 ANATOMY AND PHYSIOLOGY II

A study of the structure and function of the human body, including the circulatory, digestive, respiratory, urinary, reproductive, and endocrine systems. Prerequisites: BIOL 211 and 213. Co-requisite: BIOL 221 Anatomy and Physiology II Laboratory.

Three Hours, Spring

BIOL 233 INTRODUCTION TO PLANT PHYSIOLOGY

This course will address the relationship between the form and function of plants. The interplay of morphology, anatomy and metabolism as it relates to their role in the growth and development of plants will be among the topics covered. Fundamental principles of plant physiology concerning photosynthesis, respiration, transpiration and water movement, translocation, secondary metabolite synthesis, and developmental stages will be presented. As a natural consequence of this approach, applied topics describing how plant processes affect yield and the nutritional quality of food crops and how plants respond to and survive in various environments will be investigated. This course will provide students with the knowledge of plant physiology necessary to prepare them for the further study of plant development, metabolism and biochemistry required to understand the plant biotechnology industry. Prerequisite: BIOL 101/103 or BIOL 111/113.

Three Hours, Spring, Even Years

BIOL 271/371 MICROBIOLOGY LABORATORY

This laboratory is co-requisite to BIOL 273/373 Microbiology. This lab may be taken for credit apart from BIOL 273/373 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Spring

BIOL 273/373 MICROBIOLOGY

An introductory study of microorganisms dealing mainly with the morphology and physiology of bacteria and viruses. Students will investigate methods of culturing bacteria, as well as methods and chemicals used to control them. Bacteria will be studied in relation to water, milk, and food supplies. An important part of the course concerns the connection between bacteria and disease. Students will explore the processes of infection and transmission of disease. In conjunction with the study of disease, students will receive a working knowledge of the body's defense mechanisms, including both the cellular and humoral immune systems. Partial requirements for this upper division section are the same as BIOL 273, with additional written assignments and a research paper. The upper division section (BIOL 373) is designed for

and restricted to Biology majors/minors or non-biology majors/minors with written consent of the instructor. Prerequisite: A laboratory course in Biology. Co-requisite: BIOL 271/371 Microbiology Laboratory.

Three Hours, Spring

BIOL 303 NUTRITION SCIENCE

A study of the dietary and physiologic aspects of nutrition, detailing the importance of each nutrient to body function and to proper dietary health. The course also involves a brief survey of the anatomy and physiology of the digestive system. Prerequisites: BIOL 101 and 103, BIOL 111 and 113, or BIOL 121 and 123.

Three Hours, Fall, Spring

BIOL 313A SPRING WILDFLOWERS OF MISSOURI

A study of the identification, ecology, and importance of the wildflowers of Missouri. Students are taught characteristics which will allow them to identify to family level the common wildflowers of Missouri. Prerequisites: BIOL 101 and 103, BIOL 111 and 113, or BIOL 121 and 123.

Three Hours, Summer, On Demand

BIOL 313B FLORA AND FAUNA OF MISSOURI

A study of the identification, ecology, and importance of the common plant and animal species of Missouri. Recommended for teacher education students. Prerequisites: BIOL 101 and 103, BIOL 111 and 113, or BIOL 121 and 123.

Three Hours, Summer

BIOL 321A ENVIRONMENTAL SCIENCE AND CONSERVATION LABORATORY

This laboratory is co-requisite to BIOL 323B Environmental Science and Conservation. This lab may be taken for credit apart from BIOL 323B only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Fall, Odd Years

BIOL 321B SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE

The student will research a topic, agreed upon with the instructor, relating to ecology/environmental science. Prerequisite: Successful completion of a previous course in Ecology or Environmental Science.

One Hour, On Demand

BIOL 323A ENVIRONMENTAL SCIENCE AND CONSERVATION

This course will provide a study of renewable and non-renewable resources, including animals, plants, air, soil, water, and fossil fuels. The course will explore man's place in the world and examine his present and future possible effects on the environment. This course is recommended to meet the requirements of students desiring to obtain Unified Science certification. Prerequisites: BIOL 101 and 103, BIOL 111 and 113, or BIOL 121 and 123. Co-requisite: BIOL 321B Environmental Science and Conservation Laboratory.

Three Hours, Fall, Odd Years

BIOL 323B ECOLOGY

A study of the interrelationship of plants and animals, and their environment. A field project allows students to better grasp the workings of nature in the world. Three hours of lecture per week. Prerequisites: BIOL 101 and 103, BIOL 111 and 113, or BIOL 121 and 123.

Three Hours, Fall, Even Years

BIOL 341 GENETICS LABORATORY

This laboratory is co-requisite to BIOL 343 Genetics. This lab may be taken for credit apart from BIOL 343 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Fall

BIOL 343 GENETICS

A study of the basic principles of heredity with emphasis on the application to humankind. Prerequisites: BIOL 101 and 103 or BIOL 111 and 113. Co-requisite: BIOL 341 Genetics Laboratory.

Three Hours, Fall

BIOL 353 EMBRYOLOGY

A study of the developmental structures of the human organism and other biological systems extending from fertilization to birth. Special emphasis is given to the embryonic period. Specific organ systems are also examined in the fetal period. Lectures are supplemented with microscopic and gross specimens. Prerequisite(s): BIOL 101+103 or BIOL 111+113 and BIOL 211+213 and 221+223.

Three Hours, Spring

BIOL 363 PATHOPHYSIOLOGY

This course involves the study of the mechanisms of disease and abnormal function, and of the physiologic response to the condition. Major consideration is given to human systems maintaining homeostasis in adversity. Prerequisites: BIOL 211, 213, 221, and 223.

Three Hours, Spring, Odd Years

BIOL 382-384 INSTRUCTIONAL METHODS AND PROBLEMS IN BIOLOGY

This course is a study and application of methods used to solve problems in biology. The student will assist the instructor with the teaching of the class, solve problems that arise in the process of the class, and work independently with other problems. Prerequisites: BIOL 111, 113, 121, 123, and consent of instructor. A total of six hours may be applied to graduation.

Two to Four Hours, On Demand

BIOL 401 INTEGRATING CONCEPTS OF BIOLOGY

This capstone course will serve to tie upper division biology courses together and provide a succinct review of major biological principles. This course is designed to serve as a preparatory tool for students intending to sit for biological assessment exams and/or admission exams for professional programs such as the MCAT or the GRE subject area exam. The course will meet one hour per week and will address the integration of core concepts covered in Genetics, Microbiology, Anatomy and Physiology I & II, Cell Biology, and Environmental Science. Prerequisites: Senior standing and a minimum of 5 of the following courses:

BIOL 213/211, BIOL 223/221, BIOL 323A/321A, BIOL 343/341, BIOL 373/371, BIOL 423 or written consent of the instructor.

One Hour, Fall

BIOL 401L GENERAL ZOOLOGY LABORATORY

This laboratory is co-requisite to BIOL 403 General Zoology. This lab may be taken for credit apart from BIOL 403 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Fall, Odd Years

BIOL 411 PLANT ANATOMY LAB

This lab will prepare students to understand and recognize the various tissue types found in plants. Relationships between the various tissue types and the roles they play in the production of food and other plant-based products will also be covered. This lab will be the hands-on complement to BIOL 413, Plant Anatomy. This lab may be taken for credit apart from BIOL 413 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour. Prerequisite: BIOL 101/103 or BIOL 111/113. Co-requisite: BIOL 413.

One Hour, Spring, Even Years

BIOL 403 GENERAL ZOOLOGY

A study of the major invertebrate and vertebrate phyla with emphasis on comparative anatomy and physiology, distribution, and ecological adaptation. Prerequisites: BIOL 101 and 103 or BIOL 111 and 113. Co-requisite: BIOL 401L General Zoology Laboratory.

Three Hours, Fall, Odd Years

BIOL 413 PLANT ANATOMY

A course dealing with the major morphology and particular cell types which make up the plant body. Three hours of lecture per week, some of which may be in the form of practical application. Prerequisites: BIOL 101 and 103 or BIOL 111 and 113. Co-requisite: BIOL 411.

Three Hours, Spring, Even Years

BIOL 423 CELL BIOLOGY

This course is designed to integrate cytological structures with biochemical functions. As such, it will deal with the biochemical structure and function of cell membranes, ribosomes, mitochondria, chloroplasts, chromatids, and the cytoskeleton, as well as the origin, development, specialization, and function of the cell. Prerequisites: Two lab/lecture combinations from among BIOL 101 and 103, BIOL 111 and 113, BIOL 121 and 123, BIOL 211 and 213, BIOL 221 and 223, or BIOL 271/371 and 273/373.

Three Hours, Fall

BIOL 443 ADVANCED HUMAN PHYSIOLOGY

This course is designed as an in-depth study of the physiology of the human body. It is intended for the upper-division Biology major who wants a more thorough understanding of the workings of the major body systems. Material covered in the course includes the nervous, endocrine, cardiovascular, respiratory, renal, musculoskeletal, integumentary, and reproductive systems. Prerequisites: BIOL 211, 213, 221, and 223.

Three Hours, Fall, Even Years

BIOL 451 TAXONOMY OF THE FLOWERING PLANTS LABORATORY

This laboratory is co-requisite to BIOL 453 Taxonomy of the Flowering Plants. This lab may be taken for credit apart from BIOL 453 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Spring, Odd Years

BIOL 453 TAXONOMY OF THE FLOWERING PLANTS

A course designed to give students an insight into the systemic classification of flowering plants. Prerequisites: BIOL 101 and 103 or BIOL 121 and 123. Co-requisite: BIOL 451 Taxonomy of the Flowering Plants Laboratory.

Three Hours, Spring, Odd Years

BIOL 471 MARINE BIOLOGY LABORATORY

This laboratory is co-requisite to BIOL 473 Marine Biology. This lab may be taken for credit apart from BIOL 473 only with the written consent of the instructor and the student's advisor. A mandatory weekend-long field trip to the Chicago area to view the collections at the Shedd Aquarium and Field Museum of Natural History is offered in lieu of a classroom-based lab.

One Hour, On Demand

BIOL 473 MARINE BIOLOGY

A survey of aquatic life including the biology of marine vertebrates, invertebrates, and plants, as well as an examination of marine ecosystems, including the physical and geological factors that help create individual environments. Co-requisite: BIOL 471 Marine Biology Laboratory.

Three Hours, On Demand

BIOL 481-486 RESEARCH IN BIOLOGY

Library and laboratory research in biology resulting in the submission of a formal paper. This course is designed to give experience in formal research methods, including literature search, laboratory work, record keeping, and reporting results. The scope of the research problem will be limited, but the quality of work and methodology will approach that expected in industry or graduate school. A total of six hours may be applied toward graduation. Prerequisites: Junior standing and consent of instructor.

Variable Credit, On Demand

BIOT

BIOT 211 BIOTECHNOLOGY LABORATORY

This laboratory course is co-requisite to BIOT 213 Introduction to Biotechnology and will provide students with hands-on practice of major techniques used in isolation and characterization of biologically important macromolecules with emphasis on centrifugation, electrophoresis, nucleic acid isolation, purification, hybridization, polymerase chain reaction, protein analysis and quantitation. Co-requisite: BIOT 213 Introduction to Biotechnology.

One Hour, Fall

BIOT 213 INTRODUCTION TO BIOTECHNOLOGY

This course will introduce principles and applications of major techniques used in isolation and characterization of biologically important macromolecules with emphasis on centrifugation, electrophoresis, nucleic acid isolation, purification, hybridization, polymerase chain reaction, protein analysis and quantitation. Prerequisites: BIOL 113, 123; CHEM 133, 143. Co-requisite: BIOT 211 Biotechnology Lab.

Three Hours, Fall

BIOT 301 BIOTECHNOLOGY SEMINAR

Students will learn the basics of scientific writing, how to critically evaluate a scientific journal article, and how to present a scientific journal article to an audience. Prerequisites: BIOL 113, 123; ENGL 113, 123, COMM 103.

One Hour, Fall

BIOT 313 EXPERIMENTAL BIOCHEMISTRY AND MOLECULAR BIOLOGY

This course is designed as an in-depth study on the scientific principles of techniques in biotechnology. This combined lecture/lab course will take student through a small-scale laboratory project that will reinforce all aspects of the scientific method and critical analysis of experimental design and research practices as they apply their knowledge of the principles of laboratory techniques to experimental settings. Prerequisites: BIOL 343 or BIOL 423.

Three Hours, Spring

BIOT 323 BIOETHICS

This course will involve analysis of current and potential ethical and legal issues surrounding applications of biotechnology that impact our society. Topics include, but are not limited to, agricultural genetic engineering, gene therapy, stem cell research, and human cloning. Students will also be introduced to the need for Institutional Review Boards, protocols for animal and human research projects or drug studies, and statements of risk disclosure. Prerequisite: BIOL 103+101 or BIOL 113+111.

Three Hours, Spring

BIOT 483-486: BIOTECHNOLOGY INTERNSHIP OR INDEPENDENT RESEARCH

Through collaborations [anticipated to be] established with companies such as Monsanto, Pfizer, Danforth Center, Sigma-Aldrich, students will be actively engaged in a research project involving bench work or clinical studies in the area of biotechnology. Upon completion of the research, students will present a poster or oral presentation of their work for students and faculty in the biotechnology program. Three to six credit hours can be earned. Prerequisite: Junior class standing or permission of instructor.

Three to Six Hours, On Demand

BUSINESS INTERNSHIPS BUIA, BUIB, BUIC, BUIM, BUIR

BUIA 471-476 BUSINESS INTERNSHIP IN ACCOUNTING

The purpose of this course is to provide interested accounting students the opportunity to acquire marketable skills and

knowledge. The course will expose students to real world experiences in order to help them gain a clear perspective of their career choice. Prerequisites: Sophomore standing or better; must have successfully completed coursework in accounting. Variable credit; may be taken twice in two different field settings, not to exceed a total of six hours.

One to Six Hours, On Demand

BUIB 471-476 BUSINESS INTERNSHIP IN BUSINESS ADMINISTRATION

The purpose of this course is to provide interested business administration students the opportunity to acquire marketable skills and knowledge. The course will expose students to real world experiences in order to help them gain a clear perspective of their career choice. Prerequisites: Sophomore standing or better; must have successfully completed coursework in business administration. Variable credit; may be taken twice in two different field settings, not to exceed a total of six hours.

One to Six Hours, On Demand

BUIB 471-476 BUSINESS INTERNSHIP IN COMPUTING

The purpose of this course is to provide interested information technology students in the opportunity to acquire marketable skills and knowledge. The course will expose students to real world experiences in order to help them gain a clear perspective of their career choice. Prerequisites: Sophomore standing or better; must have successfully completed coursework in computer information systems. Variable credit; may be taken twice in two different field settings, not to exceed a total of six hours.

One to Six Hours, On Demand

BUIB 471-476 BUSINESS INTERNSHIP IN MANAGEMENT

The purpose of this course is to provide interested management students the opportunity to acquire marketable skills and knowledge. The course will expose students to real world experiences in order to help them gain a clear perspective of their career choice. Prerequisites: Sophomore standing or better; must have successfully completed coursework in management. Variable credit; may be taken twice in two different field settings, not to exceed a total of six hours.

One to Six Hours, On Demand

BUIB 471-476 BUSINESS INTERNSHIP IN MARKETING

The purpose of this course is to provide interested marketing students the opportunity to acquire marketable skills and knowledge. The course will expose students to real world experiences in order to help them gain a clear perspective of their career choice. Prerequisites: Sophomore standing or better; must have successfully completed coursework in marketing. Variable credit; may be taken twice in two different field settings, not to exceed a total of six hours.

One to Six Hours, On Demand

BUMU

BUMU 473 INTERNSHIP IN MUSIC BUSINESS

The purpose of this course is to provide music business students the opportunity to acquire marketable skills and knowledge.

The course will expose students to real world experiences in order to help them gain a clear perspective of their career choice. Prerequisites: Senior standing; must have successfully completed coursework in music business. May be taken twice in two different field settings, not to exceed a total of six hours.

Three Hours, On Demand

BUSN

BUSN 111, 121, 211, 221, 311, 321, 411, 421 STUDENTS IN FREE ENTERPRISE (SIFE)

Students in Free Enterprise (SIFE) is an international, nonprofit organization that challenges students on over 1000 campuses to take what they are learning in the classroom and put it to work teaching and touching the lives of hundreds of people in the community. The projects used to accomplish this also allow students to take charge of valuable group efforts as they learn to make executive decisions. Students plan and implement outreach projects in a hands-on environment unique to the SIFE experience. They have a chance to practice and improve their communication, creative, team building, and leadership skills as they work with local businesses and professionals. As a result of membership in this organization, students will have an opportunity to interact with top-level business leaders and entrepreneurs, and to be entered into the SIFE computerized international career network job bank. Students from every discipline can take this class. Up to three hours may be applied toward major electives within the Business Division.

One Hour, Fall, Spring

BUSN 303 BUSINESS ETHICS

This course will involve the analysis of ethical issues impacting contemporary business leaders today. Topics covered include key terminology, the external environment surrounding the firm, the corporation and its stakeholders, business/government relationships, public policy issues, and the people who are affected. The framework in which business and social policies are established will also be a focus of this course. Case study analysis and experiential exercises will be utilized to examine and dissect ethical dilemmas.

Three Hours, Fall, Summer

BUSN 333 LEADERSHIP IN FREE ENTERPRISE

This course will examine leadership styles and theory while providing students with the opportunity to develop leadership skills through an experiential learning environment while practicing the principles of free enterprise. Students will develop educational projects, business ventures, and community activities and events along with local business and community organizations to enhance their understanding of the role of leadership and free enterprise in a global environment.

Three Hours, Fall, Spring

BUSN 341A/B/C LEADERSHIP IN FREE ENTERPRISE SYSTEM

This course is a follow-up to BUSN 333 Leadership in Free Enterprise. Students will primarily serve as mentors to students enrolled in BUSN 333 and will assist them in the development

and implementation of business and community projects. This is a one (1) credit hour course, and students may enroll for up to three (3) semesters, or 3 hours of elective credits. Students cannot be registered for BUSN111-421 Students in Free Enterprise for credit at the same time that they are registered in BUSN 341. Prerequisite: BUSN 333.

One Hour, Fall, Spring

BUSN 363 FINANCIAL MANAGEMENT

This course is designed to equip students with key tools, techniques, and theories that promote wealth-maximizing decision-making within the firm. These tools, techniques, and theories include financial institutions and markets, financial statement analysis, working capital management, cash budgets and cash flow analysis, pro-forma statements, time value of money and capital budgeting. Prerequisites: ACCT 213 and ACCT 223.

Three Hours, Fall

BUSN 403 BUSINESS IN A GLOBAL ENVIRONMENT

Examines key issues impacting trade in today's open economy. Topics included: The European Union; cultural and language barriers; ISO Audits; The Pacific Rim; NAFTA; political and legal implications; dealing with sovereign risk and capital export limitations; exchange rate difficulties; and other pertinent, current topics. Prerequisites: BUSN 303 and MRKT 313.

Three Hours, Spring

BUSN 413 BUSINESS LAW I

A study of general principles of law as applied to business transactions concerning contracts, agency, sale of goods, and insurance, as covered in the Uniform Commercial Code.

Three Hours, Fall

BUSN 423 BUSINESS LAW II

A study of federal regulation of business, insurance, sales, commercial paper, real and personal property, secured transactions, debtors' and creditors' rights.

Three Hours, Spring

BUSN 443 ADVANCED FINANCIAL MANAGEMENT

This course is designed to further equip students with additional tools, techniques, and theories that promote firm wealth maximization. These tools, techniques, and theories include risk and return analysis, stock and bond valuation, cost of capital analysis, leverage and capital structure, and dividend policy. Prerequisite: BUSN 363.

Three Hours, Spring, Even Years

BUSN 463 STRATEGIC MANAGEMENT

A capstone course designed to give students exposure to the overall strategy and policy formulation in a business enterprise. Extensive use of the case study method is emphasized. Prerequisites: BUSN 303, MRKT 313, ACCT 213, ACCT 223, BUSN 363, ENGL 433 or consent of the instructor.

Three Hours, Spring

BUSN 481 INTERVIEWING TECHNIQUES

Students will explore interviewing techniques and practices with emphasis upon application to their own interviewing setting. Analysis and critique of the interviewing process will be discussed.

One Hour, Spring

CHEM

CHEM 111 INTRODUCTION TO CHEMISTRY LABORATORY

This laboratory is co-requisite to CHEM 113 Introduction to Chemistry. This lab may be taken for credit apart from CHEM 113 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Fall

CHEM 113 INTRODUCTION TO CHEMISTRY

This is a one-semester survey of chemistry designed to meet the minimum requirements for general education and required for exercise science majors. This course would also be helpful for students who plan to take more advanced chemistry but who have not had any chemistry in high school. It does not apply toward the satisfaction of any requirements for a major or minor in chemistry, but it does satisfy the general education requirement for physical science. Prerequisite: MATH 133 College Algebra or two years of high school algebra. Co-requisite: CHEM 111 Introduction to Chemistry Laboratory.

Three Hours, Fall

CHEM 121 SURVEY OF ORGANIC AND BIOCHEMISTRY LABORATORY

This laboratory is co-requisite to CHEM 123 Survey of Organic and Biochemistry. This lab may be taken for credit apart from CHEM 123 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Spring

CHEM 123 SURVEY OF ORGANIC AND BIOCHEMISTRY

This is a one-semester survey of the basic principles of organic chemistry with emphasis on its application to the chemistry of living things. It is required for exercise science majors and may be of interest to others with majors in health-related fields, but it is not a replacement for either Organic Chemistry or Biochemistry for Chemistry or Biology majors or minors. Prerequisites: CHEM 111 and 113, or a strong high school chemistry preparation; this is not a beginning chemistry course. For those students with adequate high school preparation, this course will satisfy the general education requirement in chemistry or physical science. Co-requisite: CHEM 121 Survey of Organic and Biochemistry Laboratory.

Three Hours, Spring

CHEM 132L/132P GENERAL CHEMISTRY I LABORATORY/ PROBLEM SOLVING

This laboratory is co-requisite to CHEM 133 General Chemistry I. This lab may be taken for credit apart from CHEM 133 only with

the written consent of the instructor and the student's advisor. Labs will meet for four hours per week for two credit hours. The first hour of the laboratory class will involve a problem solving session.

Two Hours, Fall

CHEM 133 GENERAL CHEMISTRY I

A study of the basic laws and theories of chemistry, with emphasis on structure, bonding, and periodic relationships of the elements. This course is designed for those who plan further study in chemistry. The class consists of lectures and laboratory work. Prerequisites: MATH 154 or at least one and a half years of high school Algebra and CHEM 113 or one year of high school Chemistry. Co-requisite: CHEM 132 General Chemistry I Laboratory.

Three Hours, Fall

CHEM 142L/142P GENERAL CHEMISTRY II LABORATORY/PROBLEM SOLVING

This laboratory is co-requisite to CHEM 143 General Chemistry II. This lab may be taken for credit apart from CHEM 143 only with the written consent of the instructor and the student's advisor. Labs will meet for four hours per week for two credit hours. The first hour of the laboratory class will involve a problem solving session.

Two Hours, Spring

CHEM 143 GENERAL CHEMISTRY II

This is a continuation of CHEM 133, and includes the study of chemical kinetics, ionic equilibria, electrochemistry, thermodynamics, nuclear chemistry and some special topics of current interest. Prerequisites: CHEM 132 and 133. Prerequisite/co-requisite: MATH 164. Co-requisite: CHEM 142 General Chemistry II Laboratory.

Three Hours, Spring

CHEM 312 ORGANIC CHEMISTRY I LABORATORY

This laboratory is co-requisite to CHEM 313 Organic Chemistry I. This lab may be taken for credit apart from CHEM 313 only with the written consent of the instructor and the student's advisor. Labs will meet for four hours per week for two credit hours.

Two Hours, Fall

CHEM 313 ORGANIC CHEMISTRY I

A detailed study of aliphatic and aromatic compounds, including emphasis on structures and reaction mechanisms. The laboratory work includes the basic techniques of purification, identification, and synthesis. This course is designed for science majors or minors. Prerequisites: CHEM 142 and 143.

Three Hours, Fall,

CHEM 322 ORGANIC CHEMISTRY II LABORATORY

This laboratory is co-requisite to CHEM 323 Organic Chemistry II. This lab may be taken for credit apart from CHEM 323 only with the written consent of the instructor and the student's advisor. Labs will meet for four hours per week for two credit hours.

Two Hours, Spring,

CHEM 323 ORGANIC CHEMISTRY II

A continuation of CHEM 313 Organic Chemistry I, which is a prerequisite. Co-requisite: CHEM 322 Organic Chemistry II Laboratory.

Three Hours, Spring

CHEM 332 ANALYTICAL CHEMISTRY LABORATORY

This laboratory is co-requisite to CHEM 342 Analytical Chemistry Lecture. This lab may be taken for credit apart from CHEM 342 only with the written consent of the instructor and the student's advisor. Labs will meet for six hours per week for two credit hours.

Two Hours, Spring, Even Years

CHEM 342 ANALYTICAL CHEMISTRY LECTURE

A study of the theory and practice of gravimetric and volumetric analysis, including the simpler electronic instrumentation. Prerequisites: CHEM 142 and 143. Co-requisite: CHEM 332 Analytical Chemistry Laboratory.

Two Hours, Spring, Even Years

CHEM 372-374 INSTRUCTIONAL METHODS AND PROBLEMS IN CHEMISTRY

This course is a study and application of methods used to solve problems in chemistry. The student will assist the instructor with the teaching of the class, solve problems that arise in the process of the class, and work independently with other problems. Prerequisites: CHEM 142 and 143, appropriate laboratory experience, and consent of instructor. A total of six hours may be applied toward graduation.

Two to four hours, On Demand

CHEM 383 ADVANCED TOPICS IN CHEMISTRY

A study of specialized topics in chemistry, such as advanced analysis, nuclear chemistry, polymer chemistry, specialized instrumentation application, etc. May be repeated for credit on different topics, and may be offered as a class or by independent study. Prerequisites: Junior standing and consent of instructor.

Three Hours, On Demand

CHEM 413 PHYSICAL CHEMISTRY I

A study of the application of theories of the physical properties of matter, thermodynamics, and kinetics to chemical systems; both kinetic and thermodynamic models are studied. Prerequisites: MATH 254, PHYS 221 and 223, and CHEM 322 and 323, or consent of instructor.

Three Hours, Fall, Odd Years

CHEM 423 PHYSICAL CHEMISTRY II

A continuation of CHEM 413. This course is focused on the study of both classical and quantum-mechanical models and their interaction with chemical systems. Prerequisites: CHEM 413 and MATH 264.

Three Hours, Spring, Even Years

CHEM 433 INORGANIC CHEMISTRY

A study of the periodic system, complex ions, and the more important classes of inorganic compounds.

Three Hours, On Demand

CHEM 441 BIOCHEMISTRY LABORATORY

This laboratory is co-requisite to CHEM 443 Biochemistry. This lab may be taken for credit apart from CHEM 443 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One hour, Spring, Odd Years

CHEM 443 BIOCHEMISTRY

A study of the compounds and mechanisms associated with the chemistry of living systems, both plant and animal. This course will include a laboratory component to examine current techniques and instrumentation in biochemistry. Prerequisite: Organic Chemistry II. Co-requisite: CHEM 441 Biochemistry Laboratory.

Three Hours, Spring, Odd Years

CHEM 452 MODERN INSTRUMENTAL ANALYSIS LABORATORY

This laboratory is co-requisite to CHEM 453 Modern Instrumental Analysis. This lab may be taken for credit apart from CHEM 453 only with the written consent of the instructor and the student's advisor. Labs will meet for four hours per week for two credit hours.

Two Hours, Spring, Odd Years

CHEM 453 MODERN INSTRUMENTAL ANALYSIS

This course covers the use, operation, theoretical basis, and interpretation of data for modern scientific instruments. The course will cover the most commonly used scientific analytical instruments as well as instruments intended mainly for research purposes. Emphasis will be given to hands on operation and data interpretation of selected instruments. Prerequisite: CHEM 322 and 323. Co-requisite: CHEM 452 Modern Instrumental Analysis Laboratory.

Three Hours, Spring, Odd Years

CHEM 462 MOLECULAR MODELING LABORATORY

This laboratory is co-requisite to CHEM 472 Molecular Modeling. This lab may be taken for credit apart from CHEM 472 only with the written consent of the instructor and the student's advisor. Labs will meet for four hours per week for two credit hours.

Two Hours, Fall, Even Years

CHEM 463 INDUSTRIAL CHEMISTRY

This course covers skills that are especially useful for students planning to go into industry. The general subject areas covered include intellectual property, information retrieval methods and resources, development of budgets for research, operations, and capital equipment, management organization, and managing techniques. Prerequisites: CHEM 322 and 323.

Three hours, Fall, Even Years

CHEM 472 MOLECULAR MODELING

This course covers methods of computational chemistry. It will cover fundamentals of atomistic modeling of molecules in all phases of matter. Specific subject areas that will be covered include quantum mechanical calculations, analytical instrument simulation, structure refinements, crystal structures, organic reaction mechanisms, reaction thermodynamics, and

macroscopic material properties. Prerequisites: PHYS 221 and 223, and CHEM 322 and 323, or consent of instructor. Co-requisite: CHEM 462 Molecular Modeling Laboratory.

Two Hours, Fall, Even Years

CHEM 481-486 CHEMISTRY RESEARCH

Library and laboratory research in chemistry resulting in the submission of a formal paper. This course is designed to give experience in formal research methods, including literature search, library work, record keeping, and reporting results. The scope of the research problem will be limited, but the quality of work and methodology will approach that expected in industry or graduate school. A summer internship may also be used to acquire credit. It is strongly recommended that students in the Forensic Science programs fulfill their requirements by completing research or internship at a criminal investigations laboratory. A total of six hours may be applied toward graduation. Prerequisites: Junior or senior standing and consent of instructor.

Variable Credit, On Demand

COEN

COEN 223 BASIC REPORTING AND WRITING FOR JOURNALISM

This course introduces students to the journalistic style of writing. Students will learn basic principles of news writing, reporting, and copyediting for today's media. Emphasis will be on learning and mastering the Associated Press Stylebook. Prerequisite or Co-requisite: ENGL 123 and consent of the instructor.

Three Hours, Fall, Spring

COEN 323 ADVANCED REPORTING AND WRITING FOR JOURNALISM

This course provides practical experience in convergence media writing and editing. Emphasis is placed on advanced skills in news and feature writing. Students will write for University media outlets and produce publishable projects. Prerequisites: COEN 223, or consent of the instructor.

Three Hours, Spring

COMJ

COMJ 373 PHOTOJOURNALISM

This course examines the journalistic art and practice of telling stories through images. In a workshop setting, students will shoot, edit and present photos and videos that tell true stories of real life, focusing on objectivity and sound Christian ethics in creating visuals that accurately depict the narratives of diverse culture. Students will produce projects in still photography and documentary videography that cover news, features, sports, business, food, travel, leisure, entertainment and other areas of journalistic interest. Projects published and posted through student media outlets will add important elements to students' portfolios. Prerequisites: COMM 263 and COMM 273.

Three hours, Fall, Odd years

COMJ 413 EDITING AND DESIGN FOR PRINT MEDIA

This course examines the process of editing and page design in a modern print media environment, including newspapers, magazines, corporate newsletters, brochures and public relations materials. Using current industry-standard publishing software in a hands-on workshop setting, students will concentrate on aesthetic design techniques, editing stories, photos and graphics with the goal of producing real-world projects. Students will also edit stories for content, grammar, AP style and legal issues. Projects published and posted through student media outlets will add important elements to students' portfolios. Prerequisites: COEN 223, and COMR 383.

Three hours, Fall, Odd Years

COMJ 423 EDITING AND DESIGN FOR ONLINE MEDIA

This course examines the process of editing and web design in a modern online media environment. Using current industry-standard web design software in a hands-on workshop setting, students will concentrate on visual design techniques, editing stories, photos, videos and graphics with the goal of producing functional interactive websites. Students will also edit stories for content, grammar, AP style and legal issues. Projects posted through online student media outlets will add important elements to students' portfolios. Prerequisites: COEN 223 and COMR 383.

Three Hours, Spring, Even Years

COMJ 433 OPINION WRITING

This course examines the journalistic art and practice of writing to persuade an audience. In a setting that combines classroom and workshop, students will gain an understanding of concepts like opinion leadership, agenda setting, research, emotional appeal, analysis and feedback in developing methods for crafting sound written arguments for mass media. Learning Christian ethical opinion writing through application, students will write and edit columns, editorials, analyses, blogs and critical reviews of movies, music, books, video games and restaurants. Opinion articles published and posted through student media outlets will add important elements to students' portfolios. Prerequisites: COEN 223

Three hours, Fall, Even years

COMJ 473 JOURNALISM INTERNSHIP

This course exposes students to the disciplines and skills of the media through firsthand experience in the field of journalism. Enrollment is limited to Journalism majors in their final semester before graduation. Prerequisite(s): consent of instructor and consent of appropriate field supervisor.

Three Hours, Fall, Spring and Summer

COMM

COMM 103 SPEECH COMMUNICATIONS

This course introduces students to public speaking theory and provides several opportunities to gain practical experience in the art of oral communication. Students will study, identify, and practice the following topics: the nature of communication, controlling nervousness and self concept, audience analysis and listening, topic research, organization, outlining, and nonverbal communication. By incorporating these theories and lessons

into their speeches students will learn to successfully inform and persuade their audiences.

Three Hours, Fall, Spring, Summer

COMM 123 PUBLIC SPEAKING AND DICTION

This course, which satisfies the general education requirement in oral communications, is designed specifically for students who use English as a second language. Both informative and persuasive speeches will be covered. Students will work on their voice and diction as well as studying the nature of communication, nonverbal communication, topic research, outlining, listening skills, ethics and audience analysis. This class is limited to international students whose primary language is not English.

Three Hours, Spring

COMM 143 INTRODUCTION TO BUSINESS COMMUNICATIONS

An introductory study of the fundamentals of communication in business. The focus will be on preparing and presenting effective business presentations, including the effective use of visual media in making presentations.

Three Hours, On Demand

COMM 153 APPRECIATION OF FILM

A historical and theoretical survey of film and video media which examines memorable productions from the beginning of Hollywood films to the latest exemplary contemporary movies and video productions. This course is designed to engender an understanding and appreciation of the many creative aspects of the electronic media, as well as recognition of their importance as both reflector and molders of society. This course will satisfy three hours of the Fine Arts general education requirement.

Three Hours, Fall, Spring, Summer

COMM 203 UNDERSTANDING HUMAN COMMUNICATIONS

This course will give students a basic understanding of the communication process by exploring theories in the areas of interpersonal, public, small group, mass, and multicultural communication. In addition, students will be directed toward many practical applications of the theories discussed.

Three Hours, Fall,

COMM 223 INTRODUCTION TO MASS MEDIA

This course examines the nature and influence of mass media on our society. Through discussions, readings, projects and multi-media presentations, the class will analyze newspapers, television, radio, electronic journalism, movies, video games, advertising and public relations. Utilizing critical thinking skills, students will analyze emotional, moral, cognitive, aesthetic and social influences of mass media. This course will satisfy three hours of the Fine Arts general education requirement. No prerequisites.

Three Hours, Fall, Spring

COMM 233 INTRODUCTION TO CROSS-CULTURAL COMMUNICATION

A course designed for comparing one's own culture with other cultures, thereby developing an awareness of the values, traditions, and objectives of various societies. This is a systematic

study of what transpires in intercultural contacts and interactions when the communication process involves culturally diverse people, and will explore principles and application of ethics to today's society. This course will satisfy three hours of the Fine Arts general education requirement.

Three Hours, Fall, Spring

COMM 263 INTRODUCTION TO AUDIO AND VIDEO COMMUNICATIONS

Introduces the basics of audio/video production including speech/music recording and single camera video studio/field production. Student will participate in hands-on projects while fully exploring the theories involved in diverse methods of audio/video production. A special fee is charged in addition to tuition.

Three Hours, Fall

COMM 273 PHOTOGRAPHY

This course introduces the historical development of photography, focusing on contemporary technical advances in the field.

Emphasis is placed on the study of aesthetics, composition and practical use of photography as an organizational communication tool. Using their own digital cameras, students will study lighting techniques, digital production, camera operations and image editing.

Three Hours, Spring

COMM 313 APPLIED PUBLIC SPEAKING

This course will strengthen the public speaking skills gained in other courses. The student will present speeches aimed at sharpening organization and delivery skills. The accent will be placed on giving longer and more diversified speeches. Emphasis will also be placed on the effective use of visual aids. Prerequisite: COMM 103.

Three Hours, Fall, Even Years

COMM 333 SMALL GROUP COMMUNICATION

In this study of the principles and concepts of small group communication, students are encouraged to develop and improve their skills for business management, education, community activities, and interpersonal communication. This course is conducted in the small group approach and provides for individual instruction and evaluation. The class will be divided into several small groups. In addition to the regular class time, these groups will meet outside of class to complete various assignments. Prerequisite: COMM 103, COMM 203, or consent of instructor.

Three Hours, Spring, Even Years

COMM 353 MEDIA ADVERTISING

Students learn to apply all major components of media advertising planning: copy writing, client/agency relationships, audience identification including demographics and psychographic research, media and creative strategy, research, and budgeting. Students will write ad copy for inclusion in their portfolios. Prerequisites: COMM 203, COMM 223, COMM 263, and COMT 353.

Three Hours, Spring, Odd Years

COMM 401-403 SPECIAL TOPICS IN COMMUNICATIONS

This course allows the student to investigate a topic in one area of Communications that goes beyond the scope of other coursework. The course will involve close collaboration between students and faculty on a topic or issue related to the individual's interest and career choice. This course may be taken for variable credit and may be repeated up to a maximum of three semester hours. Prerequisites: Senior standing or consent of instructor.

One to Three Hours, On Demand

COMM 412 MEDIA INTERVIEWING THEORY AND TECHNIQUE

This course surveys broadcast, probing, survey, persuasion, employment, and performance-based interviews. Students will learn the basic principles of interviewing theory and gain confidence by practicing and demonstrating these skills in role-playing situations, individually or in groups to research, organize & conduct outside interviews. Prerequisites: COMM 223 and COMM 263.

Two Hours, Fall

COMM 461 SENIOR COMMUNICATIONS SEMINAR

This capstone course prepares students to move from the classroom to the professional world. Students will examine contemporary communication issues as they relate to the student's area of interest. Portfolio and resume materials, compiled from previous coursework, will be evaluated by a faculty panel. Students must receive 70% or better on a comprehensive examination of their required coursework to successfully complete this class. This course is not available for transfer credit. Prerequisites: Completion of Communications core, senior standing, or consent of the instructor.

One Hour, Spring

COMM 473 COMMUNICATIONS STUDIES INTERNSHIP

This course exposes students to the disciplines and skills of the media through firsthand experience in the field of communications. Enrollment is limited to Communications Studies majors in their final semester before graduation. Prerequisites: Consent of instructor and consent of appropriate field supervisor.

Three Hours, Fall, Spring, Summer

COMM 483 MEDIA LAW AND ETHICS

This course combines studies in the basic principles of Media Law and Ethics in Communication. Students will study federal regulations and Constitutional questions by analyzing current legal and ethical issues affecting the mass media. Prerequisites: Completion of Communications core, senior standing, or consent of the instructor.

Three Hours, Spring

COMR**COMR 373 PRINCIPLES OF PUBLIC RELATIONS**

The course is devoted to the study of the principles, the skills, and the techniques of public relations. Students will observe and evaluate real models of public relations in action. Then they will be challenged to devise models of their own in the fields that interest them most.

Three Hours, Fall, Odd Years

COMR 383 MEDIA TECHNOLOGIES

This hands-on course teaches students advanced word processing, presentation software, graphic editing, desktop publishing and basic Web design. Through a variety of projects, students will demonstrate practical ways to utilize technology in the world of convergence media. Prerequisites: COMM 223, BCIS 103, ENGL 113, ENGL 123,

Three Hours, Spring, Odd Years

COMR 423 APPLIED PUBLIC RELATIONS

This course will focus on the work of the public relations practitioner as a communications specialist. Topics include the techniques of effective public relations and the demands of the field. Students will explore how segments of the public form opinions and how public relations should influence the public. Students also write press releases, radio and television announcements, and examine case studies. Prerequisite: COMR 373.

Three Hours, Spring, Even Years

COMR 433 CRISIS COMMUNICATIONS

This course focuses on the issues relevant to planning, development, and execution of crisis communications programs for businesses and organizations. This course emphasizes practical application of theories, strategies and tactics, using public relations techniques for communication with stakeholders during a crisis. Students will have exposure to the issues facing public relations practitioners when a crisis (small or large) demands immediate public response. Prerequisites: COMR 373

Three hours, Fall, Even Years

COMR 443 STRATEGIC COMMUNICATIONS

The course focuses on the tactical communications skills necessary for internal and corporate public relations. Combining online stakeholders analysis, issues management and branding techniques, students will understand all levels of the internal integrated management process. Students will analyze message development for an internal audience and understand how to measure the effectiveness of corporate functions, as well as utilize online tactics and specialized public relations software to evaluate the effectiveness of various public relations strategies. Prerequisites: COMR 373.

Three hours, Spring, Odd years

COMR 473 PUBLIC RELATIONS INTERNSHIP

This course exposes students to the disciplines and skills of the media through firsthand experience in the field of public communications. Students must have completed coursework in the Public Relations major to enroll in this course. Prerequisite: Consent of instructor and consent of appropriate field supervisor.

Three Hours, Fall, Spring, Summer

COMS**COMS 473 INTERNSHIP IN SPORTS JOURNALISM**

This course exposes students to the disciplines and skills of the media through firsthand experience in the field of broadcast, print or web-based Sports Journalism. Students must have completed the coursework for the minor to enroll in this class. Students are required to complete a minimum of 90 clock hours for this internship. Prerequisites: Consent of instructor and consent of the field supervisor.

Three Hours, Fall, Spring, Summer

COMT**COMT 353 CONVERGENT MEDIA**

This course will develop journalism skills by focusing on writing for multi-media platforms—including Web and broadcast. This is an intensive, hands-on approach to convergence journalism. The *Associated Press Stylebook* is emphasized. Prerequisites: COEN 223, COMM 223, or consent of the instructor.

Three Hours, Fall

COMT 363 VIDEO PRODUCTION I

Students continue to build technical knowledge of video production as studied in COMM 263 Introduction to Audio and Video Communications. This class introduces multiple camera production and basic editing techniques. Students will concentrate on an individual video project with the opportunity to develop a personal portfolio. A special fee, in addition to tuition, is charged for this course. Prerequisite: COMM 263 or consent of instructor.

Three Hours, Fall, Odd Years

COMT 383 RADIO PRODUCTION

This course introduces the basic techniques of radio reporting, writing, and on-air interviews. Students will learn to work as a broadcast team by mastering the skills of producing actual projects for airing. This class will function as the MBU – THE WAVE production team by broadcasting weekly over the MBU website.

Three Hours, Spring, Odd Years

COMT 413 BROADCAST TECHNIQUES

Students learn and practice on-air presentation techniques for effective broadcast delivery and interpretation. The course focuses on voice and diction control, phrasing and interpretation of copy. Students will also learn about creating an on-air image including broadcast makeup, trends, dress, etc. Prerequisites: COMM 203, COMM 223, and COMM 263, or permission of instructor.

Three Hours, Fall, Odd Years

COMT 423 BROADCAST MANAGEMENT

Students will learn about various media industries, focusing on managing Radio, TV stations, Production Studios and other Broadcast Agencies. The infrastructure of media agencies will be examined including Trafficking, Sales, Creative, Distribution, Technical and Media Buying Departments. Emphasis will include broadcast programming, personnel management and government regulations as well. Prerequisites: COMM 223 and COMM 263.

Three Hours, Spring, Odd Years

COMT 463 VIDEO PRODUCTION II

Students will continue to build on the technical knowledge of video production as studied in COMM 263 Introduction to Audio and Video Communications and COMT 363 Video Production I. Students will collectively create an advanced video production involving editing techniques, such as special effects, chroma-key, video graphics, and animation. This class concentrates on the complete video project with the opportunity to develop a personal portfolio. A special fee, in addition to tuition, is charged for this course. Prerequisites: COMM 263 and COMT 363, or consent of instructor.

Three Hours, Spring, Even Years

COMT 473 BROADCAST MEDIA INTERNSHIP

This course exposes students to the disciplines and skills of the media through firsthand experience in the field of audio and video communications. Students must have completed coursework in the Broadcast Media major to enroll in this course. Prerequisites: Consent of instructor and consent of appropriate field supervisor.

Three Hours, Fall, Spring, Summer

COMT 483A/B STUDIO PRODUCTION I/II

This course provides insight into practical, everyday operations and demands of a media practitioner in the broad field of audio/visual communication. Students practice professional strategies and advanced techniques by taking leadership roles in the videotaping of regular campus chapel services and special events on and off campus. This course may be repeated for credit up to a total of six semester hours. Prerequisites: COMM 263 and consent of instructor.

Three Hours, Fall, Spring

COMU

COMU 323 PRINCIPLES OF SOUND

An in-depth look at the science of sound. Other topics discussed in this class are fundamental concepts including audio signal flow, using an audio mixer, live sound reinforcement, acoustics studies, and troubleshooting. Prerequisite: COMM 263 or consent of the instructor.

Three Hours, Fall, Even Years

COMU 343 SOUND RECORDING I

This course will consist of taking principles of sound learned in the previous courses and applying them to capturing audio. This class focuses on learning the functions and concepts of a digital audio workstation to capture audio. This class will emphasize how to use audio software, in conjunction with the concepts and theories of capturing audio.

Three Hours, Spring Odd Years

COMU 463 ADVANCED AUDIO EDITING

This course will focus on techniques in multi-track audio editing. Students will experiment with various nonlinear applications and produce spoken voice and music production projects. Studio roles will span from engineer, producer and editor, examining contemporary production examples. A special fee, in addition to

tuition, is charged for this course. Prerequisite: COMM 263 and COMU 323, or consent of instructor.

Three Hours, Spring, Odd Years

COST

COST 333 ARGUMENT AND DEBATE

This course discusses argumentation and debate theory and current practices in the field of interscholastic competition related to Lincoln-Douglas/value debate, student congress, and mock trial. Understanding the administrative aspects of tournament management in coaching/teaching forensic events offered at tournaments and events and awareness of the guidelines for evaluating interscholastic activities established by Missouri State High Schools Activities Association and National Forensic League are presented.

Three Hours, Spring, Even Years

COST 403 ORAL INTERPRETATION OF LITERATURE

Devoted to the study and practices of principles and techniques of reading orally from the printed page. Emphasis is placed on oral interpretation as a communication act. Prerequisite: COMM 103.

Three Hours, Spring, Even Years

CRJS

CRJS 133 INTRODUCTION TO CRIMINAL JUSTICE

This is a survey of the American justice system with particular emphasis on the interrelationship of the courts, correctional institutions, juvenile delinquency operations, law enforcement, probation/parole, and academic components and their importance in our society.

Three Hours, Fall

CRJS 213 POLICING INSTITUTIONS

The philosophy, structures, roles, and functions of police in American society are examined. The historical development of the police, role of the police in the criminal justice systems, functions and effectiveness of the police, the relationship of the police to the communities they serve, and other contemporary aspects of police activities are evaluated.

Three Hours, Spring

CRJS 223 CORRECTIONAL INSTITUTIONS

This study of prisons and other correctional institutions examines the history, development, philosophy, practices, and the organization of penal systems, and reviews the impact of confining adult offenders in prisons, jails, and detention centers.

Three Hours, Fall

CRJS 233 CRIMINAL INVESTIGATION

A survey of methods of crime detection including the fundamentals of identification and preservation of evidence, search and recording techniques, sources of information, interviews, and interrogation. Prerequisite: CRJS 133 or consent of instructor.

Three Hours, Fall, Even Years

CRJS 313 CRIMINOLOGY

An analysis of the major sociological theories of criminal behaviors and social control, which are applied in explanation of crime and the legal sanctions which result from society's response to crime.

Three Hours, Spring

CRJS 333 JUVENILE DELINQUENCY AND THE JUSTICE SYSTEM

An analysis of the extent and nature of juvenile delinquency to include the personal and social factors related to the development of delinquent habits within American society. An evaluation of the juvenile codes and their implications for services within the juvenile justice systems. A review of the decision-making process of the police, court, probation and correction officials.

Three Hours, Fall, Odd Years

CRJS 343 CRIMINAL COURTS, PROBATION AND PAROLE

An examination of jurisdiction, policies, and procedures of courts in the administration of criminal justice. An analysis of the development, administration and organization of probation, parole, pardon, and other types of community based alternatives to incarceration. Problems of supervision of clients, maintaining relations with the public and other criminal justice agencies, and evaluating the effectiveness of the program. *Three Hours, Fall*

CRJS 413 CRIMINAL JUSTICE SEMINAR

A seminar course that focuses on an in-depth analysis of one or more issues related to the field of criminal justice. May be repeated for credit on different topics.

Three Hours, On Demand

CRJS 423 CRIMINAL LAW AND PROCEDURE

An examination of the substance of criminal law and the operational procedures mandated by law in arrest, search, and seizure. The nature of evidence, proof, and admissibility are studied.

Three Hours, Spring, Even Years

CRJS 433/533 EVIDENCE

This course is to familiarize students with concepts of evidence and criminal procedure that require more extensive analysis than is addressed in CRJS 423 Criminal Law and Procedure. It examines such concepts as: Privileged Communications; The Exclusionary Rule; The Hearsay Rule and its exceptions; and Burden of Proof and Presumptions. There is no prerequisite, but completion of CRJS 423 is strongly recommended. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Spring

CRJS 443 READINGS IN CRIMINAL JUSTICE

A supervised reading and/or independent research project on various aspects of the criminal justice. May be taken once for credit.

Three Hours, On Demand

CRJS 463/563 ORGANIZATION AND ADMINISTRATION

A study of the basic principles of organization, supervision, and techniques of administration within law enforcement and related areas. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Spring

CRJS 473 INTERNSHIP IN CRIMINAL JUSTICE

This capstone course includes an online component and a supervised work experience designed to equip Criminal Justice majors with hands-on experience working in a variety of criminal justice settings and the opportunity to apply their knowledge in a real-world work environment. Under faculty supervision and approval, students will select an internship site that is appropriate for their goals and interests. The online component will include topical discussions relevant to careers in the field of criminal justice as well as graduate school interests. One hundred fifty clock hours are required for the 3-hour internship. A portfolio and a final paper are required as a final project. Prerequisite: Minimum junior standing or consent of instructor. The CRJS Internship may be taken twice in two different field settings.

Three Hours, Fall, Spring

CRPH

CRPH 423/523 CRIMINAL JUSTICE ETHICS AND LEADERSHIP

This course is an intense examination of the ethical considerations facing criminal justice practitioners. Ethical behavior and its counters, egoism, narcissism, the abuse of authority, are explored in criminal courts, corrections, law enforcement, probation & parole settings and scenarios. The successful completion of this course is evidence of the students' skill-set to lead with integrity and demonstrate the critical ability to confront issues with an informed, ethical response. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Spring

CRPO

CRPO 303 FOUNDATIONS OF LAW

This course is designed to familiarize students with legal ideas and legal reasoning. It provides comparative, historical, and Biblical perspectives on law that will help explain legal diversity and legal change. It offers opportunities to explore some of the persistent issues in law and legal theory, such as the sources of law, the responsibilities of the legal profession, and the relative merits of the adversary system.

Three Hours, Spring, Even Years

CRPO 453 CONSTITUTIONAL LAW

A study of leading constitutional principles of the United States, providing an overview of the constitution with emphasis on the amendments dealing with the rights of the accused and provisions for due process.

Three Hours, Fall

ECCL 111 PRE-K FIELD EXPERIENCE

A 30-clock-hour field experience for students transferring a course equivalent to the lecture component of ECED 353 Curriculum, Methods and Materials of Early Childhood Education. Students will be given the opportunity to observe the cognitive, physical, social, emotional, and creative development of young children and will receive hands-on experience working with young children in a diverse pre-kindergarten program. Students will observe and document the curriculum, materials, and teaching methods of a developmentally appropriate early childhood program and will assist teachers in classroom activities. Co-requisite: Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students.**

One Hour, On Demand

ECCL 121 INFANT/TODDLER FIELD EXPERIENCE

A 30-clock-hour field experience for students transferring a course equivalent to the lecture component of ECED 363 Family and Community Resources for Early Childhood Education. Students will be given the opportunity to observe the cognitive, physical, social, emotional, and creative development of young children and will receive hands-on experience working with young children in an infant/toddler program. Students will observe and document the diverse home/school/church/community connections of a developmentally appropriate early childhood program and will assist teachers in classroom activities and in fostering positive relationships with parents and the community. Co-requisite: Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students.**

One Hour, On Demand

ECCL 466 WORKING WITH THE PRESCHOOL CHILD

This supervised field experience of 180-clock hours (comparable to 8 weeks of student teaching) for child development majors must be completed in a state- or nationally-accredited public, private, or church-affiliated program. Students will observe the practices and procedures of a quality program, as well as enhance their understanding of developmental characteristics of preschool children. In addition, students will work with children under the supervision of a cooperating teacher, participating in all aspects of a typical preschool day. Students will note developmental characteristics and diverse learning styles of children and complete a child study. Prerequisites: All required early childhood education classes. Co-requisite: Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students.**

Six Hours, Fall, Spring, Summer

ECCL 473-478/483-488 STUDENT TEACHING: EARLY CHILDHOOD

Student teaching currently consists of two eight-week teaching experiences taken consecutively and conducted in two separate settings and in two separate grade levels in an appropriate classroom setting in a state or nationally accredited public or private school and under the supervision of an experienced and qualified cooperating teacher. **Effective with the 2014-2105 academic year, students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach twelve weeks at one level or content area and four weeks at the other at a level or content area as approved by the Dean of Education or Director of Field Experiences.** This field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking certification. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. Specific information about student teaching may be obtained from the *Student Teaching Manual*. **Prerequisites: No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of C-BASE or MoGEA. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have completed all education courses, and be approved by the Education Division prior to student teaching. Co-requisites: 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information); 2. Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA); 3. Passing score on the content area exit assessment(s) (Praxis II exam) in the certification area(s) for which the student is being recommended; and 4. Satisfactory Formative Evaluations and a satisfactory Summative Evaluation for the student teaching experience.** Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students. A Student Teaching Fee is charged for this course.**

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching:

Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Education Division Dean or his/her designee at least one semester prior to the

anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

Variable credit, three to twelve hours; students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification.

Three to Twelve Hours, Fall, Spring

ECED

ECED 353 CURRICULUM, METHODS, AND MATERIALS IN PK-3: SEMINAR AND FIELD EXPERIENCE

This course is designed to examine developmentally appropriate curriculum, methods, and materials in infant/toddler, preschool, and K-3 settings. Students will observe diverse programs, learn to develop curriculum, plan integrated instruction, set up positive learning environments, and create experiences for meaningful learning. Emphasis will be upon developing classrooms that motivate children through active learning, inquiry, and supportive interaction, meeting the needs of diverse young learners. Students will apply this knowledge in the classroom setting through a 30-clock hour field experience in a pre-kindergarten program. Prerequisites: EDUC 213 and EDUC 303. Co-requisite: Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students.**

Three Hours, Spring

ECED 363 FAMILY AND COMMUNITY RESOURCES IN PK-3: SEMINAR AND FIELD EXPERIENCE

This course explores the home/school/church/community connection and helps students learn how to foster positive relationships with parents and the community. The importance of involving parents in the learning process, identifying resources within the family and community, and an understanding of diverse and multicultural family structures will be emphasized. Students will apply this knowledge by completing a 30-clock hour field experience in an infant/toddler setting. Prerequisites: EDUC 213 and EDUC 303. Co-requisite: Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement.

Three Hours, Fall

ECED 373 HEALTH, NUTRITION, AND SAFETY OF THE YOUNG CHILD

This course examines the interrelationship of health, safety, and nutrition in young children. Students will learn control measures that reduce communicable diseases, to apply nutritional guidelines, and to create safe indoor and outdoor environments. Basic first aid techniques and the identification and prevention of child abuse and neglect will be discussed. Students will apply classroom knowledge by completing a health appraisal of a young child. Prerequisites: EDUC 213 and EDUC 303.

Three Hours, Spring

ECED 383 ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS

This course examines administrative theory, financing, organizing, supervising, and managing public and private early childhood programs. Licensing, state, and national accreditation standards will be studied, and students will visit diverse public and private programs. Discussion of working with staff and parents, programming, creating curriculum, and program evaluation is included. Prerequisites: EDUC 213 and EDUC 303.

Three Hours, Summer

ECED 413/513 LANGUAGE ACQUISITION OF THE YOUNG CHILD

This course is designed to examine the process of language development from birth through early childhood. Emphasis will be upon identifying the normal process of language acquisition through observation of children in natural settings, and atypical language development will also be discussed. Students will discover how to encourage children's communication skills through supportive social interactions, classroom activities, and instructional practices that meet the needs of diverse learners. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisite: PSYC 313, PSYC 333, or PSYC 553

Three Hours, Fall

ECED 423/523 PERCEPTUAL MOTOR DEVELOPMENT OF THE YOUNG CHILD

Students will examine the process of fine motor, gross motor, and perceptual motor development from birth through early childhood. Emphasis will be upon learning about children's motor development through observation of children in natural settings. Students will become familiar with assessment of motor skills, and will develop activities that foster motor development. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisite: PSYC 313 or PSYC 333.

Three Hours, Fall

ECED 443/543 DIAGNOSTIC PROCEDURES IN EARLY CHILDHOOD EDUCATION

This course is a study of formal and informal assessment instruments used with young children. Students will observe an assessment done in a school setting, develop observational skills, and learn to administer a standardized evaluation of a young child. Methods of identifying students' needs and diverse learning styles and strategies that ensure intellectual, social, and physical development will be discussed. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: PSYC 133 and EDPS 453/553.

Three Hours, Spring

ECON

ECON 113 MACROECONOMICS

This course examines the national and international economic scene. This course will examine current events from an economic perspective. Other topics covered may include business cycles, unemployment, inflation, price indexes, Gross Domestic Product, National Income, taxation, government spending, activist fiscal

policy, aggregate demand and supply, the Federal Reserve System, banking, money creation, monetary policy, and history of the U.S. monetary system.

Three Hours, Spring, Summer

ECON 123 MICROECONOMICS

This course presents an introduction to economic thought, the concepts of supply and demand, utility theory, elasticity, and market conditions which may occur. These market conditions include competition, monopoly, oligopoly, monopony, and monopolistic competition.

Three Hours, Fall, Summer

ECSP

ECSP 403/503 INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION: SEMINAR AND FIELD EXPERIENCE

This course examines the state and federal special education laws with regard to children with disabilities birth through grades three. Additional emphasis will be placed on the following topics: education philosophies and theories that form the basis of current practices in early childhood special education; the models of delivery of educational services to individuals with disabilities from birth through adulthood; the special education process including child find practices; referral, assessment procedures, eligibility determination and programmatic needs; the use and purpose of an Individualized Education Plan (IEP) and the Individualized Family Service Plan (IFSP); the differentiation between program models in early childhood special education and how they relate to service delivery in child care or other settings; the roles and responsibilities of all members who serve on interdisciplinary teams; and current trends and issues in Early Childhood Special Education. Students will participate in a 30-clock hour field experience in at least two different Early Childhood Special Education programs in order to be able to apply the knowledge gained in this class. Students taking this course for graduate credit will be required to complete all undergraduate assignments plus successfully complete a graduate action research project. Prerequisites: EDUC 213, EDUC 303, and/or concurrently with ECED 353. Co-requisite: Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. ***CPT form required for F-1 international students.***

Three Hours, Fall

ECSP 413/513 TEACHING YOUNG CHILDREN WITH DISABILITIES: SEMINAR AND FIELD EXPERIENCE

This course will examine the various physical, cognitive, social, and emotional disabilities with regard to children birth through grade three. Students will also explore and demonstrate competency in the following topics and/or issues: developing and implementing specialized intervention strategies for children with sensory and/or physical impairments; identifying appropriate methods for planning and implementing instruction in a variety

of service delivery models for young children with disabilities; identifying instructional and guidance procedures for integrating children with and without disabilities; identifying and planning curricula for young children with disabilities; identifying and applying principles of behavior support and management and appropriate self-management behaviors in young children; and identifying and applying teaching strategies and methods for young children with disabilities. Students will participate in a 30-clock hour field experience in an Early Childhood Special Education pre-kindergarten setting. Students taking this course for graduate credit will be required to complete all undergraduate assignments plus successfully complete a graduate action research project. Prerequisites: EDUC 213, EDUC 303, ECED 353, and ECSP 403/503. Co-requisite: Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. ***CPT form required for F-1 international students.***

Three Hours, Spring

ECSP 473-476/483-486 STUDENT TEACHING: EARLY CHILDHOOD SPECIAL EDUCATION

Student Teaching for Early Childhood Special Education consists of one eight-week teaching experience in an appropriate pre-kindergarten or kindergarten classroom setting in a state or nationally accredited public or private school and under the supervision of an experienced and qualified cooperating teacher. ***Effective with the 2014-2105 academic year, students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach twelve weeks at one level or content area and four weeks at the other at a level or content area as approved by the Dean of Education or Director of Field Experiences.*** This field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking certification. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. Specific information about student teaching may be obtained from the *Student Teaching Manual*. **Prerequisites: No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of C-BASE or MoGEA. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have completed all education courses, and be approved by the Education Division prior to student teaching. Co-requisites: 1. Current Family Care Safety Registry background check (see catalog section**

on Background Checks for Field Experience and Student Teaching for additional information); 2. Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA); 3. Passing score on the content area exit assessment(s) (Praxis II exam) in the certification area(s) for which the student is being recommended; and 4. Satisfactory Formative Evaluations and a satisfactory Summative Evaluation for the student teaching experience. Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. ***CPT form required for F-1 international students.*** **A Student Teaching Fee is charged for this course.**

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Education Division Dean or his/her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

Variable credit, three to six hours; students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification.

Three to Six Hours, Fall, Spring

EDCL

EDCL 211 TEACHING FIELD EXPERIENCE I

This is an initial field experience to be taken at the beginning of the student's pre-service teacher education program. This 30 clock-hour field experience should be completed within the grade levels of the certification being sought. Students will begin to develop an experiential foundation through a combination of classroom observations, dialogue with practicing teachers, working with children as tutors or in small groups, etc. Students will successfully create and present a minimum of one lesson to K-12 students under the supervision of the K-12 classroom teacher and the university supervisor. The field location will be assigned by the Director of Field Experiences in order to insure the quality of field experiences in diverse settings. Co-requisites: Concurrent enrollment in EDUC 210 and current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. ***CPT form required for F-1 international students.***

One Hour, Fall, Spring,

EDCL 411 TEACHING FIELD EXPERIENCE II

This is a second field experience to be completed in a different setting than the initial experience in EDCL 211. This field experience should be completed near the end of the student's pre-service teacher education program prior to the student teaching

experience. This field experience requires 45 clock hours of tutoring, observing, and assisting with small groups or individuals in an instructional setting within the grade levels of desired certification. The student is expected to present a minimum of two lessons, keep a log, write a reflective report, collect artifacts, and meet with the university supervisor to discuss educational issues/topics and the field experience. The field experience location will be assigned by the Director of Field Experiences in order to insure that students have an opportunity to experience diverse school settings. Co-requisites: Concurrent enrollment in EDUC 410 and current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. **This course cannot be accepted in transfer from another institution. *CPT form required for F-1 international students.***

One Hour, Fall, Spring

EDCL 451-456 PRE-SERVICE TEACHING INTERNSHIP

The purpose of this course is to provide students interested in teaching the opportunity to acquire additional and/or refine skills and knowledge in an occupation that they have chosen. The course will expose students to additional real world experiences in order to help them gain a repertoire of skills and knowledge to assist in assuring a successful student teaching experience and professional teaching career. Prerequisites: Junior standing or better; must have completed EDCL 411 unless otherwise approved by the Education Committee. The field location will be assigned by the Director of Field Experiences in order to insure the quality of field experiences in diverse settings. Co-requisite: Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. ***CPT form required for F-1 international students.***

One to Six Hours, On Demand

EDDR

EDDR 403/503 DRIVER EDUCATION I: INTRODUCTION TO SAFETY EDUCATION

A course aimed at developing concepts which are basic to safety education and for preparing the student to assume responsibility for accident prevention in the school, home, and community. Students taking this course for graduate credit must complete all graduate course requirements. ***CPT form required for F-1 international students.***

Three Hours, Summer

EDDR 413/513 DRIVER EDUCATION II: ORGANIZATION

The first of two courses designed to prepare teachers of driver education for secondary schools. Special attention is given to administration, organization, finance, adult education, research, and evaluation of the driver education program. Traffic safety problems at the local, state, and national levels are also considered. Students taking this course for graduate credit must

complete all graduate course requirements. *CPT form required for F-1 international students.*

Three Hours, Summer

EDDR 433/533 DRIVER EDUCATION III: INSTRUCTION

This course is a continuation of EDDR 413/513. The place of the motor vehicle in American life, traffic safety, instructional materials, and recommended method of presenting such materials in the classroom and on the road. Students must have a valid driver's license and safe driving record. Students taking this course for graduate credit must complete all graduate course requirements. *CPT form required for F-1 international students.*

Three Hours, Summer

EDDR 443/543 DRIVER EDUCATION IV: DEVELOPING OPERATIONAL SKILLS (Train the Trainer)

This course will focus on preparing the prospective Driver Education teacher to develop techniques related to behind-the-wheel instruction for a novice driver. The prospective instructor will place emphasis upon developing laboratory organizational modules for on-the-road situations and/or use of simulators. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDDR 403/503, EDDR 413/513, and EDDR 433/533. *CPT form required for F-1 international students.*

Three Hours, Summer

EDEN

EDEN 453/553 TEACHING LANGUAGE ARTS AND COMPOSITION IN GRADES 5-12: SEMINAR AND FIELD EXPERIENCE

The student will investigate the middle school secondary language arts curricula, materials and various instructional strategies designed to meet the needs of diverse middle and secondary school learners; application will be made to the Missouri Learning Standards, including the Common Core State Standards, and the National Language Arts Standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. This course is required for middle school language arts certification and/or secondary teacher certification in English, and for middle school certification for all subject areas. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate prerequisites: ENGL 123, EDUC 213, and EDUC 303. *CPT form required for F-1 international students.*

Three Hours, Spring

EDEN 463/563 TEACHING LITERATURE WITHIN THE CURRICULUM

This course will consist of units which survey literature appropriate for both children and adolescents, including examples of literature from various ethnic groups that reflect the diversity in today's society. Attention is given to analysis, selection, and encouragement of the appreciation of quality literature. Students will become competent in applying assessment strategies for the improvement of student learning. A study of

state-mandated assessment is included. This course is required for students seeking middle school language arts certification and/or secondary certification in English, as well as for students seeking Library Media Specialist certification. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate prerequisites: ENGL 123, ENGL 203, EDUC 213, EDUC 303.

Three Hours, Fall

EDHE

EDHE 453/553 CURRICULUM, THEORY AND METHODS OF HEALTH SCIENCE FOR GRADES PK-12: SEMINAR AND FIELD EXPERIENCE

This course covers methods and materials, including curriculum development, used in health education classes designed to meet the needs of diverse learners. This course is designed to provide future health educators with the latest techniques for effective teaching. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: KHSC 333 and EDUC 303.

Three Hours, Fall

EDMS

EDMS 323 GEOGRAPHICAL CONCEPTS FOR GRADES 5-12

This course is a study of the continents and countries of the world, including their physical, economic, and cultural diversity. This course is required for students seeking middle school and/or secondary teacher certification in Social Studies.

Three Hours, Spring

EDMS 423/523 IMPLEMENTING BUSINESS EDUCATION PROGRAMS

This course will address problems, procedures, and school-community relationships in the organization, implementation, and administration of business education programs in the secondary schools. Topics will include sponsoring youth organizations and selecting equipment. Prerequisites: EDUC 313 and EDMS 453/553.

Three Hours, Summer

EDMS 433/533 TEACHING SOCIAL STUDIES IN GRADES 5-12: SEMINAR AND FIELD EXPERIENCE

The student will investigate the middle school and secondary school social studies curricula, materials, and various instructional strategies designed to meet the needs of diverse middle and secondary school learners. Application will be made to the Missouri Learning Standards and the National Social Studies Standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. This course is required for students seeking middle school and/or secondary teacher certification in Social Studies. Students taking this course for

graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213 and EDUC 303.

Three Hours, Fall

EDMS 443/543 MIDDLE SCHOOL: PHILOSOPHY AND ORGANIZATION

This course is designed to assist participants in the development of a knowledge base and understanding of the major philosophical and organizational aspects of education at the middle level. Diversity is explored as a source of enrichment and challenge for middle schools and the communities they serve. This course will also provide students with the opportunity to apply this knowledge and understanding to middle level programs. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213 and EDUC 303.

Three Hours, Fall

EDMS 453/553 TEACHING BUSINESS IN GRADES 5-12: SEMINAR AND FIELD EXPERIENCE

The student will investigate the middle school and secondary business education curricula, materials, and various instructional strategies designed to meet the needs of diverse middle and secondary school learners. Application will be made to the Career Education Model Curriculum for Business Education. Students will become competent in applying assessment strategies for the improvement of student learning. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213 and EDUC 303.

Three Hours, Spring

EDMS 463/563 MIDDLE SCHOOL: CURRICULUM, INSTRUCTION, AND CLINICAL EXPERIENCE

This course is designed to acquaint students with methods of instruction currently used in the middle school setting in the appropriate subject areas. Based on the understanding and knowledge of the middle school curriculum and theories of instruction, the student will be able to utilize appropriate methods and assessments to produce an interdisciplinary thematic unit that will meet the many needs of diverse learners. A 30 clock-hour field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213 and EDUC 303. Co-requisite: Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. ***CPT form required for F-1 international students.***

Three Hours, Spring

EDMS 473/573 TEACHING MATHEMATICS IN GRADES 5-12: SEMINAR AND FIELD EXPERIENCE

The student will investigate the middle school and secondary math curricula, materials, and various instructional strategies appropriate for average learners as well as those with special needs, including struggling learners and gifted learners. Application will be made to the Missouri Learning Standards, including the Common Core State Standards, and the National

Mathematics Standard. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213 and EDUC 303.

Three Hours, Fall

EDMS 483/583 TEACHING SCIENCE IN GRADES 5-12: SEMINAR AND FIELD EXPERIENCE

The student will investigate the middle school and secondary science curricula, materials, and various instructional strategies designed to meet the needs of diverse middle and secondary school learners. Application will be made to the Missouri Learning Standards and the National Science Standard. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213 and EDUC 303.

Three Hours, Fall

EDPE

EDPE 433/533 CURRICULUM, THEORY, AND METHODS OF PHYSICAL EDUCATION FOR GRADES PK-4: SEMINAR AND FIELD EXPERIENCE

This course covers methods and theories of curriculum development at the pre-kindergarten through elementary level; various educational philosophies; sequential design; fundamental and advanced development with analysis; growth and development and the understanding of the many diverse student needs found at the elementary level. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included within the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisite: EDUC 303.

Three Hours, Spring

EDPE 443/543 CURRICULUM, THEORY, AND METHODS OF PHYSICAL EDUCATION FOR GRADES 5-12: SEMINAR AND FIELD EXPERIENCE

This course includes methods and theories of curriculum development beyond the elementary level that focus on the diverse needs of older students; skill competency; operational and supervisory practices; social trends; legislative issues; and competency-based education. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. An emphasis on wellness will be incorporated. A field experience is included within the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisite: EDUC 303.

Three Hours, Fall

EDPS

EDPS 383 PSYCHOLOGY OF TEACHING AND LEARNING

This course is designed to study principles, models, theories, teaching procedures, and practical methods of instruction and assessment that apply to everyday problems in education addressing the many needs of diverse learners. The study will emphasize the educational implications and application of research on child development, cognitive science, motivation, learning, and teaching. Prerequisite: PSYC 133.

Three Hours, Fall, Spring

EDPS 453/553 THE EXCEPTIONAL CHILD

This course stresses the study and identification of the physical, psychological, social, and educational needs of special needs children. Attention is given to differences in growth and development of individual children as well as group differences, in addition to appropriate modifications of the educational process. This course will also explore cultural and linguistic diversity and the needs of gifted and talented students. Undergraduate prerequisites: PSYC 133 and PSYC 313, PSYC 333, or PSYC 343 for all students except those majoring in Music Education. Prerequisite for Music Education majors: PSYC 133 and MUED 313. Graduate prerequisite: PSYC 553. Open to teachers, or prospective teachers, and Psychology or Behavioral Science majors. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall, Spring, Summer

EDRD

EDRD 423/523 INTEGRATION OF LITERACY IN CONTENT AREAS: SEMINAR AND FIELD EXPERIENCE

Technology, methods, principles, practices, contents, and materials related to the development and assessment of effective literacy (reading) skills and behaviors are the focus of this course. Application will be made to state and national standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of mandated assessment and best practices for instruction of English Language Learners (ELL) will be included. A minimum of ten (10) hours of field experience working with ELL students is required for this course. This course must be taken before student teaching. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213, EDUC 303, and all subject methods courses.

Three Hours, Fall, Spring, Summer

EDRD 433/533 FOUNDATIONS OF LITERACY INSTRUCTION FOR PK-6: SEMINAR AND FIELD EXPERIENCE

This course explores current views and practices of teaching literacy, with an emphasis on methods and materials for implementing instruction based on learning styles, strengths, needs, and prior experiences. Application will be made to state and national standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. Students

taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213 and EDUC 303.

CPT form required for F-1 international students.

Three Hours, Fall

EDRD 443/543 ANALYSIS AND CORRECTION OF READING DISABILITIES

This course examines modern methods used in treating reading disabilities, including an acquaintance with diagnostic procedures, remedial techniques, special materials, and evaluating devices. Students may concentrate on problems within their specific areas of concern. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. This course cannot be taken as a Directed Study. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213, EDUC 303, and EDRD 433/533.

CPT form required for F-1 international students.

Three Hours, Spring

EDRD 453/553 FOUNDATIONS OF LITERACY INSTRUCTION FOR GRADES 5-12: SEMINAR AND FIELD EXPERIENCE

This course explores current views and practices of teaching middle and secondary school literacy. An emphasis will be placed on methods and materials for implementing instruction based on learning styles, strengths, needs, and prior learning experiences. Application will be made to state and national standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213 and EDUC 303. ***CPT form required for F-1 international students.***

Three Hours, Spring

EDSP

EDSP 403/503 INTRODUCTION TO AUTISM: EVIDENT PRACTICES IN TEACHING AND INTERVENTIONS

This course is designed to acquaint students with autism and the criteria involved in assessing appropriate practices in intervention and therapy. Based upon the knowledge and understanding of the spectrum of autism, the student will be able to develop a working base in which to better promote a child's individual learning profile. The areas of cognition, communication, behavior, and social skill acquisition will be addressed so the student will be able to utilize these in developing a holistic approach in the treatment of autism. Prerequisite: EDPS 453/553. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall, Spring

EDSP 413/513 LANGUAGE DEVELOPMENT AND DISORDERS OF THE EXCEPTIONAL CHILD

This course is a study of language and communication issues, disorders, and problems in special education. Topics include: normal and atypical language development, language assessment, strategies for language development in various service delivery models, utilizing technology with language impaired students, techniques for modifying instructional methods and materials, language curriculum materials, cultural influences on language and communication skills, and instructional strategies for enhancing oral and written communication with language impaired students. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall

EDSP 434/534 INTRODUCTION AND METHODS OF TEACHING AND INCLUSION FOR STUDENTS WITH CROSS-CATEGORICAL DISABILITIES AND FIELD EXPERIENCE

This course is a detailed study of the characteristics of children and adolescents with cross-categorical disabilities and the issues impacting them intellectually, socially, academically, emotionally, and physically. This course will emphasize effective instructional and classroom management strategies with regard to students with cross-categorical disabilities. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. Other topics include: theories and approaches to learning and applied behavior analysis; oral language content and instructional strategies; reading strategies; written expression strategies; teaching in the content area and study skills; math strategies; classroom management and social skills development; educational technology for learning disabled and behavior disordered students; collaboration techniques for team teaching; working with IEP teams and agencies; and communicating with parents. Students are required to participate in a 15-clock hour field experience in an appropriate setting working with students with cross-categorical disabilities outside of class time. Students taking this course for graduate credit must complete all graduate course requirements. Co-requisite: Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Note: Some districts may also require current tuberculosis (TB) test results for placement. ***CPT form required for F-1 international students.***

Four Hours, Fall, Spring

EDSP 453/553 TEACHING REMEDIAL MATH K-12: SEMINAR AND FIELD EXPERIENCE

This course is designed to analyze the recurring error patterns of students as they process mathematical skills and demonstrate the relationships between and among mathematical ideas. The course will address mental computation, estimation, alternative algorithms, creating, inventing and constructing numerical methods which give meaning to operations with numbers and other techniques which will remediate the K-12 student in mathematical competencies. Students will become competent in

applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. The course is directed to both the undergraduate and graduate level student. For graduate credit, an action research project pertinent to mathematical remediation must be designed, implemented and analyzed during the course. **This course is required for all middle school and secondary math education majors and also for all early childhood and elementary education majors as well as for Special Education: Cross-Categorical Disabilities, K-12 certification.** Students taking this course for graduate credit must complete all graduate course requirements. **This course cannot be taken as a directed study.** Prerequisite/co-requisite: ELED 473/573 or EDMS 473/573. ***CPT form required for F-1 international students.***

Three Hours, Fall, Spring, Summer

EDSP 463/563 INDIVIDUAL DIAGNOSTICS AND CLASSROOM ASSESSMENT)

This course is intended to provide teachers with basic measurement and evaluation principles and procedures and instruments used in the assessment and evaluation of non-disabled individuals and individuals with disabilities from birth through adult. Topics include: test selection, planning, and construction; item analysis for test improvement; basic terminology used in assessment, administration and interpretation of individual intelligence tests, group assessment/testing, administration, and interpretation of individual achievement tests, behavioral checklists and rating scales; functional classroom assessment; performance-based assessments; ethical concerns; legal provisions; regulations and guidelines regarding assessment of individuals with disabilities and non-disabled individuals; and other pertinent topics. Undergraduate prerequisites: EDPS 453, EDPS 383, EDUC 213, EDUC 303 and all methods courses. Students must have completed 90 credit hours before being allowed to take this course. Students taking this course for graduate credit must complete all graduate course requirements. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course. SPECIAL COURSE FEE: \$10.00.**

Three Hours, Fall, Spring, Summer

EDSP 473-478/483-488 STUDENT TEACHING: SPECIAL EDUCATION CROSS-CATEGORICAL DISABILITIES

Student Teaching for Special Education Cross-Categorical Disabilities consists of one eight-week teaching experience taken in a special education cross-categorical setting in a state or nationally accredited public or private school and under the supervision of an experienced and qualified cooperating teacher. This course must be taken in conjunction with ELCL 476/486, EMCL 476/486, or ESCL 476/486, so that the student will have two eight-week student teaching experiences; one eight-week experience in a cross-categorical classroom and one eight-week experience in an elementary, middle, or secondary school regular education classroom. Students seeking cross-categorical certification may choose placement at the elementary, middle, or secondary school level as this is a K-12 certification. ***Effective with the 2014-2105 academic year, students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level***

(K-12) or in more than one content area must student teach twelve weeks at one level or content area and four weeks at the other at a level or content area as approved by the Dean of Education or Director of Field Experiences. This field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking certification. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. Specific information about student teaching may be obtained from the *Student Teaching Manual*. **Prerequisites: No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of C-BASE or MoGEA. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have completed all education courses, and be approved by the Education Division prior to student teaching. Co-requisites: 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information); 2. Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA); 3. Passing score on the content area exit assessment(s) (Praxis II exam) in the certification area(s) for which the student is being recommended; and 4. Satisfactory Formative Evaluations and a satisfactory Summative Evaluation for the student teaching experience.** Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. *CPT form required for F-1 international students. A Student Teaching Fee is charged for this course.*

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Education Division Dean or his/her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

Variable credit, three to six hours; students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification.

Three to Six Hours, Fall, Spring

EDST

EDST 473/573 METHODS OF TEACHING SPEECH AND THEATRE IN GRADES 5-12: SEMINAR AND FIELD EXPERIENCE

This course concentrates on the principles, techniques, and problems unique to teaching speech and theatre. Unit and course plans, designed to meet the needs of diverse middle and secondary school learners, are developed for all areas of speech and theatre. Attention is given to directing forensic and dramatic activities. Prerequisite/Co-requisite: EDUC 303.

Three hours, Fall, Even Years

EDUC

EDUC 210 FIELD EXPERIENCE I SEMINAR

This course provides orientation and an overview of the requirements for EDCL 211 Teaching Field Experience I. Topics covered will include: how to complete a competency journal; placement information and expectations, teaching tolerance, planning for student teaching, and placement successes and problems. Co-requisite: EDCL 211.

Zero Credit, Fall, Spring

EDUC 213 FOUNDATIONAL PERSPECTIVES OF EDUCATION

This course is designed to develop a multidimensional perspective on the American public education system. It examines historical, philosophical, sociological, legal, and political factors that have influenced, and continue to influence, American education practices. Diversity is explored as a source of enrichment, and as a challenge for schools and the communities they serve. Other major emphases are the examination of professional ethical standards, teaching as a career, and particularly the major provisions of recent legislation addressing educational reforms. Concurrent with the completion of the course students must begin the application process to be admitted to the Teacher Education Program. Undergraduate degree-seeking students must also register for and/or have taken the C-BASE exam or MoGEA, which replaces C-BASE effective September 2013.

Three Hours, Fall, Spring, Summer

EDUC 301 PROFESSIONAL GROWTH AND DEVELOPMENT I

This seminar is designed to initiate professional growth and development for the pre-service teacher at all levels. A variety of large group, small group, and individual learning experiences will be explored which focus on contemporary educational issues. Students will also be introduced to the Missouri Standards for Professional Educators (MoSPE). Teacher candidates will take their initial Missouri Educator Profile (MEP) in conjunction with this class. All students seeking initial teacher certification must register for this course in their first semester of enrollment in any

education course. Students are required to complete their Teacher Education Admission Packet in conjunction with EDUC 301 in preparation for their interview for admission into the Teacher Education Program. **This course will not be accepted in transfer from another institution and cannot be taken through Directed Study, Credit for Prior Learning, or Credit by Exam.**

One Credit, Fall, Spring, Summer

EDUC 303 METHODS OF TEACHING

This course provides pre-service teachers with an opportunity for an in-depth study of instructional planning (including daily lesson plans, weekly unit plans, and year long goal planning) and a variety of effective instructional strategies to use with all learners, including learners from different racial/ethnic backgrounds, learners with special learning needs, and those learners whose first language is not English. The Conceptual Framework of the MBU Teacher Education Program will be emphasized and integrated within the pre-service teacher's unit and lesson planning activities and implementation of instructional strategies. Pre-service teachers will also be introduced to beginning classroom management techniques and assessment strategies as they relate to effective lesson planning and implementation. Concurrent with the completion of the course, students must complete the application process to be admitted to the Teacher Education Program. Undergraduate degree-seeking students must also pass the C-BASE exam or MoGEA, which replaces C-BASE effective September 2013. **This course cannot be accepted in transfer from another institution and cannot be taken through Directed Study, Credit for Prior Learning, or Credit by Exam.**

Three Hours, Fall, Spring, Summer

EDUC 313 CURRICULUM DEVELOPMENT FOR SECONDARY EDUCATION: SEMINAR AND FIELD EXPERIENCE

This course is designed for students in the secondary education program seeking subject specific certification in the areas of mathematics, science, social studies, English, or business education. Students will become competent in developing curriculum in their curricular areas focusing on state and professional standards, the use of curriculum guides, curriculum mapping and planning, and the integration of curriculum, instruction, and assessment to meet the needs of diverse learners. A field experience is included in the scope of this course. Prerequisite: EDUC 303.

Three Hours, Fall, Spring

EDUC 373 TECHNOLOGY AND INSTRUCTIONAL MEDIA

This course will give students the opportunity to demonstrate the development and use of media and technologically based materials in the classroom, with emphasis on their selection, production, use, and evaluation to meet multiple instructional goals and the needs of diverse learners. Ethical standards and legal issues in the use of technology and media will be explored. Students are expected to have a working knowledge of Microsoft Office Suite software (Word, Excel, PowerPoint, Outlook, etc.) as well as the ability to use Internet resources. Students with an inadequate background in these areas should complete BCIS 103 Survey of Computing prior to enrolling in this course.

Three Hours, Fall, Spring, Summer

EDUC 410 FIELD EXPERIENCE II SEMINAR

This course provides orientation and an overview of the requirements for EDCL 411 Teaching Field Experience II. Topics covered will include: competency journal review; teaching diversity initiative or virtual diversity session, and planning for student teaching. Students will also explore issues of diversity including ELL, exceptionalities, gender, race/ethnicity and socioeconomic status, preparing them to work in a variety of school cultures. Guest speakers or panel discussions will cover expectations of teachers in urban, suburban, and rural school settings. Co-requisite: EDCL 411.

Zero Credit, Fall, Spring,

EDUC 401 PROFESSIONAL GROWTH AND DEVELOPMENT II

This seminar is designed to continue professional growth and development for the pre-service teacher at all levels. A variety of large group, small group, and individual learning experiences will be explored which focus on contemporary educational issues. Students will further explore the Missouri Standards for Professional Educators (MoSPE) in preparation for the exit Missouri Pre-Service Teacher Assessment (MoPTA) which will be completed during student teaching. Teacher candidates will take their second Missouri Educator Profile (MEP) in conjunction with this class. All students seeking initial teacher certification must register for this course in the semester prior to student teaching. Students are required to complete their student teaching interview in conjunction with EDUC 401. Prerequisite: EDUC 301. **This course will not be accepted in transfer from another institution and cannot be taken through Directed Study, Credit for Prior Learning, or Credit by Exam.**

One Credit, Fall, Spring, Summer

EDUC 471 STUDENT TEACHING SEMINAR

This seminar, required for all students seeking initial teacher certification, provides an opportunity for students to share and reflect on their student teaching experiences. Students will complete the exit Missouri Pre-Service Teacher Assessment (MoPTA) in conjunction with this course. Prerequisite: EDUC 401. Co-requisite: Concurrent student teaching placement at level(s) appropriate to the area(s) of certification being sought. **This course will not be accepted in transfer from another institution and cannot be taken through Directed Study.**

One Hour, Fall, Spring

ELCL

ELCL 473-478/483-488 STUDENT TEACHING: ELEMENTARY

Student teaching currently consists of two eight-week teaching experiences taken consecutively and conducted in two separate settings and in two separate grade levels in an appropriate classroom setting in a state or nationally accredited public or private school and under the supervision of an experienced and qualified cooperating teacher. **Effective with the 2014-2105 academic year, students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach twelve weeks at**

one level or content area and four weeks at the other at a level or content area as approved by the Dean of Education or Director of Field Experiences. This field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking certification. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. Specific information about student teaching may be obtained from the *Student Teaching Manual*. **Prerequisites: No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of C-BASE or MoGEA. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have completed all education courses, and be approved by the Education Division prior to student teaching. Co-requisites: 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information); 2. Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA); 3. Passing score on the content area exit assessment(s) (Praxis II exam) in the certification area(s) for which the student is being recommended; and 4. Satisfactory Formative Evaluations and a satisfactory Summative Evaluation for the student teaching experience.** Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. **CPT form required for F-1 international students. A Student Teaching Fee is charged for this course.**

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Education Division Dean or his/her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

Variable credit, three to twelve hours; students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification.

Three to Twelve Hours, Fall, Spring

ELED

ELED 453/553 INTEGRATED LANGUAGE ARTS CONCEPTS FOR PK-6: SEMINAR AND FIELD EXPERIENCE

The student will investigate early childhood and elementary language curricula and materials. Students will become competent in the use of multiple intelligences as a vehicle to apply various teaching strategies as they integrate art, music, and physical education experiences within integrated language arts units in order to meet the needs of all diverse learners and learning styles. The course will also consist of units which survey literature appropriate for children, including examples of literature from various ethnic groups that reflect the diversity in today's society. Application will be made to the Missouri Learning Standards including the Common Core State Standards, the Show-Me Standards for physical education, art, and music, as well as National Curricular standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213 and EDUC 303.

Three Hours, Fall, Spring

ELED 463/563 INTEGRATED SOCIAL STUDIES/GEOGRAPHICAL CONCEPTS FOR PK-6: SEMINAR AND FIELD EXPERIENCE

The student will investigate early childhood/elementary social studies curricula and materials. Students will become competent in the use of multiple intelligences as a vehicle to apply various teaching strategies as they integrate art, music, and physical education experiences within integrated social studies lessons and units in order to meet the needs of all diverse learners and learning styles. Application will be made to the Missouri Learning Standards for social studies, physical education, art, and music as well as National Curricular standards. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. The course will also include a study of the continents and countries of the world and their physical, economic, and cultural diversity. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213 and EDUC 303.

Three Hours, Fall, Spring

ELED 473/573 INTEGRATED MATHEMATICS/SCIENCE CONCEPTS I FOR PK-6: SEMINAR AND FIELD EXPERIENCE

This course is designed as an integration between the disciplines of math and science. Students will consider how math and science are complementary as well as distinct, and begin to synthesize the disciplines in order to increase pedagogical effectiveness and student achievement. Students will investigate early childhood and elementary math and science curricula and materials. Application will be made to the Missouri Learning Standards including the Common Core State Standards, the Show-Me Standards for physical education, art, and music, as well as National Curricular standards. Students will review and apply concepts in Strand 1, 7, and 8 of the Missouri Science Standards.

Students will apply knowledge of multiple intelligences to various teaching strategies as they integrate art, music, and physical education experiences within integrated math and science lessons and units, in order to meet the needs of all diverse learners and learning styles. Students will increase proficiency with state and national standards by connecting their pedagogical decisions to relevant standards. Students will also become competent in applying assessment strategies for the improvement of student learning, including state-mandated assessment. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EDUC 213 and EDUC 303.

Three Hours, Fall, Spring

ELED 483/583 INTEGRATED MATHEMATICS/SCIENCE CONCEPTS II FOR PK-6: SEMINAR AND FIELD EXPERIENCE

This course is designed as a continuation of the integration between the disciplines of math and science. Students will continue to synthesize the disciplines in order to increase pedagogical effectiveness and student achievement. Application will be made to the Missouri Learning Standards including the Common Core State Standards, the Show-Me Standards for physical education, art, and music, as well as National Curricular standards. Students will continue to investigate early childhood and elementary math and science curricula and materials, reviewing and applying concepts in Strands 2, 5, and 6, of the Missouri Science Standards. Students will increase proficiency with state and national standards by connecting their pedagogical decisions to relevant standards. Students will also become competent in applying assessment strategies for the improvement of student learning, including state-mandated assessment. A field experience is included in the scope of this course. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisite: ELED 473/573.

Three Hours, Fall, Spring

EMCL

EMCL 473-478/483-488 STUDENT TEACHING: MIDDLE SCHOOL

Student teaching currently consists of two eight-week teaching experiences taken consecutively and conducted in two separate settings and in two separate grade levels in an appropriate classroom setting in a state or nationally accredited public or private school and under the supervision of an experienced and qualified cooperating teacher. ***Effective with the 2014-2105 academic year, students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach twelve weeks at one level or content area and four weeks at the other at a level or content area as approved by the Dean of Education or Director of Field Experiences.*** This field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. The final decision regarding placement will be left to the discretion of

the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking certification. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. Specific information about student teaching may be obtained from the *Student Teaching Manual*. **Prerequisites: No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of C-BASE or MoGEA. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have completed all education courses, and be approved by the Education Division prior to student teaching. Co-requisites: 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information); 2. Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA); 3. Passing score on the content area exit assessment(s) (Praxis II exam) in the certification area(s) for which the student is being recommended; and 4. Satisfactory Formative Evaluations and a satisfactory Summative Evaluation for the student teaching experience.** Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. ***CPT form required for F-1 international students. A Student Teaching Fee is charged for this course.***

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching:

Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must first complete a CPL conference with the Education Division Dean or his/her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

Variable credit, three to twelve hours; students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification.

Three to Twelve Hours, Fall, Spring

ENGL

ENGL 103 ENGLISH GRAMMAR

This competency-based course covers the fundamentals of Standard English grammar as they relate to reading and writing. The student will also learn the English words and idioms that are most frequently used in various situations in daily life and in the American classroom. A combination of individual, group and laboratory work will be used. ENGL 103 is required for students whose ACT English score is below 18 or as determined

by a proficiency test. Successful completion of ENGL 103 with a grade of C or better will permit the student to enroll in ENGL 113, English Composition I. This course grants *elective credit only* and is not designed to meet any minimum university English requirement, either academic or professional.

Three Hours, Fall, Spring

ENGL 113 ENGLISH COMPOSITION I

Students will develop skills in writing prose acceptable in academics and in the professions, with emphasis on grammar, punctuation, sentence structure, paragraph development, the writing process, and patterns of essay development. Various selections from expository and imaginative writing will serve as models and as sources for composition topics. Prerequisite: ENGL 103 (grade of C or better), ACT English score of 18, TOEFL score of 195 or better on computer-based test (525 or better on paper-based test or 70 or better on Internet-based test), or passed proficiency test.

Three Hours, Fall, Spring, Summer

ENGL 123 ENGLISH COMPOSITION II

This course furthers the work of ENGL 113, requiring students to use critical reading and thinking skills, the writing process, and rhetorical skills in both expository and argumentative writing. A major course project includes an introduction to library skills and the appropriate use of academic sources and academic prose culminating in a documented research essay. Prerequisite: ENGL 113, ACT English score of 28, or passed proficiency test.

Three Hours, Fall, Spring, Summer

ENGL 123H HONORS ENGLISH COMPOSITION II

This honors course requires the student to use advanced critical reading and thinking skills, the writing process, and rhetorical skills in both expository and argumentative writing. A major course project includes an introduction to library skills and the appropriate use of academic sources and academic prose culminating in a documented research essay. Prerequisite: ACT English scores of 28 or proficiency test, and requires that students be admitted to the MBU Honors program.

Three hours, Fall

ENGL 203 WORLD LITERARY TYPES

This survey of world masterpieces includes major writers and literary movements from world creation texts to the present. Course content includes selections from short stories, novels, poetry, drama, and nonfiction. Models used for textual analysis include Christian and other literary types. This course fulfills the baccalaureate degree requirement in literature, and is prerequisite for all literature courses except ENGL 243. Prerequisite: ENGL 123.

Three Hours, Fall, Spring

ENGL 203H HONORS WORLD LITERARY TYPES

This honors course presents a survey of world masterpieces includes major writers and literary movements from world creation texts to the present. Course content includes selections from short stories, novels, poetry, drama, and nonfiction. Models used for textual analysis include Christian and other literary types. This

course fulfills the baccalaureate degree requirement in literature and is prerequisite for all literature courses except ENGL 243. Prerequisite: ENGL 123H.

Three hours, Spring

ENGL 243 SURVEY OF AMERICAN AND BRITISH LITERATURE

This course is a chronological survey of American and British literature from their beginnings to the present day, including selections from short stories, drama, nonfiction, and novels. Prerequisite: ENGL 123.

Three Hours, On Demand

ENGL 283 TECHNIQUES FOR WRITING TUTORIALS

Designed for English and Christian Ministry majors, this course explores the current critical approaches, methods, and techniques used in individualized writing tutorials. As part of the course requirements, each student will provide five hours (ten 30-minute) sessions of service as a tutor in the MBU Academic Success Center. Prerequisite: ENGL 203 or consent of instructor.

Three Hours, Spring

ENGL 313 HISTORIC LITERARY ENGLAND

This course deals with the concepts of literary genre within the context of the historical environment which inspired and shaped them. Major English authors, who lived in four different sections of England, will be selected from writers of essays, poetry, drama, and fiction. Their lifestyles will be studied and their homes and towns visited for observing the influences and inspirations they held for the authors. This course will satisfy three hours of the Humanities/Fine Arts general education requirement. Prerequisite: ENGL 123.

Three Hours, On Demand

ENGL 333A AMERICAN LITERATURE I (COLONIAL AMERICA TO 1865)

This course examines native oral traditions and selections by main authors in the United States from the pre-colonial period through the Puritan times and the Civil War era. Emphasis will be on both the texts and the social, historical, philosophical, and Christian influences on America's early literature. Prerequisite: ENGL 203 or consent of instructor.

Three Hours, Fall, Even Years

ENGL 333B AMERICAN LITERATURE II (1865-1945)

This course examines selections by key American authors from the Civil War era through the mid-twentieth century, including those of racial and ethnic minority. Emphasis is on both the texts and the social, historical, philosophical, and Christian influences on American literature from 1865 (end of Civil War) to 1945 (the end of World War II). Prerequisite: ENGL 203 or consent of instructor.

Three Hours, Spring, Odd Years

ENGL 333C AMERICAN LITERATURE III (1945-Present)

The course provides a study of American poetry, fiction, and drama from the end of World War II to the present. In this period, America entered a new literary era marked by the rise of postmodernism, southern fiction, minority and women writers, experimental styles, and activism. The course will survey various

poetry groups, including the Black Mountain poets, Beats, Confessional poets, Deep Imagists, ecological poets, language poets, and haikuists. In fiction, students will study realist fiction, the New Romanticism, regional fiction, metafiction, and minority fiction. Among the dramatists to be examined are Tennessee Williams, Arthur Miller, Edward Albee, August Wilson, and David Henry Hwang. Emphasis is both on the texts and on the social, historical, philosophical, and Christian influences on America's contemporary literature. Prerequisite: ENGL 203 or consent of instructor.

Three Hours, Fall, Odd Years

ENGL 353A BRITISH LITERATURE I (THE MIDDLE AGES THROUGH THE EARLY 17TH CENTURY)

The course surveys significant works by representative British authors from the Anglo-Saxon period to 1660, including Venerable Bede, Geoffrey Chaucer, William Shakespeare, Ben Jonson, and John Milton. Students will explore the ideas, themes, and concepts of the works in their social and historical context. Prerequisite: ENGL 203 or consent of instructor.

Three Hours, Fall, Odd Years

ENGL 353B BRITISH LITERATURE II (SINCE THE RESTORATION)

The course surveys significant works by British authors from the Restoration (1660-1689) to the present, including John Bunyan, Jonathan Swift, John Dryden, William Wordsworth, Samuel Taylor Coleridge, Mary Shelley, Charles Dickens, Oscar Wilde, and Seamus Heaney. Students will explore the ideas, themes, and concepts of the works in their social and historical context. Prerequisite: ENGL 203 or consent of instructor.

Three Hours, Spring, Even Years

ENGL 363 CRITICAL THEORIES

This course explores the principles and practice of critical theories, including traditional and contemporary theories about literature, rhetoric, and discourse. The intentionality and motives for writing, reading, and communication are evaluated from a Christian perspective. By studying some of the major critical texts written by literary theorists and thinkers, students will become familiar with a variety of critical approaches to literature and learn to apply those approaches to their actual reading of literary texts. Prerequisite: ENGL 203 or consent of instructor.

Three Hours, Fall, Even Years

ENGL 373 CHAUCER, SHAKESPEARE, AND MILTON

This course offers an advanced study of three iconic writers of early British literature with emphasis on their lives, their individual works, and the respective historical and cultural context. The course will also study the way each author contributed to the development of English literature and culture at large. Prerequisite(s): ENGL 203 or consent of instructor.

Three Hours, Fall, Even Years

ENGL 383A ADVANCED WORLD LITERATURE I (TEXTS FROM CONTINENTAL EUROPE, CANADA, AUSTRALIA, AND NEW ZEALAND)

This course offers an in-depth study of representative western literary texts exclusive of British and American writings. Among

the authors to be examined are Homer, Virgil, Miguel de Cervantes, Johann Wolfgang von Goethe, Fyodor Dostoyevsky, Leo Tolstoy, Rainer Maria Rilke, Katherine Mansfield, Franz Kafka, and Patrick White. Emphasis is on genre, theme, style, and aesthetics, as well as on the political, historical, cultural, and intellectual context of each work. Course requirements include publication of a book review in *Cantos: A Literary and Arts Magazine*. Prerequisite: ENGL 203 or consent of instructor.

Three Hours, On Demand

ENGL 383B ADVANCED WORLD LITERATURE II (TEXTS FROM ASIA, AFRICA, AND LATIN AMERICA)

This course offers an in-depth study of representative non-Western literary works in English translation, beginning with the Epic of Gilgamesh and culminating in such contemporary authors as Chinua Achebe, Gabriel García Márquez, and Haruki Murakami. Emphasis is on genre, theme, style, and aesthetics, as well as on the political, historical, cultural, and intellectual context of each work. Course requirements include publication of a book review in *Cantos: A Literary and Arts Magazine*. Prerequisite: ENGL 203 or consent of instructor.

Three Hours, On Demand

ENGL 383C COMPARATIVE LITERATURE

This course offers an in-depth study of world literature in translation. By taking a comparative perspective, students will study literary works across linguistic, national, and historical boundaries. Emphasis is also on the connection between literature and other disciplines and mediums such as religion, science, photography, film, and music. Prerequisite: ENGL 203 or consent of instructor.

Three Hours, Spring, Odd Years

ENGL 403 CREATIVE WRITING I (POETRY AND FICTION)

Students will study theories of creativity and their applications to writing in poetry (sonnet, ballad, tanka, haiku, hymn, limerick, and free verse) and fiction (short story and novelette). The course will enable student writers of poetry and fiction to find their own style and voice, to develop their skills and techniques, and to learn strategies for critical evaluation of creative writing. Course requirements include submission of a writing portfolio and publication of at least two works in *Cantos: A Literary and Arts Magazine*. Prerequisite: ENGL 203 or consent of instructor.

Three Hours, Fall, Even Years

ENGL 413 CREATIVE WRITING II (DRAMA AND NONFICTION)

Students will study theories of creativity and their applications to writing in drama (tragedy, comedy, tragicomedy, melodrama, and farce) and nonfiction (essay, biography, history, memoir, and travel writing). The course will enable student writers of drama and nonfiction to find their own style and voice, to develop their skills and techniques, and to learn strategies for critical evaluation of creative writing. Course requirements include submission of a writing portfolio and publication of at least two works in *Cantos: A Literary and Arts Magazine*. Prerequisite: ENGL 203 or consent of instructor.

Three Hours, Spring, Odd Years

ENGL 433 BUSINESS WRITING

This course will help students improve writing skills while learning the basic forms and conventions of business writing and correspondence. Assignments, including the use of electronic communication technologies, will emphasize the following: e-mail, memos and letters (information, persuasion, and positive or negative news); resume and cover letter; short report, brochure or newsletter; proposal; and presentation. Prerequisite: ENGL 123 and Junior Standing or consent of instructor.

Three Hours, Fall, Spring

ENGL 443 SENIOR RESEARCH SEMINAR IN ENGLISH

This is the capstone course for English majors and an elective for those obtaining a Writing Certificate in English, allowing students to develop, refine, and master research methods including documentation style, analysis, and synthesis of sources. This course will integrate their educational experiences with a written research project or thesis relevant to their concentration area. Prerequisites: for English major ENGL 123, ENGL 203, ENGL 283, ENGL 403, and ENGL 413; for Writing Certificate ENGL 123, ENGL 203, and 6 hours from the Writing Certificate elective courses or consent of the instructor.

Three hours, Fall, Odd years.

ENGL 453/553 HISTORY OF THE ENGLISH LANGUAGE

The course content covers the internal development of the English language from its roots in Indo-European to Modern English as currently written and spoken in the world. Building upon the literary backgrounds of British, American, and world literature, the student will examine the linguistic changes in the context of external, historical, and cultural circumstances. Prerequisites: ENGL 203, and completion of six hours of the ENGL 333 sequence or completion of six hours of the ENGL 353 sequence, or consent of instructor. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall, Odd Years

ENGL 463/563 MULTICULTURAL LITERATURE

This course examines selected writings by representative American authors of racial and ethnic minority, including Native Americans, African Americans, Hispanic Americans, and Asian Americans. Among the authors to be examined are Frederick Douglass, Richard Wright, Carlos Bulosan, Maya Angelou, Toni Morrison, N. Scott Momaday, Maxine Hong Kingston, William Least Heat Moon, Richard Rodriguez, Denise Chávez, Leslie Marmon Silko, Amy Tan, and Louise Erdrich. Emphasis is on genre, theme, style, and aesthetics as well as on the political, historical, cultural, and intellectual context of multicultural literature in the United States. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate prerequisite: ENGL 203 or consent of instructor.

Three Hours, Spring, Even Years

ENGL 473 ADVANCED GRAMMAR

This course consists of a study of specific techniques in modern English grammar and the writing of effective compositions. Grammar theories and language theories are emphasized. Prerequisite: ENGL 123.

Three Hours, Fall, Even Years

ENTR

ENTR 303 INTRODUCTION TO ENTREPRENEURSHIP

The first phase of this course explores business concepts, topics and terminology and how they relate to the entrepreneurial venture. In its second phase the course examines the traits that make a successful entrepreneur through the use of case studies, articles, and guest lectures. Students will engage in self evaluation through the use of tools that attempt to measure emotional intelligence and entrepreneurship profiles. Open to all students with sophomore standing or higher.

Three Hours, Fall

ENTR 313 ENTREPRENEURIAL MARKETING

This course explores the challenge of marketing a start-up firm with limited resources. Topics include product positioning and pricing, distribution channels, advertising, and promotion. Emphasis is placed on the development and implementation of a marketing plan for a new venture. Prerequisites: MRKT 313 or ENTR 303. (Students majoring in Sport Management will have the prerequisite for MRKT 313 met through SMGT 373 Sport Marketing.)

Three Hours, Spring, Odd Years

ENTR 363 ENTREPRENEURIAL FINANCE

This course is designed to provide an understanding of the segments of the financial markets that specialize in start-up and growth financing. Topics include firm valuation, the legal and structural issues of private venture capital financing, and preparation for an initial public offering. Prerequisites: BUSN 363 or ENTR 303. (Students majoring in Sport Management will have the prerequisite for BUSN 363 met through SMGT 383 Sport Finance.)

Three Hours, Fall, Odd Years

ENTR 463 NEW VENTURE PLANNING

Students will write and present a sophisticated business plan that includes justification of the business concept, marketing plan, business strategy and organization, financial projections, and plan for financing the venture. Prerequisites: ENTR 313 and ENTR 363.

Three Hours, Spring, Even Years

ENTR 471 BUSINESS PLAN COMPETITION

This course allows students who have successfully completed ENTR 463, New Venture Planning, to earn internship type credit by competing in a university or business sponsored Business Plan Competition. The students will hone skills acquired in earlier Business Division courses, enhance presentation abilities through preparation for competition and potentially expand her network of business contacts. Choice of the competition is subject to the prior approval of the Business Division Chair and the course instructor. Prerequisites: ENTR 463 and permission of the Business Division Chair.

One Hour, On Demand

ESCL

ESCL 473-478/483-488 STUDENT TEACHING: SECONDARY SCHOOL

Student teaching currently consists of two eight-week teaching experiences taken consecutively and conducted in two separate settings and in two separate grade levels in an appropriate classroom setting in a state or nationally accredited public or private school and under the supervision of an experienced and qualified cooperating teacher. *Effective with the 2014-2105 academic year, students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach twelve weeks at one level or content area and four weeks at the other at a level or content area as approved by the Dean of Education or Director of Field Experiences.* This field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking certification. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. Specific information about student teaching may be obtained from the *Student Teaching Manual*. **Prerequisites: No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of C-BASE or MoGEA. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have completed all education courses, and be approved by the Education Division prior to student teaching. Co-requisites: 1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information); 2. Successful completion of the Missouri Pre-Service Teacher Assessment (MoPTA); 3. Passing score on the content area exit assessment(s) (Praxis II exam) in the certification area(s) for which the student is being recommended; and 4. Satisfactory Formative Evaluations and a satisfactory Summative Evaluation for the student teaching experience.** Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. *CPT form required for F-1 international students. A Student Teaching Fee is charged for this course.*

Credit for Prior Learning (CPL) Portfolio Credit for Student Teaching: Students desiring to petition for credit for a portion of their student teaching experience must have a minimum of two years of classroom instructional experience in the grade level and/or subject area for which they are seeking certification in order to apply. The experience must be in a public or accredited private school and must be concurrent with enrollment in the Teacher Education Program. To determine eligibility, the student must

first complete a CPL conference with the Education Division Dean or his/her designee at least one semester prior to the anticipated student teaching semester. Students must be fully admitted to the Teacher Education Program and have passed the student teaching interview before CPL credit may be awarded.

Variable credit, three to twelve hours; students must complete the equivalent of 16 weeks/12 credit hours of student teaching before being recommended for certification.

Three to Twelve Hours, Fall, Spring

ETOP

ETOP 423/523 CLASSROOM AND BEHAVIOR MANAGEMENT

This course is a study of the underlying causes of school violence and students being at-risk for school failure at the elementary and secondary school level, as well as a study of the theories and research-based practices that can be used to establish a positive learning environment for all. Topics include: 1) identifying at-risk students; 2) building a positive learning community; 3) teaching social skills and internal behavior management strategies to decrease discipline problems; 4) investigating theories of behavior and discipline; 5) developing proactive classroom management techniques, and culturally responsive instructional and behavioral strategies to decrease disruptive behavior; 6) making the classroom and school safe for students and staff. Prerequisites: EDPS 453/553, EDPS 383, EDUC 213, and EDUC 303. *This course is required for all education majors. ***This course must be completed before Student Teaching will be allowed.* Students taking this course for graduate credit must complete all graduate course requirements. **This course may not be taken as a Directed Study, credit for prior learning portfolio or as a web course if it is to be used as part of the Master of Arts in Counseling requirements.**

Three Hours, Fall, Spring, Summer

EXSC

EXSC 113 INTRODUCTION TO EXERCISE SCIENCE

This is an introductory course to the field of exercise science. This course will define the field of exercise science and the many sub-disciplines that are associated with this field.

Three Hours, Fall, Spring

EXSC 233 CARE AND PREVENTION OF ATHLETIC INJURIES/ILLNESSES

A detailed assessment of the profession of athletic training and its responsibilities and methods used in prevention of athletic injuries and illnesses, concerning both facility and training issues. A lab fee is charged for this course.

Three Hours, Spring

EXSC 283 HISTORY AND PHILOSOPHY OF SPORT

This course provides an overview of the historical and philosophical influences of civilization on sport and of sport on civilizations. Emphasis will be placed on philosophies in terms of a Christian worldview and on contemporary historical

factors which are currently changing the shape and nature of the profession.

Three Hours, Fall

EXSC 313 EXERCISE PHYSIOLOGY I

Metabolic processes for providing energy; neural and muscular work physiology; neural and hormonal control of cardio respiratory mechanisms; acute and chronic systemic response to exercise stress; etiology and intervention in hypokinetic diseases; exercise response in special populations; applications of exercise physiology to sports and athletic performance enhancement. Prerequisites: BIOL 211, 213, 221, and 223.

Three Hours, Fall

EXSC 321 EXERCISE PHYSIOLOGY II LAB

Practical application of the theories learned in Exercise Physiology I and II. Emphasis will be on aerobic, anaerobic, muscular strength, and muscular endurance. Emphasis will be on protocol administration and data collection. Prerequisite: EXSC 313. Co-requisite: EXSC 323. **A lab fee is charged for this course.**

One Hour, Spring

EXSC 323 EXERCISE PHYSIOLOGY II LECTURE

Advanced study and application of principles of exercise physiology with emphasis on sport specific physiology and also on environmental conditions and different fitness levels and performance, current topics in exercise science, and research projects. Students develop original research questions and methods, collect data, engage in discovery and participate in peer teaching. Prerequisite: EXSC 313. Co-requisite: EXSC 321.

Three Hours, Spring

EXSC 343 MOTOR LEARNING AND CONTROL

Learning in the psychomotor domain; open and closed-loop theories contrasted with schema theory of motor learning; physiological bases of skill behavior, state of performer and application of instructional techniques in motor learning and skill performance.

Three Hours, Spring

EXSC 363 ADAPTED PHYSICAL ACTIVITY

Investigation of the theory and practice of adapted physical activity in school and clinical settings; nature and use of the IEP; implementation of IEP guidelines; and specifics of various activities designed with individual needs in mind.

Three Hours, Fall or Spring

EXSC 411 EXERCISE TESTING AND PRESCRIPTION LAB

This class is designed to complement EXSC 413. This course will be an applied experience designed to allow students to gain practical experiences in exercise testing and prescription relative to the cardiorespiratory and metabolic systems. Co-requisite: EXSC 413. Prerequisite: EXSC 321 for exercise science majors; BIOL 211, 213, 221, 223, and EXSC 313 for physical education majors. **A lab fee is charged for this course.**

One Hour, Fall

EXSC 413 EXERCISE TESTING AND PRESCRIPTION

Overview and practical application of laboratory test protocols used to evaluate physical activity and exercise. Special emphasis will be placed on tests that are conducted in a lab setting with

equipment such as an ECG and a metabolic cart. Emphasis will be placed on test reliability, validity, and appropriate test selection. Prerequisites: BIOL 211, BIOL 213, BIOL 221, BIOL 223, and EXSC 313.

Three Hours, Fall

EXSC 433 BIOMECHANICS

An integrated analysis of the science of human movement based on structural, mechanical, and kinematic principles; emphasis on anatomy and muscular function; influences of these movements on performance in sports, work, and the activities of daily living; pathology of movement and manual muscle testing techniques. Prerequisites: BIOL 211, 213, 221 and 223.

Three Hours, Fall

EXSC 443 EXERCISE PHYSIOLOGY LABORATORY EXPERIENCE

This course uses the knowledge and experience gained from previous courses such as Exercise Testing and Prescription I and II, and Exercise Physiology I and II, and places them into practical application in laboratory settings, with specific emphasis on research and data collection. Prerequisite: EXSC 423.

Three Hours, Fall or Spring

EXSC 453/553 FITNESS MANAGEMENT

This course examines management principles as they relate to budget, facility design, purchasing, scheduling, marketing, programming, and personnel issues in the field of exercise science and wellness. Undergraduate prerequisite: Senior standing. Students taking this course for graduate credit must complete all graduate course requirements. There is a special fee for this course.

Three Hours, Fall

EXSC 463 SENIOR SEMINAR

A survey of important concepts in exercise science and how they can best be applied in a professional setting. Emphasis will be placed on preparing the students for entry into the workforce and or graduate school. Additional emphasis will be placed on preparing the students for the culminating examination.

Three Hours, Spring

EXSC 476 INTERNSHIP IN EXERCISE SCIENCE

The student will complete a 400-hour supervised internship in an exercise science facility. Examples of appropriate internship sites include corporate fitness center, rehabilitation center, sports medicine clinic, hospital, sports club, or similar facility or organization. Prerequisite: Permission from program advisor.

Six Hours, Fall, Spring

EXSC 483/583 PRINCIPLES OF HUMAN PERFORMANCE

This course examines the advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. This course is designed to further develop the student's current level of knowledge in preparation for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning (CSCS) certification exam. Undergraduate prerequisites: EXSC 313, EXSC 321, and EXSC 323. Students

taking this course for graduate credit must complete all graduate course requirements. There is a special fee for this course.

Three Hours, Spring

HCMG

HCMG 303 INTRODUCTION TO HEALTHCARE SYSTEMS

This course will provide students with an overview of healthcare systems, including hospitals, medical practices, insurers, government entities, ancillary firms and concerns, and comparative systems in other countries. Organization, stakeholders, various business components, and health policy institutions will be identified and explored. Focus will be given to the quality of care, structure of the delivery system, and the drivers of cost and growth. In addition, principles of management and leadership as the foundations for the administration of healthcare products and service delivery are introduced.

Three Hours, Fall

HCMG 313 ETHICAL AND LEGAL ISSUES IN HEALTHCARE

This course will examine the major legal and ethical issues in contemporary healthcare settings. It covers the legal issues surrounding the relationships of patients, providers, and healthcare systems. Focus is on corporate liability, medical malpractice, hospital processes, medical staff bylaws, informed consent, nursing, patients' rights, medical records and governmental regulation of personnel and health facilities. Also considered are the social and ethical issues encountered in trying to balance the interests, needs and rights of individual citizens against those of society.

Three Hours, Spring, Even Years

HCMG 323 INTRODUCTION TO MARKETING FOR HEALTHCARE SYSTEMS

This course presents the basic concepts of marketing in the context of the delivery of healthcare services in the United States. Analysis of the marketing mix, including product, price, promotion and distribution channels will be undertaken with the specific focus on healthcare systems. Unique marketing considerations of healthcare products and services, including the regulatory constraints, will be explored.

Three Hours, Fall

HCMG 333 INTRODUCTION TO HEALTHCARE INFORMATION TECHNOLOGY

This course will provide an overview of information technology (IT) management and how healthcare managers can use IT to maximize organizational performance. Fundamental principles of IT and data management and their implications for healthcare managers are reviewed. Discussion explores the use of technology, databases and other analytical tools to structure, analyze and present information related to healthcare management and problem solving. Topics also include strategic information systems planning, systems analysis, system design, evaluation and selection.

Three Hours, Fall

HCMG 363 FINANCIAL MANAGEMENT OF HEALTHCARE SYSTEMS

This course will introduce the fundamental theories of financial management and how to apply them in healthcare systems. Among the principles and topics covered in the course are financial management functions, financial statement analysis, working capital management, time value analysis, and capital budgeting. Topics also include reimbursement mechanisms and their effect on healthcare organizations, managed care, capitation and per case or per diagnosis payment, as well as how these financial strategies are utilized by third-party payers. Focus is on financial challenges such as uncompensated care, cost increases, increased competition and increased regulation and how healthcare providers should respond to them. Prerequisites: ACCT 213 and ACCT 223.

Three Hours, Fall, Odd Years

HCMG 403 HEALTHCARE AND PUBLIC POLICY

This course will look at the policy and politics central to healthcare's most pressing and governed issues: access, cost and quality. The roles of patients, physicians, hospitals, insurers, and pharmaceutical companies will be established. The interaction between the government and these different groups will also be covered as well as the important issues that cut across institutions, including private insurers and the federal/state financing programs (Medicare and Medicaid/SCHIP). The governance and policies of at least two [foreign] comparative health systems will be introduced. Prerequisites: ECON 113, HCMG 303, HCMG 363.

Three Hours, Spring, Even Years

HCMG 413 HUMAN RESOURCES AND STAFFING IN HEALTHCARE SETTINGS

This course will explore the unique considerations of staffing and human resource management in healthcare settings including recruitment and selection of employees, benefits and compensation management, privileging and credentialing of health professionals, performance evaluation, staffing plans, labor relations, and labor law relevant to healthcare organizations. This course also provides an overview of interpersonal dynamics, conflict resolution, and negotiation in healthcare systems and organizations.

Three Hours, Fall, Even Years

HCMG 423 HEALTHCARE INFORMATICS

This course will cover the history of healthcare informatics, current issues, basic informatics concepts, and health information management applications. Topics include HIPAA and other legislation, application of electronic health records, and other clinical and administrative applications of health information systems. Topics include computer-based medical records, electronic health record, knowledge-based systems, telehealth, decision theory and decision support, human-computer interfaces, consumer health informatics, e-Health, and the personal health record. Department-specific applications are discussed. Prerequisite: HCMG 333.

Three Hours, Spring, Odd Years

HCMG 433 CLINICAL OVERVIEW OF HEALTHCARE SYSTEMS

This course will present an overview of various clinical settings in healthcare. The course will be divided into multiple modules (usually 6-8 per course) that focus on the participants of the healthcare process and the process itself from a clinical perspective. Topics will include: death and dying; long-term care and rehabilitation; trauma; outcome management; patient-practitioner interaction; general vs. specialist care and treatment; and additional topics as determined by student interest and those that the facilitator deems necessary. Modules will be conducted by field practitioners and facilitated by faculty. Modules cannot stand on their own and must be taken as a course. Prerequisites: HCMG 303, HCMG 403, and HCMG 413.

Three Hours, Spring, Odd Years

HCMG 443 COMPLIANCE AND ACCREDITATION OF HOSPITAL [HEALTHCARE] SYSTEMS

This course will present the linkage between the infrastructures of the organization and the regulatory/accreditation processes for healthcare systems. Topics covered include an overview of the major accrediting agencies, their roles, the accreditation principles, and the survey process. Applications will focus on hospitals, with reference to ambulatory care, managed care organizations, rehabilitation centers, laboratories, home health and long-term care facilities. Emphasis will be placed on the requirements of the Joint Commission on Accreditation of Healthcare Organization (JCAHO) and the regulations mandated by the Health Care Finance Administration (HCFA). Prerequisite: HCMG 403.

Three Hours, On Demand

HCMG 463 MARKET MANAGEMENT FOR HEALTHCARE SYSTEMS

This course will examine the key marketing issues and how to manage the unique marketplace of healthcare systems, especially in the ancillary pharmaceutical, biotech and medical device industries. The focus is on aspects that distinguish market management in healthcare industries from general marketing in non-healthcare industries. Focus is the following topics: product launch and growth, from a strategic and tactical execution perspective; regulation, direct-to-consumer advertising, and off-label usage; unique features of medical device marketing, including hospital and GPO purchasing, role of sales reps etc.; marketing mix optimization; global brand management. Prerequisites: HCMG 303 and HCMG 323.

Three Hours, Spring, Even Years

HCMG 471-473 FIELD EXPERIENCE IN HEALTHCARE MANAGEMENT

The purpose of this course is to provide qualified students with an opportunity to acquire marketable skills and knowledge and experience in a healthcare system work environment. The course will expose students to real world experiences in order to help them gain a clear perspective of their career choice. Students will coordinate with a faculty member and a field practitioner to create a learning contract and appropriate assessment tools. At least one credit hour in field experience is required for the Healthcare Management major, with three credit hours preferable. Prerequisites: Sophomore standing or better; must have

successfully completed 50% of the coursework in the Healthcare Management major requirements. Variable credit, may be taken multiple times in different field settings. In some circumstances, at the discretion of the faculty member and division chair, this course may be waived and substituted with an upper division designated HCMG elective.

One to Three Hours, On Demand

HCMG 483 CURRENT ISSUES IN GLOBAL AND DOMESTIC HEALTHCARE MANAGEMENT

Course content will be determined by current issues in global and domestic Healthcare Management at the time the course is offered. Materials and faculty will vary based on the topics covered that semester.

Three Hours, On Demand

HIPO

HIPO 233 AMERICAN FOREIGN POLICY

This course examines the factors influencing the formation and execution of United States foreign policy and of specific contemporary foreign policies and problems. The course will focus on the policies through which the United States attempts to maintain satisfactory economic, political, and social relationships with other countries. Global interdependency will be investigated. Prerequisites: POLS 113 and HIST 223, or consent of instructor. This course does not satisfy the U.S. government requirement for teacher certification.

Three Hours, On Demand

HIPO 343 THE AMERICAN PRESIDENCY

This course is a detailed examination of the office of the American Presidency. The course will focus on the development of the Presidency from the time of Washington to the present. The students will not only look at the political thought and actions of the founders, preservers, and revisers of American republicanism and their varied understanding of executive power, but also will read various biographical accounts of various presidents to discover how the office changes from president to president.

Three hours, Fall, Even Years

HIPO 353 AMERICAN POLITICAL THOUGHT

This course will look at our system of representative democracy as understood by the Founders, Framers and other political thinkers from 1760 to 1800. The students will read many primary source documents from this Founding Period, and evaluate how and why the thoughts of the Founders have impacted not only American Political thought, but also constitutional democracy today.

Three hours, Spring, Odd Years

HIRE

HIRE 313A HISTORY OF CHRISTIANITY

A survey of the origin and spread of Christianity, with emphasis on policy, dogma, practices, and the influence of the Christian movement. Prerequisites: RBIB 113 and RBIB 123.

Three Hours, Spring, Odd Years

HIRE 313B BAPTIST HISTORY

A survey of the growth of Baptists in general and Southern Baptists in particular, from the English Separatists to the modern era. Focus is given to the policy, dogma, practices, and influences of this movement. Prerequisites: RBIB 113 and RBIB 123.

Three Hours, Fall, Odd Years

HIRE 323A RENAISSANCE AND REFORMATION

This course is an introduction to the political events, intellectual theological insights, and artistic expressions of the historical period called the Renaissance and Reformation. The course presents the important changes and thinkers of this period. Prerequisites: RBIB 113 and RBIB 123.

Three Hours, Spring, Even Years

HIRE 323B RELIGION IN AMERICAN HISTORY

A study of the major religious currents in American life from the colonial era to the present. Special attention will be given to the interaction between American culture and the various strands of Christianity. Prerequisites: RBIB 113 and RBIB 123.

Three Hours, Fall, Even Years

HIRP

HIRP 433/533 CONTEMPORARY WORLD VIEWS

An examination of several contemporary rivals of Christianity, including atheism, naturalism, Marxism, nihilism, existentialism, eastern religions, and the New Age movement. Prerequisites: RBIB 113 and RBIB 123, or consent of instructor.

Three Hours, Fall, Even Years

HIST

HIST 113 WESTERN CIVILIZATION I

A survey of the history of the Western world, particularly Europe, from its origins in Egypt and Southwest Asia to about 1660. The course covers classical Egypt, the Ancient Near East, the Biblical Hebrews, classical Greece, Hellenism, the Roman Republic and Empire, the rise of Christianity, the Byzantine Empire, the three stages of the Middle Ages, the Renaissance, the Reformations, and early-modern Europe.

Three Hours, Fall

HIST 123 WESTERN CIVILIZATION II

A survey of the history of the European world from about 1660 to the present. The course covers the economic revolutions, the Age of Absolutism, the Enlightenment, the French and Industrial Revolutions, the political and social changes of the 19th century, World Wars I and II and the period between them, the Cold War, and the present age.

Three Hours, Spring

HIST 213 UNITED STATES HISTORY I

A survey of United States history from the beginning of white settlement of North America to 1865. The course covers the colonial, Revolutionary War periods, the framing and nature

of the Constitution of 1787, the early national period, national growth, the slavery controversy, and the Civil War.

Three Hours, Fall

HIST 223 UNITED STATES HISTORY II

A survey of United States history from 1865 to the present. The course covers Reconstruction, the Gilded Age, the Progressive Era, World War I, the 1920's, the Great Depression, World War II, the Cold War, the Vietnam War era, and recent America.

Three Hours, Spring

HIST 303 INTRODUCTION TO THE STUDY OF HISTORY

Through lectures, discussions, readings, and writing assignments, this course introduces history majors and other interested upper-level students to the discipline of historical study. Topics covered include: historical interpretation and education from ancient times to the present, with special attention to leading historians and trends since the professionalization of history in the late nineteenth century; influential philosophies of history; historical methodology; historical epistemology; historical periodization; mechanics of quality historical research and writing; relevant library resources; history research fellowships and internships; ethical and professional standards for historians; careers for history majors (including options and insights for students who may wish to go on to graduate training in the field); history course offerings available through this university and local universities with which this university has special tuition and course-transfer agreements; and an introduction to the community of history students and history faculty at Missouri Baptist University. Prerequisites: HIST 113, HIST 123, HIST 213, and HIST 223, or consent of instructor.

Three Hours, Fall

HIST 343 HISTORY OF LATIN AMERICA

A survey of Latin American History from prehistoric times to the present. The first half of the course covers the colonial period, the wars for independence, and the difficulties of the 19th century. The second half of the course discusses the 20th century. Both halves focus on four nations; Mexico, Argentina, Brazil, and Cuba.

Three Hours, Fall, Odd Years

HIST 363 EARLY AMERICAN HISTORY

A lecture/discussion course that treats the Atlantic coast of what is today the United States from the beginning of white settlement to 1789. Major topics include: the 16th-century European background; the exploration of English North America; the founding of three kinds of colonies on the Atlantic seaboard; late 17th-century revolts; colonial economics, politics, and expansionism; colonial social and intellectual activities, including religious development; the organization and reorganization of the British Empire as that affected North America; the revolutionary crisis of the 1760's and 1770's; the causes and consequences of the American Revolution; the War for Independence; experiments in state and national government; and the drafting and ratification of the federal Constitution. Prerequisite: HIST 213 or consent of instructor.

Three Hours, Fall, Odd Years

HIST 373 HISTORY OF ENGLAND

A discussion-format survey of British history from prehistoric times to the present. The course covers the prehistory of England; Roman and medieval Britain; the decline of the monarchy into civil war; the reigns of the Tudors, Stuarts, and Puritans; the world wars against France; the social and political changes of the 18th century; the ages of revolution and Napoleonic Wars; 19th-century life; the height of the Empire; liberal changes; World Wars I and II and the period between them; and recent socialist-dominated Britain. Prerequisites: HIST 113 and HIST 123, or consent of instructor.

Three Hours, Fall, Spring

HIST 403 RESEARCH SEMINAR

A seminar/practicum in historical methodology, the course focuses on individual student research projects and the written reporting of them. Prerequisites: HIST 113, HIST 123, HIST 213, HIST 223, HIST 303, and two upper division History electives.

Three Hours, Fall, Odd Years

HIST 413 ANCIENT HISTORY

A study of ancient civilization from the Ancient Near East and the origins of Greek city-states to the decline of the Roman Empire. Particular attention is given to the political, social, economic, intellectual, and religious trends in the classical era.

Three Hours, Fall, Even Years

HIST 433 TWENTIETH-CENTURY EUROPE

A study treating the development of Europe from 1900 to the present. Major topics include the rush of the continent toward general war; the military stalemate and its final resolution; the diplomacy of peacemaking; the Russian Revolution; economic recovery, then prosperity; the international depression; the rise and fall of fascism; the Cold War; the rebuilding and reconstruction of Europe; and the new, reduced place of Europe in the recent world. Prerequisite: HIST 123 or consent of instructor.

Three Hours, Spring, Even Years

HIST 443 THE EARLY AMERICAN REPUBLIC

A lecture and discussion course that examines the contours of American history from the beginning of effective governance under the U.S. Constitution in 1789 through the end of the Mexican-American War in 1848. Topics include: development of political parties in the early United States; the War of 1812; the so-called "Market Revolution"; the rise of the "Cotton Kingdom" and westward expansion of plantation slavery; anti-slavery and the politics of reform; proto-feminism; the policy of "Indian Removal"; changing mores, including increasing popular knowledge and use of contraception; the death of the United States' founding generation and the politics of patriotic memory; expansion of the franchise; democratization of American culture and religion; the evolution of foundational U.S. case law; the rise of mass print culture; and the Mexican-American War. Prerequisite: HIST 213 or consent of instructor

Three Hours, Spring, Even Years

HIST 453 AMERICA IN THE GILDED AGE AND PROGRESSIVE ERA

A lecture and discussion course surveying American history from the end of Reconstruction in 1877 into the era of the First World War. Topics include: the politics of sectional reconciliation after Reconstruction; the U.S. Supreme Court and the development of the "Jim Crow" regime of racial segregation; surging capitalism and its critics; organized labor, new technologies of communication and transportation; urbanization; the advent of mass consumption; the rise and fall of farming in the Great Plains states; Populism; Progressivism; professionalization; immigration; nativism; the closing of the American frontier; social Darwinism; America's involvement in the West's "scramble" for empire in the late nineteenth century; the Spanish American War; and the United States' entry into World War One. Prerequisite: HIST 223 or consent of instructor.

Three Hours, Spring, Odd Years

HIST 463 CIVIL WAR AND RECONSTRUCTION

A study treating United States history from the height of sectionalism to the 1880's. After an introduction to the age of sectional controversy, major topics include: the Compromise of 1850; the Kansas-Nebraska Act; the Dred Scott decision; John Brown's raids; the election of 1860; the military campaigns of the Civil War; the governmental and home front activities of the war; and political, economic, and social reconstruction. Prerequisites: HIST 213 and HIST 223, or consent of instructor.

Three Hours, Spring, Even Years

HIST 471-476 INTERNSHIP IN ARCHIVAL OPERATIONS

This course will provide the student an opportunity to gain practical experience in the operation of a functioning archival collection. The archives utilized are those of a local approved facility. The internship will include work in the areas of historical records and papers, oral history, reference requests, newsletters, and computer operations. Prerequisites: Sophomore standing and consent of supervisor. Variable credit, may be taken twice in two different field settings; not to exceed a total of six hours.

One to Six Hours, On Demand

HIST 483 RECENT AMERICAN HISTORY

A lecture/discussion course that treats United States history since the end of World War I. Major topics include the so-called Roaring Twenties; the Great Depression and the New Deal; World War II; the Cold War abroad and at home; the third great age of American reform; the Vietnam War era; Watergate and the eclipse of the Presidency; and recent American foreign and domestic policy. Prerequisite: HIST 223 or consent of instructor.

Three Hours, Spring, Odd Years

HUED

HUED 403/503 THEORIES AND TECHNIQUES OF GROUP COUNSELING

This course is an overview of group theories and processes in the human services and counseling education profession emphasizing a variety of contexts. Students will have the opportunity to

practice interventions within a small group setting. This course deals with an overview of basic elements of group process, with a focus on stages of group development. The course is a combination of didactic and experiential lecture and discussions, demonstrations of group process concerns, as well as participation in a group. Prerequisites: HUSR 233 and HUED 433/533 (undergraduate students) or HUED 513, HUED 533, and EDPS 523 (graduate students). Students taking this course for graduate credit must complete all graduate course requirements.

This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.

Three Hours, Fall, Spring

HUED 433/533 THEORIES AND TECHNIQUES OF COUNSELING STUDENTS AND THEIR FAMILIES

This course focuses on theories and techniques as they apply to the developmental concerns of regular education students and special needs students and their families. The course is designed to give the student an overview of both brief therapy and family system theories with an emphasis on the following: Solution focused, Bowenian Family Systems, Structural Family Therapy, and Strategic Family Therapy. Basic techniques and strategies for elementary and secondary counseling will be addressed.

Additional topics include: factors that promote effective collaboration and communication skills with students, parents, school personnel, and community members; strategies for dealing with typical concerns of parents of individuals with disabilities; the development of a team approach to intervention; and the special needs of children dealing with abuse, divorce, death, and chemical dependency. The class will also address legal and ethical issues in the counseling process. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate prerequisite for all programs except certification in early childhood special education or cross-categorical disabilities: HUSR 233. Prerequisite for students in the Master of Arts in Counseling program: HUED 513. **This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.**

Three Hours, Fall, Spring

HUED 443/543 TRANSITION/CAREER DEVELOPMENT AND VOCATIONAL EDUCATION

This course is intended for teachers and counselors. It will provide the necessary information and components for designing and implementing a career development program and service delivery system for regular education and special needs students. Topics include: legislation, a historical development of career counseling, instruments used in career counseling, interagency cooperation, transition strategies for school-to-work, pre-vocational and occupational planning, job training, placement, and supervision of students with disabilities. Students taking this course for graduate credit must complete all graduate course requirements.

This course cannot be taken as a directed study or credit for prior learning portfolio. Students seeking counselor licensure may not take this as a web-based course.

Three Hours, Fall, Spring

HUMT

HUMT 153 TRAVEL STUDIES

In order to broaden cultural experience, this course uses planned and academically supervised travel (either national or international) to enrich the student's studies. This course consists of two educational components as they relate to travel: (1) broad-based cultural enrichment and (2) Christian integration (which may include a service component). This class may be used to meet one the general education humanities requirements. Prerequisites: Before the travel occurs the Travel Study Committee must approve the travel and the Humanities Division Chair must approve the course of study.

Three Hours, On Demand

HUSR

HUSR 213 INTRODUCTION TO HUMAN SERVICES

An overview of human services as a profession, its historical development, knowledge, value, and skill components.

Three Hours, Fall

HUSR 223 HUMAN SERVICES: POLICY AND POLITICS

An analysis of the political process involved in the formulation of social welfare policies from a historical point of view. Federal, state, and local programs will be examined in terms of skills and knowledge to affect program planning and delivery.

Three Hours, Spring

HUSR 233 HUMAN SERVICES: THEORIES AND PRACTICE

This course considers various theoretical approaches to the counseling process, as well as goals, and interactions involved. Emphasis is placed on appropriate therapeutic methods for effective counseling. This course is useful for Psychology and Human Services majors, teachers, ministers, and those planning to enter social ministries. Prerequisites: PSYC 133 and HUSR 213, or consent of the instructor.

Three Hours, Spring

HUSR 313 ASSESSMENT AND CASE MANAGEMENT

A study and practice of assessment, planning, and case management skills. Areas of emphasis will include: identification and assessment of client problems; use of evaluation techniques and reports; case recording skills; and development and management of individualized client programs. Prerequisite: HUSR 233.

Three Hours, Fall, Odd Years

HUSR 343 DISABILITIES: THEORY AND PRACTICE

The purpose of this course is to introduce students to various developmental and acquired disabilities they will encounter when working in the field. Emphasis will be placed on historical and theoretical perspectives, physical and emotional indicators, societal stereotypes, disability culture, disability law, and models of professional practice.

Three Hours, Fall, Even Years

HUSR 443 LEADERSHIP IN FACILITATING COMMUNITY CHANGE

Emphasis in this course is placed on the leadership role of the human services professional as a facilitator within community organizations. Discussion in the class will include networking, team building, coordination of services, brokerage, advocacy, and community planning. Prerequisite: HUSR 213.

Three Hours, Fall, Even Years

HUSR 463 COMMUNITY-BASED TREATMENT

This course concentrates on family-focused and evidence-based treatment approaches for working with children and youth who have behavior disorders, child abuse, neglect, and delinquency issues. Material covered includes behavior management, child development, family dynamics, child health and safety. Students who complete this course will learn and practice basic short-term effective counseling techniques.

Three Hours, Spring

HUSR 473 INTERNSHIP IN HUMAN SERVICES

This capstone course and field experience is designed to equip human services majors with hands-on knowledge of working in the field of human services. It contains two components: an online course component and field work. The online course component will include discussion topics such as focusing career interests in the vast field of human services and preparing for graduate school. Regarding the fieldwork component, students will select (with approval from professor) an internship site that is appropriate to their goals and interests in human services. Students complete 150 clock hours of supervised field experience. A portfolio is required as a final project. The internship may be taken twice in two different field settings. Prerequisite: Minimum junior standing or consent of instructor.

Three Hours, On Demand

IDST

IDST 101 COLLEGIATE SEMINAR

This course is designed to acquaint the incoming student with the University mission, MBU campus life, leadership and study skills, academic disciplines, career planning, graduation requirements, and other life skills. Integration of faith and learning and whole life choices will be emphasized. This course is required for all students who enter with freshman status during the first semester on campus. This course is required for graduation and must be repeated until successfully completed.

One Hour, Fall, Spring

IDST 200 TRANSFER STUDENT ORIENTATION

This course is designed to acquaint the incoming transfer student with the University mission, MBU campus life, leadership and study skills, academic disciplines, career planning, graduation requirements, and other life skills. Integration of faith and learning and whole life choices will be emphasized. This course is required for all students who enter with transfer status during their first semester on campus. This course is required for graduation and must be repeated until successfully completed.

Zero Credit Hours, Fall, Spring, Summer

IDST 301H HONORS SEMINAR:

This seminar course is designed for the enrichment of academically advanced students. It will be in a discussion and/or research format and will be offered each semester with different topics from a variety of disciplines, such as fine arts, business, education, science, psychology, Christian studies, criminal justice, history, and literature. May be repeated for credit on different topics. A minimum of six hours of Honors Seminar will be required to complete the Honors Program for recognition at graduation. Prerequisite: ENGL 203H.

One Hour, Fall, Spring

IDST 311 LEADERSHIP DEVELOPMENT

This course, designed to serve as the foundation for the MBU Institute for Leadership, will focus on personal and professional leadership development, service learning and community engagement as well as other skills necessary to become contributing members of the global society. Pre-requisites: Admission into the MBU Institute for Leadership or permission of the instructor, 2.5 cumulative GPA, completion of at least 12 semester hours in residence at MBU, and full-time Main campus student.

One Hour, Spring

IDST 313 HISTORY AND PHILOSOPHY OF SCIENCE AND TECHNOLOGY

This course is designed for the prospective science teacher. It focuses on the development of science and technology through historical time and will emphasize the way in which the scientific method has been used or ignored during various historical eras. Topics will include ethical issues, environmental issues, the role of education in responsible decision-making, and the development of a Christian context for the philosophy of science. This course carries upper division elective credit in Biology, Chemistry, History, or philosophy. Prerequisites: The completion of the general education Biology or Chemistry requirement, plus a course in History, and one in philosophy, or consent of the instructor.

Three Hours, Summer

IDST 403 WORLD CITIZEN

This senior seminar is an interdisciplinary capstone course which is designed to integrate what students have learned from their general education courses and to foster critical and ethical thinking from a Christian perspective as students make the transition from university into a global society. Contemporary, global issues, drawing from the seven university divisions, will be analyzed and discussed. This course will emphasize intensive writing and verbal skills which demonstrate analytical and scholarly abilities as well as an understanding of individuals in a multi-cultural society. Prerequisites: Junior standing and completion of all other general education and degree requirements.

Three Hours, Fall, Spring

IDST 483 LIBERAL ARTS SEMINAR

This course, designed to serve as a capstone class for the Liberal Arts major, will synthesize concepts and knowledge gleaned from courses completed as part of the major.

Three Hours, Spring

ITBU 203 INTRODUCTION TO APPLICATION DEVELOPMENT

This course is an introduction to application development using modern developer tools. Topics include foundations of the computing discipline, introduction to an current Object Oriented Language, and project-based learning in various current application areas.

Three hours, Fall

ITBU 213 IT INFRASTRUCTURE

This course provides an introduction to IT infrastructure issues for students majoring in Information Technology. It covers topics related to both computer and systems architecture and communication networks, with an overall focus on the services and capabilities that IT infrastructure solutions enable in an organizational context. It gives the students the knowledge and skills that they need for communicating effectively with professionals whose special focus is on hardware and systems software technology and for designing organizational processes and software solutions that require in-depth understanding of the IT infrastructure capabilities and limitations. It also prepares the students for organizational roles that require interaction with external vendors of IT infrastructure components and solutions. The course focuses strongly on Internet-based solutions, computer and network security, business continuity, and the role of infrastructure in regulatory compliance.

Three Hours, Fall

ITBU 303 INTERMEDIATE APPLICATION DEVELOPMENT

This course emphasizes intermediate object-oriented concepts and techniques and looks at the design and development of desktop, Web, and mobile application software using an Object Oriented Language, through individual and group projects. Prerequisite: ITBU 203.

Three Hours, On Demand

ITBU 313 INTRODUCTION TO IT SECURITY AND RISK MANAGEMENT

This course provides an introduction to the fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. Students will learn critical security principles that enable them to plan, develop, and perform security tasks. The course will address hardware, software, processes, communications, applications, and policies and procedures with respect to organizational IT Security and Risk Management.

Three Hours, Spring

ITBU 323 ENTERPRISE ARCHITECTURE

This course explores the design, selection, implementation and management of enterprise IT solutions. The focus is on applications and infrastructure and their fit with the business. Students learn frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, IT investment analysis, and emerging technologies. These topics

are addressed both within and beyond the organization, with attention paid to managing risk and security within audit and compliance standards. Students also hone their ability to communicate technology architecture strategies concisely to a general business audience.

Three hours, Spring

ITBU 333 SYSTEM ANALYSIS AND DESIGN

This course discusses the processes, methods, techniques and tools that organizations use to determine how they should conduct their business, with a particular focus on how computer-based technologies can most effectively contribute to the way business is organized. The course covers a systematic methodology for analyzing a business problem or opportunity, determining what role, if any, computer-based technologies can play in addressing the business need, articulating business requirements for the technology solution, specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements, and specifying the requirements for the information systems solution in particular, in-house development, development from third-party providers, or purchased commercial-off-the-shelf (COTS) packages.

Three Hours, Fall

ITBU 343 NETWORK SECURITY

This course will include network security principles for securing organization infrastructure(s). Students will learn device and media security, security topologies, intrusion detection, cryptography, and general security baselines. Topics covered include: firewalls; intrusion detection systems (IDS); proxies; intrusion prevention systems (IPS); network monitoring; DMZ's; NAT; encryption systems; and other related topics. In addition, network security innovation and best practices are reviewed. Prerequisites: ITBU 213 and 313.

Three Hours, On Demand

ITBU 353 DATA AND INFORMATION MANAGEMENT

This course examines principles of database design and implementation, including physical representation, and data modeling. Students will learn to develop relational databases using a DBMS. Students will also learn the fundamentals of SQL and database development techniques. Prerequisite: ITBU 333.

Three Hours, Fall

ITBU 363 BUSINESS INTELLIGENCE

Business intelligence (BI) refers to technologies, applications and practices for the collection, integration, analysis, and presentation of business information. The purpose of business intelligence is to support better business decision making. This course provides an overview of the technology of BI and the application of BI to an organization's strategies and goals.

Three Hours, Spring

ITBU 373 OPERATING SYSTEMS

This course examines the principles of operating system design and function. System programming is also considered. Students are presented with various common operating systems, including UNIX/Linux, and Windows. Prerequisite: ITBU 213.

Three Hours, On Demand

ITBU 383 APPLICATION SECURITY

This course aims to educate students in the design and implementation techniques for assuring security of software applications. While many courses in computer security concentrate on cryptographic techniques and prevention of intrusion in computer systems, this course concentrates on writing software programs that make it difficult for intruders to exploit security holes. Prerequisites: ITBU 203 and 313.

Three Hours, On Demand

ITBU 403 HUMAN-CENTERED INTERACTION/WEB DESIGN

This course provides an introduction to the field of human-computer interaction (HCI), an interdisciplinary field that integrates cognitive psychology, design, computer science and others. Examining the human factors associated with information systems (IS) provides the students with knowledge to understand what influences usability and acceptance of IS. This course will examine human performance, components of technology, methods and techniques used in design and evaluation of IS. Societal impacts of HCI such as accessibility will also be discussed. User-centered design methods will be introduced and evaluated. This course will also introduce students to the contemporary technologies used in empirical evaluation methods. Prerequisite: ITBU 303.

Three Hours, On Demand

ITBU 413 ADVANCED APPLICATION DEVELOPMENT

This course reviews advanced innovative technologies used for Application Development. Topics reviewed are Web Services, XML, middleware, and other advanced Object Oriented techniques used for Application Development. Prerequisites: ITBU 303 and 353.

Three Hours, On Demand

ITBU 423 DATABASE APPLICATION DEVELOPMENT

This course introduces students to database-driven application development. Students will draw upon the knowledge and skills learned in previous courses, and extend that knowledge through the development of applications which use databases. This course covers physical design, programming, testing, and implementation of the system. Implementation of object-oriented, client-server designs using a programming environment is explored. A high level programming language will be used to interface with a database. Prerequisites: ITBU 203 and 353.

Three Hours, On Demand

ITBU 433 ORGANIZATION SECURITY

This course introduces the concepts and practices associated with security from an ethical and organization perspective. Students will understand their role as a security professional as it relates to training the operational staff, policies and procedures, and securing the organization at all levels. In addition the course will cover common procedures associated with disaster avoidance and recovery. Prerequisites: ITBU 213 and 443.

Three Hours, On Demand

ITBU 443 RISK MANAGEMENT: THREATS AND COUNTER MEASURES

Study of Internet security problems and discussion of potential solutions: network vulnerabilities and attacks, secure communication and use of cryptography, Internet security protocols and tools to defend against network attacks, network intrusion detection, and wireless network security. Prerequisites: ITBU 213 and 313.

Three Hours, On Demand

ITBU 453 AUDIT AND CONTROL

This course introduces the fundamental concepts of the information technology audit and control function. The main focus of this course is on understanding information controls, the types of controls and their impact on the organization, and how to manage and audit them. The concepts and techniques used in information technology audits will be presented. Students will learn the process of creating a control structure with goals and objectives, audit an information technology infrastructure against it, and establish a systematic remediation procedure for any inadequacies. The challenge of dealing with best practices, standards, and regulatory requirements governing information and controls is addressed. Prerequisites: ITBU 313 and 433.

Three Hours, On Demand

ITBU 463 SERVER-BASED NETWORKING

This course introduces the concepts and practices associated with implementing, designing, and managing a server based network. Students will understand their role as a Windows platform administrator. In addition, they will learn how to manage Active Directory, create Group Policies and other techniques for managing a client/server networking environment. Prerequisite: ITBU 213.

Three Hours, On Demand

ITBU 473 PROJECT MANAGEMENT

This course discusses the processes, methods, techniques and tools that organizations use to manage their information systems projects. The course covers a systematic methodology for initiating, planning, executing, controlling, and closing projects. This course assumes that project management in the modern organization is a complex team based activity, where various types of technologies (including project management software as well as software to support group collaboration) are an inherent part of the project management process. This course also acknowledges that project management involves both the use of resources from within the firm, as well as contracted from outside the organization. Prerequisites: BCIS 303, ITBU 213, ITBU 323, and ITBU 333, or consent of the instructor.

Three Hours, On Demand

ITBU 483 SWITCHING AND ADVANCED ROUTING

This course provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer. The course explains how to configure a switch for basic functionality and how to implement virtual LANs, VTP, and Inter-VLAN routing in a converged network. Students will also learn how to implement and configure common data link protocols and how to apply WAN security concepts,

principles of traffic, access control and addressing services.
Prerequisites: ITBU 373 and 463.

Three Hours, On Demand

ACTIVITY COURSES (KACT and KATH)

KACT

Classes are coeducational, except where otherwise stated. Development and analysis of skills necessary to perform selected individual sports is emphasized. Courses may not be repeated for credit, except where otherwise noted. There is a lab fee charged for activity courses.

KACT 101A ARCHERY

Activity course in beginning archery.

One Hour, Fall

KACT 101B BADMINTON

One Hour, On Demand

KACT 101D SELF-DEFENSE FOR WOMEN

The course will provide basic rape-prevention awareness skills and physical self-defense skills.

One Hour, On Demand

KACT 101E AEROBICS

Activity course in aerobic dance for fitness purposes.

One Hour, On Demand

KACT 101F FITNESS THEORY AND PRACTICE

The course is designed to help the student achieve a pattern of healthy living which will translate into a healthy lifestyle. Activity will include samples of exercises in the health-related aspect areas of physical fitness, with an emphasis on aerobic conditioning. Proper strength, flexibility, body composition, nutrition, and stress-reduction techniques will also be covered.

One Hour, Fall, Spring, Summer

KACT 101G GOLF

One Hour, Fall, Spring

KACT 101H HIKING AND CAMPING

An introductory course teaching the fundamentals of camping and hiking.

One Hour, On Demand

KACT 101J AEROBIC RUNNING

Safety, equipment, techniques (including variations in training methods), and practice of jogging/running.

One Hour, Fall, Spring

KACT 101K CHINESE KUNG FU

This is a beginning course in Chinese Kung Fu.

One Hour, On Demand

KACT 101L STRETCHING FOR FLEXIBILITY

This course is designed to help the student learn specific skills and techniques to stretch and improve flexibility. Stretching

methods from yoga, Pilates, martial arts, and sports training will be incorporated resulting in reduced muscular tension, stronger joints, improved posture, and enhanced natural movement for the participant.

One Hour, Fall, Spring

KACT 101Q ANGLING

Beginning angling (fishing) principles, including fish habits, game fish of Missouri, bait and baiting, techniques, and seasonal variables are discussed, and application is made via fishing trips.

One Hour, On Demand

KACT 101S SOCCER

One Hour, On Demand

KACT 101T TENNIS

One Hour, On Demand

KACT 101U BEACH VOLLEYBALL

Activity course in beginning beach volleyball. Outdoor sand volleyball rules and play.

One Hour, On Demand

KACT 101V VOLLEYBALL

One Hour, On Demand

KACT 101W STRENGTH TRAINING

One Hour, Fall, Spring

KACT 101X BOWLING

One Hour, Fall, Spring

KACT 101Z THE WALKING CANE FOR STRENGTH, FLEXIBILITY, AND PERSONAL DEFENSE

This course involves learning to use the standard walking cane for developing strength, flexibility, and personal defense.

One Hour, On Demand

KACT 201D INTERMEDIATE SELF-DEFENSE FOR WOMEN

This course is an extension of KACT 101D providing advanced rape-prevention awareness skills and physical self-defense skills.

One Hour, On Demand

KACT 201K INTERMEDIATE CHINESE KUNG FU

This course is an extension of KACT 101K.

One Hour, On Demand

KATH

Varsity, Junior Varsity, & Club Sports

Enrollment is open *only* to the members of the varsity, junior varsity, or club teams listed who are *eligible for competition*. Students may receive a maximum of two activity credits per sport for participation in athletics, although they may be eligible to compete for up to four years. Students must enroll for these courses in order to receive credit.

MEN'S VARSITY, JUNIOR VARSITY, & CLUB SPORTS

KATH 211BB/311BB MEN'S BASKETBALL	<i>One Hour, Fall</i>
KATH 211BS/311BS MEN'S BASEBALL	<i>One Hour, Spring</i>
KATH 211CC/311CC MEN'S CROSS COUNTRY	<i>One Hour, Fall</i>
KATH 211FB/311FB FOOTBALL	<i>One Hour, Fall</i>
KATH 211G/311G MEN'S GOLF	<i>One Hour, Spring</i>
KATH 211LC/311LC MEN'S LACROSSE	<i>One Hour</i>
KATH 211SC/311SC MEN'S SOCCER	<i>One Hour, Fall</i>
KATH 211TE/311TE MEN'S VARSITY TENNIS	<i>One Hour, Spring</i>
KATH 211TF/311TF MEN'S TRACK AND FIELD	<i>One Hour, Spring</i>
KATH 211V/311V MEN'S VOLLEYBALL	<i>One Hour, Spring</i>
KATH 211W/311W MEN'S WRESTLING	<i>One Hour, Fall</i>
KATH 211X/311X MEN'S BOWLING	<i>One Hour, Fall</i>
WOMEN'S VARSITY, JUNIOR VARSITY, & CLUB SPORTS	
KATH 221BB/321BB WOMEN'S BASKETBALL	<i>One Hour, Fall</i>
KATH 221CC/321CC WOMEN'S CROSS COUNTRY	<i>One Hour, Fall</i>
KATH 221CH/321CH CHEERLEADING	<i>One Hour, Fall</i>
KATH 221G/321G WOMEN'S GOLF	<i>One Hour, Spring</i>
KATH 221LC/321LC WOMEN'S LACROSSE	<i>One Hour, Spring</i>
KATH 221PD/321PD POM AND DANCE	<i>One Hour, Fall</i>
KATH 221SB/321SB WOMEN'S VARSITY SOFTBALL	<i>One Hour, Spring</i>

KATH 221SC/321SC WOMEN'S SOCCER	<i>One Hour, Fall</i>
KATH 221TE/321TE WOMEN'S VARSITY TENNIS	<i>One Hour, Spring</i>
KATH 221TF/321TF WOMEN'S TRACK AND FIELD	<i>One Hour, Spring</i>
KATH 221V/321V WOMEN'S VOLLEYBALL	<i>One Hour, Fall</i>
KATH 221W/321W WOMEN'S WRESTLING	<i>One Hour, Fall</i>
KATH 221X/321X WOMEN'S BOWLING	<i>One Hour, Fall</i>

KHSC

KHSC 102 SUBSTANCE ABUSE	<p>A study of factors which promote drug, tobacco, and alcohol use and the positive benefits of living a healthy, drug-free lifestyle. This course will examine dangers involved in substance abuse and alternatives available to using drugs, tobacco, and alcohol, and will focus on self esteem building to acquire refusal skills for saying "no" to substance abuse.</p> <p><i>Two Hours, Fall, Spring</i></p>
KHSC 333 HEALTH AND WELLNESS	<p>A survey of personal health including overviews of wellness concepts, including mental, physical, social, emotional, vocational, and spiritual. Attention is given also to community health services and to school health and safety problems.</p> <p><i>Three Hours, Fall, Spring, Summer</i></p>
KHSC 373 COMMUNITY HEALTH	<p>Aspects of the community that relate to health; identification and analysis of community health programs; organizational pattern and functions of voluntary and government health agencies; organizing the community for health action; and community health programs.</p> <p><i>Three Hours, Fall</i></p>
KHSC 413/513 CHRONIC DISEASES AND OBESITY	<p>This course provides the basic principles of testing and training for normal health individuals and for those with chronic disease. Prominent focus is placed on understanding the framework for determining functional capacity and developing appropriate exercise programming to optimize functional capacity in persons with chronic diseases and/or disabilities. Students taking this course for graduate credit must complete all graduate course requirements. Prerequisites: EXSC 313, EXSC 321, EXSC 323, EXSC 411, and EXSC 413.</p> <p><i>Three Hours, Spring</i></p>

MATH

MATH 013 ELEMENTARY ALGEBRA

This course is designed for students whose mathematics preparation is insufficient for enrollment in MATH 113, as indicated by placement test results or a poor performance in high school algebra. **This course does not grant any degree credit.** Its purpose is to prepare the student for MATH 113. The real number system, rational and irrational numbers, polynomials, linear and quadratic equations, inequalities, and systems of equations are the major areas studied.

Three Hours (non-degree credit), Fall

MATH 113 INTERMEDIATE ALGEBRA

This is a study of the real number system, linear equations and inequalities, functions and graphs, rational expressions, roots, radicals, and solutions of quadratic equations. Emphasis is placed on practical applications and on building a proper foundation for MATH 133 College Algebra or MATH 154 Precalculus. Prerequisite: One year of high school algebra, MATH 013, or satisfactory score on mathematics placement test. **This course carries elective credit only and does not meet any minimum university mathematics requirement.**

Three Hours, Fall, Spring

MATH 123 CONTEMPORARY COLLEGE MATHEMATICS

This course gives the student an overview of the role of mathematics in today's society, and it gives practice in analytical and logical thinking. It covers inductive and deductive reasoning, number sequences, functions, logarithms, symmetry, mathematical curves, polygons and polyhedra, counting principles, statistics, and topology. This course includes a component covering the real number system and is recommended for elementary education majors. Prerequisite: Two years of high school algebra, MATH 113, or a satisfactory score on the mathematics placement examination.

Three Hours, Fall, Spring, Summer

MATH 133 COLLEGE ALGEBRA

This course is a detailed study of functions and their graphs. Graphing calculators are used extensively. Topics covered include linear and quadratic equations, inequalities, polynomial and rational functions, exponential and logarithmic equations, and systems of equations. Prerequisites: High school plane geometry and two years of high school algebra and an ACT Math score of 19 or higher, MATH 113, or a satisfactory score on a mathematics placement test.

Three Hours, Fall, Spring, Summer

MATH 143 COLLEGE TRIGONOMETRY

College Trigonometry is the study of trigonometric and inverse trigonometric functions. Topics covered include the definitions and graphs of the trigonometric functions, the solutions of triangles, trigonometric identities and equation, and complex number applications. Prerequisites: Two years of high school algebra, MATH 133, and consent of instructor.

Three Hours, On Demand

MATH 154 PRECALCULUS

This is a detailed study of various algebraic and trigonometric functions and their graphs, which prepares a student for the study of calculus. A graphing calculator is used extensively in this course. The major areas of study are: linear, quadratic, polynomial, and rational functions; exponential and logarithmic functions; inverse and composite functions; the trigonometric functions; solutions of triangles; trigonometric equations; and systems of equations. Prerequisites: MATH 113 or two years of high school algebra and satisfactory score on mathematics placement test.

Four Hours, Fall, Spring

MATH 163 BUSINESS CALCULUS

A brief review of algebra, especially absolute value and inequalities, followed by elements of analytic geometry, limits and the derivatives and antiderivatives of functions inclusive of exponential and logarithmic, with applications to business and economics. Not open to Mathematics majors or minors. Students desiring further work in calculus must take MATH 164 instead of this course. Prerequisite: MATH 133.

Three Hours, Spring, Even Years

MATH 164 CALCULUS I

This is the first course in the three-semester sequence of calculus with analytical geometry. It covers limits, differentiation, and integration of basic algebraic and trigonometric functions and their applications, such as maxima and minima, areas, volumes and lengths of curves. A graphing calculator is used extensively in this course. Prerequisites: MATH 154 or both MATH 133 and MATH 143.

Four Hours, Fall, Spring

MATH 173 FINITE MATHEMATICS

This is a course in applied mathematics for students with interest in management, social sciences, life sciences, economics, and other fields. It consists of a study of the algebra of straight lines, systems of linear equations, matrix algebra, the geometry and algebra of linear programming, aspects of probability, and applications of Markov chains. Prerequisite: MATH 113 or two years of high school algebra.

Three Hours, Spring, Odd Years

MATH 243 PROBABILITY AND STATISTICS

This course includes descriptive and inferential statistics, data summarization methods, concepts of probability theory, random variables and their mathematic expectations, discrete and continuous probability distributions, sampling theory, confidence intervals, tests of hypotheses, and simple linear regression. Prerequisite: MATH 123 or MATH 133.

Three Hours, Fall, Spring, Summer

MATH 254 CALCULUS II

This is the second course in the three-semester sequence of calculus with analytical geometry. It continues the study of differentiation and integration of various functions such as exponential and logarithmic functions, inverse trigonometric and hyperbolic functions. Other topics studied are limits of indeterminate forms, convergency and divergency of infinite

series, and parametric and polar equations. Prerequisite: MATH 164.

Four Hours, Spring

MATH 264 CALCULUS III

This is the third course in the three-semester sequence of calculus with analytic geometry. It introduces multivariable calculus, with a study of vectors, planes, lines and surfaces, partial differentiation and multiple integration. Prerequisite: MATH 254.

Four Hours, Fall

MATH 323 FOUNDATIONS OF GEOMETRY

A study of the historical background of geometry, including a detailed development of two-dimensional Euclidean geometry from a selected set of postulates. Some comparisons will be drawn with other categories of geometry. This course is required for certification to teach mathematics in Missouri. Prerequisites: Satisfaction of the general education mathematics minimum requirement and a course in high school geometry.

Three Hours, Fall, Even Years

MATH 333 ALGEBRAIC STRUCTURES

This is a study of the fundamental principles of the basic algebraic structures such as groups, rings, fields, and integral domains.

This course is required for certification to teach mathematics in Missouri. Prerequisite or co-requisite: MATH 264.

Three Hours, Fall, Odd Years

MATH 343 STATISTICAL METHODS

This is a more advanced course than MATH 243. It covers topics including sampling theory, philosophy and techniques of statistical inference, bivariate and partial correlation analysis, simple and multiple linear regression, regression diagnostics, and CRD and factorial analysis of variance. Appropriate class time will be devoted to use of statistical software such as MINITAB and SPSS. Prerequisites: MATH 133 and MATH 243.

Three Hours, Fall, Spring

MATH 353 LINEAR ALGEBRA

A course suitable for students majoring in engineering, science, mathematics, computer information systems, or business administration, linear algebra is the study of finite-dimensional vector spaces, linear transformations and matrices, quadratic forms, systems of linear equations, and eigenvalues and eigenvectors. Some applications include computer programs using C++ or MATLAB. Prerequisite: MATH 164.

Three Hours, Spring

MATH 363 DIFFERENTIAL EQUATIONS

Differential equations have important applications in the sciences, engineering, and economics. This course is a study of separable equations, homogeneous and non-homogeneous linear equations, initial value and boundary value problems, Laplace transforms and numerical methods. Prerequisites: MATH 264, MATH 353, and BCSC 253.

Three Hours, Spring

MATH 433 MATHEMATICS SEMINAR

The mathematics seminar course will focus on the history of mathematics, mathematics research, and application of the material previously studied in the mathematics curriculum. An

overview of the history of mathematics will be presented. Students will select a particular period of interest, study that period in depth, and make a presentation to the class. Students will also select a current area of mathematics research, study that in depth, and make a presentation to the class. Problems which require application of several topics in mathematics will be presented and discussed. Prerequisites: MATH 363 and consent of the instructor.

Three Hours, Fall

MATH 453A ADVANCED CALCULUS I

This course is an advanced study of calculus topics including: functions of several variables, partial differentiation, Taylor's formulas and series, implicit functions, transformations and mappings, and vectors and vector fields. Prerequisite: MATH 264.

Three Hours, Fall, Odd Years

MATH 453B ADVANCED CALCULUS II

This course is an advanced study of calculus topics involving functions of several variables such as double and triple integrals, arc length, surface area, line and surface integrals, the theory of integration, improper integrals, infinite series, power series, and convergence. Prerequisite: MATH 264.

Three Hours, Spring, Even Years

MATH 463 NUMERICAL ANALYSIS

Today's high-speed computers enable analysts to solve equations that cannot be solved analytically. This course covers the study of numerical methods for the solution of nonlinear algebraic equations, systems of algebraic equations, and ordinary differential equations as well as numerical approximation, extrapolation, differentiation, and quadrature. Programs will be written in the Natural Sciences Computer Laboratory using Pascal or MATLAB. Prerequisites: MATH 363, or MATH 264 and consent of instructor.

Three Hours, Fall, Even Years

MATH 473 COMPLEX VARIABLES

Topics covered are the algebra and geometry of complex numbers, analytic functions, complex integration, residues, and conformal mapping. Prerequisites: MATH 453, or MATH 264 and consent of instructor.

Three Hours, On Demand

MGMT

MGMT 303 MANAGEMENT CONCEPTS AND PRACTICES

This course is designed to establish a foundation of the key issues and decision-making tools needed to develop managers. The topics covered include the areas of firm planning, organizing, leading, and controlling. Exercises will require students to develop solutions to management problems, identifying necessary change, discovering new opportunities, and following through on the implementation of the solutions.

Three Hours, Fall

MGMT 323 SMALL BUSINESS MANAGEMENT

This course emphasizes the unique managerial requirements of a small firm. Students will learn numerous decision-making tools for starting and operating a small business. Development

of a small business plan and case studies may be used to provide practical application.

Three Hours, Fall, Even Years

MGMT 353 PRODUCTION AND OPERATIONS MANAGEMENT

This course introduces the student to the concepts and methods employed in production and operations management. Specific topics include forecasting, product and service design, capacity planning, facility location selection and layout, work system design, quality control, inventory and project management. Exercises and case studies may be used to reinforce the application of the tools and techniques learned.

Three Hours, Fall

MGMT 363 MANAGING ORGANIZATIONAL CHANGE AND DIVERSITY

This course is designed to prepare students to meet the challenges and succeed in a rapidly changing work environment. International competition, quality demands of consumers, changing workforce demographics particularly in the make-up of workforce participants, innovations in automation and information technology combined with declining markets make knowledge in this area vital. Students will cover these topics with the understanding of methods of organizational change and understanding the value and affects of diversity in a changing environment. Prerequisite: MGMT 303 Management Concepts and Practices.

Spring, Odd Years

MGMT 433 HUMAN RESOURCE MANAGEMENT

Central to a firm's performance, and often a key source of competitive advantage, is the ability to develop an effective human resource system. This course will lay the foundation for understanding human resource systems by addressing topics such as job analysis, personnel planning and recruitment, testing and selection and placement, training, compensation, labor relations, and the legal aspects/government regulation within human resources.

Three Hours, Spring, Even Years

MGMT 443 LEADERSHIP SEMINAR

This eight-week course provides an intensive study of leadership from historical, theoretical, and practical perspectives. Special attention is given to various styles and approaches to organizational problem solving. Students will explore their leadership styles through discussion, structured experiences, and case studies. Prerequisites: Junior or senior standing and cumulative GPA of 3.0 or above, or consent of instructor.

Three Hours, Spring, On Demand

MGPS

MGPS 403/503 ORGANIZATIONAL BEHAVIOR AND LEADERSHIP

This course explores the dynamics of individual, group, and firm behavior used to develop broader managerial skills. Theoretical models and concepts will be evaluated in the areas of values, attitudes, personality traits, decision-making, motivation,

communication, and the development of effective relationships in a diverse work environment. Students will examine the need for individuals to identify, comprehend, and maximize various aspects of proactive leadership devices such as organizational development, influence techniques, and total quality management as a means of effective leadership. Experiential exercises and case studies may be utilized to develop a broader understanding of behavior and leadership in the workplace. Students seeking graduate credit must complete all graduate course requirements. Prerequisite for undergraduate(s): MGMT 303 or consent of instructor. This course may not be taken as a Directed Study.

Three Hours, Spring

MRKT

MRKT 313 INTRODUCTION TO MARKETING

This course is the introduction to the concept of marketing and its application to domestic and foreign markets, and to consumer, producer, institutional, and service markets. Analysis of marketing mix, including product, price, promotion/advertising, and distribution policies. Overview of career opportunities in the field of marketing.

Three Hours, Fall, Spring

MRKT 363 MARKET MANAGEMENT

Managerial aspects of the marketing function, including product, promotion, pricing, channel strategies and market research; relationship to other business functions, to the legal environment and available information systems; physical distribution; the relationship among manufacturers, wholesalers and retailers; case analyses of complex marketing problems. Prerequisite: MRKT 313.

Three Hours, Spring, Even Years

MRKT 373 MARKET RESEARCH

A quantitative course which focuses on the identification of the target markets, consumer needs and the analysis of the market place. The course will cover problem solving techniques, research designs, forecasting, and analysis of data. Prerequisite: MRKT 313.

Three Hours, Fall, Odd Years

MRKT 383 CONSUMER BEHAVIOR

This course looks at the dynamics of blending psychology and the consumer in a marketing format. The course will look at buyer behavior based on demographics, economics and psychographics. Prerequisite: MRKT 313.

Three Hours, Spring, Odd Years

MRKT 403 INTERNATIONAL MARKETING

A study of the concepts and terminology of international marketing. Includes issues such as foreign market entry strategies; standardization versus adaptation; pricing; global market entry integration; and marketing implementation problems. Prerequisite: MRKT 313.

Three Hours, Fall

MSL

NOTE: All Military Science (MSL) courses are offered through the ROTC program at Washington University. See the catalog section on the ROTC program for additional information.

MSL 101 INTRODUCTION TO LEADERSHIP I

Examine the challenges and competencies that are critical for effective leadership. You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the Army profession. MSL 101 is open to all students and enrollment does not require a commitment to join the US Army.

Three Hours, Fall

MSL 102 INTRODUCTION TO LEADERSHIP II

Investigate leadership fundamentals such as problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. You will explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Learn fundamental military concepts and explore the Army's leadership philosophy. MSL 102 is open to all students and enrollment does not require a commitment to join the US Army.

Three Hours, Spring

MSL 201 INNOVATIVE TEAM LEADERSHIP

Explore the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and leadership theories. The course continues to build on developing knowledge of leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Enrollment in MSL 201 does not require a commitment to join the US Army.

Three Hours, Fall

MSL 202 FOUNDATIONS OF TACTICAL LEADERSHIP

Develop greater self-awareness as you assess your own leadership styles and practice communication and team building skills. Examine and practice the challenges of leading teams in the complex operational environment. Study dimensions of terrain analysis, patrolling, and operation orders. Explores the dynamics of adaptive leadership in the context of military operations. Enrollment in MSL 202 does not require a commitment to join the US Army.

Three Hours, Spring

MSL 301 ADAPTIVE TEAM LEADERSHIP

This is an academically challenging course where you will study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, and small unit tactics. At the conclusion of this course you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom practical exercise (PE), a leadership lab, or during a military situational training exercise (STX) in a field environment. Prerequisite for this course is the successful completion of MSL 101 through 202

OR attendance at the Leader's Training Course (LTC). Contact the Military Science Department for more details.

Three Hours, Fall

MSL 302 APPLIED TEAM LEADERSHIP

Continue to learn and apply the fundamentals of Army leadership, officership, Army values and ethics as you hone your leadership abilities in a variety of tactical environments and the classroom. Successful completion of this course will help prepare you for success at the ROTC Leader Development and Assessment Course (LDAC) which you will attend the summer following this course at Fort Lewis, WA. You will receive systematic and specific feedback on your leadership attributes, values and core leader competencies from your instructors, other ROTC cadre, and senior cadets. Prerequisite for this course is the successful completion of MSL 301.

Three Hours, Spring

MSL 401 ADAPTIVE LEADERSHIP

This course focuses on practical application of adaptive leadership. Throughout the semester, students will apply the fundamentals of principles of training, the Army writing style and military decision making. Students will study the special trust reposed to Army Officers by the US Constitution and the President of the United States--a special trust given to no other civilian professions. Students will also study the Army officer's role in the Uniform Code of Military Justice, and the counseling and development of subordinates. Prerequisite for this course is the successful completion of the ROTC Leadership Development and Assessment Course (LDAC) or permission of the instructor.

Three Hours, Fall

MSL 402 LEADERSHIP IN A COMPLEX WORLD

Explore the dynamics of leading in the complex situation of current military operations in the contemporary operating environment. Examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You will also explore aspects of interacting with non-government organizations, civilians on the battlefield and host nation support. Significant emphasis is placed on your transition to officership, preparing you for your branch school and first unit of assignment. Prerequisite for this course is the successful completion of MSL 401 or permission of the instructor.

Three Hours, Spring

MSL 450 MODERN AMERICAN MILITARY HISTORY

A survey of US military involvement beginning with the Treaty of Versailles following World War I and concluding with the current Global War on Terror. Students will follow a chronological study of crucial battles of World War II, Korea, Vietnam and conclude with in-depth case studies from Iraq and Afghanistan. The class focuses on both tactical and strategic lessons learned and the political and cultural influences that effect the way wars are fought. Prerequisite for this course is sophomore status and good standing in the ROTC program. *[This course may be applied as an upper division US History elective for ROTC students majoring or minoring in History or Social Sciences at Missouri Baptist University.]*

Three Hours, Fall, Spring

APPLIED MUSIC (MUA_, MURA, MURP)

Special fees, in addition to tuition, are charged for applied music (see University Fees).

LOWER DIVISION

Applied lessons with lower division numbers (101/111/112) provide a foundation for advanced study for all music majors and minors or from students who wish to take lessons as an elective. Students may repeat 101/111/112 for a minimum of four semesters and a maximum of six. To advance to upper division level courses (301/311/312), the student must successfully complete the Sophomore Proficiency music juries.

UPPER DIVISION

Applied lessons with upper division numbers (301/311/312) are advanced studies for all music majors and minors, as well as for students who wish to pursue further study as an elective. Students must pass their Sophomore Proficiency jury before they will be allowed to register for credit at the 300-level. Students may repeat 311/312 until they are prepared for senior recital.

Prerequisite: Successful completion of the Sophomore Proficiency jury, taken at the end of the fourth semester of study. Students must show sufficient progress in performance and musical skills to warrant upper division status.

Transfer students who have completed four semesters of private study at another institution may take a proficiency jury at the beginning or conclusion of their first semester of study at MBU to receive upper division placement. Those who do not pass must pass the next semester before continuing with progress toward their degree.

MUAI (Applied Instrument)

The course number and title on the student's transcript will reflect the instrument studied according to the following table:

Course Number Extension	Instrument	Course Number Extension	Instrument
BG	Bass Guitar	PC	Percussion
BN	Bassoon	SX	Saxophone
CL	Clarinet	TB	Trombone
DB	Double Bass	TP	Trumpet/Cornet
FL	Flute/Piccolo	TU	Tuba/Euphonium
GT	Guitar	VA	Viola
HN	Horn	VC	Cello
HP	Harp	VN	Violin
OB	Oboe		

MUAI 101 INSTRUMENT LESSON (ELECTIVE/SECONDARY)

Surveys basic etudes, sonatas, and concerti, with an emphasis on solo and ensemble performance. Thirty minutes of private instrumental instruction per week reserved for elective studies or secondary areas for music majors and minors. May be taken again for credit.

One Hour, Fall, Spring, Summer

MUAI 111 INSTRUMENT LESSON (MAJOR/PRIMARY)

Surveys basic etudes, sonatas, and concerti, with an emphasis on solo and ensemble performance. Forty-five minutes of private instrumental instruction per week reserved for music majors and minors in their primary area of concentration. May be taken again for credit. Co-requisite: Must be taken concurrently with MUAS 110 Studio Class.

One Hour, Fall, Spring, Summer

MUAI 112 INSTRUMENT LESSON (MAJOR/PRIMARY)

Surveys basic etudes, sonatas, and concerti, with an emphasis on solo and ensemble performance. Sixty minutes of private instrumental instruction per week reserved for music majors in their primary area of concentration. May be taken again for credit. Co-requisite: Must be taken concurrently with MUAS 110 Studio Class.

Two Hours, Fall, Spring, Summer

MUAI 131 CLASS BRASS

Knowledge and development of brass technique and embouchure through the practice of trumpet, horn in F, trombone, baritone, and tuba.

One Hour, Spring, Odd Years

MUAI 141 CLASS PERCUSSION

A study to develop the ability to understand and train the public school percussionist, to include the purchase of instruments, and concert and marching band arrangements.

One Hour, Fall, Odd Years

MUAI 151 CLASS STRINGS

Practical study and use of the violin, viola, cello, and bass, together with problems with which they are associated.

One Hour, Spring, Even Years

MUAI 161 CLASS WOODWINDS

Class study and use of the flute, oboe, clarinet, bassoon, and saxophone, their problems, and teaching methods.

One Hour, Fall, Even Years

MUAI 171 BEGINNING CLASS GUITAR

Intended for beginners this is a class-based practical study of the guitar and guitar technique.

One Hour, Fall

MUAI 181 ADVANCED CLASS GUITAR

Class-based continuation of practical study for the guitar and guitar technique for advanced players.

One Hour, Spring

**MUAI 301 INSTRUMENT LESSON
(ELECTIVE/SECONDARY)**

Surveys basic etudes, sonatas, and concerti, with an emphasis on solo and ensemble performance. Thirty minutes of private instrumental instruction per week reserved for elective studies or secondary areas for music majors and minors. May be taken again for credit. Prerequisite: Sophomore proficiency.

One Hour, Fall, Spring, Summer

MUAI 311 INSTRUMENT LESSON (MAJOR/PRIMARY)

Surveys basic etudes, sonatas, and concerti, with an emphasis on solo and ensemble performance. Forty-five minutes of private instrumental instruction per week reserved for music majors and minors in their primary area of concentration. May be taken again for credit. Prerequisite: Sophomore proficiency. Co-requisite: Must be taken concurrently with MUAS 310 Studio Class.

One Hour, Fall, Spring, Summer

MUAI 312 INSTRUMENT LESSON (MAJOR/PRIMARY)

Surveys basic etudes, sonatas, and concerti, with an emphasis on solo and ensemble performance. Sixty minutes of private instrumental instruction per week reserved for music majors in their primary area of concentration. May be taken again for credit. Prerequisite: Sophomore proficiency. Co-requisite: Must be taken concurrently with MUAS 310 Studio Class.

Two Hours, Fall, Spring, Summer

MUAO (Applied Organ)

MUAO 101 ORGAN LESSON (ELECTIVE/SECONDARY)

Thirty minutes of private organ instruction per week reserved for elective studies or secondary areas for music majors and minors. May be taken again for credit.

One Hour, Fall, Spring, Summer

MUAO 301 ORGAN LESSON (ELECTIVE/SECONDARY)

Thirty minutes of private organ instruction per week reserved for elective studies or secondary areas for music majors and minors. May be taken again for credit. Prerequisite: Sophomore proficiency.

One Hour, Fall, Spring, Summer

MUAP (Applied Piano)

MUAP 101 PIANO LESSON (ELECTIVE/SECONDARY)

Thirty minutes of private piano instruction per week reserved for elective studies or secondary areas for music majors and minors. May be taken again for credit.

One Hour, Fall, Spring, Summer

MUAP 111 PIANO LESSON (MAJOR/PRIMARY)

Forty-five minutes of private piano instruction per week reserved for music majors and minors in their primary area of concentration. May be taken again for credit. Co-requisite: Must be taken concurrently with MUAS 110 Studio Class.

One Hour, Fall, Spring, Summer

MUAP 112 PIANO LESSON (MAJOR/PRIMARY)

Sixty minutes of private piano instruction per week reserved for music majors in their primary area of concentration. May be taken again for credit. Co-requisite: Must be taken concurrently with MUAS 110 Studio Class.

Two Hours, Fall, Spring, Summer

MUAP 131 CLASS PIANO I

This course begins with instruction in correct hand position and posture at the piano. Students develop ability to read and count staff notation. Exercises and pieces of increasing difficulty are studied. No previous experience necessary. Two class meetings per week.

One Hour, Fall

MUAP 141 CLASS PIANO II

A continuation of MUAP 131.

One Hour, Spring

MUAP 251 CLASS PIANO III

A continuation of MUAP 141.

One Hour, Fall

MUAP 261 CLASS PIANO IV

A continuation of MUAP 251.

One Hour, Spring

MUAP 271 ACCOMPANYING I

Accompanying and ensemble practices, including rehearsal techniques, for keyboard majors. Public performance of works studied is required. Prerequisite: Consent of instructor.

One Hour, Fall, Odd Years

MUAP 301 PIANO LESSON (ELECTIVE/SECONDARY)

Thirty minutes of private piano instruction per week reserved for elective studies or secondary areas for music majors and minors. May be taken again for credit. Prerequisite: Sophomore proficiency.

One Hour, Fall, Spring, Summer

MUAP 311 PIANO LESSON (MAJOR/PRIMARY)

Forty-five minutes of private piano instruction per week reserved for music majors and minors in their primary area of concentration. May be taken again for credit. Prerequisite: Sophomore proficiency. Co-requisite: Must be taken concurrently with MUAS 310 Studio Class.

One Hour, Fall, Spring, Summer

MUAP 312 PIANO LESSON (MAJOR/PRIMARY)

Sixty minutes of private piano instruction per week reserved for music majors in their primary area of concentration. May be taken again for credit. Prerequisite: Sophomore proficiency. Co-requisite: Must be taken concurrently with MUAS 110-420 Studio Class.

Two Hours, Fall, Spring, Summer

MUAP 371 ACCOMPANYING II

Continuation of MUAP 271. Designed primarily for keyboard majors. Prerequisite: MUAP 271 or consent of instructor.

One Hour, Fall, Even Years

MUAV (Applied Voice)

MUAV 101 VOICE LESSON (ELECTIVE/SECONDARY)

Thirty minutes of private voice instruction per week reserved for elective studies or secondary areas for music majors and minors. May be taken again for credit.

One Hour, Fall, Spring, Summer

MUAV 111 VOICE LESSON (MAJOR/PRIMARY)

Forty-five minutes of private voice instruction per week reserved for music majors and minors in their primary area of concentration. May be taken again for credit. Co-requisite: Must be taken concurrently with MUAS 110 Studio Class.

One Hour, Fall, Spring, Summer

MUAV 112 VOICE LESSON (MAJOR/PRIMARY)

Sixty minutes of private voice instruction per week reserved for music majors in their primary area of concentration. May be taken again for credit. Co-requisite: Must be taken concurrently with MUAS 110 Studio Class.

Two Hours, Fall, Spring, Summer

MUAV 131 CONTEMPORARY VOICE CLASS

Class study in the techniques of singing and the application of these techniques to contemporary singing styles. Elective credit only.

One Hour, On Demand

MUAV 151 CLASS VOICE I

Class voice will present the basic principles and techniques for good singing, including performance of simple literature within the class. This class is not open to music majors or minors whose applied study concentration is voice.

One Hour, On Demand

MUAV 161 CLASS VOICE II

Class Voice II is a continuation of Class Voice I principles and techniques for good singing through performance of literature within the class. This class is not open to music majors or minors whose applied study concentration is voice. Prerequisite: MUAV 151 or consent of the instructor.

One Hour, On Demand

MUAV 301 VOICE LESSON (ELECTIVE/SECONDARY)

Thirty minutes of private voice instruction per week reserved for elective studies or secondary areas for music majors and minors. May be taken again for credit. Prerequisite: Sophomore proficiency.

One Hour, Fall, Spring, Summer

MUAV 311 VOICE LESSON (MAJOR/PRIMARY)

Forty-five minutes of private voice instruction per week reserved for music majors and minors in their primary area of concentration. May be taken again for credit. The student's major and concentration will determine literature choices. Prerequisite: Sophomore proficiency. Co-requisite: Must be taken concurrently with MUAS 310 Studio Class.

One Hour, Fall, Spring, Summer

MUAV 312 VOICE LESSON (MAJOR/PRIMARY)

Sixty minutes of private piano instruction per week reserved for music majors in their primary area of concentration. May be taken again for credit. The student's major and concentration will determine literature choices. Prerequisite: Sophomore proficiency. Co-requisite: Must be taken concurrently with MUAS 310 Studio Class.

Two Hours, Fall, Spring, Summer

MUAV 342 VOCAL STYLES

Introduction and class presentation of a variety of vocal styles, including Jazz improvisation, Gospel, Musical Theatre, and other vocal forms. Prerequisite: Sophomore proficiency.

Two Hours, Fall, Odd Years

MUAS (Studio Class)

MUAS 110 STUDIO CLASS

Taken concurrently with the performance concentration private lesson this course provides additional study within a group setting. Co-requisite: MUAI 111/112, MUAP 111/112, or MUAV 111/112 in the student's performance concentration. May be taken again for credit.

Zero Hours, Fall, Spring, Summer

MUAS 310 STUDIO CLASS

Taken concurrently with the performance concentration private lesson this course provides additional study within a group setting. Co-requisite: MUAI 311/312, MUAP 311/312, or MUAV 311/312 in the student's performance concentration, MURP 382, and MURP 482. May be taken again for credit.

Zero Hours, Fall, Spring, Summer

MURA (Recital Attendance)

MURA 110 RECITAL ATTENDANCE

All music majors and minors must register for Recital Attendance concurrently with private lessons (except summers). Students are required to attend recitals and concerts as specified in the *Missouri Baptist University Music Handbook*.

Zero Hours, Fall, Spring

MURA 310 RECITAL ATTENDANCE

All music majors and minors must register for Recital Attendance concurrently with private lessons (except summers). Students are required to attend recitals and concerts as specified in the *Missouri Baptist University Music Handbook*.

Zero Hours, Fall, Spring

MURP (Recital Performance)

MURP 380 JUNIOR RECITAL

The course includes a recital hearing to be completed at least three weeks prior to the recital. Upon successful completion of the hearing, the coursework culminates in at least a 30-minute recital. Prerequisites: At least two upper division hours of credit in private instruction in the area of performance concentration. This course

is not available for transfer credit. Co-requisite: Must be taken concurrently with appropriate private instruction in the area of performance concentration and MUAS 310 Studio Class.

Zero Hours, On Demand

MURP 480 SENIOR RECITAL

The course includes a recital hearing to be completed at least three weeks prior to the recital. Upon successful completion of the hearing, the coursework culminates in at least 30-minute recital for those seeking degrees in the Bachelor of Arts in Music, Bachelor of Music in Music Ministry, Bachelor of Music with Elective Studies in Business, Bachelor of Music in Musical Theatre, and Bachelor of Music Education, and at least a 50-minute recital for Bachelor of Music in Performance majors. Prerequisites: Bachelor of Arts in Music, Bachelor of Music in Music Ministry, Bachelor of Music with Elective Studies in Business, and Bachelor of Music in Musical Theatre – at least three semesters of upper division private instruction in the area of performance concentration; and Bachelor of Music Education majors – at least two semesters of upper division private instruction in the area of performance concentration. Bachelor of Music in Performance majors – Junior Recital plus two additional upper division hours of private instruction in the area of performance concentration. This course is not available for transfer credit. Co-requisite: Must be taken concurrently with appropriate private instruction in the area of performance concentration and MUAS 310 Studio Class.

Zero Hours, On Demand

MUSIC ENSEMBLES (MUCL/MUCS/MUTS/MUIL/MUIS)

Music Ensembles are available to all students regardless of major. For audition schedules and further information, contact the music faculty. Ensembles may be repeated up to four times at the 100-level. Beginning with the fifth semester of credit, students may enroll at the 300-level, except as noted.

MUCL (Choral Large)

MUCL 111/311 CHORALE

Select choral group open to all students who qualify through audition. Performance literature includes sacred and secular selections from the Renaissance through Twentieth-Century. Touring and concerts required.

One Hour, Fall, Spring

MUCL 131/331 MBU CHORAL SOCIETY

The Choral Society is a vocal ensemble open to students and community members. The ensemble stresses vocal development and ensemble singing skills with repertoire focusing on major works for chorus and orchestra. Choral Society normally performs with the MBU Chorale and has required performances each semester. Music majors may take a maximum of two semesters of Choral Society for large choral ensemble credit.

One hour, Fall, Spring

MUCS (Choral Small)

MUCS 111/311 THEATRE PRODUCTION

Preparation and performance of musical and theatrical productions. By audition or permission of the directors only. Students must be available for rehearsals and performances. (Same as THEP 111/311)

One Hour, On Demand

MUCS 121/321 SPIRIT WING

Select vocal and instrumental group open to all students who qualify through audition. This ensemble represents Missouri Baptist University in concerts, youth camps, and community events in the Midwest, performing contemporary Christian and worship music. On- and off-campus performances are required.

One hour, Fall, Spring

MUCS 131/331 VOCAL ENSEMBLE – ALLUSION

Select vocal jazz ensemble with instrumental trio. Performance of vocal jazz and other related styles. Touring and concerts required. Nine-month commitment required. Students must be available for off-campus performances. By audition only, vocal and instrumental.

One Hour, Fall, Spring

MUCS 151A/351A OPERA THEATRE I

Intended for the casting of the primary roles of the annual Opera Theatre production. In the course singer/actors will prepare their characters, the plot, etc., in depth and have individual instruction to learn the roles assigned. Enrollment in Opera Theatre I requires enrollment in Opera Theatre II and participation in the final production. These roles may also carry scholarship remuneration. May be taken twice for lower division credit and twice for upper division credit. By Audition only.

One Hour, Fall

MUCS 151B/351B OPERA THEATRE II

Continuation of Opera Theatre I intended for 1) casting and training the chorus (if needed) of the opera and 2) staging and production of the chosen opera. Lead roles will begin staging while the chorus learns their parts. May be taken twice for lower division credit and twice for upper division credit. Pre-requisite: Lead roles must have been enrolled in MUCS 151A/351A the previous semester. By audition or permission of the Director.

One Hour, Spring

MUCS 161/361 MINISTRY ENSEMBLE

Ministry Ensembles are auditioned, performing small ensembles. Performances are both on- and off-campus. Specific ensembles are designated by the section number. Upper division credit is available after successful completion of four semesters.

One Hour, Fall, Spring

MUCS 171/371 CHAMBER SINGERS

Select choral group open to all students by audition. This ensemble specializes in small ensemble choral literature such as madrigals, motets, and part-songs – music written for smaller groups. Music of all periods will be performed. Touring and concerts required.

One Hour, Fall, Spring

MUCS 181/381 CHAMBER VOCAL ENSEMBLE

This course will provide varied chamber ensemble experiences for vocal/choral students.

One Hour, On Demand

MUTS 131/331 MUSICAL THEATRE PRODUCTION

Offers experiences in preparation and performance of musical and theatrical productions. Courses conferring this credit are MUCS 111/311 Theatre Production and MUCS 151/351 Opera Workshop. By audition or permission of the directors only. Students must be available for rehearsals and performances. Each level may be taken again for credit. After four semesters, may be taken for upper division credit.

One Hour, Fall, Spring

MUIL (Instrumental Large)**MUIL 131/331 LARGE STRING ENSEMBLE**

A concert-performing group that gives valuable experience to string players in proper ensemble techniques.

One Hour, Fall, Spring

MUIL 151/351 MBU CONCERT BAND

A concert-performing group that gives valuable experience to the instrumental major in proper ensemble techniques.

One Hour, Fall, Spring

MUIS (Instrumental Small)**MUIS 111/311 MBU RINGERS**

Select group open to all students who qualify through audition. This ensemble performs hand bell music of varied styles, and represents Missouri Baptist University through tours and concerts, which are required.

One Hour, Fall, Spring

MUIS 131/331 MBU JAZZ BAND

The MBU Jazz Band will perform various styles of Jazz literature from Big Band to the present. The Jazz Band is open to all students through audition.

One Hour, Fall, Spring

MUIS 151/351 CHAMBER ENSEMBLE

This course will provide varied chamber ensemble experiences for instrumental students.

One Hour, On Demand

MUED**MUED 202 BASIC CONDUCTING**

The fundamentals of the basic conducting patterns are covered. Standard instrumental and choral literature furnishes the material for laboratory use. Prerequisite: Consent of instructor.

Two Hours, Fall

MUED 313 ELEMENTARY SCHOOL MUSIC METHODS, K-6

This course is designed to acquaint the music specialist with the content, methodology and materials of an elementary school music curriculum and provide an understanding of the many diverse student needs found at the elementary level. The course introduces the music specialist to basic classroom instruments, requiring a basic competency in playing piano, recorder, and Autoharp. Students will become competent in applying assessment strategies for the improvement of student learning. A study of state-mandated assessment is included. This course, taught only on the Main campus, applies only for music majors. Co-requisite: Bachelor of Music Education students must be concurrently enrolled in EDCL 211 Teaching Field Experience I.

Three Hours, Fall, Even Years

MUED 323 MIDDLE/SECONDARY SCHOOL MUSIC METHODS, GRADES 5-12

This course is a study of materials, methods, organization, and administration used to teach music for middle and secondary level students. Students will become competent in applying assessment strategies that focus on the diverse needs of older students in order to improve student learning. A study of state-mandated assessment is included. This course, taught only on the Main campus, applies only for music majors. Prerequisite: MUED 313. Co-requisite: Bachelor of Music Education students must be concurrently enrolled in EDCL 411 Teaching Field Experience II.

Three Hours, Spring, Odd Years

MUED 332 INSTRUMENTAL METHODS AND MATERIALS

A survey of instrumental ensembles in the public schools, with attention given to school music budget, special programs, and effective leadership of the public school instrumental program is the focus of this course.

Two Hours, Fall, Odd Years

MUED 342 CHORAL TECHNIQUES

This course includes the study of choral rehearsal procedures, the development of tone, classification of voice types, and programming.

Two Hours, Spring, Even Years

MUED 352 ADVANCED CONDUCTING

This course is a continuation of MUED 202 and includes a study of choral and instrumental literature in relation to rehearsal techniques and interpretation.

Two Hours, Spring

MUED 411 CONDUCTING SEMINAR

This course is a practicum for advanced conducting students. Students will meet as a group on a regular basis to discuss specific conducting assignments as they prepare for rehearsals and performance with University ensembles. The instructor will approve all conducting assignments and work with the students to create useful rehearsal strategies based on analysis and research on the music. May be repeated for credit. Prerequisite: Advanced Conducting MUED 352 or an approved equivalent from another institution with the instructor's approval.

One Hour, Fall, Spring

MUHL

MUHL 151 VOCAL DICTION I

A study of the articulation and pronunciation, and rules pertaining thereto, of the English and Italian languages and Latin, more specifically as applied to singing. It is also a pre-language study of the International Phonetic Alphabet.

One Hour, Spring, Odd Years

MUHL 153 APPRECIATION OF MUSIC

An introduction to the great masterpieces of music literature and their composers. Emphasis is on the style characteristics of each of the historical periods. Not open to music majors for credit.

Three Hours, Fall, Spring, Summer

MUHL 313 MUSIC HISTORY I

Music History I is an intensive study of the history of music and representative literature from antiquity to 1725, covering Greek and other antiquities, Middle Ages, Renaissance, and early Baroque music. For music majors and minors; others with consent of instructor. Prerequisite: ENGL 113 and ENGL 123.

Three Hours, Fall, Even Years

MUHL 323 MUSIC HISTORY II

Music History II continues the intensive study of the history of music and representative literature from 1725 to 1910, covering late Baroque, Classical, and Romantic music. For music majors and minors; others with consent of instructor. Prerequisite: ENGL 113 and ENGL 123.

Three Hours, Spring, Odd Years

MUHL 332 MUSIC HISTORY III

Music History III completes the intensive study of the history of music and representative literature from the Twentieth Century to the present, covering twentieth century music with studies in Jazz, popular, and world music. For music majors and minors; others with consent of instructor. This course is required for all transfer students, even those who have received transfer credit for Music History I and II. Prerequisite: ENGL 113 and ENGL 123.

Two Hours, Fall, Odd Years

MUHL 361 VOCAL DICTION II

A study of the articulation and pronunciation of the German and French languages, more specifically as applied to singing. Prerequisite: MUHL 151.

One Hour, Spring, Even Years

MUHL 403 PIANO LITERATURE

An intensive study of music written for the piano, from the Classical period through the Twentieth Century. Some emphasis is given to a study of both the composers and performers of the music. For piano majors or minors.

Three Hours, Spring, Even Years

MUHL 412 INSTRUMENTAL PEDAGOGY

An examination of effective methodologies for teaching wind and percussion instruments on a one-on-one basis. The course will focus on pedagogy for the student's primary instrument.

For performance majors specializing in a wind or percussion instrument.

Two Hours, Fall, Odd Years

MUHL 413 PIANO PEDAGOGY

Course includes examination of teaching techniques and materials from beginning through intermediate levels. Student will gain supervised teaching experience.

Three Hours, Spring, Odd Years

MUHL 422 INSTRUMENTAL LITERATURE

An in-depth study of the repertoire composed for wind and percussion instruments. Each student will study the repertoire of his/her primary instrument. For performance majors specializing in a wind or percussion instrument.

Fall, Even Years, Two Hours

MUHL 442 VOCAL PEDAGOGY

This course primarily for voice majors is a study of the mechanics of vocal production and methods of teaching in the vocal solo field.

Two Hours, Spring, Odd Years

MUHL 452 CHORAL LITERATURE

The study of choral literature and performance practices from the Renaissance to the modern period.

Two Hours, Spring, Odd Years

MUHL 463 VOCAL LITERATURE

A course of advanced study of solo vocal literature art song through Jazz and related styles. Required for vocal majors; suggested for music education majors.

Three hours, Spring, Even Years

MUMI

MUMI 342 MUSIC INDUSTRY

This course introduces a structural overview of the music business and entertainment industries. Emphasis is placed on contemporary music business practices. Topics include publishing, musical instrument sales, artist management, arts management, professional organizations, copyright law, record industry, unions and guilds, and career development.

Two Hours, Spring, Even Years

MUST

MUST 401-403 SPECIAL TOPICS IN MUSIC

This course allows the student to investigate a topic in music that goes beyond the scope of other coursework. The course will involve close collaboration between students and faculty on a topic or issue related to the individual's interest and career choice. Prerequisites: MUTH 223 and MUHL 323, plus senior standing or consent of instructor. May be taken for variable credit and repeated up to a maximum of three semester hours.

One to Three Hours, On Demand

MUTH

MUTH 101 INTRODUCTION TO MUSIC TECHNOLOGY

This course introduces basic music technologies, emphasizing the publishing program Finale®, which will be used throughout the students' coursework.

One Hour, Fall, Spring

MUTH 103 FUNDAMENTALS OF MUSIC

This course is designed for students whose musical preparation for college is inadequate to prepare them to enroll in MUTH 113. This course will include study of the notation of melody, rhythm, and basic harmony. Includes scales, intervals, triads, and harmonization of simple melodies. For non-music majors and those preparing for MUTH 113.

Three Hours, Fall

MUTH 111 SIGHT SINGING/EAR TRAINING I

Intensive training to develop music reading and related aural skills through sight singing, dictation, and assigned listening. Two class meetings per week in addition to laboratory assignments. Must be taken concurrently with MUTH 113 Theory I.

One Hour, Spring

MUTH 113 THEORY I

Intensive study of interval, keys, melodic structure, initial two-voice contrapuntal writing, and melodic cadential figures. Prepares the student for further theoretical study. Taken concurrently with MUTH 111. Prerequisite: MUTH 103 or satisfactory score on theory placement test.

Three Hours, Spring

MUTH 121 SIGHT SINGING/EAR TRAINING II

Continuation of MUTH 111 Sight Singing/Ear Training I. Must be taken concurrently with MUTH 123 Theory II. Prerequisite: MUTH 111 with a minimum grade of C or consent of department.

One Hour, Fall

MUTH 123 THEORY II

Continuation of MUTH 113. Includes fundamentals of chord progression, mutated chords, secondary dominants, and analysis of binary, ternary, and through composed forms. Taken concurrently with MUTH 121. Prerequisite: MUTH 113 with a minimum grade of C or consent of department.

Three Hours, Fall

MUTH 211 SIGHT SINGING/EAR TRAINING III

Continuation of MUTH 121 Sight Singing/Ear Training II. Must be taken concurrently with MUTH 213 Theory III. Prerequisite: MUTH 121 with a minimum grade of C or consent of department.

One Hour, Spring

MUTH 213 THEORY III

Continuation of MUTH 123. Formal analysis and contrapuntal writing to include variation, invention, and fugue. Also to include chordal analysis of non dominant diatonic seventh chords, and Neapolitan and augmented sixth chords. Taken concurrently with

MUTH 211. Prerequisite: MUTH 123 with a minimum grade of C or consent of department.

Three Hours, Spring

MUTH 221 SIGHT SINGING/EAR TRAINING IV

Continuation of MUTH 211 Sight Singing/Ear Training III.

Must be taken concurrently with MUTH 223 Theory IV.

Prerequisite: MUTH 211 with a minimum grade of C or consent of department.

One Hour, Fall

MUTH 223 THEORY IV

Continuation of MUTH 213. Study of enriched harmonic and tonal resources, and Sonata Allegro form. Last half of the course concentrates on analysis of Twentieth Century forms, including pandiatonicism and serial techniques. Taken concurrently with MUTH 221. Prerequisite: MUTH 213 with a minimum grade of C or consent of department.

Three Hours, Fall

MUTH 302 CHORAL ARRANGING

The study of composition technique and practical experience in the composition and arranging of choral music. Prerequisite/Co-requisite: MUTH 223.

Two Hours, Fall, Even Years

MUTH 412 ORCHESTRATION

The study of the orchestra and its use throughout the history of music, with particular emphasis on writing and arranging for various types and sizes of ensembles. Prerequisite/Co-requisite: MUTH 223 or consent of instructor.

Two Hours, Fall, Odd Years

MUTH 423 COMPOSITION

This course is a study of compositional technique and practical experience in the composition of small musical forms for both the vocal and instrumental media. Prerequisites: MUTH 221 and MUTH 223 or consent of instructor.

Three Hours, Spring, Even Years

MUTH 462 COUNTERPOINT

Detailed study of tonal counterpoint through analysis of selected 18th century works and composition in the style of J.S. Bach. Prerequisites/co-requisite(s): MUTH 211 and MUTH 213 or consent of instructor.

Two Hours, On Demand

MUTH 472 FORM AND ANALYSIS

A study of musical forms through analysis of representative works in various stylistic periods. Prerequisite/Co-requisite: MUTH 223 or consent of instructor.

Two Hours, Fall, Even Years

MUWA

MUWA 353 BIBLICAL AND THEOLOGICAL FOUNDATIONS OF WORSHIP

This course helps students to develop a biblical theology of worship through a survey of the doctrine, practice, and musical materials of worship found in the Old and New Testaments. The course focuses on the nature and priority of worship (both individual and corporate), biblical principles of worship, and the manner in which the people of God expressed themselves spiritually, physically, and artistically in worship. Emphasis will be placed on studying biblical teaching on worship in its various parts and then synthesizing that information into a meaningful whole.

Three Hours, Fall

MUWA 443/543 HISTORY OF CONGREGATIONAL SONG

A study of the structure and content of congregational song in its biblical, theological, literary, and musical dimensions from the early church through the present, this course emphasizes the study of corporate worship songs, the practice of leading them, and resources for additional study. Prerequisite: MUWA 353. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall

MUWA 453/553 HISTORICAL FOUNDATIONS OF WORSHIP

A survey of the historical development of worship from the Patristic period to the present, this course helps students relate musical and liturgical history to the development of theology, piety, and cultural engagement in the history of the western church, including emerging trends in worship around the world. Prerequisite: MUWA 353. Students taking this course for graduate credit must complete all graduate course requirements.

Three hours, Spring

MUWA 483/583 LEADERSHIP OF CORPORATE WORSHIP

A study of biblical models of ministry and worship and their application to corporate worship leadership. Emphasis will be given to the fundamental elements of worship common to all styles and traditions. The course focuses on the planning and leading of corporate worship and how to administer a comprehensive music ministry that is pastoral in nature. Prerequisite: MUWA 353. Students taking this course for graduate credit must complete all graduate course requirements.

Three hours, Spring

NSCI

NSCI 481-485 SPECIAL TOPICS IN NATURAL SCIENCE

This course is intended to provide an avenue for intensive study of current issues, trends, or problems in the natural sciences. The course will involve close collaboration between students and faculty on a topic or issue related to the individual's interest and career choice. Prerequisites: BIOL 111, 113, 121 and 123, OR CHEM 111, 113, 121 and 124, OR MATH 164, plus senior

standing or consent of instructor. May be taken for variable credit and repeated up to a maximum of five semester hours.

One to Five Hours, On Demand

PHED

PHED 133 FIRST AID AND EMERGENCY CARE

This course prepares the student to handle emergency situations in athletic training settings. The course is designed to complete the standard course of American Red Cross first aid and CPR, and will result in certification in these areas, as well as look at more sports-specific injury/illness situations and appropriate responses. A lab fee is charged for this course.

Three hours, Fall

PHED 262 MOVEMENT AND RHYTHMS

Basic movement and rhythm patterns; experiences in creating movement sequences for children using the elements of rhythm and a variety of manipulative equipment.

Two Hours, Spring

PHED 413/513 SPORT FACILITY MANAGEMENT

This course focuses on various aspects of facility management such as mission development, funding and budget, site selection, planning/design, floor surfaces, risk management, equipment purchase and maintenance, and personnel management. Undergraduate prerequisites: SMGT 113, SMGT 263, SMGT 323, SMGT 373, SMGT 423/523, SMGT 433/533, and SMGT 463/563.

Three Hours, Fall, Spring

PHYS

PHYS 101 INTRODUCTION TO PHYSICAL SCIENCE LABORATORY

This laboratory is co-requisite to PHYS 103 Introduction to Physical Science. This lab may be taken for credit apart from PHYS 103 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Fall, Spring, Summer

PHYS 103 INTRODUCTION TO PHYSICAL SCIENCE

A survey of selected topics in physics, including mechanics, heat, light, electricity, and nuclear physics, together with a brief overview of astronomy. This is the recommended physical science course for the general education of non-science majors, and it has the dual goals of providing information about the world around us and of developing and testing intellectual skills in conception, analysis, and logic. Laboratory work is included in this course.

Prerequisite: MATH 113 or equivalent, or consent of instructor. Co-requisite: PHYS 101 Introduction to Physical Science Laboratory.

Three Hours, Fall, Spring, Summer

PHYS 111 INTRODUCTION TO PHYSICS LABORATORY

This laboratory is co-requisite to PHYS 113 Introduction to Physics. This lab may be taken for credit apart from PHYS 113 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, On Demand

PHYS 113 INTRODUCTION TO PHYSICS

Physics can be thought of as the ordering of the world around us, of the behavior and structure of matter, and of the laws that govern these processes. This course gives an overview of many topics that arise in a study of the ideas mentioned above. It covers topics such as motions, forces, energy, waves, electricity, and nuclear physics. It is suitable for students that desire a more detailed study of physics than is given in PHYS 101 and 103, but are not ready to study PHYS 211 and 213. Prerequisites: MATH 113 and high school trigonometry, or their equivalent. Co-requisite: PHYS 111 Introduction to Physics Laboratory.

Three Hours, On Demand

PHYS 122 GEOLOGY AND EARTH SCIENCE LABORATORY

This laboratory is co-requisite to PHYS 123 Geology and Earth Science. This lab may be taken for credit apart from PHYS 123 only with the written consent of the instructor and the student's advisor. Labs will meet for four hours per week for two credit hours. The laboratories may include field projects and trips.

Two Hours, Fall, Spring

PHYS 123 GEOLOGY AND EARTH SCIENCE

A study of the physical characteristics of the earth, including its structure, movements, weather, seasons, and its relationship to other bodies in the universe. This course also includes a study of rocks and minerals, as well as the presentation of topographic maps. Co-requisite: PHYS 122 Geology and Earth Science Laboratory.

Three Hours, Fall, Spring

PHYS 131 COLLEGE PHYSICS I LABORATORY

The laboratory co-requisite for PHYS 133, an algebra-based survey of physics, this course experimentally investigates kinematics, Newton's laws, rotational motion, conservation of momentum and energy, and principles of thermodynamics. This laboratory may be taken for credit apart from PHYS 133 College Physics I only with the consent of the instructor and the student's advisor. Prerequisite: MATH 133 College Algebra. Co-requisite: PHYS 133 College Physics I.

One Hour, Spring

PHYS 133 COLLEGE PHYSICS I

An algebra-based survey of physics, this course investigates kinematics, Newton's laws, rotational motion, conservation of momentum and energy, and principles of thermodynamics. Prerequisite: MATH 133 College Algebra. Co-requisite: PHYS 131 College Physics I Laboratory.

Three Hours, Spring

PHYS 211 GENERAL PHYSICS I LABORATORY

This laboratory is co-requisite to PHYS 213 General Physics I. This lab may be taken for credit apart from PHYS 213 only with

the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Fall

PHYS 213 GENERAL PHYSICS I

A calculus-based survey of physics, this course investigates kinematics, Newton's Laws, rotational motion, conservation of momentum and energy, and principles of thermodynamics. This course and PHYS 223 are suitable for science and mathematics students who need a rigorous study of physics. Prerequisite: MATH 164 or consent of instructor. Co-requisite: PHYS 211 General Physics I Laboratory.

Three Hours, Fall

PHYS 221 GENERAL PHYSICS II LABORATORY

This laboratory is co-requisite to PHYS 223 General Physics II. This lab may be taken for credit apart from PHYS 223 only with the written consent of the instructor and the student's advisor. Labs will meet for two hours per week for one credit hour.

One Hour, Spring

PHYS 223 GENERAL PHYSICS II

This second course in the calculus-based physics sequence covers electricity, magnetism, wave motion, acoustics, and light. Prerequisites: PHYS 211 and 213. Co-requisite: PHYS 221 General Physics II Laboratory.

Three Hours, Spring

PHYS 363 ASTRONOMY

An introduction to the study of stars, galaxies, comets, telescopes, the solar system, and the methods that are used to study them. Several nighttime observations will also be made by the students. This course will satisfy three of the six hours of additional math or science required for the Bachelor of Science degree. Prerequisites: MATH 113 and PHYS 103 and 101 or CHEM 113 and 111, or equivalent courses.

Three Hours, Summer, Even Years

PHYS 383 METEOROLOGY

This is an introductory course in the study of the atmosphere. It will include topics on solar radiation, temperature, humidity, precipitation, winds, weather patterns, severe weather, and weather forecasting. The student will gain a basic understanding of what causes the various weather situations and an insight into how to forecast the weather. This course will satisfy three of the six hours of additional math or science required for the Bachelor of Science degree. Prerequisites: MATH 113 and PHYS 103 and 101 or CHEM 113 and 111, or equivalent courses.

Three Hours, Summer, Odd Years

POLS**POLS 113 FEDERAL GOVERNMENT**

A basic course dealing with the organization, principles, and administration of our federal government.

Three Hours, Fall

POLS 123 STATE AND LOCAL GOVERNMENT

A basic course dealing with the organization and administration of state and local government.

Three Hours, Spring

POLS 363 THE AFRICAN AMERICAN CONSTITUTIONAL EXPERIENCE

In this course the students will read and study primary source documents in order to explore the African-American constitutional experience, with particular emphasis given to the Equal Protection clause of the 14th amendment.

Three Hours, Fall, Odd Years

POLS 471-476 INTERNSHIP IN LOCAL GOVERNMENT

This course will provide the student an opportunity to observe and participate in a variety of functions of local government. The student will work under the direction of the city administrator of a local municipality. Prerequisites: POLS 123 and consent of supervisor. Variable credit; may be taken twice in two different field settings, not to exceed a total of six hours.

One to Six Hours, On Demand

POLS 481-486 AMERICAN POLITICAL CAMPAIGNS: AN INTERNSHIP

This course will involve the student working on a local, state or national political campaign. It will involve the student arranging the internship (with the guidance of the instructor) and then implementing it. The student will also meet with the instructor in order to give progress reports as to how the internship is going. Thirty (30) clock-hours of service will be required for each course credit hour earned. There will be no reading for the course; however, there will be an exit paper to be accompanied by a formal letter from the campaign staff verifying the number of hours of work.

One to Six Hours, Fall, Even Years

PORP

PORP 333 POLITICAL PHILOSOPHY

This course looks at the development of political theory in the Western tradition. Students will read and discuss the contributions of philosophers such as Plato, Aristotle, Augustine, Aquinas, Locke, Rousseau, Mill, and 20th century theorists.

Three Hours, Spring, Even Years

PSHU

PSHU 403 CHEMICAL DEPENDENCY

The purpose of this course is to heighten the student's awareness of chemical dependency; to facilitate personal awareness of attitudes, skills, and expectations which are related to those who use and abuse drugs, and to dependency/addiction; and to acquaint the students with the skills of identification, intervention, referral, and treatment. Prerequisites: PSYC 133 and HUSR 233, or consent of the instructor.

Three Hours, Spring, Even Years

PSHU 483 TESTS AND MEASUREMENTS

A study of psychological testing principles and procedures, with emphasis on intelligence tests, aptitude and achievement tests, interest inventories, developmental scales, and group personality tests.

Three Hours, Fall, Even Years

PSPO

PSPO 323 PSYCHOLOGY AND THE LAW

This is a course that examines the application of psychological principles to the American legal system, including presentation of scientific evidence, analysis of the criminal and victim mind, jury selection and decision-making, malingering, various defense pleas, trials, persuasive tactics of lawyers, rights of the accused, expert witnesses, and eyewitness testimony. A mock trial may be presented to allow students to see psychological concepts in action. Prerequisite: PSYC 133.

Three Hours, Fall, Even Years

PSRL

PSRL 423/523 PASTORAL COUNSELING AND CARE GIVING

This course focuses on the theology and practice of pastoral counseling and care giving. Attention is given to developing a biblical model and biblical skills for ministers and other church leaders who are counseling and caring for others in the context of the local church. Particular attention is given to interpersonal communication and listening skills. Special emphasis is given to the role of the ministry and the Word of God and the reconciliation through genuine repentance in counseling and pastoral care. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate Prerequisites: RBIB 113, RBIB 123, and RRED 273 or PSYC 133 or PSYC 213 or HUSR 233, or consent of instructor. This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.

Three Hours, Spring, Even Years

PSRL 433/533 PSYCHOLOGY OF MORAL/SPIRITUAL DEVELOPMENT

This course is a study of the major theories of moral development from Piaget to Fowler and how those theories relate to a theological and ethical understanding of spiritual growth and development. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate Prerequisite: PSYC 133. This course cannot be taken as a directed study, credit for prior learning portfolio, or as a web-based course.

Three Hours, Fall, Odd Years

PSSC

PSSC 303 SOCIAL PSYCHOLOGY

A study of the relationship of the individual to society. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, analysis and evaluation of

propaganda, and other collective behavior. Prerequisite: PSYC 133, SOCO 113, or consent of instructor.

Three Hours, Spring

PSSC 371 ADVANCED TECHNIQUES IN SOCIAL SCIENCE DATABASE RESEARCH AND PRESENTATION

An in-depth examination of social science databases with emphasis on scope, content, structure, retrieval and presentation of results. The course exposes students to the skills required to use existing scripts or write personal scripts for crawling and parsing data from web sites and interfaces, collecting data, and then creating their own databases for purposes of stratification and presentation in research projects.

One Hour, On Demand

PSSC 373 RESEARCH METHODS IN SOCIAL AND BEHAVIORAL SCIENCES

This course provides research methodology background for studying various psychological issues. Emphasis is on the advantages and disadvantages of different methodologies and the development of a research project. Research projects include design, data collection, analysis, and written report. Prerequisites: MATH 243 and PSYC 133 OR CRJS 133.

Three Hours, Fall, Spring

PSSC 423 PSYCHOSOCIAL ASPECTS OF AGING

This course examines the topic of aging from the biological, psychological, and social perspectives. Special emphasis will include physical changes in aging, cognitive and mental health changes and current information regarding memory, and social changes such as relationships, finances, and retirement. The course concludes with information regarding death, dying, and bereavement.

Three Hours, Fall, Odd Years

PSSC 443 DEATH AND DYING

A study of the various aspects of death and dying that affect every individual in our society. This course includes readings in the areas of death of a parent, death of a child, death of a spouse, terminal illnesses, the stages of acceptance of death, handling grief, and funeral traditions. Prerequisite: PSYC 133 or consent of instructor.

Three Hours, Fall, Odd Years

PSYC

PSYC 133 GENERAL PSYCHOLOGY

This is the introductory course to the study of psychology, which is the scientific study of behavior and mental processes. General Psychology provides a strong foundation in theory, research, and application of psychology. It is intended to introduce students from all majors to the breadth and depth of psychology by examining the major subdisciplines in the field including: research methods, physiology, human development, cognition, motivation, emotion, learning and intelligence, sensation and perception, sleep, health, stress and coping, social relationships, personality, psychological disorders, and therapy.

Three hours, Fall, Spring

PSYC 213 PERSONAL ADJUSTMENT

A practical and applied study of the psychology of personal adjustment, designed to assist the student in understanding the challenges of adjustment to oneself and others in a social world. Additional emphasis is on adjusting to major life events. Highlights include a discussion of personality differences, personal character and integrity, the concept of the self and issues of self-control, stress, coping, physical and mental health, and adjustment to careers and retirement, marriage and close relationships, communication, and social behavior.

Three Hours, Spring

PSYC 233 ADVANCED GENERAL PSYCHOLOGY

This course represents an enhancement of the topics highlighted in PSYC 133 General Psychology. Specifically designed for and required for psychology majors, Advanced General Psychology examines the history of the discipline, careers in psychology, and the various sub-disciplines, schools of thought, and controversies in current mainstream psychology. Prerequisite: PSYC 133.

Three hours, Spring

PSYC 313 HUMAN GROWTH AND DEVELOPMENT

This course is a study of normal human development from infancy through childhood, adolescence, young adulthood, maturity, and old age, emphasizing significant physical, mental, emotional, social, and personality changes during these progressive phases of the development process. Prerequisite: PSYC 133.

Three Hours, Fall, Spring, Summer

PSYC 323 ABNORMAL PSYCHOLOGY

A study of the major mental disorders including anxiety disorders, dissociative disorders, disorders of mood, psychosomatic disorders and personality disorders. Information pertaining to the etiology, symptomology, and therapeutic alternatives will be presented. Prerequisites: PSYC 133 and PSYC 213, or consent of instructor.

Three Hours, Fall

PSYC 333 CHILD PSYCHOLOGY

This course is a study of the development of the child from conception to the beginning of adolescence. The areas of emphasis are the physical, intellectual, psychological, social, and religious stages of development. Prerequisite: PSYC 133.

Three Hours, Spring

PSYC 343 ADOLESCENT PSYCHOLOGY

This course is a study of the development of the adolescent, beginning at puberty and continuing through late adolescence. Special attention is focused on the contemporary problems of teenagers in regard to social, intellectual, physical, psychological, and religious development. Prerequisite: PSYC 133.

Three Hours, Fall

PSYC 363 COGNITIVE PSYCHOLOGY

Cognitive psychology is the study of mental processes, including memory, attention, learning, language, processing, problem-solving, reasoning, and decision-making. This course also emphasizes the major theories in cognitive psychology, along with current research findings in the field. Special emphasis is

placed on the vast amount of research on Alzheimer's Disease.
Prerequisite: PSYC 133.

Three Hours, Spring

PSYC 413 SENSATION AND PERCEPTION

This course will discuss the ways in which information in the surrounding environment is detected, processed and interpreted by humans. An overview of all sensory systems will be presented. Special attention will be provided regarding the role cognition assumes in the sensation/perception process. Prerequisite: PSYC 133.

Three Hours, Spring, Even Years

PSYC 433 THEORIES OF PERSONALITY

A survey of contemporary personality theories with an emphasis on the nature of personality, factors in development, and methods of assessing personality.

Three Hours, Spring, Odd Years

PSYC 443 NEUROPSYCHOLOGY

This course includes an overview of the relationship between neurological processes and the study of human behavior. An explanation of the various parts and functions of the central nervous system will be presented. Additional topics of discussion will include etiology, symptomology and current treatment of diseases (i.e., Parkinson's Disease, Alzheimer's Disease) associated with the central nervous system. Prerequisite: PSYC 133.

Three Hours, Fall, Even Years

PSYC 473 INTERNSHIP IN PSYCHOLOGY

This capstone course and field experience is designed to equip psychology majors with hands-on knowledge of working in the field of psychology. It contains two components: an online course component and field work. The online course component will include discussion topics such focusing career interests in the vast field of psychology, and preparing for graduate school. Regarding the fieldwork component, students will select (with approval from professor) an internship site that is appropriate to their goals and interests in psychology. Students complete 150 clock hours of supervised field experience. A portfolio is required as a final project. Prerequisite: Minimum junior standing or consent of instructor.

Three Hours, Spring

RBIB

RBIB 113 OLD TESTAMENT HISTORY

A survey of the Old Testament in historical sequence, with attention given to the most significant events in the experiences of the people of God, from the beginning to the close of the Old Testament. The non narrative literature, including poetry, wisdom, prophets, and apocalypse, is also studied in historical perspective. Attention is given to the distinctive characteristics of each type of literature. This course meets part of the baccalaureate degree requirement in Humanities.

Three Hours, Fall, Spring, Summer

RBIB 123 NEW TESTAMENT HISTORY

A survey of the New Testament in historical sequence, beginning with the Inter-Biblical period and continuing to the close of

the New Testament. At the appropriate point, the epistles and Revelation are considered in historical perspective. Attention is given to the distinctive characteristics of the Gospels, parables, epistles, and apocalyptic literature. This course meets part of the baccalaureate degree requirement in Humanities.

Three Hours, Fall, Spring, Summer

RBIB 313 ADVANCED OLD TESTAMENT 1

This course studies the Old Testament writings covering the Beginnings through the United Kingdom (Genesis through 2 Samuel and Job through Song of Solomon), with particular attention given to the occasion of writing in relation to the message, an examination of the date and authorship, and a discovery of significant teachings. Prerequisite: RBIB 113 or consent of Instructor.

Three Hours, Fall, Even Years

RBIB 323 ADVANCED OLD TESTAMENT 2

This course studies the Old Testament writings covering the Divided Kingdom through the Post-Exilic Period (1 Kings through Esther and Isaiah through Malachi), with particular attention given to the occasion of writing in relation to the message, an examination of the date and authorship, and a discovery of significant teachings. Prerequisite: RBIB 113 or consent of Instructor.

Three Hours, Spring, Odd Years

RBIB 333 ADVANCED NEW TESTAMENT 1

This course studies the New Testament writings covering the Life of Christ and the General Epistles of the Church (Matthew through John and James through Revelation), with particular attention given to the occasion of writing in relation to the message, an examination of the date and authorship, and discovery of significant teachings. Prerequisite: RBIB 123 or consent of Instructor.

Three Hours, Fall, Odd Years

RBIB 343 ADVANCED NEW TESTAMENT 2

This course studies the New Testament writings covering the early Church and the Apostle Paul (Acts through Philemon), with particular attention given to the occasion of writing in relation to the message, an examination of the date and authorship, and a discovery of significant teachings. Prerequisite: RBIB 123 or consent of Instructor.

Three Hours, Spring, Even Years

RBIB 443 BIBLICAL HERMENEUTICS

This course teaches the principles of biblical interpretation that help a student develop skill at finding the historical meaning of the Bible texts and applying that meaning to contemporary life. An emphasis is placed on studying the Bible from a grammatical, syntactical, theological, and literary point of view. Contemporary developments in the field of hermeneutics are also considered. Prerequisite: RRED 273.

Three Hours, Fall, Even Years

RBIB 463A OLD TESTAMENT THEOLOGY

A theologically organized study of the Old Testament which concentrates on the historical movement and development of key concepts and unifying themes from pre-Abrahamic times through

the prophets. Emphasis is upon the presentation of these ideas as the Old Testament writers recorded them. Prerequisite: RRED 273.

Three Hours, Spring, Even Years

RBBB 463B NEW TESTAMENT THEOLOGY

A theologically organized study of the New Testament which concentrates on the historical movement and development of key concepts and unifying themes from Old Testament times through the first century A.D. Emphasis is upon the presentation of these ideas as the New Testament writers recorded them. Prerequisite: RRED 273.

Three Hours, Spring, Odd Years

RBLA

RBLA 210 BIBLICAL LANGUAGES WORKSHOP

In order to facilitate inter-student dialogue in the learning of Biblical Languages, this course provides two hours a week as a one-on-one study session. Those students enrolled in RBLA 214 Elementary Koine I or RBLA 224 Elementary Koine II must also enroll in this class.

Zero Hours, Fall, Spring

RBLA 214 ELEMENTARY KOINE 1

A beginning study of the grammar of the Greek New Testament, emphasizing nouns, pronouns, adjectives, verbs, and simple sentence structure.

Four Hours, Fall

RBLA 224 ELEMENTARY KOINE 2

A continuing study of the grammar of the Greek New Testament, emphasizing nouns, pronouns, adjectives, verbs, and sentence structure. Prerequisite: RBLA 214.

Four Hours, Spring

RBLA 313 INTERMEDIATE KOINE 1

A study of the particulars of New Testament Greek syntax with an emphasis on microstructure in the context of selected New Testament readings. Prerequisite: RBLA 224.

Three Hours, Fall

RBLA 323 INTERMEDIATE KOINE 2

A study of the particulars of New Testament Greek syntax with an emphasis on macrostructure in the context of selected New Testament readings. Prerequisite: RBLA 313.

Three Hours, Spring

RBLA 413/513 NEW TESTAMENT GREEK EXEGESIS 1

This course provides an in-depth study of the resources used in exegetical study including lexical and syntactical resources as well as exegetical commentaries. Prerequisite: RBLA 323. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall, Even Years

RBLA 423/523 NEW TESTAMENT GREEK EXEGESIS 2

This course provides an in-depth study of the syntactical relationships and grammatical formations of selected Greek New

Testament readings as they relate to the exegetical understanding of those texts. Prerequisite: RBLA 413/513. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Spring, Odd Years

RBLA 433/533 ELEMENTARY CLASSICAL HEBREW 1

This is a beginning study of Classical Hebrew, focusing on the alphabet, the noun system, and the strong verb formations. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall, Odd Years

RBLA 443 ELEMENTARY CLASSICAL HEBREW 2

This is a beginning study of Classical Hebrew, focusing on the weak verb formations with attention to translation. Prerequisite: RBLA 433/533. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Spring, Even Years

REMU

REMU 010/020 MINISTERIAL SCHOLARSHIP

This scholarship is available to Christian students pursuing a major in Christian Ministry, Ministry and Leadership, Music Ministry, Worship Arts, or Worship Arts Technology; or a minor in Christian Studies, Music Ministry, Religion, or Worship Arts.

Zero Credits, Fall, Spring

REMU 473 CHRISTIAN MINISTRY INTERNSHIP

This course is designed as a learning experience for students receiving training in ministry skills while in a structured, disciplined setting. Students train in an environment in line with their major and/or concentration. The course requires a minimum of ninety hours of fieldwork under supervision approved by the instructor. A Senior Seminar is required for the purpose of finalization and evaluation. This course must be taken during the spring semester prior to graduation. For those majoring in Christian Ministries, this course must be taken in conjunction with the capstone class, RREL 423 Theology of Christian Ministry. There is a special fee for this course. Prerequisite: RRED 273.

Three Hours, Spring

RPHI

RPHI 143 STUDIES IN THE CHRISTIAN THOUGHTWORLD

An examination and analysis of foundational, centering, perspective-building axioms that provide a Biblical, Christian Worldview. The course will use the seminar style to discuss the integration of Christian thinking in modern academic studies.

Three Hours, Summer

RPHI 203 INTRODUCTION TO LOGIC

This course presents the modes of critically assessing common arguments and the elementary principles of deductive logic. The course includes topics such as language use, informal fallacies, the categorical syllogism, Venn diagrams, truth tables, and the logic of

scientific inquiry. The aim of the course is to attain a proficiency in disciplined and reasonable thinking and communication.

Three Hours, Spring

RPHI 213 INTRODUCTION TO PHILOSOPHY

A survey of basic philosophical questions concerning the nature of reality, of man, and of human knowledge. Major approaches to the solution of these problems will be considered.

Three Hours, Fall

RPHI 413/513 CHRISTIAN ETHICS

The normative study of the Word of God applied to Christians, individually and corporately, which considers what they ought to do concerning the moral issues of the day as they are motivated by their union with Christ and empowered by the Spirit of God.

Three Hours, Fall, Odd Years

RPHI 433/533 WORLD RELIGIONS

A study of the major religions of the world in relation to the setting from which each emerged, and the view of life which each developed. Particular attention is given to Hinduism, Buddhism, Taoism, Confucianism, Shintoism, Zoroastrianism, Islam, and Judaism. Undergraduate Prerequisites: RBIB 113 and RBIB 123. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Spring, Even Years

RPHI 483/583 PHILOSOPHY OF RELIGION

This course introduces the salient issues in philosophy of religion: Reason and faith, atheism and theism, evil and suffering, religious language, Biblical authority, and conflicting religious claims. The student is expected to shape personal beliefs/approaches in these areas and apply them both inside and outside the Christian Community. Prerequisites: RBIB 113, RBIB 123, and RPHI 213 or consent of instructor. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Spring, Odd Years

RRED

RRED 243 PRACTICAL MISSIONS TRAINING

This class will both assist students as they develop a passion for leading a "missional" life, and train them as they develop practical skills for planning and implementing a mission trip to any destination globally. Among other issues, effective missions preparation seeks the answer to such questions as: why is missions important to the church, who is called to missions, what kind of questions do I need to ask when planning a mission trip or missions strategy for my church or organization, how do we avoid mistakes and common pitfalls, and what happens when the trip is over?

Three Hours, On Demand.

RRED 273 FOUNDATIONS FOR CHRISTIAN MINISTRY

A foundational survey of the skills involved in Christian studies. The skills include the theory of Christian ministry, the practice of Christian Education and the ongoing work of Biblical exegesis. There is a special fee for this course.

Three Hours, Fall

RRED 303 MISSIONS AND MERCY

This course is a biblical study of the role and responsibilities of New Testament churches on a worldwide scale in the task of global ministry and conducting an analysis of the current model of evangelical missions, as it relates to the Biblical pattern presented in Scripture. Special emphasis is given to the development of a theology of the global ministry of each local church based on the body model presented in the New Testament epistles. The student will be able to design and implement a biblical model of a local church-partnering ministry on a global scale. Prerequisite: RRED 273 or consent of instructor.

Three Hours, Fall, Odd Years

RRED 313 INTRODUCTION TO YOUTH MINISTRY

This course of study is designed to guide the student to know about and understand the historical development, structure, processes, and material related to ministry with youth. Primary emphasis will be from a local church perspective. Prerequisite: RRED 273.

Three Hours, Fall, Even Years

RRED 323 YOUTH EDUCATION IN THE CHURCH

This course presents the principles and methods of effective Christian teaching of adolescents including the development of presentation skills. Approaches include planning and teaching for knowledge, understanding, attitude change, and Christian action. Opportunity for practice teaching and video taped evaluation provided. Prerequisites: RRED 273.

Three Hours, Fall, Even Years

RRED 343 DISCIPLESHIP AND EVANGELISM: LEADING IN SPIRITUAL FORMATION

Any theology of leadership in the New Testament church grows from involvement in the spiritual formation of Christians. Through a study of Biblical, classical, and contemporary material, this course assists the students in disciplining themselves "for the purpose of godliness," as commended in 1 Timothy 4:7 (NASB) and in understanding, practicing and teaching spiritual disciplines in the life and worship of the church. This course presents the emphasis on the how to and the importance of private and corporate worship. Prerequisite: RRED 273 or consent of instructor.

Three Hours, Spring, Even Years

RRED 353 YOUTH AND MEDIA

This course examines the various media worldview messages focused toward adolescents and evaluates each media's message against the Biblical worldview. Media to be examined includes secular music industry, contemporary Christian music industry, television and movie industry, video game industry, advertising industry, and digital media. Prerequisites: RRED 273.

Three Hours, Spring, Odd Years

RRED 363 EVANGELISM AND DISCIPLESHIP FOR YOUTH

This course examines soteriology and sanctification in regard to adolescents. Students will examine the historical development of youth evangelism and memorize a gospel outline designed for a postmodern culture. Students will also examine historical efforts of the church in discipling young converts with a concentration

on current methods used in various youth ministry strategies.
Prerequisites: RRED 273.

Three Hours, Fall, Odd Years

RRED 403/503 INTRODUCTION TO CHURCH PLANTING

This course is a study of the principles of planting new churches. It is focused on planting churches in North America. The course will survey biblical materials pertaining to church planting, but the emphasis will be practical. Students will learn about various approaches to church planting and the resources available from associations, state conventions, and the North American Mission Board. Southern Baptists are committed to evangelism and missions. Planting new churches is an essential part of that continuing emphasis. This course will equip students to plant new churches in their ministry contexts. Undergraduate prerequisite: RRED 303 or consent of instructor. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Spring, Even Years

RRED 413 CHURCH ADMINISTRATION

This course is a study of the effective use of activities and relationships within the church, such as staff, outreach, buildings, finance, evangelism, worship, leisure time, teaching aids, publicity, communities, and lay personnel. Prerequisite: RRED 273.

Three Hours, Fall, Odd Years

RRED 423/523 BASICS OF BIBLICAL COUNSELING

Based on the sufficiency of Scripture, this study focuses on the basic realities of regeneration and the processes of progressive sanctification so that care providers can assist others toward godliness within the context and nurture of the local church. Undergraduate prerequisite: RRED 343 or consent of instructor. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall, Odd Years

RRED 433/533 INTRODUCTION TO CROSS-CULTURAL MINISTRY

This course is an introduction to the principles and practices of cross-cultural ministry opportunities and church-based community development. The goal will be the integration of Biblical and missiological insights applied to the relationship between Biblical faith and the economic, cultural, and political concerns of community. Various models of leadership skills and resources of effective community development will be considered. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall, Odd Years

RRED 443/543 URBAN CHURCH PLANTING

This course examines the integration of Biblical and missiological insights, and the application of these to the task of Church Planting. Research and reflection will focus on the resources and strategies for the local church in the local community and in the everyday existence of individuals and families who live in urban areas. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall, Even Years

RRED 453/553 NORTH AMERICAN CULTURAL EXEGESIS

This is an advanced course in church planting. It will cover a description of North American cultural trends, their impact upon the Church and evangelism, and means of effectively interacting to promote church planting and growth. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Spring, Odd Years

RRED 463 ISSUES IN YOUTH MINISTRY

The focus of this senior-level course is to identify special research interests of students working with youth and to creatively develop a comprehensive project of ministry. Significant topics of study include value systems, parental relationships, sub-cultures, sexual patterns, school cultures, generational separations, and religious patterns. Prerequisite: Senior standing, RRED 273, or consent of instructor.

Three Hours, Spring, Even Years

RREL

RREL 343A FOUNDATIONS OF CHRISTIAN THEOLOGY

In order to lay a procedural foundation for the theologizing process, this course is an introduction to sources and methods involved in the study of Christian theology (prolegomena) followed by a study of the doctrines of Revelation, Theology proper, and Creation and Providence. Prerequisite: RRED 273 or consent of instructor.

Three Hours, Fall, Even Years

RREL 343B MAN AND SIN

Building on RREL 343A this course is a systematic study of the Christian doctrines of Anthropology, Harmatology, and Christology. Prerequisite: RREL 343A.

Three Hours, Spring, Odd Years

RREL 343C REDEMPTION AND RECONCILIATION

Building on RREL 343A and RREL 343B, this course is a systematic study of the doctrines of Soteriology, Pneumatology, Ecclesiology, and Eschatology. Prerequisite: RREL 343B.

Three Hours, Fall, Odd Years

RRED 423/523 THEOLOGY OF CHRISTIAN MINISTRY

This course is designed to apply the theological foundation of the Christian ministry to the life and practice of the Christian minister. After reviewing Bible study skills and Christian growth processes with particular application to the responsibilities and privileges of the Christian ministry, the student will evaluate his own call with a view to his own future ministry. For those majoring in Christian Ministries, this course must be taken in conjunction with the internship class, REMU 473 Christian Ministry Internship, and thus be taken in the Spring semester prior to graduation. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Spring

RRED 433/533 PRINCIPLES OF PASTORAL MINISTRY

The course is a guide to the integration of theological and practical aspects of ministry in a church-related vocation.

Congregational leadership issues are emphasized, including relational skills, administration, financial stewardship, staff management, worship planning, weddings, funerals, baptisms, and the Lord's Supper. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate prerequisite: RRED 273.

Three Hours, Spring Odd

RREL 483/583 EXPOSITORY BIBLICAL MINISTRY

The most important activity in leading a New Testament church and the best operative method for leading any effectively evangelistic church is a Bible-based preaching and teaching ministry. This course studies the basic principles of interpreting and applying the Bible – including a survey of the various types of resources for Bible study – and the best methods for preparing and presenting expository messages and lessons from Bible texts. Students taking this course for graduate credit must complete all graduate course requirements. Undergraduate prerequisite: RRED 273 or consent of instructor.

Three Hours, Fall, Even Years

SMGT

SMGT 111/311 PRACTICAL APPLICATIONS IN SPORT SCIENCES

Practical Applications in Sport Sciences (PASS) provides an opportunity for students to earn course credit for community project related work experience sponsored by the Health and Sport Sciences Division. Students enrolled in PASS will practice and improve their communication, creative, team building, and leadership skills as they involve themselves in community projects that touch the lives of hundreds of people in Saint Louis and the surrounding area. Students from every discipline can take this class. Up to three hours may be applied toward major electives within the Health and Sport Sciences Division. A total of eight hours may be applied toward graduation.

One Hour, Fall, Spring

SMGT 113 INTRODUCTION TO SPORT MANAGEMENT

Introduction to the discipline of sport management and its vast array of career opportunities (the sport industry represents the eleventh largest industry in the U.S.).

Three Hours, Fall, Spring

SMGT 223 SPORT MANAGEMENT PRACTICUM

Integrates coursework with planned and supervised professional experiences for a minimum of 15 hours per week. Prerequisite/co-requisite: SMGT 113.

Three Hours, Fall, Spring

SMGT 253 TOURNAMENT AND EVENT MANAGEMENT

An introduction into the planning processes necessary to stage a sporting event with emphases placed on creating and locating the event, welcoming spectators and participants, and developing pertinent timelines and operational objectives for the event. Prerequisite: SMGT 113.

Three Hours, Spring

SMGT 263 COMMUNICATION IN SPORT

Since a sport organization's success is largely dependent on the degree to which it can effectively communicate with key constituents, this class addresses a variety of communication-related topics, including public relations, image, media relations, and community relations. Prerequisite/Co-requisite: SMGT 113.

Three Hours, Spring

SMGT 313 SPORT EVANGELISM

This course will examine the processes, methods, and programs of using sport and sport participation as an effective evangelism tool.

Three Hours, Fall

SMGT 323 GOVERNANCE AND LEADERSHIP IN SPORT

Focuses on the understanding of the concepts of management and leadership. Students will be able to describe the various skills, roles, and functions of sport managers in various sport agencies. The students will be familiar with governing authority, organizational structure, and be able to describe elements of leadership theory and practices. Prerequisite: SMGT 113.

Three Hours, Spring

SMGT 333 SPORT SOCIOLOGY

A basic understanding of the developments, trends, and social processes that explain sport and participation in physical activity today.

Three Hours, Fall, Spring

SMGT 373 SPORT MARKETING

This course focuses on the application of marketing principles in a sport-related setting. Specifically, the course will address content areas such as corporate sponsorships, ticket sales, broadcast agreements, promotional events, and direct marketing in the sport entertainment, sport participation, and sport goods sectors of the industry. Prerequisites: SMGT 113, SMGT 263, SMGT 323, and SMGT 433/533.

Three Hours, Spring

SMGT 403 SPORT MANAGEMENT PROJECT

This course is designed for students currently employed within the industry, and will provide an additional opportunity for students to either enhance or refine skills developed in the program, or to undertake training in another. Working independently under the supervision of a site supervisor and a university supervisor, students will develop a project of significant pedagogical or professional value through either scholarship or professional responsibilities.

Three Hours, On Demand

SMGT 423/523 SPORT LAW

Students will be familiar with the legal concepts in those areas that are most prone to litigation. This course specifically introduces the student to the legal system by focusing on the concepts of tort law, product liability, constitutional law, contract law, labor-antitrust law and statutory law as they relate to the sport professions. The course will consider the intellectual property rights of the individual, and emphasize liability-related issues as they impact sport administrators and teachers/coaches of physical

activity and sport. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall, Spring

SMGT 433/533 SPORT PSYCHOLOGY

The student will develop a better understanding of the psychosocial aspects of sport participation by exploring various psychological and physiological factors that influence the athlete. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall, Spring

SMGT 453/553 VOLUNTEER MANAGEMENT

This course is intended to prepare students to assume roles as volunteer program leaders and managers, or to improve their skills in existing roles with volunteer organizations and agencies. The fundamental design of the course is based on learning through critical thought in and about leadership and management roles with volunteers. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall, Spring

SMGT 463/563 SPORT FINANCE

Financial management, planning and the budgetary components of the sports industry will be discussed. Students will obtain the cognitive and application abilities necessary to maximize success in the sports industry. Students taking this course for graduate credit must complete all graduate course requirements.

Three Hours, Fall

SMGT 473 INTERNSHIP IN SPORT MANAGEMENT

Culminating activity for students in sport management. Students are supervised in an approved sport management related agency for no less than 200 hours. Prerequisites: 90 hours of accumulated credit, 2.5 overall GPA, and internship coordinator's permission.

Three Hours, Fall, Spring, Summer

SMGT 476 SPORT MANAGEMENT INTERNSHIP

Culminating activity for students in Sport Management. Students spend the equivalent of full-time employment in an appropriate agency for a total of no less than 400 hours. Prerequisites: 90 hours of accumulated course credit, PHED 413/513, 3.0 overall GPA, and internship coordinator's permission.

Six Hours, Fall, Spring

SMGT 483 SENIOR SEMINAR

This course, designed to serve as a capstone class for the Sport Management major, will strive to integrate all previous courses with the most current information to prepare students to enter the sport industry. Emphasis will be placed upon trends and current readings in sport management. Developing a management, professional, and personal philosophy of sport management will be covered. Additionally, resumes, job searches, graduate school programs, and entry-level job requirements and expectations for future sport managers will be addressed. Prerequisites: SMGT 113, SMGT 263, SMGT 323, SMGT 433/533, SMGT 423/523, SMGT 373, SMGT 463/563, and PHED 413/513.

Three Hours, Spring

SMGT 486 SPORT MANAGEMENT APPRENTICESHIP

Students will learn to organize, administer, and/or facilitate sport programs at the corporate, agency, professional, or amateur levels. Opportunities will be provided to develop knowledge and skills relevant to the performance of these functions. Students will have the opportunity to gain 400 hours of on-site experience in a sport management venue. Only those students accepted into the Sport Management Apprenticeship program will be allowed to register for SMGT 486. Students accepted into the Apprenticeship program will be allowed enroll in this course up to two times upon approval of their advisor.

Six Hours, On Demand

SOCO

SOCO 113 INTRODUCTION TO SOCIOLOGY

An introduction to, and survey of, the field of sociology and its relation to the other social sciences; the nature of society in which social processes, social institutions, and patterns of social interaction development are examined and related to contemporary life.

Three Hours, Fall, Spring

SOCO 323 MARRIAGE AND THE FAMILY

A study of the factors which affect personal and social adjustment in successful marriage and family life. The course is designed to examine the development of mate selection, marriage, parent-child relationships, family problems, divorce, and factors related to family stability.

Three Hours, Fall

SOCO 353 CULTURAL ANTHROPOLOGY

A general survey of cultural anthropology as a behavioral science, with particular emphasis on culture, language, and social, economic, and kinship relations. Prerequisite: SOCO 113.

Three Hours, Fall, Even Years

SOCO 413 RACE AND ETHNIC RELATIONS

A study of the various minority groups in the United States and their significance in race relations. The causes of prejudice and the results of conflict among various religious, social, cultural, and ethnic groups are studied. The history and present status of United States immigration policy are examined. Recommended for students seeking certification to teach.

Three Hours, Fall, Even Years

SOHI

SOHI 213 WORLDVIEW AND SOCIAL ISSUES

A broad survey of contemporary social issues such as family organization and structure, crime, poverty, welfare, prejudice, population explosion, science, and government. Students will analyze, discuss and debate a wide range of social issues from various historical, secular, and religious worldviews. Students will also identify, analyze, and apply possible resolutions to current social issues discussed and debated in class. Various ancillary materials will be used in the course, including point/counterpoint debate resources.

Three Hours, Fall, Spring

SPAN

SPAN 114 ELEMENTARY SPANISH I

A beginning course emphasizing pronunciation, grammar, simple reading, and conversation with the goal of knowledge of basic linguistic structures and vocabulary.

Four Hours, Fall

SPAN 124 ELEMENTARY SPANISH II

A continuing course emphasizing pronunciation, grammar, simple reading and conversation with the goal of knowledge of basic linguistic structures and vocabulary. Prerequisite: SPAN 114 or test.

Four Hours, Spring

SPAN 213 INTERMEDIATE SPANISH I

A course strengthening and reinforcing grammar with the purpose of increasing vocabulary and fluency through composition, conversation, and literature. Prerequisite: SPAN 124 or test.

Three Hours, Fall, Even Years

SPAN 223 INTERMEDIATE SPANISH II

A continuing course strengthening and reinforcing grammar with the purpose of increasing vocabulary and fluency through composition, conversation, and literature. Prerequisite: SPAN 213 or test.

Three Hours, Spring, Odd Years

SPAN 313 ADVANCED SPANISH I

A study of the history, civilizations, cultures, and customs of the Hispanic world with regard to their impact on the present. The class follows the lecture format with opportunities for discussion, writing, and practice. Prerequisite: SPAN 223.

Three Hours, Fall, Odd Years

SPAN 323 ADVANCED SPANISH II

A study of the spoken and written practices and customs of Spanish in business situations and community outreach. Prerequisites: SPAN 223 and SPAN 313.

Three Hours, Spring, Even Years

SPAN 211-421 CONTINUING PRACTICE IN SPANISH CONVERSATION

This course works toward improving student fluency and vocabulary through conversation, while reviewing grammatical concepts. These classes must be taken in sequence and do not count toward the Spanish Minor. Prerequisite: SPAN 124 or instructors consent.

One Hour, Fall, Spring

THEA

THEA 101 THEATRE MEDIA

This course explores how technology informs the theatrical process as well as emphasizing computer competency and the development of simple computer applications. This also includes

creating a digital presence, marketing in the arts and creating a theatrical portfolio.

One hour, Fall

THEA 103 INTRODUCTION TO THEATRE

The course surveys theatre as an art form and how it is created, from concept to curtain call, through the function of the playwright, actor, director, and designer. Students will be required to see several live theatre performances.

Three Hours, Fall, Spring

THEA 113 ACTING I

Teaching basic skills for the beginning actor, the course explores concentration, relaxation, nonverbal communication, and improvisation techniques.

Three Hours, Fall, Even Years

THEA 123 SCRIPT ANALYSIS

This course explores the analysis of the script and its translation from page to performance through an examination of the relationships among directors, designers, performers, and audience in the rehearsal process and theatrical performance.

Three hours, Fall, Even Years

THEA 213 STAGE MAKE-UP

Provides laboratory exercises in the fundamentals of stage make-up.

Three Hours, Spring, Odd Years

THEA 223 ACTING II

This course explores the techniques for character analysis through scene. Students will gain the necessary skills for building a character and creating a role for the stage by performing selected scenes. Other topics discussed include stage combat, use of language and audition techniques. Prerequisite: THEA 113.

Three Hours, Spring, Odd Years

THEA 233 STAGECRAFT

Introduces the basic principles of set design, scenery construction and lighting techniques. Part of this class will include laboratory experiences.

Three Hours, Spring, Even Years

THEA 243 DANCE I

This beginning movement course introduces dance techniques and styles, including elements of ballet, jazz, period style dance, and modern dance. It emphasizes development of body awareness, flexibility, and creativity especially on body placement, alignment, and stage movement. Beginning instruction in theory and technique are included.

Three Hours, Fall, Odd Years

THEA 313 HISTORY OF THEATRE I

Study of the development of drama throughout history from classical to Greek to 16th century theatre including Shakespeare. Prerequisite/Co-requisite: Sophomore standing and completion or concurrent enrollment of Theatre classes or permission of instructor.

Three Hours, Fall, Odd Years

THEA 323 HISTORY OF THEATRE II

Traces the important periods in the development of theatre from the 16th century to the present. Through analysis of conventions of staging and dramatic literature, this course examines the aesthetic, cultural, ethical and social dimensions of theatre in different cultures and time periods. Pre-requisite: THEA 313 or permission of the instructor.

Three hours, Spring, Even years

THEA 333 DIRECTING

The theory, practice, and ethics of theatre directing is presented, including blocking/movement, script analysis, interpretation, creation of rehearsal atmosphere and the effective use of stage areas. Prerequisite/co-requisite: THEA 113 and 223, or permission of instructor.

Three Hours, Spring, Odd years

THEA 343 DANCE II

This advanced movement course continues the study of ballet, jazz, modern dance, and period style dance, plus ballroom and tap with a special emphasis on flexibility, learning and performance styles, and stage presence. Prerequisite: THEA 243 or permission of the instructor.

Three Hours, Spring, Even Years

THEA 353 DRAMA IN MINISTRY

Designed for pastors, teachers, youth leaders, and church workers, this class explores the various ways that drama can be utilized in the church. Class work includes hands-on experience in using drama with children and youth, drama for the worship service, and how to start a drama program in the local church. Prerequisite: RRED 273 Foundations for Christian Ministry.

Three Hours, Spring, Even Years

THEA 363 ACTING III

This course focuses on advanced characterization, including the use of dialects. Prerequisites: THEA 113, THEA 223, or consent of the instructor.

Three hours, Fall, Odd Years

THEA 401-403 SPECIAL TOPICS IN THEATRE

This course allows the student to investigate a topic in one area of Theatre that goes beyond the scope of other coursework. The course will involve close collaboration between students and faculty on a topic or issue related to the individual's interest and career choice. This course may be taken for variable credit and may be repeated up to a maximum of three semester hours. Prerequisites: Senior standing or consent of the instructor.

One to Three Hours, Fall, Spring, Summer

THEA 413 TOOLS OF THE ACTOR: VOICE AND MOVEMENT

Advanced study of the fundamental tools of the actor: physical awareness, vocal awareness, and ensemble collaboration. Prerequisite: THEA 113, THEA 223, or permission of the instructor.

Three hours, Spring, Even Years

THEA 423 THEATRICAL COSTUMING

Fundamentals of costuming for the stage. A study of fabrics and construction, basic cutting and sewing techniques, costume organization for show purposes as well as an exploration of clothing in each time period. Pre-requisite: THEA 233 or permission of the instructor.

Three hours, Spring, Odd Years

THEA 433 STAGE MANAGEMENT

Development of a production book and understanding of all procedures used by a stage manager from the selection of a script to the final production. The role of a stage manager is discussed for both the professional and the non-professional theatre, emphasizing problem-solving and professional standards.

Three hours, Fall, Odd Years

THEA 481 SENIOR CAPSTONE PROJECT

This course is designed as a comprehensive measure of the knowledge and skill students have acquired in their particular theatre major. There will be two primary dimensions to the capstone course: 1) an opportunity for students to reflect on and undergo assessment of their body of work in their major; and 2) an opportunity to synthesize the knowledge of communication arts theory and practice in a final project performance. The portfolio and presentation will assess whether students have successfully completed the work required for their chosen degree. Since the department is so diverse in emphases and specializations, students will be given an opportunity to design a final project consistent with their interests and experience.

One hour, Fall, Spring

THEP

THEP 111/311 THEATRE PRODUCTION

Preparation and performance of musical and theatrical productions. By audition or permission of the directors only. Students must be available for rehearsals and performances. (Same as MUCS 111/311)

One Hour, On Demand

THEP 131/331 DRAMA TROUPE – IN CHARACTRE

Select drama group open to all students who qualify through audition. Students must be available for on- and off-campus performances.

One Hour, Fall, Spring

THEP 471-476 THEATRE INTERNSHIP

This course exposes students to the disciplines and skills of the theatre through firsthand experience. Students must have completed coursework in theatre to enroll in this course. Prerequisites: Consent of instructor and consent of appropriate field supervisor.

One to Six Hours, On Demand

THMU

THMU 323 SINGING ACTOR

Acting techniques, vocal exercises, movement, and song interpretation specifically related to musical theatre and opera are presented. Selection, preparation, and presentation of appropriate material (monologues and songs) with honesty, style, and a sense of professionalism, culminating in preparation of roles and scenes for laboratory presentation are included. Résumé preparation and presentation are also covered. Prerequisite/co-requisite: THEA 113 and THEA 223, or permission of instructor.

Three Hours, Fall, Even Years

THMU 353 MUSICAL THEATRE HISTORY

This course surveys the history of theatre, from classical Greek to modern, with an emphasis on the development of musical theatre. The history of musical theatre is traced from its roots in opera, operetta, and vaudeville to the revues and musical comedies of the 1920s and 1930s to the emergence of the modern musical and up through present day. Students are introduced to shows and songs from each period through readings, and various audio and visual recordings.

Three hours, Spring, Odd Years







ADMINISTRATIVE COUNCIL 2013-2014

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Assistant Professor of Philosophy and Interdisciplinary Studies

Kim Grey, B.A., M.S.E.

Associate Dean of Students and Director of Career Services

Stephen J. Heidke, B.S.

Director of Public Safety and Transportation

Amber Henry, B.S.E., M.Ed., Ed.S., Ed.D.,

Dean, Jefferson County and Mineral Area Regional Learning
Centers

Associate Professor of Education

Stu Lindley, B.S.

Director of Campus Operations

R. Robert Richman, B.S.

Director of Special Projects

Susan Rutledge B.S.

Assistant to the President

Chris Sanders

Director of Informational Technologies and Technical Services

Shelton Smith, B.S.E., M.Ed., Ed.S., Ph.D.

Dean, MBU in Pacific and MBU in Union Regional Learning
Centers

Director of Educational Administration Programs

Associate Professor of Education

Thomas M. Smith, B.A., M.Ed., Ed.D.,

Director of Athletics

Associate Professor of Education

Cynthia Sutton, B.A.

Director of Admissions

Lydia Thebeau, B.A., Ph.D.

Dean of Advisement and Retention

Professor of Biology

Mary Sue Thompson, B.A., M.B.A., D.Mgt.

Dean MBU-Troy/Wentzville Regional Learning Center

Professor of Accounting and Business Administration

C. Clark Triplett, A.A., B.A., M.Div., M.S.E., Ph.D.

Vice President for Graduate Studies and Academic Program

Review; Acting Director of the Doctor of Education Program

Professor of Psychology and Sociology

**President's Cabinet*

ADMINISTRATIVE OFFICERS AND STAFF 2013-2014

PRESIDENT'S OFFICE:

R. Alton Lacey, President

Susan Rutledge, Assistant to the President

ACADEMIC AFFAIRS:

Arlen Dykstra, Provost and Senior Vice President for Academic Affairs; Professor of History

Janet Mayfield, Administrative Assistant to the Provost/Senior Vice President for Academic Affairs

Marc Goedelman, Office Assistant for the Provost's Office

Clark Triplett, Vice President for Graduate Studies and Academic Program Review; Professor of Psychology and Sociology; Acting Director of the Doctor of Education Program

Julie Fredrick, Administrative Assistant to the Vice President for Graduate Studies and Academic Program Review

Heather Goodin, Coordinator of Doctoral Student Services

Ed Hillhouse, Associate Dean of Graduate Studies; Professor of Education

Diane Geisert, Administrative Assistant to the Associate Dean of Graduate Studies

Deborah Dumey, Director of Graduate Admissions

Renee Scott, Administrative Assistant to the Director of Graduate Admissions

Jennifer Bondurant, Graduate Administrative Coordinator

Tammy Cox, Transcript Evaluator

Larry Richardson, Coordinator of Graduate Advising; Graduate Advisor, Master of Arts in Counseling and Psychological Examiner; Instructor of Human Services and Counseling

Rachel Anderson, Graduate Advisor – Online Graduate Degree Programs: MAC, MBA, and Ed.S.: Curriculum and Instruction

Tammy Cox, Graduate Advisor, MAT and MSE – Curriculum and Instruction

Dorie Dickinson, Graduate Advisor, MEA and Educational Specialist

Charlene Slates, Graduate Advisor, MAC, MBA and MACM

Grace White, Graduate Advisor, MAT and MSE – Curriculum and Instruction

Amber Henry, Dean, Jefferson County and Mineral Area Regional Learning Centers; Associate Professor of Education

Carolyn Scott, Administrative Assistant for the MBU at Jefferson College Regional Learning Center

Sara Edmundson, Secretary and Academic Advisor, MBU at Jefferson College Regional Learning Center

Jim Chellew, Site Coordinator, MBU in Arnold Regional Learning Center

Elisabeth Link, Administrative Assistant for the MBU in Arnold Regional Learning Center

Taylor Rankin, Administrative Assistant for the MBU in Arnold Regional Learning Center

Mary Abell, Academic Advisor, MBU at Jefferson College (Arnold)

Nancy Collier, Office Manager and Academic Advisor, MBU in the Mineral Area Regional Learning Center

Nancy Rougely, Academic Advisor, MBU in the Mineral Area Regional Learning Center

Heather LaBruyere, Secretary, MBU in the Mineral Area Regional Learning Center

Shelton Smith, Dean, MBU in Pacific and MBU in Union Regional Learning Centers; Director of Educational Administration Programs; Associate Professor of Education

Marsha Tierney, Site Coordinator, MBU in Union Regional Learning Center; Assistant Professor of Education

Cookie Banderman, Receptionist, MBU in Union Regional Learning Center

A. Lynne Rinne, Academic Advisor, MBU in Union Regional Learning Center

Mary Sue Thompson, Dean, MBU-Troy/Wentzville and MBU in St. Charles Regional Learning Centers; Associate Professor of Accounting and Business Administration

Mark Engelhardt, Education Site Coordinator for the MBU-Troy/Wentzville Regional Learning Center; Professor of Education

Melissa Moody, Academic Coordinator for the MBU-Troy/Wentzville Regional Learning Center; Instructor of Business and Computer Information Systems

Laura McDonald, Office Manager for the MBU-Troy/Wentzville Regional Learning Center

Harold Bliggenstorfer, Coordinator for the MBU in St. Charles Regional Learning Center

Bill Combs, Coordinator of Illinois Regional Learning Centers; Assistant Professor of Philosophy and Interdisciplinary Studies

Chris Corby, Office Manager for the MBU at Lewis and Clark Regional Learning Center

Julia Schroeder, Assistant Director for the MBU at John A. Logan Regional Learning Center; Instructor of Education

Barbara Throgmorton, Office Manager for the MBU at John A. Logan Regional Learning Center

Jeffrey McDonald, Office Manager/Advisor for the MBU at Rend Lake Regional Learning Center; Instructor of Interdisciplinary Studies

Lydia Thebeau, Dean of Advisement and Retention; Professor of Biology

Desiree Peters, Assistant to the Dean of Advisement and Retention

Brenda Bradford, Chair – Division of Business; Associate Professor of Business Administration

Olivia Reaves, Administrative Assistant to Business Division Chair

Stephanie Kontrim-Baumann, Director of MBA Program; Assistant Professor of Marketing and Business Administration

Melanie Bishop, Dean – Division of Education; Associate Professor of Education
Kristie Breeding, Administrative Assistant to the Education Division Chair
Kathleen C. Wendt, Director of Teacher Certification Advising
Ellen John, Assistant to the Director of Teacher Certification Advising
Ricki Roth, Undergraduate Education Advisor
Mary Ann Bouas, Education Division Scheduling Coordinator & Undergraduate Education Advisor; Instructor of English
Angela McGowan, Teacher Certification Coordinator
Amanda Kehoe, Budget Coordinator for the Education Division
Larry Smith, Chair – Division of Fine Arts; Professor of Music
Joy Powell, Director of Drama Production and In Character; Assistant Professor of Theatre Arts
Sarah Dickey, Fine Arts Administrative Assistant
P. Gregory Comfort, Chair – Division of Health and Sport Sciences; Director of Distance Learning; Professor of Health and Sport Sciences
Guy Danhoff, Graduate Advisor – MSFM
Kathy Hammers, Administrative Assistant for the Center for Distance Learning and the Health and Sport Sciences Division; Graduate Advisor, MSSM
John Han, Acting Chair – Division of Humanities; Professor of English and Creative Writing; Editor of *Intégrité*; Editor of *Cantos*
Curtis McClain, Director of Christian Studies; Professor of Bible
Jerry Deese, Chair – Division of Natural Sciences; Associate Professor of Physics and Mathematics
Janet K. Puls, Chair – Division of Social and Behavioral Sciences; Associate Professor of Human Services and Psychology
James Kellogg, Coordinator for Criminal Justice Program; Assistant Professor of Criminal Justice
Heather Brase, Director of Campus Management Systems/ Special Assistant to the Provost for Program Application and Director of Institutional Research
Mary Ellen Fuquay, Director of EXCEL; Assistant Professor of English
Doug Morris, Assistant Director of EXCEL; Professor of Education
Colleen Inman, Director of EXCEL Student Services
Bob Kilzer, Director of Study Abroad
Paul Faber, Director of Diversity Priorities and Initiatives; Assistant Professor of Business Administration and Management

LIBRARY SERVICES:

Nitsa Hindeleh M.L.S., Director of Library Sciences; Instructor of Library Science
Anne Calhoun M.L.S., Cataloging Librarian (audio visual and music material)
Elaine Trost, Cataloging Librarian (monographic material)
Lynne Koestner, Reference Librarian
Fred McKinney, M.L.S., Reference Librarian

Ling Thumin, M.L.S., M.B.A., Circulation Librarian
Linda Webb, Circulation Assistant
Rebekah McKinney, Acquisition Personnel
Maxine Matsumoto, Technical Processing Clerk
Nancy Gowen, Clerical Assistant

RECORDS OFFICE:

Linda Chrisope, Director of Records
Kathie Pitts, Assistant Director of Records
Seth Carruthers, Director of Transfer and Articulation
Melissa Cornwell, Records Assistant
Isaac Bondurant, Records Assistant
Kasia Allen, Records Assistant
Thea Abraham, Records Graduation Assistant; Instructor of English

INFORMATION TECHNOLOGIES & TECHNICAL SERVICES:

Chris Sanders, Director of Information Technologies and Technical Services
Tyler Pitts, Assistant Director of Information Technologies and Technical Services
Jerel Thurman, Network Specialist
Robyn Pitts, Instructional Technology Coordinator
Michael Broombaugh, IT Help Desk
Bryan Dumey, Helpdesk Technician
Jason Pace, IT Help Desk
Jim Strickland, IT Technician

STUDENT DEVELOPMENT:

Andy Chambers, Senior Vice President for Student Development; Professor of Bible
Krista Huse, Administrative Assistant to the Senior Vice President for Student Development
Kimberly Grey, Associate Dean of Students; Director of Career Services
Lindsey Werges, Career Services Employment and Office Coordinator
Sarah Long, Career Services Program Support Assistant
Taira Schertz, Director of Resident Life
Kayla Knapp, Resident Director of North Hall
Brandon Van Marel, Resident Director of Pillsbury-Huff Hall
Virginia Witten, Resident Life Coordinator
Marie Tudor, Director of First Year Experience; Instructor of Interdisciplinary Studies
Lara Hines, Director of Student Activities
Julie Hammack, Assistant Director of Student Activities
Jonathan White, Campus Minister; Instructor of Bible
Kari Saunders, Director of International Student Affairs
Kim Rojas, Director of the Academic Success Center
Kinsey McKibbin, Assistant to the Director of the Academic Success Center; Testing Coordinator
Connie Crader, Special Needs Access Coordinator; Instructor of Education
Elizabeth Busekrus, Writing Lab Coordinator
Rose Sumpter, Study Skills Coordinator
Katie Muschinske, Administrative Assistant for Tutoring Services

Amy Goodberlet, Quest Mentor
Stephen Heidke, Director of Public Safety
Josh Brown, Deputy Director of Public Safety
Erin Messer, Assistant to the Director of Public Safety
Mike Douglas, Director of Food Services

ATHLETICS:

Thomas M. Smith, Director of Athletics; Associate Professor of Education & Health and Sport Sciences
Iris Dixon, Assistant Director of Athletics (Compliance); Head Women's Basketball Coach; Instructor of Health and Sport Sciences
Eddie Uschold, Assistant Director of Athletics (Outdoor Sports); Head Baseball Coach; Instructor of Health and Sport Sciences
John Yehling, Assistant Director of Athletics (Indoor Sports); Head Men's and Women's Volleyball Coach; Instructor of Social/Behavioral Sciences
Nick Hon, Manager of Athletic Operations
Meredith Hon, Administrative Assistant
Brad Cygan, Sports Information Director
Meredith Dill, Head Athletic Trainer; Instructor of Health and Sport Sciences
Michael Nolan, Assistant Athletic Trainer
Jamie Herron, Assistant Athletic Trainer
Jacob Alvernia, Head Men's Soccer Coach
Lloyd Brown, Director of Tennis Operations
Jason Burianek, Head Football Coach
Raymond Farrell, Head Men's Basketball Coach; Instructor of Health and Sport Sciences
Jim Graham, Head Men's Tennis Coach
Patricia Hanna, Head Women's Track and Field and Cross Country Coach
Justin Hoagland, Head Men's and Women's Golf Coach
Brian Jackson, Head Men's and Women's Wrestling Coach; Instructor of Business Administration
Jessica Johnson, Head Cheerleading Coach
Andrew Joly, Head Men's Lacrosse Coach
Deno Merrick, Head Women's Soccer Coach; Part-Time Instructor of Health and Sport Sciences
Chris Nichols, Women's Head Volleyball Coach
Amanda Sullivan, Head Women's Lacrosse Coach
Mark Sissom, Head Men's Track and Field and Cross Country Coach
Steve Solovic, Head Men's and Women's Bowling Coach
Marty Tanner, Head Women's Tennis Coach
Craig Walston, Head Softball Coach; Instructor of Natural Sciences

BUSINESS AFFAIRS:

Ken Revenaugh, Senior Vice President for Business Affairs
Pamela Savage, CPA, Controller
Eric Schertz, Accountant
Lorry Mahone, CPA, Internal Auditor
Barbara Burns, Payroll/Benefits Administrator
Laurie A. Wallace, Payroll/Benefits Administrator
Nancy Funke, Student Accounts Financial Coordinator
Ruth Thompson, Collections Clerk Assistant
Larry Funke, Financial Services Assistant

Briana Doerr, Accounts Payable
Dana Lorenz, Accounts Payable/Payroll and Benefits Clerk
Stu Lindley, Director of Campus Operations
Rob Richman, Director of Special Projects
Alexandria Dilworth, Administrative Assistant to Campus Operations
Jim Link, Director of Housekeeping
Mike Krone, Director of Grounds
John Shaw, Director of Maintenance
Emily Dixon, Manager of The Perk
Kristen Peebles, Bookstore Manager

INSTITUTIONAL ADVANCEMENT:

Keith Ross, Senior Vice President for Institutional Advancement
Linda Myers, Office Manger for Institutional Advancement
Lydia Keller, Advancement Services Coordinator
Ashlee Johnson, Development Officer
Abbie Chastain, Alumni Relations Coordinator
Bryce Chapman, Director of University Communications
Shawn Key, Webmaster/Graphic Designer
Jenny Gravatt, Multimedia Graphics and Production Specialist
Terri Adams, Director of Calendaring and Special Events
Aaron Chastain, Technical Coordinator for Special Events
Loran Richardson, Sports and Recreation Complex Manager
Brenna Lacey, Fitness Coordinator

ADMISSIONS:

Cynthia Sutton, Director of Admissions
Beth Kinsey, Associate Director of Admissions
Craig Bodenschatz, Director of Online Recruitment
Jill Crain, Transfer Admissions Counselor
Shannon Klousia, Freshman Admissions Counselor
Daniel Wood, Transfer Admissions Counselor
Nathaniel Bergstrom, Administrative Assistant for Undergraduate Admissions
Janet Roark, Administrative Assistant for Undergraduate Admissions
Casey Peterson, Administrative Assistant
Cindy Payne, University Receptionist

FINANCIAL SERVICES:

John Brandt, Director of Student Financial Services
Zach Greenlee, Associate Director of Student Financial Services
Elizabeth Somers, Associate Director of Student Financial Services/Accounts Receivable
Whitney Messer, Financial Assistance Counselor for New Students
Geoffrey Miller, Financial Assistance Counselor
Yolanda Dye, Financial Assistance Counselor
Jim Beeman, Financial Coordinator
Ashley Fischer, Student Accounts Assistant
Eric Bliggenstorfer, Financial Services Administrator





FULL-TIME FACULTY 2013-2014

THEA M. ABRAHAM
Instructor of English

2009

B.A., Missouri Baptist University, 2003
M.S.E., Missouri Baptist University, 2007
M.A., University of Missouri-St. Louis, 2012
Graduate Certificate in Writing, University of Missouri-St. Louis, 2012

CAROL AUSTIN

2003

Professor of Counseling and Human Services
B.S., Eastern Michigan University, 1978
M.A., Michigan State University, 1982
Ph.D., Saint Louis University, 2007

DAVID WAYNE BAILEY

2002

Associate Professor of Psychology
B.S., Evangel College, 1977
M.A., Biola University, 1980
Psy.D., Biola University, 1983

PAULA BENNETT

2000

Assistant Professor of Communications
B.S., Louisiana State University, 1973
M.S., University of Southern Mississippi, 1977

CATHY BENTON

1986

Associate Professor of Music
A.A., Jefferson College, 1973
B.M.E., Murray State University, 1975
M.M., Webster University, 1983
D.M.A., University of Missouri-Kansas City, 2002

KEITH BEUTLER

2000

Associate Professor of History
B.A., Liberty University, 1991
M.Ed., Union University, 1997
M.A., University of Tennessee, 1999
Ph.D., Washington University, 2005

MELANIE BISHOP

2013

Dean of Education
Associate Professor of Education
B.S., Southwest Baptist University, 1994
M.A., Lindenwood University, 1998
Ed.D., Lindenwood University, 2010

AARON BLACK

2013

Director of the BJC Partnership Initiative
Assistant Professor of Management and Business Administration
B.A., Lee University, 2003
M.B.A., Missouri Baptist University, 2007
ABD, Webster University

JONATHAN BLACKMON

2012

Associate Professor of Music
B.M., Howard Payne University, 1998
M.M., Southwestern Baptist Theological Seminary, 2002
Ph.D., Southwestern Baptist Theological Seminary, 2007

MARY ANN BOUAS

2006

Education Division Scheduling Coordinator & Undergraduate Advisor
Instructor of Education
B.A., Drury University, 1972
M.Ed., University of Missouri-St. Louis, 1976
Additional Studies: Missouri Baptist University

VINCENT BOYD

2013

Associate Professor of Higher Education in Community College Leadership
B.S., Southern Illinois University-Carbondale, 1994
M.A., University of Illinois at Springfield, 1999
Ph.D., Illinois State University, 2010

BRENDA D. BRADFORD

1999

Chair, Business Division
Associate Professor of Business Administration
B.A., Washington University, 1977
M.A. Washington University, 1990
Additional Studies: Saint Louis University

MEREDITH RUCK DILL Head Athletic Trainer Instructor of Health and Sport Sciences B.A., Wheaton College, 2000 B.S., Southern Connecticut State University, 2003 M.S., Ohio University, 2005		MARY ELLEN FUQUAY Director of EXCEL Assistant Professor of English B.A., Oklahoma Baptist University, 1969 M.A., University of Virginia, 1971	1998
IRIS DIXON Assistant Athletic Director for Compliance Head Women's Basketball Coach Instructor of Health and Sport Sciences B.S., Northwestern State University, 1993 M.S.Ed., Southern Illinois University-Edwardsville, 2004	2004	KATHERINE SUE GIEG Instructor of Health and Sport Sciences B.S., Fontbonne University, 1988 M.A.T., Missouri Baptist University, 2010	2010
ARLEN R. DYKSTRA Provost/Senior Vice President for Academic Affairs Professor of History B.A., Covenant College, 1964 M.A., Saint Louis University, 1967 Ph.D., Saint Louis University, 1970 Additional Studies: Saint Louis University, Harvard Institutes of Higher Education.	1972	JOHN HAN Acting Chair – Humanities Division Professor of English and Creative Writing Editor of <i>Intégrité</i> Editor of <i>Cantos</i> B.A., Kookmin University, 1979 M.Ed., Yonsei University, 1986 M.A., Kansas State University, 1991 Ph.D., University of Nebraska-Lincoln, 1998 Writing Certificate in English, Missouri Baptist University, 2007	1999
MARK D. ENGELHARDT Education Site Coordinator, MBU-Troy/Wentzville Regional Learning Center Professor of Education B.S., Southeast Missouri State University, 1974 M.A., Southeast Missouri State University, 1981 Ed.S., Saint Louis University, 1988 Ph.D., Saint Louis University, 1990	1999	AMBER HENRY Dean, Jefferson County and Mineral Area Regional Learning Centers Associate Professor of Education B.S.E., Missouri Baptist College, 1996 M.S.Ed., Southwest Baptist University, 2000 Ed.S., University of Missouri-Columbia, 2005 Ed.D., Walden University, 2008	2000
PAUL FABER Director of Diversity Priorities and Initiatives Assistant Professor of Business Administration and Management B.A., Southwestern University, 1996 M.B.A., Keller Graduate School, 2001	2013	EDWARD HILLHOUSE Associate Dean of Graduate Studies Professor of Education B.S., Southwest Missouri State University, 1970 M.B.A., University of Missouri-Columbia, 1972 Ed.D., Saint Louis University, 1979	1998
RAYMOND FARRELL Head Men's Basketball Coach Instructor of Health and Sport Sciences B.S., West Chester University of Pennsylvania, 1983 M.S., Texas A & M University Commerce, 1985	2007	NITSA HINDELEH Director of Library Services Instructor of Library Science B.A., Louisiana State University, 1973 M.L.S., University of Missouri-Columbia, 1983	1987
LADD FASZOLD Professor of Music B.M.E., Southeast Missouri State University, 1974 M.C.M., New Orleans Baptist Theological Seminary, 1976 D.M.A., University of Memphis, 1993	1987	CARL HOLSCHEN Director of Teacher Education Associate Professor of Education B.A., Concordia University, 1970 M.S., Saint Louis University, 1975 Ed.D., Saint Louis University, 1999	2007
WILLIAM FELTY, JR. Assistant Professor of Accounting A.A.S., Southeast Missouri State University, 1980 B.S.B.A., Southeast Missouri State University, 1980 M.B.A., Southeast Missouri State University, 1991 C.P.A., 1980; C.M.A., 2005	2003	GLENN HOPP Professor of English B.A., University of Missouri-St. Louis, 1976 M.A., Southern Illinois University-Edwardsville, 1978 Ph.D., University of Missouri-Columbia, 1986	2013

<p>BRIAN JACKSON Head Wrestling Coach Instructor of Business B.A., Lindenwood University, 1994 M.B.A., Lindenwood University, 1996</p>	<p>2004</p>	<p>R. ALTON LACEY President Professor of Psychology B.S., Louisiana Tech University, 1971 M.A., Southwestern Baptist Theological Seminary, 1973 Ph.D., Southwestern Baptist Theological Seminary, 1977 Additional Studies: North Texas State University; Harvard Institutes of Higher Education, 1990 and 1995</p>	<p>1995</p>
<p>LINDA NICHOLE VINES JOHNSON Assistant Professor of Human Services and Psychology B.A., Missouri Baptist University, 1998 M.S.W., Saint Louis University, 2002 ABD: Jane Addams College of Social Work at the University of Illinois at Chicago</p>	<p>2005</p>	<p>KELLY LEAVITT Instructor of English B.A., Samford University, 2007 M.A., University College London, 2009</p>	<p>2010</p>
<p>KAREN KANNENBERG Associate Professor of Accounting and Business Administration B.M., Shorter College, 1985 M.A., Webster University, 1994 D.Mgt., Webster University, 1999</p>	<p>1994</p>	<p>CURTIS K. MCCLAIN, JR. Director of Christian Studies Professor of Bible B.A., Howard Payne University, 1977 M.Div., Southwestern Baptist Theological Seminary, 1980 Th.D., Mid-America Baptist Theological Seminary, 1990 Ph.D., Mid-America Baptist Theological Seminary, 1995</p>	<p>1988</p>
<p>JAMES KELLOGG Assistant Professor of Criminal Justice and Program Coordinator B.A., Missouri Baptist College, 1974 M.A., Webster University, 1990</p>	<p>1996</p>	<p>C. ALLIN MEANS Associate Professor of Journalism and Communications B.A., Baylor University, 1986 M.A., University of West Florida, 1998 Ph.D., University of Southern Mississippi, 2010</p>	<p>2011</p>
<p>RAY KILLEBREW Assistant Professor of Communication A.A., Hannibal-LaGrange College, 1954 B.A., Washington University, 1956 M.A., Webster University, 2000</p>	<p>1998</p>	<p>DOUGLAS T. MORRIS Assistant Director of EXCEL Program Professor of Education B.A., Murray State University, 1966 M.A.Ed., Murray State University, 1967 Ed.D., Saint Louis University, 1982 Additional Studies: Northeast Missouri State University</p>	<p>2000</p>
<p>MARK KIMZEY Assistant Professor of Kinesiology A.S., North Greenville College, 1988 B.A., Missouri Baptist College, 1990 M.Div., Covenant Theological Seminary, 1994 M.S.Ed., Southern Illinois University Edwardsville, 2006</p>	<p>1996</p>	<p>ALICIA NODDINGS <i>Assistant Professor of Education</i> B.S., Baylor University, 1990 B.M., Baylor University, 1994 M.A., Concordia University Chicago, 1999 Ph.D., Saint Louis University, 2012</p>	<p>2013</p>
<p>STEPHANIE KONTRIM-BAUMANN MBA Program Director Assistant Professor of Marketing and Business Administration B.A., University of Pennsylvania, 1990 M.B.A., Washington University, 1998</p>	<p>2004</p>	<p>DAVID PIERCE Assistant Professor of Health and Sport Sciences B.S.E., Lakeland College-Sheboygan, 1970 M.S.S., United States Sports Academy, 1989</p>	<p>2004</p>
<p>PATRICIA LACEY Assistant Professor of Music B.M., Oklahoma Baptist University, 1971 M.M.E., University of North Texas at Denton, 1973 Certificate in Kodály, Sam Houston State University, 1984 Additional Studies: Southwestern Baptist Theological Seminary; Temple University</p>	<p>1995</p>	<p>SHAYANI PIERIS Assistant Professor of Plant Sciences B.Sc., University of Colombo, Sri Lanka, 1997 Ph.D., Iowa State University, 2007</p>	<p>2012</p>

<p>LOWELL PITZER Assistant Professor of Education/Health and Sport Sciences B.S., Alderson Broaddus College, 1964 M.A., West Virginia University, 1967 Continuing Education Program for Certification: University of Virginia, 1979 and 1981</p>	<p>1990</p>	<p>SHELTON SMITH Director of Educational Administration Programs Dean, MBU in Pacific and MBU in Union Regional Learning Centers Associate Professor of Education B.S.E., Southeast Missouri State University, 1967 M.Ed., Southeast Missouri State University, 1972 Ed.S., Southeast Missouri State University, 1977 Ed.D., Southern Illinois University Edwardsville, 1990 Additional Studies: various universities in Germany</p>	<p>2005</p>
<p>JOY POWELL Assistant Professor of Theatre Arts B.S., Ball State University, 1998 M.A., Lindenwood University, 2006</p>	<p>2006</p>		
<p>JANET K. PULS, L.C.S.W. Chair, Social/Behavioral Sciences Division Associate Professor of Human Services and Psychology B.A., Maryville University, 1997 M.S.W., Saint Louis University, 1999 Ph.D., Walden University, 2011</p>	<p>2000</p>	<p>THOMAS M. SMITH Director of Athletics Associate Professor of Education & Health and Sport Sciences B.A., Missouri Baptist College, 1983 M.S., Southwest Baptist University, 1999 Ed.D., Walden University, 2008</p>	<p>2000</p>
<p>LAURA RAUSCHER Assistant Professor of Education and Counseling B.A., University of Missouri-St. Louis, 2001 M.Ed., University of Missouri-St. Louis, 2004 Ph.D., University of Missouri-St. Louis, 2012</p>	<p>2011</p>	<p>RON SPARKS Special Lecturer for Sport Management A.A.S., St. Louis Community College, 1980 B.S., Evangel College, 1982 M.S.S.M., Missouri Baptist University, 2013 Additional Studies: Southern Illinois University-Edwardsville</p>	<p>2013</p>
<p>LARRY RICHARDSON Coordinor of Graduate Advising Graduate Advisor–Master of Arts in Counseling Instructor of Human Services and Counseling B.A., Southwest Baptist College, 1968 M.S.E., Southwest Missouri State College, 1976 B.A., Webster University, 1989</p>	<p>2004</p>	<p>C. SCULLY STIKES Professor of Counseling and Sociology B.A., Kent State University, 1967 M.Ed., Kent State University, 1969 M.A., Kent State University, 1970 Ph.D., Kent State University, 1974 M.Div., Eden Theological Seminary, 2000</p>	<p>2003</p>
<p>JUDITH A. SCOTT Associate Professor of Education B.A., University of Missouri-Rolla, 1973 M.Ed., Our Lady of Holy Cross College, 1987 Ph.D., University of New Orleans, 2005</p>	<p>2006</p>	<p>WEI-CHEUN LIU TAI Associate Professor of Mathematics B.S., Chung Hsing University, 1969 M.S., Tsing Hua University, 1970 M.S., Arizona State University, 1981 Ph.D., Arizona State University, 1988</p>	<p>2004</p>
<p>DAVID B. SMITH Assistant Professor of Mathematics B.S.E., Illinois State University, 1975 M.S., Illinois State University, 1981</p>	<p>1998</p>	<p>LYDIA THEBEAU Dean of Advisement and Retention Professor of Biology B.A., Hannibal-LaGrange College, 1995 Ph.D., Saint Louis University, 2002</p>	<p>2005</p>
<p>LARRY SMITH Chair, Fine Arts Division Choral Director Fine Arts Recruiter Professor of Music B.M.E., Baylor University, 1979 M.M., Southwest Texas State University, 1986 D.M.A., Arizona State University, 1998</p>	<p>1998</p>	<p>MARY SUE THOMPSON Dean, MBU-Troy/Wentzville and MBU in St. Charles Regional Learning Centers Professor of Accounting and Business Administration B.A., University of Iowa, 1975 M.B.A., California Coast University, 1983 M.B.A., Fontbonne College, 1990; D.Mgt., Webster University, 2003</p>	<p>1983</p>

MARSHA TIERNEY Site Coordinator, MBU in Union Regional Learning Center Assistant Professor of Education B.S., Southwest Missouri State University, 1975 M.S., Southwest Missouri State University, 1979 Additional Studies: University of Missouri-St. Louis	2004	CRAIG WALSTON Head Women's Softball Coach Instructor of Natural Sciences B.S., University of Missouri-Columbia, 1976 M.S.S., United States Sports Academy, 1990	2006
C. CLARK TRIPLETT Vice President for Graduate Studies and Academic Program Review Acting Director of the Doctor of Education Program Professor of Psychology and Sociology A.A., Hannibal LaGrange College, 1965 B.A., Southwest Baptist College, 1967 M.Div., Covenant Theological Seminary, 1971 M.S.Ed., Southern Illinois University-Edwardsville, 1977 Ph.D., Saint Louis University, 1984 Additional Studies: Concordia Theological Seminary, Covenant Theological Seminary, University of Ulster-Northern Ireland, Harvard Institutes of Higher Education	1985	JESSICA WOHLSCHLAEGER Instructor of English B.A., Missouri Baptist University, 2008 Writing Certificate, Missouri Baptist University, 2008 M.A., Southern Illinois University Edwardsville, 2010	2010
EDDIE USCHOLD Assistant Director of Athletics for Outdoor Sports Head Baseball Coach Instructor of Health and Sport Sciences B.A., Baldwin-Wallace College, 1990 M.A., Kent State University, 1992	1999	AMANDA WOKURA Instructor of Public Relations and Communications B.A., Webster University, 2003 M.A., Webster University, 2008	2011
VAN A. VAUGHN Professor of Counseling and Education B.S., Sul Ross State University, 1969 M.Ed., University of Texas-Brownsville, 1996 Ph.D., Saint Louis University, 2007		LOFTIN WOODIEL Assistant Professor of Criminal Justice Diploma in Lay Ministry, Nazarene Bible College, 1981 A.A.S., Community College of the Air Force, 1985 B.A., Western Illinois University, 1983 M.A., University of Central Oklahoma, 1987 Ph.D., Saint Louis University, 2000	2012
MARY S. VEDAMUTHU Associate Professor of Chemistry B.S., University of Madras, 1982 M.S., University of Madras, 1985 Ph.D., Texas Tech University, 1996	2004	JOHN YEHLING Assistant Athletic Director for Indoor Sports Head Men's and Women's Volleyball Coach Instructor of Social and Behavioral Sciences B.A., Missouri Baptist College, 2002 M.S.E., Missouri Baptist University, 2005	2005





PART-TIME FACULTY 2013-2014

NINA S. ABERNATHY

Instructor of Education

B.S., Truman State University, 2000
M.A., Webster University, 2003

CHARLES S. ACKERSON

Instructor of Criminal Justice

B.A., William Jewell College, 1957
M.Div., Colgate Rochester Divinity School, 1961

MARK L. AKINS

Instructor of Criminal Justice

A.A., Jefferson College, 1983
B.S., Southeast Missouri State University, 1985
M.S., Lindenwood University, 2006

MARIANN D. AMASS

Instructor of Library Science

A.A., Jefferson College, 1983
B.A., Missouri Baptist University, 1984
M.A. (L.S.), University of Missouri-Columbia, 1995
Ed.S., University of Missouri-Columbia, 2005

CHRISTOPHER ASKEY

Instructor of Business

B.S., Lindenwood University, 1990
M.B.A., Lindenwood University, 1995
M.A., Lindenwood University, 2000

LEAH L. ASKEY

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2009 PAUL GASSETT Instructor of Business B.J., University of Missouri-Columbia, 1989 M.B.A., Washington University, 2000		2004
2010 SONIA GILES Instructor of English B.S.E., University of Missouri-St. Louis, 1994 M.A., University of Missouri-St. Louis, 1998		2004
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