Table of Contents

Table of Contents I

Academic Calendars II

A Welcome From The President V

An Introduction to Bushnell University 1

Bushnell University Faculty & Administration 9

Board Of Trustees 10

Traditional Undergraduate Admissions 11

Online Program Admission 19

Admission Requirements For Dual Degree Pathways and Accelerated Baccalaureates 22

Graduate Program Admission 26

Student Finances 35

Registration and Academic Policies 56

Student Development 83

Traditional Undergraduate Programs Of Study 87

Online Programs Of Study 149

Graduate Programs 173

Post–Baccalaureate Programs Of Study 197

Course Descriptions 209

Portage Course Descriptions 299

Rize Course Descriptions 306

Index 312

Academic Calendars

2026-2027 Academic Calendar - Full Term

Fall Semester

Classes Begin	August 24, 2026
Labor Day Holiday (no classes)	September 7, 2026
Last Day to Add or Drop Classes	September 4, 2026
Embrace the Community Day	September 17, 2026
Reserved Registration for Juniors/Seniors	October 26- November 1, 2026
Registration for Next Semester	November 2-November 25, 2026
Veterans Day Holiday (no classes)	November 11, 2026
Last Day to Declare Pass/No Pass	November 25, 2026
Last Day to Withdraw	November 25, 2026
Thanksgiving Holiday (no classes)	November 26-27, 2026
Academic Creativity & Excellence Day	December 2, 2026
Final Examinations	December 7-10, 2026
Commencement	December 11, 2026
Last Day of Semester	December 13, 2026

Spring Semester

Classes Begin	January 11, 2027
Martin Luther King, Jr. Holiday (no classes)	January 18, 2027
Last Day to Add or Drop Classes	January 22, 2027
Reserved Registration for Juniors/Seniors	March 15-March 21, 2027
Spring Break (no classes)	March 22-28, 2027
Good Friday Holiday (no classes)	March 26, 2027
Registration for Fall and Summer Semester	March 29-April 23, 2027
Last Day to Declare Pass/No Pass	April 23, 2027
Last Day to Withdraw	April 23, 2027
Academic Creativity and Excellence Day	April 28, 2027
Final Examinations	May 3-6, 2027
Baccalaureate	May 7, 2027
Commencement	May 8, 2027
Last Day of Semester	May 9, 2027

Summer Semester

Classes Begin	May 10, 2027
Last Day to Add or Drop Classes	May 21, 2027
Memorial Day Holiday (no classes)	May 31, 2027
Independence Day Holiday (no classes)	July 5, 2027
Last Day to Declare Pass/No Pass	July 30, 2027
Last Day to Withdraw	July 30, 2027
Commencement	December 10, 2027
Last Day of Semester	August 15, 2027

2026-2027 Academic Calendar - Subterms

Fall 2026	*Session 1*	*Session 2*
August 24, 2026 - December 13, 2026	8/24/2026 – 10/18/2026	10/19/2026 – 12/13/2026
Classes Begin	8/24/2026	10/19/2026
Labor Day Holiday (no classes)	9/7/2026	
Last Day to Add or Drop Classes	9/1/2026	10/27/2026*
Registration for Next Semester		10/26/2026 – 12/18/2026
Veterans Day Holiday (no classes)		11/11/2026
Last Day to Declare Pass/No Pass	10/2/2026	11/25/2026
Last Day to Withdraw	10/2/2026	11/25/2026
Thanksgiving Holiday (no classes)		11/26/2026 – 11/27/2026
Commencement		12/11/2026
Last Day of Subterm	10/18/2026	12/13/2026

Interterm 2026

December 14, 2026 – January 10, 2027

Classes Begin	12/14/2026
Last Day to Add or Drop Classes	12/17/2026
Last Day to Declare Pass/No Pass	12/30/2026
Last Day to Withdraw	12/30/2026
Last Day of Subterm	1/10/2027

Spring 2027	*Session 1*	*Session 2*
January 11, 2027 - May 9, 2027	1/11/2027 – 3/7/2027	3/8/2027 – 5/9/2027
Classes Begin	1/11/2027	3/8/2027
Martin Luther King, Jr. Day Holiday (no classes)	1/18/2027	
Last Day to Add or Drop Classes	1/19/2027	3/16/2027*
Registration for Next Semester		3/15/2027 – 4/23/2027
Spring Break (no classes)		3/22/2027 – 3/26/2027
Good Friday Holiday (no classes)		3/26/2027
Last Day to Declare Pass/No Pass	2/19/2027	4/23/2027
Last Day to Withdraw	2/19/2027	4/23/2027
Commencement		5/8/2027
Last Day of Subterm	3/7/2027	5/9/2027

Summer 2027	*Session 1 (7 weeks)*	*Session 2 (7 weeks)*
May 10, 2027 - August 15, 2027	5/10/2027 – 6/27/2027	6/28/2027 – 8/15/2027
Classes Begin	5/10/2027	6/28/2027
Independence Day Holiday (no classes)		7/5/2027
Last Day to Add or Drop Classes	5/18/2027	7/6/2027*
Memorial Day Holiday (no classes)	5/31/2027	
Last Day to Declare Pass/No Pass	6/11/2027	7/30/2027
Last Day to Withdraw	6/11/2027	7/30/2027
Commencement		12/10/2027
Last Day of Subterm	6/27/2027	8/15/2027

*Students who register in session one for the entire semester must petition with an Academic Advisor to add or drop classes in session two after the session one drop deadline. Petition fees may apply.

A Welcome from the President

Bushnell University is a Christ-centered learning community grounded in an appreciation for the liberal arts within a biblical context. For over 125 years the Bushnell University campus has been characterized by a unique faculty-student relationship that moves beyond the mere acquisition of information and technical expertise. We believe the best of what we do is manifest in the molding of a college experience that promises superb career preparation within an environment that champions Christ and inspires service in the Church, community, and family.

An education at Bushnell University gives students the proficiencies and habits of a well-educated person: the ability to evaluate and think critically, communicate effectively, work collaboratively, and employ a real sense of purpose in this world. Your experience here, whether you enroll as an undergraduate, graduate, or an online student will be richest when you fully engage all Bushnell University has to offer. Please take the time to explore this catalog for a glimpse of the Bushnell University experience through the descriptions of our challenging academic programs and opportunities for personal and spiritual growth.

If you are already a member of the Bushnell University community, I'm sure you share my enthusiasm for this unique and vibrant institution. If you are a prospective student, parent, educator or pastor, allow me the chance to offer my most sincere greeting on behalf of all of us here at Bushnell University.

Blessings,

Joseph D. Womack, Ed.D

An Introduction to Bushnell University

The Mission, Vision, & Core Themes of Bushnell University

Mission

Bushnell University fosters wisdom, faith and service through excellent academic programs within a Christ-centered community.

Vision

Bushnell University aspires to be characterized by its commitment to equip students to discover and answer God's calling in their lives.

Bushnell University achieves this vision through academic excellence and faithful stewardship in a Christ-centered community that develops purposeful graduates.

Core Themes

Our core themes are the following:

Manifest Excellence in Christian Higher Education
Exercise Faithful Stewardship
Foster Life-transformation in Christ-centered Community
Develop Purposeful Graduates

Core Theme 1: Manifest Excellence in Christian Higher Education

Excellence in Christian higher education at Bushnell University is measurable by the extent to which we achieve the following objectives:

- Demonstrate commitment to the authority of the Bible as Holy Scripture;
- Demonstrate academic excellence by recruiting, supporting, and retaining qualified faculty;
- Demonstrate academic excellence by developing, assessing, improving, and resourcing approved academic programs;
- Demonstrate academic excellence by providing quality library and learning resources and academic support services; and
- Demonstrate commitment to excellence in Christian higher education by offering extra- and co-curricular activities that complement and enhance scholarship and the integration of faith and learning.

Core Theme 2: Exercise Faithful Stewardship

Exercising stewardship for sustainability is measurable by the extent to which we achieve the following objectives:

- Maintain a fiscally sound educational environment which supports and sustains faculty, staff, and students at every stage of the learning process;
- Operate from a position of financial strength and quality facilities;
- Achieve steady growth in the development and advancement of donors, donor relations, annual giving, capital funds, endowments, and scholarships; and
- Increase student enrollment in Traditional Undergraduate, Online, and Graduate programs.

Core Theme 3: Foster Life-transformation in Christ-centered Community

Fostering life-transformation in Christ-centered community is measurable by the extent to which we achieve the following objectives:

- Provide an on-campus Christ-centered community that fosters spiritual, social, leadership, and

physical development for all members of the community;
- Create partnerships among faculty, staff, churches, and community partners that support the life-transforming experience of students; and
- Provide a supportive environment that addresses the specific needs of non-traditional online students.

Core Theme 4: Develop Purposeful Graduates

Developing purposeful graduates is measurable by the extent to which we achieve the following objectives:

- Provide an environment that encourages and trains students towards the practical application of new skills and knowledge;
- Provide opportunities for students to investigate and learn about God's calling upon their lives; and
- Equip students to fulfill their calling in their chosen careers, as well as in their service to God and the world.

The History of Bushnell University

History of Our Name: From Divinity School to College to University

In 1895 Eugene Divinity School was established adjacent to the University of Oregon campus in order to provide courses in Bible and Christian ministry while allowing students the use of extensive resources at the state institution. The name of the college was changed to Eugene Bible University in 1908; in 1930 the name changed again to Eugene Bible College.

On May 10, 1934, Eugene Bible College merged with Spokane University. Established in 1912, Spokane University was forced to close its doors in 1933 as a result of financial difficulties. Following this merger, the name of the institution was changed to Northwest Christian College.

In the 1990s, Northwest Christian College began to expand its curriculum beyond ministerial training which had been the major emphasis through most of the twentieth century. By the outset of the twenty-first century, in addition to the continued emphasis upon biblical studies and Christian ministry, the institution offered a broad range of academic programs – undergraduate, graduate, and degree completion – in the liberal arts, teacher education and counseling, and business and management. In recognition of the growth and expansion of curriculum and facilities, Northwest Christian College changed its name to Northwest Christian University on July 1, 2008, and then later to Bushnell University on July 1, 2020.

Bushnell University is named after the first president of the Board of Regents, James A. Bushnell, whose pioneer conviction led to the institution's establishment in 1895.

Church Relationships and Theological Context

Bushnell University is closely affiliated with the churches that make up the so-called Stone-Campbell Movement. In particular, the historical roots of Bushnell University lie in the Christian Church (Disciples of Christ) and the Christian Churches/Churches of Christ. Since its beginnings the University has shared human resources with these churches; in return these churches generously support the University with prayers and encouragement, student referrals, financial contributions, and representation on its governing board. Many of the ministers of these congregations and a large number of lay leaders in the Pacific Northwest are alumni of Bushnell University.

Due to this Stone-Campbell Movement heritage, Bushnell University also has a strong ecumenical interest. The University offers its resources to students and congregations from virtually every tradition of the Church – locally, nationally, and globally.

Characteristics of Our Churches[1]

The family of churches known as Christian Churches, Christian Church (Disciples of Christ), and Churches of Christ grew out of an early 19th Century movement with origins in both the United Kingdom and the United States of America. Today there are congregations related to this Christian World Communion in more than 178 countries.

Today, in any Christian World Communion there is great diversity in belief and practice; however, there are also many features of each family that are shared by the whole church of Jesus Christ. What follows is an attempt to create an overall but simple picture of who the Churches of Christ and Christian Churches are. Thus, it needs to be read as a whole. It also needs to be read with the understanding that no attempt is being made to separate this family from the church of Christ universal but rather to describe its place within the whole church.

It is possible to choose ten major characteristics of the churches that comprise this common heritage:

1. A concern for Christian Unity
2. A commitment to Evangelism and Mission
3. An emphasis on the centrality of the New Testament
4. A simple Confession of Faith
5. Believers' Baptism
6. Weekly Communion
7. A Biblical Name
8. Congregational Autonomy
9. Lay Leadership
10. Diversity/Freedom/Liberty

A Concern for Christian Unity

In the 1808 "Declaration and Address" Thomas Campbell wrote that the "Church of Christ on earth is essentially, intentionally and constitutionally one." Another pioneer, Barton Stone, spoke of Christian unity being the "polar star." The "Christian" movement was a movement for unity within the fragmented and often hostile and competitive church environment of that time but ultimately became a separate movement. Today there are different conceptions of how Christian unity might be understood and achieved. These range from: commitment to the ecumenical movement, with some involved in dialogue and negotiation with other church families; a belief that there is already an underlying God-given unity despite apparent division; to those who feel that they have discovered what the church should be like, and that unity will come through others recognizing this and joining with them.

Commitment to Evangelism and Mission

For the Christian Churches and Churches of Christ, unity was never an end in itself. Its desirability came out of the understanding "that the world could be won only if the church became one." Today that commitment is shown both by emphasizing the need for personal commitment to Jesus Christ and by a concern for peace and justice for all people. Many achieve a

[1]"Characteristics of Our Churches" is adapted from a statement prepared by Lorraine & Lyndsay Jacobs, former General Secretaries of the World Convention of Churches of Christ and is used by permission. The text may also be found at the World Convention of Churches of Christ website: www.worldconvention.org.

balance between these two emphases but often one is emphasized over the other.

New Testament Emphasis

Christian Churches and Churches of Christ are "People of The Book." They believe that unity can be achieved by "restoring" the New Testament Church—stripping away the accumulation of traditions that brought about division. The authority was the scriptures—not the church. Many still prefer to be referred to as the "Restoration Movement." Other Christian Churches have difficulty accepting that the New Testament provides a clear unified model for the church. They believe that the church must also be open to God's present word measured against the biblical revelation. All members of Churches of Christ and Christian Churches would describe themselves as "biblical" but interpretation of that varies greatly.

Simple Confession of Faith

From Matthew 16:16 comes the cornerstone question for church membership in the Christian Church or Church of Christ: "Do you believe that Jesus is the Christ and accept him as your Lord and Savior?" An affirmative answer is all that is required for membership, though many congregations now have membership classes. This simple question avoided the use of (often divisive) creeds. Many today do not make any use of creeds; others use them as a means of expressing faith—but within the Christian Church or Church of Christ creeds are not used as a test of faith.

Believers' Baptism

Within the Church of Christ only people who have reached an age where they can make their own confession of faith are baptized. The means of baptism is always immersion. Many congregations will now accept (by transfer) into membership those who become church members through other traditions; other congregations are adamant that believers' baptism is essential. Baptisteries—for immersion—are features of worship facilities.

Weekly Communion

Again, believing that they follow the New Testament model, Christian Churches and Churches of Christ celebrate communion or "The Lord's Supper" each Sunday.

Biblical Name

Members of the emerging 19th Century Movement wanted to be known only as "Christians" or "Disciples of Christ." Slogans such as "Christians only—but not the only Christians" and "Biblical names for Biblical people" captured this emphasis. Congregations use names such as Church (or Churches or church) of Christ, Christian Church, or Christian Church (Disciples of Christ). There are also congregations within uniting churches in many areas and countries.

Congregational Autonomy

Members of Churches of Christ and Christian Churches live under the authority of Christ, but this authority is seen as being worked out in the local congregation. For many this congregational autonomy is absolute; others guard their autonomy jealously but have established ways of working together; many are organized in regions and/or nationally but still with a very large degree of congregational autonomy. Globally there is very limited organization. Some countries have nationally organized; these countries cooperate through the "Disciples Ecumenical Consultative Council." The World Convention of Churches of Christ is a global fellowship which endeavors to build up fellowship and understanding within the whole family.

Lay Leadership

Belief in the "Priesthood of all Believers" is a mark of all Christian Churches and Churches of Christ. Within the churches this belief is referred to as a "mutual ministry." Participation by lay people in all aspects of the church's life is a notable feature. Lay people conduct the sacraments. Despite the emphasis on lay ministry, there exists within the church an employed and trained ministry, though recognition of this varies from a "paid member" to an expectation of special leadership.

Diversity

"In essentials unity, in nonessentials liberty, and in all things love" is the best-known slogan in our family. Christian Churches and Churches of Christ have always allowed for diversity and much of that diversity has been enriching. Diversity also allows for the possibility of intolerance and division and that unfortunately has been part of our experience. This Christian family is left with the challenge of finding for itself the unity-in-diversity it seeks for the whole church of Jesus Christ.

Bushnell University Memberships

- Council for Christian Colleges and Universities (CCCU)
- Oregon Alliance of Independent Colleges and Universities (The Alliance)
- Council of Independent Colleges (CIC)
- National Association of Independent Colleges and Universities (NAICU)
- Council for Higher Education Accreditation (CHEA)

Bushnell University Accreditation & Educational Philosophy

Accreditation

Bushnell University is accredited by the Northwest Commission on Colleges and Universities.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on
Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
(425) 558-4224 www.nwccu.org

Bushnell University is authorized as a degree-granting institution by The Office of Degree Authorization, Oregon State Board of Licensure. Degree programs in business and management are further accredited by the International Assembly for Collegiate Business Education (IACBE). Teacher education and school counseling programs are approved by the Oregon State Teachers Standards and Practices Commission (TSPC). Bachelor of Science in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). Additional information on each accrediting body is listed on the University website. Bushnell University is approved by the U.S. Department of Justice, Immigration, and Naturalization Service for international and non-immigrant students. Programs at Bushnell University are approved for the use of veteran's benefits.

Educational Philosophy

Bushnell University is a community of higher learning in which faculty and students strive together for knowledge, understanding, and meaning in relation to the life and teachings of Jesus Christ. The Christian quest for truth relates to all aspects of the liberal arts and sciences, including the Humanities, Social Sciences, and Physical and Life Sciences. The institutional framework and objectives of this community recognize the individual and their need for biblical faith, intellectual development, personal effectiveness, and social awareness.

Bushnell University seeks to create learning situations, both in and out of the classroom, where students will have the opportunity to discover their potential and consider their relationships with the many environments of their world. Such learning situations require biblical and general studies be integrated effectively and meaningfully with the issues and needs of society. The faculty assumes that the learning process involves the active participation of students; this participation will increase the student's capacity to think critically and responsibly in an environment of openness, freedom of expression, and respect for one another.

As a Christian liberal arts university, Bushnell University offers a variety of courses of study including preparation for ministry, professional programs in business management and teacher education, liberal arts degrees in areas such as psychology and speech communication, graduate degree programs in business, education, professional counseling, and many other programs as can be seen in this catalog. No matter the academic program, the University seeks to provide an education that equips graduates for a variety of vocations and professions, while grounding all of its degrees in biblical studies and Christian values.

Resolution of Commitment to Excellence and the Assessment of Institutional Effectiveness

We, the faculty, staff, and administration of Bushnell University, are committed to excellence in all that we do as we seek to be one of the United States of America's great Christian liberal arts universities and live out faithfully our vision, mission, and values.

With that commitment, we embrace a continuous and institution-wide strategy of assessing and improving the effectiveness of our programs and activities.

Honor Societies

Sigma Beta Delta

Sigma Beta Delta Honor Society for students in business, management, and administration serves institutions which offer

baccalaureate and graduate degrees in business, management, and administration and have regional accreditation. The principles of Sigma Beta Delta are represented by three Greek words, the initials of which form the name of the society, ΣΒΔ. Sigma is the initial letter of the Greek word ΣΟΦΙΑ, which means wisdom. Beta is the initial letter of the Greek word ΒΕΒΑΙΟΣ, which signifies honor. Delta is the initial letter of the Greek word ΔΙΩΚΩ, which signifies the pursuit of meaningful aspirations.

The Bushnell University chapter of Sigma Beta Delta was established in November 2006 and resides in the School of Business, Leadership & Technology. Students in the top 20 percent of their class (Traditional Undergraduate, Online Program, and Graduate), who have completed at least half of their major, are invited to lifetime membership. Graduating students may wear a green and gold honor cord at commencement.

Sigma Tau Delta

Sigma Tau Delta is the international honor society for English and a member of the Association of College Honor Societies. The society's central purpose is to confer distinction upon students of the English language and literature in Traditional Undergraduate, Online Program, and Graduate programs. Members are eligible to apply for scholarships, submit literary and academic works for publication, and attend academic conferences. The international motto is **ΣΤΔ**, Sincerity, Truth, Design. Graduating seniors are entitled to wear a crimson and black honor cord at commencement.

Pi Gamma Mu

Pi Gamma Mu is the oldest and preeminent honor society in the social sciences. The mission is to encourage and recognize superior scholarship in social science disciplines and to foster cooperation and social service among its members. Pi Gamma Mu serves the various social science disciplines which seek to understand and explain human behavior and social relationships as well as their related problems and issues.

Chi Alpha Sigma

Chi Alpha Sigma is the national college athlete honor society. The motto of Chi Alpha Sigma is "excellence in athletics and academics," and the watchwords of this society are "athletics, academics, achievement and attitude." Honor cords are black and yellow, and inductees must have achieved a cumulative GPA of 3.8, have earned a letter in a varsity intercollegiate sport, be a Champion of Character, and have endorsement from their head coach.

Nu Chi Upsilon chapter of Chi Sigma Iota

Chi Sigma Iota, the international honor society for counselor educators and supervisors, students, and professional counselors in all settings and specialties of the profession was established in 1985 to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. The Greek letters were selected to denote the Counseling Society International. Members seek to contribute to the realization of a heathy society by fostering wellness and human dignity. Graduating students may wear a blue and white honor cord at commencement.

Alpha Alpha Tau

Undergraduate nursing students ranking in the top 35% of students in their class and have achieved a cumulative GPA of 3.0 or

above are invited to become a member of Sigma Theta Tau International Honor Society of Nursing and the University's Alpha Alpha Tau Chapter.

Locations

Main Campus

828 E 11th Ave
Eugene, OR 97401

*Roseburg Extension**

1140 Umpqua College Rd
Roseburg, OR 97470

* The Roseburg campus is tied to a specific CMHC cohort and will become inactive immediately following the completion of that cohort and subsequent approval from NWCCU.

Bushnell University Faculty & Administration

Full-Time Faculty

A current list of full-time faculty is maintained at https://www.bushnell.edu/faculty/.

Faculty Emeriti

Timothy M. Bergquist, Ph.D., Professor Emeritus: Quantitative Analysis (1996-2015)
Michael Bollenbaugh, Ph.D., Professor Emeritus: Philosophy and Biblical Studies (1994-2023)
Steven Goetz, Ph.D., Professor Emeritus: History and Philosophy (1981-2017)
John Hakes, M.A., Professor Emeritus: Music (1991-2012)
Ronald E. Heine, Ph.D., Professor Emeritus: Biblical Studies (2007-2015)
Michael Kennedy, D.B.A., Professor Emeritus: Business and Management (1997-2011)
George Knox, S.T.D., Professor Emeritus: New Testament, Homiletics (1979-1995)
LeRoy L. Lane, Ph.D., Professor Emeritus: Communication, Management (1969-1997)
Dennis R. Lindsay, Dr. Theol., Professor Emeritus: Biblical Studies (2000-2023)
Anne Maggs, M.B.A., Professor Emerita: Business and Management (1997-2011)
Ernest Mathes, D.Min., Professor Emeritus: Pastoral Ministry (1986-1998)
Heike McNeil, Ph.D., Professor Emerita: Chemistry (2002-2023)
Margaret Sue Rhee, M.L.S., Professor Emerita: Bibliography and Research Methods (1977-2005)
Song Nai Rhee, Ph.D., Academic Dean Emeritus (1984-1998); Professor Emeritus: Biblical Studies, Anthropology (1963-2000)
Chuck Sturms, M.A., Professor Emeritus: Intercultural Studies (1990-2012)

President Emeritus

James E. Womack, D.Hum *(hon)*., President Emeritus: Basketball Coach/Campus Activities Coordinator, Director of Planned Giving, President (1971-1976, 1986-2004)

Staff

A current list of staff is maintained at https://www.bushnell.edu/staff/.

University Cabinet

President ..... Joseph Womack
Vice President for Academic Affairs and Dean of Faculty ..... Reed Mueller
Vice President for Enrollment and
Special Assistant to the President for Strategic Planning ..... Michael Fuller
Vice President for Finance and Administration ..... Gene De Young
Vice President for Student Development ..... Jocelyn Hubbs
Vice President for University Advancement ..... Keith Potter

Board of Trustees

Bushnell University is an Oregon corporation, governed by a board of trustees, whose purpose is to maintain a Christian institution of higher learning. The board of trustees consists of not fewer than 20, nor more than 36 people. Members are elected by the board. Significant representation on the Board must come from members of the Christian Church (Disciples of Christ) and the Christian Churches/Churches of Christ. Significant representation on the Board must also come from the alumni of the University.

The board of trustees is the policy-making and governing body of the University. Based on recommendations made by the president of the University, it establishes a course for the development of the total program of the University and fulfillment of its mission, and it strives to provide essential funds.

Officers/Executive Committee of the Board of Trustees

Brent Cole, chair, principal broker/partner, Triple Oaks Realty
Bob Hutchins ’65, D.Hum.(hon) ’00, vice chair, senior vice president, Hutchins Group, D.A. Davidson & Co.
Matt Hogan, secretary, principal broker/partner, C.W. Walker & Associates
Clare Buhler ’80, D.D.(hon) ’21, committee chair, senior pastor, Harrisburg Christian Church
Juanita Metzler ’94, committee chair, retired hospitality executive
Rodger Terrall, committee chair, retired banker, Umpqua Bank
Gary Jurden, at large, retired financial advisor, Arkeo Financial Group
DeLeesa Meashintubby, at large, executive director, Volunteers in Medicine; pastor, St. Mark CME Church

Members

Jill Workman Anderson ’84, relationship manager, Principal Custody Services
Carol Cure (’67-’68), D. Hum.(hon) ’10, retired non-profit executive
Melaney Grenz, M.S., speech-language pathologist
Terry Hoagland, M.S., OPAC instructor, CAFA
George McCully, DMD, retired dentist
Rev. Ron Naff ’74, retired pastor
Mike Petersen ’83, scout, Atlanta Dream (WNBA)
Rory Robison ’96, financial advisor, Eagle Strategies, LLC
Bruce Shelby ’84, co-founder, Continuant
Dan Smith ’87, Ed.D., retired education administrator
Selene Sullivan, co-founder & CPA, Polaris CPA Consultants
Sid Voorhees, auctioneer
Debby Walker, retired, CW Walker & Associates
Joseph Womack ’89, Ed.D., president, Bushnell University (non-voting)

Traditional Undergraduate Admissions

Undergraduate Admissions

Bushnell University seeks to enroll academically qualified and motivated students who are eager to learn and develop their faith, gifts, and talents. The application process is essentially designed to assess the student's preparation for higher education and predict future performance. Meeting minimum standards does not guarantee admission. Applicants are considered for admission on the basis of overall grade performance, adherence to College Preparation Standards, content and difficulty of courses taken, quality of involvement in an applicant's church, community, and school activities, and other materials submitted by applicants. Bushnell University reserves the right to request additional information from a student, including, but not limited to updated transcripts, standardized test scores, additional essays, and an interview.

Entrance to Bushnell University is possible at the beginning of the fall and spring semesters. Once completed, an application receives prompt and careful consideration. General admission to the University does not constitute admission to the School of Education or School of Nursing. Specific requirements are listed under "Admission to the Teacher Education Program" and "Admission Requirements for the Accelerated Bachelor of Science in Nursing Program as First Bachelor's Degree."

First-Year Students

A First-Year student is defined as one who has graduated from high school and has not been enrolled in a post-secondary institution after the date of high school graduation.

College credit earned while in high school — through Running Start, College in the High School, other accelerated programs — does not place students in the "transfer student" category.

To be eligible for admission to Bushnell University, students must submit:

- A completed Bushnell Application or Common Application;
- A personal statement (short essay); and
- An official transcript showing at least a 2.50 unweighted high school grade point average (GPA) or higher in all high school subjects taken toward graduation.

Students who have not graduated from high school are considered for admission on the basis of their performance on the test of General Educational Development (GED). Home-Schooled students or graduates from a nonstandard or unaccredited high school are considered for admission primarily through proficiency-based admission standards. Please refer to "Graduates of Nonstandard or Unaccredited High Schools and Home-Schooled Students."

Weighted GPAs

Bushnell University reserves the right to use weighted GPAs for admission and scholarship purposes as applicable.

College Preparation Standards

Students are encouraged to work with their high school advisor in selecting the most appropriate classes to meet their individual career and educational objectives. At the same time, students are urged to pursue a challenging college preparatory program at their high school. College preparatory recommendations are:

- **Language Arts** (4 years): Emphasis on English language study, speech, and expository writing;

- **Mathematics** (3 years): First-year algebra and additional mathematical preparation selected from geometry, trigonometry, advanced algebra, analytical geometry or calculus;
- **Science** (2 years): Biology, chemistry, physics, or physical and earth science; at least one with a laboratory section;
- **Social Studies** (3 years): At least one year of U.S. history – courses in geography, world history, and government are advisable;
- **Second Language** (2 years): Two years of the same foreign language (American Sign Language is an acceptable option); and
- Other university preparatory coursework such as computer literacy, humanities, social science, art, drama, or music.

Transfer Students

Students who wish to transfer to Bushnell University, have earned a high school diploma or equivalent, and have attended other institutions of higher learning are invited to apply for admission. Applicants with at least 24 semester credits (36 quarter credits) are evaluated on their academic achievement and courses completed at their prior institution(s). The quality of the applicant's involvement in church, community, and school activities is also taken into account. A minimum 2.25 GPA is required.

Application Procedure

To apply for admission, transfer students must provide the following:

- A completed Application for Admission.
- An official transcript (signed and dated by the registrar) from each college or university attended, regardless of the number of credits taken or whether attempted classes were completed.
- If fewer than 24 semester credits (36 quarter credits) have been completed, **an official high school transcript** must also be submitted and will be considered in the admission decision.
- **An Admissions Interview** may be required for an applicant by the Admissions Committee.

Graduates of Nonstandard or Unaccredited High Schools and Home-Schooled Students

Students who graduate from nonstandard or unaccredited schools should follow the application procedure outlined for "First-Year Students." A minimum score of 21 on the ACT or a combined score of 1020 on the Math and Critical Reading sections of the SAT is strongly encouraged. A minimum 2.50 grade point average (GPA) in all high school subjects taken toward graduation is also required.

For home-schooled students, an official graded transcript of the full curriculum from grades 9-12 is required. Transcripts prepared in conjunction with a diploma program through a local secondary school or by an agency that assesses home school curricula are preferred. If a conventional transcript is not available, a typed list of all home courses studied with grades assigned is acceptable. An official transcript must also be submitted from each high school or college from which classes have been taken.

Financial Aid Eligibility for Home-Schooled Students

Meeting the requirements for admission may not necessarily qualify the home-schooled student for certain types of financial aid. To qualify for federal aid, the U.S. Department of Education requires all students to show the "ability to benefit" from a post-secondary

education. Students with a high school diploma or its equivalent meet this criterion. Recognized equivalents to the high school diploma include a General Education Development (GED) Certificate and a secondary school completion credential issued by the student's home state. Some states issue a secondary school completion credential to homeschoolers. If this is the case in the state where the student was homeschooled, the student must obtain this credential in order to be eligible for FSA funds.

High School Non-graduates

Applicants who have not graduated from a standard or nonstandard high school (or its equivalent) may be considered for admission on the basis of the test of General Education Development (GED). To be admitted, applicants who have taken the GED prior to 2014 must receive an average score of 510 for the five subtests with no individual test score of less than 450. Applicants who have taken the GED post-2014 must receive a total score of 628 or higher with no individual test score less than 154. Students are expected to complete the first-year student application procedure. An official transcript must be submitted from each high school attended.

International Students

Bushnell University welcomes applications from students of other countries.

The fall deadline for international applications is June 1. To apply for admission, an international applicant should submit the following to the Office of Admissions:

- A completed Application for Admission.
- International applicants must provide official transcripts from each secondary and post-secondary school attended. Applicants who have attended a foreign school must submit foreign coursework to a credentialing service for a course-by-course US equivalency report. This report should then be sent directly to Bushnell from the credentialing service. This evaluation will take approximately two to four weeks.
  - NOTE: All student-athletes must have foreign transcripts evaluated by InCred in order to be approved for athletic eligibility within the NAIA (National Association for Intercollegiate Athletics).
  - Acceptable evaluation services for non-student athletes include: InCred, any NACES member from http://www.naces.org/, or ACEI Global.
- International Studies Abroad (ISA) is an appropriate service for international study abroad program credentialing.
- Proof of English Proficiency is required if English is not the student's native language (see English Proficiency section for score requirements).
- Documentation of adequate financial resources to pay the full cost of education including all tuition and fees and living expenses for one academic year is required. Students must complete proof of financial documentation which includes a letter from each individual or organization that is contributing to the student's education expenses indicating the amount of funds to be given. In addition, from each sponsoring individual, an account statement verifying that sufficient funds are available is required. All letters and statements must be original copies and dated within three months of the application for

admission. Contact the Office of Admissions for further details.
- An interview with a faculty panel may also be required.

International students who have provided documentation of adequate financial resources and have been approved for admission are sent a letter of acceptance and Certificate of Eligibility I-20.

In order to enroll, international students are expected to pay their bill in full at the beginning of each semester.

English Proficiency

Evidence of proficiency in the English language is a prerequisite for admission. Applicants from non-English speaking countries are required to provide proof of English proficiency. Adequate forms of documentation include:

- Official results from the Test of English as a Foreign Language (TOEFL) demonstrating a score of 80 or higher
- Official results from the International English Language Testing System (IELTS) showing a score of 6.0 or higher
- Official score report from Duolingo showing a score of 110 or higher.
- Official results from PTE Academic showing a score of 58 or higher
- Completion of an English Proficiency program or satisfactory grades of university courses in English.
- An interview with an Admission Committee.

Veterans

Programs at Bushnell University are approved for the use of the GI Bill®[2] education benefits. To apply for admission, veterans and active duty personnel should follow regular admissions policies and contact the School Certifying Official in the Registrar's Office as early as possible to expedite handling of VA forms and to coordinate benefits.

To use veteran benefits, students must submit their enrollment forms prior to the first day of class.

Bushnell University participates in the Army Concurrent Admissions Program (ConAP) in which new enlistees may be admitted and enrollment deferred until completion of active military service. Additional information is available through the service recruiting station.

For more information regarding the use of Veteran Educational Benefits at Bushnell University, visit our Veteran Benefit page online.

Honors at Entrance

Song Nai Rhee Honors at Entrance Students are designated as Honors at Entrance students if their incoming unweighted GPA is at least 3.75. Such students are invited to participate in Honors program activities at matriculation, and they retain Honors status if they successfully complete two or more Honors contracts per year.

Readmission of Former Students

Former students who have not attended Bushnell University in four or more consecutive semesters (two academic years)

[2] "GI Bill" is a trademark owned by VA and registered with the U.S. Patent and Trademark Office as of October 16, 2012.

must complete the full transfer application process in order to be readmitted. Such students are required to meet the academic and graduation requirements in effect at the time of readmission. An appeal letter must accompany the application to be reviewed by the Admissions Committee if the student did not leave the university in good standing.

Students in good standing who have not been enrolled at Bushnell University for three or less semesters are required to submit an abbreviated readmission application form and official transcripts for any and all courses completed while away from Bushnell University.

Students on approved leave from the University or doing approved study abroad or special studies programs are not required to apply for readmission.

Military Service Member Readmission

Former students who left the university for military service of any kind (see Active Service Duty Policy) may reenter the university under the same catalog requirements and without a change in academic standing if the student applies for readmission within the appropriate deadlines and does not cause the university undue hardship.

Deadlines for returning Military Service member Readmission Process:

A student may reapply within:

- 3 years of the end of the period of service that had necessitated the original withdraw from the university; or
- 2 years of the end of the period of time needed for medical recovery resulting from the period of service that had necessitated the original withdraw from the university.

Academic Status for Military Service Member Readmission

Students who apply for readmission within these parameters return with the same academic status:

- Admission into the same program and population as previously (or a comparable program if the previous program is no longer active), with the same completed credit hours applied.
- Guaranteed enrollment in the next sequence of required courses.
- Tuition and fee rates from the catalog year in which they last attended for the first year of reattendance, unless the student's Tuition Assistance and/or Veteran Educational Benefits cover the totality of the new catalog's tuition and fee totals.
- Refresher courses and placement tests free of cost in preparation for readmittance unless it causes the university undue hardship.

Exceptions

Military Service Members will be admitted under regular readmission policies if they choose not to pursue the same or a comparable program of study, or if they apply outside of the provided deadlines.

Bushnell University reserves the right to declare "undue hardship" in providing additional support to prepare a returning student with proof that no reasonable efforts can be taken to prepare for completing the same or a comparable program of study, or if reasonable efforts are taken to help prepare the student but the student is not successful in provided preparations.

Conditional Admission

Applicants who do not meet admission standards are considered on a case-by-case

basis for “conditional” admission if there is other evidence of academic potential. In some cases, additional information will be requested from the applicant in order to make a decision. In order to enroll, the student is required to meet with a designated academic liaison to develop an individual plan for academic success.

Credit Transfer

Transfer of prior college or university credit depends on the nature of the previous coursework and the institution from which it was taken. Each official college or university transcript is evaluated according to the degree requirements of Bushnell University once the application and transcript(s) have been received. The Registrar’s Office evaluates and applies the credit toward general education and elective requirements. Credits transferring towards major requirements must be approved by program faculty. All transferable credits are converted to semester units and credit is granted only for classes completed with a grade of C-, equivalent, or higher from a regionally accredited institution. Institutions that award P grades at 70% or higher are considered equivalent grades to C- and are limited in applying to degree requirements within General Education and elective courses.

Credit transfer is considered case-by-case from a school that is not regionally accredited. A student who is accepted as a transfer student from such an institution must complete one full semester of work at Bushnell University before any credit is transferred. A complete evaluation of the work will be made at the end of the first semester. If the student has maintained a C average at Bushnell University, full credit will be given for the transferred work unless otherwise specified by a formal articulation agreement. A maximum of 30 credits may be transferred if approved.

Block Transfers

Block transfers are a predetermined cluster of credits that transfer in from regionally accredited community colleges or four-year institutions to cover curriculum requirements typically identified under general education. All transfer credit requests must be submitted prior to the start of a student’s final semester.

- Students who plan to graduate during the fall semester must submit transfer requests no later than the end of the previous summer semester.
- Students who plan to graduate during the spring semester must submit transfer requests no later than the end of the previous fall semester.
- Students who plan to graduate during the summer semester must submit transfer requests no later than the end of the previous spring semester.

The Associate of Arts Oregon Transfer (AAOT), Associate of Science Oregon Transfer (ASOT), Associate of Science Oregon Transfer-Business (ASOT-BUS), & Associate of Science Oregon Transfer-Computer Science (ASOT-CS) degrees or a previous bachelor’s degree from a regionally accredited institution in Oregon satisfies general education requirements with the exception of eight semester credits in Bible and Theology*.

The Intersegmental General Education Transfer Curriculum (IGETC) or a previous bachelor’s degree from a regionally accredited institution in California satisfies general education requirements with the exception of eight semester credits in Bible and Theology*.

The Direct Transfer Associates (DTA) degree or a previous bachelor’s degree from a regionally accredited institution in

Washington satisfies general education requirements with the exception of eight semester credits in Bible and Theology*.

Completed associates degrees from regionally accredited institutions will be evaluated and considered for block transfers to cover general education requirements, with the exception of eight semester credits in Bible and Theology*, on a case by case basis.

**Bible and Theology credits can transfer in upon approval through a transcript evaluation.*

Veteran Transfer Credit

Any veteran receiving GI Bill®[3] benefits while attending Bushnell University is required to obtain transcripts from all previously attended schools, as well as military transcripts, and submit them to the school for review of prior credit.

Credit by Examination

Students are encouraged to submit test scores from examinations designed to measure college level proficiency in various academic subjects. Any course that meets a bachelor's degree requirement using one or both of the College Board sponsored testing programs described in the Academic Policies section can be used for academic credit.

Final Transcripts

In order to enroll at Bushnell University, a final official transcript must be sent directly from the high school if applying as a first-year student, or from the college or university if applying as a transfer student. It is the responsibility of the student to arrange for the transcript(s) to be sent. A high school transcript must include the date of graduation. If the transcript submitted as part of the application process was final and official, no additional transcript is required.

Admissions Requirements

Advance Tuition Deposit

An advance tuition deposit of $200 is required of all incoming students prior to registration. This deposit serves as an indication of sincere intention to enroll at Bushnell University and initiates registration and billing procedures. The deposit is credited to the student's account to be applied to tuition charges upon enrollment and is refundable until May 1 for fall applicants and December 1 for spring applicants.

Delayed Enrollment

Students accepted for admission to Bushnell University may postpone enrollment for up to two academic years (this does not apply for the Accelerated Baccalaureate in Nursing Program). If students have attended another college or university during that period, they are required to complete the transfer application procedure. The entire admissions process must be repeated if admission is delayed beyond two years. For students admitted through the ConAP program, the admission agreement is in effect for two years following completion of active military service.

Standardized Test Policy

Bushnell University is committed to a holistic view of all of our applicants. The University has a test-optional policy that will allow those applying for admission the option of

[3] "GI Bill" is a trademark owned by VA and registered with the U.S. Patent and Trademark Office as of October 16, 2012.

not submitting standardized test scores, except in select circumstances. If a student chooses to submit an application without a standardized test (SAT or ACT or CLT) score, the admissions review will focus on high school transcripts and admissions essay along with any supplemental documentation of academic ability. If choosing to submit scores, Bushnell accepts official examination scores from the Scholastic Assessment Test (SAT), American College Testing Program Assessment (ACT), or Classic Learning Test (CLT).

Campus Visits

Students considering Bushnell University are encouraged to visit the campus, preferably when classes are in session and students and faculty are readily available. Visitors may tour facilities, attend classes, meet with students and professors, eat complimentary meals in the cafeteria, and attend chapel. For those who are unable to visit campus in-person, virtual visit options are available. Both onsite and virtual campus visits are easily arranged by contacting the Office of Admissions.

All application materials and questions regarding admission should be directed to:

Office of Admissions
Bushnell University
828 E. 11th Avenue
Eugene, OR 97401-3745
Phone: (541) 684-7201 or (877) 463-6622
Email: admissions@bushnell.edu
Website: www.bushnell.edu

Online Program Admission

Online Program Admissions

The mission of our Online Program is to serve students by giving them the opportunity to enhance both their personal and professional life through education in a caring, compassionate, and faith-based manner. The following policies and procedures help a student gain admission into our programs and sustain status for degree completion.

Once completed, an application receives prompt and careful consideration. General admission to the University does not constitute admission to the School of Education or School of Nursing. Specific requirements are listed under "Admission to the Teacher Education Program" and "Admission Requirements for the Accelerated Bachelor of Science in Nursing Program as First Bachelor's Degree."

Admissions Policies and Procedures

Applicants seeking admission to the Online Program must have a high school diploma or equivalent and fulfill the following requirements to be considered:

- Complete and submit the application form.
- Submit one official transcript from each college/university attended and military transcripts (an applicant may also be asked to furnish a high school transcript, if they have less than 12 college-level semester credits).
- Have a minimum grade point average of 2.0. If the applicant's grade point average is below a 2.0, then they may submit a one page statement of purpose to the Admissions Committee explaining the situation and reasons for admission consideration.

A student must be free from academic or behavioral probation or suspension at all colleges previously attended to be eligible for admission to Bushnell University. All financial holds must also be settled with the Business Office prior to any readmission into the program. Soon after the admission file is completed, the applicant will be notified of the decision made. At this time, an Enrollment Advisor will explain to the admitted student the results of the transfer evaluation and the steps for major transfer consideration, registration, and orientation to the program.

Admission Status

An applicant who does not meet requirements for admission may be considered on a case-by-case basis for conditional or provisional admission to the University. A provisional student or a conditional student will not be advanced to full status until all the admission requirements are satisfied.

Provisional Admission

Provisional status is defined as a student who is missing a key piece of the admission file, such as an official transcript. Provisional students are not eligible for any Federal Financial Aid programs. Classes must be paid in full while a student is classified as provisional. Provisional status is normally granted for only one semester.

Conditional Admission

Conditional status can be granted to students who do not meet minimum admission requirements, such as a GPA lower than the program requirement. Conditional students are eligible for Federal Financial Aid programs. Conditional status is

normally removed after the student successfully completes one semester or 12 credits of undergraduate coursework at the program's required GPA.

Postponed Admission

Students accepted for admission to the Online Program may postpone enrollment for one academic year. If students have attended another college or university during that period, they are required to submit official transcripts from each institution.

The entire admissions process must be repeated if admission is delayed beyond one year.

Transfer Credit

Students who have completed work at other regionally accredited educational institutions and who have submitted official transcripts for evaluation may be entitled to transfer credit. Bushnell University applies the credits toward the general education and electives requirements. Consideration for courses to meet major requirements are reviewed by deans or program directors upon request through an Enrollment Advisor.

Only courses in which the student has earned a C-, equivalent, or better are accepted as transfer credit. Institutions that award P grades at 70% or higher are considered equivalent grades to C- and are limited in applying to degree requirements within General Education and elective courses.

The Associate of Arts Oregon Transfer (AAOT), Associate of Science Oregon Transfer (ASOT), Associate of Science Oregon Transfer-Business (ASOT-BUS), Associate of Science Oregon Transfer-Computer Science (ASOT-CS), Direct Transfer Associates (DTA), & Intersegmental General Education Transfer Curriculum (IGETC) degrees, or a previous bachelor's degree from a regionally accredited institution, satisfies general education requirements with the exception of eight semester credits in Bible and Theology*.

*(Bible and Theology credits can transfer in upon approval through a transcript evaluation.)

Block Credit Transfer Degrees will satisfy all general education requirements except Bible (BTM Courses), but they may not necessarily meet school, department, or major requirements with regard to all prerequisite courses for a particular major. For more information please see the Academic Policies section of the catalog.

Residence Requirements

A student must complete a minimum of 30 semester hours in residence for the bachelor's degree.

Veterans

Programs at Bushnell University are approved for the use of the GI Bill®[4] education benefits. To apply for admission, veterans and active duty personnel should follow regular admissions policies and the School Certifying Official in the Registrar's Office as early as possible to expedite handling of VA forms and to coordinate benefits.

[4] "GI Bill" is a trademark owned by VA and registered with the U.S. Patent and Trademark Office as of October 16, 2012.

To use veteran benefits, students must submit their enrollment forms prior to the first day of class.

Bushnell University participates in the Army Concurrent Admissions Program (ConAP) in which new enlistees may be admitted and enrollment deferred until completion of active military service. Additional information is available through the service recruiting station.

Any veteran receiving GI Bill®[4] benefits while attending Bushnell University is required to obtain transcripts from all previously attended schools, as well as military transcripts, and submit them to the school for review of prior credit.

For more information regarding the use of Veteran Educational Benefits at Bushnell University, visit our Veteran Benefit page online.

Admission Requirements for Dual Degree Pathways and Accelerated Baccalaureates

Dual Degree Pathways in the School of Business, Leadership, and Technology

Students admitted to this pathway would have the opportunity to earn two (2) degrees in five (5) years or more. Four options are available to undergraduate students that want to earn a master's degree in the School of Business, Leadership, and Technology (SBLT):

1. Bachelor of Science (BS) in Accounting + Master of Business Administration (MBA)
2. BS in Business Administration + MBA
3. BS in Kinesiology: Coaching & Athletic Administration + Master of Arts (MA) in Sports Management
4. BS in Business Administration + MA in Sports Management

Admission Requirements for the Dual Business Degrees Pathway

- Students must notify their academic advisor of their intent to pursue the Dual Business Degrees Pathway
- Open to First Year, Transfer or Current Bushnell Students with at least 1 year (30 credits) remaining in their bachelor's degree and with a Cumulative GPA of at least 3.00.
- Students must choose either a B.S. of Business Administration, B.S. in Accounting, or BS in Kinesiology: Coaching & Athletic Administration through Bushnell University to be in the dual business degree program.
- Students must agree to having a Faculty Mentor assigned to them from the SBLT upon entry into the Pathway.

Students will be notified by their advisor whether they meet the requirements of the Dual Business Degree Pathway.

Ongoing Requirements

- Maintain a 3.00 Cumulative GPA (if an applicant's grade point average falls below a 3.0 then they may submit a one-page supplemental essay to the SBLT Dean explaining the situation and reasons for continuation).
- Completion of Bushnell undergraduate degree in Business Administration or Accounting.
- Meet with SBLT Faculty Mentor at least once per semester for the duration of the pathway, undergraduate and graduate.
- Maintain student's work experience through full or part-time employment during MBA studies.

Additional Ongoing Requirement for MBA

- Complete and pass the MBA Orientation Course including two assessment exams during their senior year.

Accelerated Completion Pathway:

Once students are formally admitted to the pathway and have earned at least 90 undergraduate credits they may complete the two graduate-level courses from their intended master's program (6 credits) as part of their undergraduate schedule in place of two undergraduate major courses.

Once students complete all the requirements for their undergraduate degree, they would officially move automatically into graduate school.

Additional Benefits

- Regular Mentorship: Students would be assigned a faculty member who is an expert in their field to mentor them throughout the pathway.
- Tuition Assistance is available via application (see Tuition Assistance for Dual Degree Pathways)

Dual Degree Pathways in School of Education

Students admitted to this pathway would have the opportunity to earn two (2) degrees in six (6) years or less. Four options are available to undergraduate students that want to pursue graduate-level coursework.

Bachelor's and Master's Degrees

Two options are available to undergraduate students that want to earn a master's degree in the School of Education.

1. Bachelor of Science (BS) in Teacher Education + Master of Education (M.Ed.): English for Speakers of Other Languages (ESOL)
2. Bachelor of Science (BS) in Teacher Education + Master of Education (M.Ed.): Physical Education (PE)

Bachelor's Degree and Graduate Certificate

Two options are available to undergraduate students that want to earn a graduate certificate in the School of Education.

1. Bachelor of Science (BS) in Teacher Education + ESOL Graduate Certificate
2. Bachelor of Science (BS) in Teacher Education + PE Graduate Certificate

Admission Requirements for the Dual Education Degrees Pathway

For entry to the pathway (BS or BA in Teacher Education and master's in education) students must:

- Enroll in the Dual Teacher Education Degree Pathway – Declare with an advisor the Dual Education Degree Pathway major. Doing so as soon as possible will allow for the accurate development of an academic plan. The Dual Pathway is available to any undergraduate learner seeking a teacher education degree.
- Complete a BS in Education with Bushnell University.
- Maintain an overall GPA of 3.00 or higher.
- Be matched with an experienced Faculty Member as a mentor throughout the pathway.

Continued Eligibility

As students progress through the pathway, they will need to continue to meet the following:

- Maintain a 3.00 Cumulative GPA. (If an applicant's overall grade point average falls below 3.0, s/he must submit a one-page supplemental essay to the School of Education Dean explaining (a) the circumstances leading to a drop in GPA, (b) a clear plan to raise the GPA to 3.0+, and (c) the rationale for continuation in the Dual Education Degree Pathway program.)
- Attend the M.Ed. Orientation.
- Complete their undergraduate bachelor's degree in Teacher Education.
- Meet with their School of Education faculty mentor at least once per

semester for the duration of the pathway.

Accelerated Completion:

- Once students have been formally admitted to the dual pathway major, they may take up to two approved graduate courses (or up to 8 credits) as an undergraduate. Students would need to be currently enrolled in at least 12 undergraduate credits that semester to add a graduate course to their schedule.
- Once the student has completed their undergraduate degree, they will automatically be admitted to the M.Ed. program for the remainder of their pathway. No additional enrollment steps are required in the pathway.

Admission Requirements for the Accelerated Bachelor of Science in Nursing Program as Post-Baccalaureate Degree

Minimum Admission Requirements

- Bachelor's degree in a non-nursing field from a regionally-accredited institution.
- A cumulative post-secondary GPA of 2.75 on a 4.0 scale.
- Official copy of all post-secondary educational transcripts either mailed or sent electronically to Bushnell University.
- Proof of a current, unencumbered Certified Nursing Assistant (CNA) certification or Licensed Practical Nurse (LPN) license.
- Non-native English speakers must provide proof of English Proficiency. Please see English proficiency section for score requirements.
- Completion of all prerequisite courses as outlined online:
- A minimum grade of 2.75 in all required prerequisite science courses (biology, human anatomy & physiology + lab, and microbiology + lab). These courses must be taken within 7 years of the applicant's intended program start date.*
- A minimum letter grade of "B minus" in all other required prerequisite courses (nutrition, growth and development, and elective). Nutrition and human growth & development must be taken within 10 years of the applicant's intended program start date.*

Pass/no pass is not accepted for *any* prerequisite courses with the exception of courses completed spring semester or winter/spring term(s) 2020.

** 7 and 10 years are measured from the calendar year that the prerequisite was taken to the calendar year that the cohort begins.*

Incomplete applications will not be considered. Admission preference is given to applicants who have completed all of the prerequisites, but applicants whose final prerequisites are in progress at the application deadline may still apply, and their submissions will be considered at faculty discretion. Students applying for admission, but not admitted, may reapply for the next program start.

Post-Admission Process

Following admission to the ABSN program admitted students will complete and submit proof of the following clinical entry requirements:

- Cleared criminal background check that includes a Social Security Number trace, state/national criminal background history, sex offender registry check, and Office of Inspector General's List of Excluded Individuals and Entities (OIG LEIE) check.
- Clean urine drug screen.
- Current American Heart Association Basic Life Support certification.
- Immunizations (seasonal flu, hepatitis B, varicella, 2 step TB test *or* QuantiFERON-TB Gold**,** measles, mumps, rubella, tetanus, diphtheria, and pertussis). Please see the full online list of immunization requirements.

Admission Requirements for the Accelerated Bachelor of Science in Nursing Program as First Bachelor's Degree

Minimum Admission Requirements

- Successful completion of at least 80 semester credits of college-level coursework in non-nursing subject areas. For applicants planning to transfer to Bushnell, these courses must be completed with a C- or higher.
- Completion of Bushnell's general education core requirements for a bachelor's degree (or an approved plan to complete prior to starting the ABSN curriculum).
- Successful completion of the ABSN program prerequisites with the minimum admissible grades, as listed on the Bushnell ABSN program webpage.
- A cumulative college GPA of 3.25 or higher on a 4.0 scale.
- Official copy of all post-secondary educational transcripts either mailed or sent electronically to Bushnell University.
- Proof of a current, unencumbered Certified Nursing Assistant (CNA) certification or Licensed Practical Nurse (LPN) license.
- Non-native English speakers must provide proof of English Proficiency. Please see English proficiency section for score requirements.

Post-Admission Process

Following admission to the ABSN program admitted students will complete and submit proof of the following clinical entry requirements:

- Cleared criminal background check that includes a Social Security Number trace, state/national criminal background history, sex offender registry check, and Office of Inspector General's List of Excluded Individuals and Entities (OIG LEIE) check.
- Clean urine drug screen.
- Current American Heart Association Basic Life Support certification.
- Immunizations (seasonal flu, hepatitis B, varicella, 2 step TB test *or* QuantiFERON-TB Gold**,** measles, mumps, rubella, tetanus, diphtheria, pertussis). Please see the full online list of immunization requirements.

Graduate Program Admission

Graduate Admissions

In a commitment to academic excellence, Bushnell University offers master's degree programs in:

- Business Administration (MBA)
- Clinical Mental Health Counseling (MA)
- Education (M.Ed.)
- Leadership (MA)
- School Counseling (MA)
- Sports Management (MA)
- Teaching (MA)
- Philosophy (M.Phil)
- Theology and Culture (MA)

Graduate Certificate Programs:

- English for Speakers of Other Languages (ESOL) Certificate
- Physical Education Certificate
- Reading Intervention Certificate
- School Counseling Certificate
- Special Education Certificate

Coursework in the Clinical Mental Health Counseling Program, School Counseling Program, and Education programs is completed in a hybrid format with classes offered in the evenings and online. Classes are discussion-oriented and presented from a Christian perspective. *Practica* and internship experiences, in addition to coursework, are part of the counseling and education programs.

Application Process

Students should consult the application requirements for the specific graduate program for which they are applying. For application materials and information on individual programs, contact the Office of Admission.

Bushnell offers rolling admission for all graduate programs on a space-available basis. Entry dates and cohort sizes vary per academic program. All application materials must be submitted at least two weeks prior to the start date of each respective program.

International Students

Bushnell University welcomes applications from students of other countries.

In addition to specific program admission materials, an international applicant should submit the following to the Office of Admissions:

- A completed Application for Admission.
- International applicants must provide official transcripts from each secondary and post-secondary school attended. Applicants who have attended a foreign school must submit foreign coursework to a credentialing service for a course-by-course US equivalency report. This report should then be sent directly to Bushnell from the credentialing service. This evaluation will take approximately two to four weeks.
  - NOTE: All student-athletes must have foreign transcripts evaluated by InCred in order to be approved for athletic eligibility within the NAIA (National Association for Intercollegiate Athletics).
  - Acceptable evaluation services for non-student athletes include: InCred, any NACES member from http://www.naces.org/, or ACEI Global.
- International Studies Abroad (ISA) is an appropriate service for international study abroad program credentialing.

- Proof of English Proficiency is required if English is not the student's native language (see English Proficiency section for score requirements).
- Documentation of adequate financial resources to pay the full cost of education including all tuition and fees and living expenses for one academic year is required. Students must complete proof of financial documentation which includes a letter from each individual or organization that is contributing to the student's education expenses indicating the amount of funds to be given. In addition, from each sponsoring individual, an account statement verifying that sufficient funds are available is required. All letters and statements must be original copies and dated within three months of the application for admission. Contact the Office of Admissions for further details.
- An interview with a faculty panel may also be required.

International students who have provided documentation of adequate financial resources and have been approved for admission are sent a letter of acceptance and Certificate of Eligibility I-20.

In order to enroll, international students are expected to pay their bill in full at the beginning of each semester.

English Proficiency

Evidence of proficiency in the English language is a prerequisite for admission. Applicants from non-English speaking countries are required to provide proof of English proficiency. Adequate forms of documentation include:

- Official results from the Test of English as a Foreign Language (TOEFL) demonstrating a score of fr 80 or higher)
- Official results from the International English Language Testing System (IELTS) showing a score of 6.0 or higher
- Official score report from Duolingo showing a score of 110 or higher.
- Official results from PTE Academic showing a score of 58 or higher
- Completion of an English Proficiency program or satisfactory grades of university courses in English.
- An interview with an Admission Committee.

Veterans

Programs at Bushnell University are approved for the use of the GI Bill®[5] education benefits. To apply for admission, veterans and active duty personnel should follow regular admissions policies and the School Certifying Official in the Registrar's Office as early as possible to expedite handling of VA forms and to coordinate benefits.

To use veteran benefits, students must submit their enrollment forms prior to the first day of class.

Bushnell University participates in the Army Concurrent Admissions Program (ConAP) in which new enlistees may be admitted and

[5] "GI Bill" is a trademark owned by VA and registered with the U.S. Patent and Trademark Office as of October 16, 2012.

enrollment deferred until completion of active military service. Additional information is available through the service recruiting station.

Any veteran receiving GI Bill®[4] benefits while attending Bushnell University is required to obtain transcripts from all previously attended schools, as well as military transcripts, and submit them to the school for review of prior credit.

For more information regarding the use of Veteran Educational Benefits at Bushnell University, visit our Veteran Benefit page online.

Admission Status

An applicant who does not meet requirements for admission may be considered on a case-by-case basis for provisional or conditional admission. A provisional or conditional student will not be advanced to full status until all the admission requirements are satisfied.

Provisional Admission

Provisional status is given to students who are missing a key piece from their admission file, such as an official transcript. Provisional students are not eligible for any Federal Financial Aid program. A provisional student will be required to pay in full for classes taken during this status. Provisional status is normally granted for only one semester.

Conditional Admission

Conditional status can be granted to students who do not meet minimum admission requirements, such as a GPA lower than 3.0 or a test score below the recommendation. Conditional students are eligible for Federal Financial Aid programs. Conditional status is normally removed after one semester of taking at least 6 graduate-level credits and maintain a 3.0 or higher GPA.

Postponed Admission

Students accepted for admission into the graduate program may postpone enrollment for one academic year but may be subject to any program-specific changes in admission requirements.

The entire admissions process must be repeated if admission is delayed beyond one year.

Admission Requirements for Master of Business Administration (MBA)

Each Master of Business Administration student is required to take a pre-test assessing their knowledge prior to starting the program as part of orientation. A post-test will also be provided at the end of the program. There is no score expected on these pre- and post-tests. Students are also required to take a writing test demonstrating proficiency in the American Psychological Association (APA) style as part of orientation. The fee for this is waived for the student the first time it is taken. MBA Students need to score 90% on the writing exam to begin the program. A training course is available (at the student's expense) to prepare, if a re-take of the writing assessment is necessary.

The Master of Business Administration degree is an online program. Participation in this program assumes an adequate level of computer literacy on the part of the student. Proficiency in word processing, Excel, and website navigation is recommended. Students should have a basic understanding of statistics for some of the coursework. Free supplemental online study materials in Excel and Statistics will be provided as part of the orientation module.

In order for an applicant to be considered for the MBA Program, the following materials must be submitted:*

- An application for admission.
- Official transcripts showing a bachelor's degree from a regionally accredited four-year college or university, with a minimum undergraduate GPA of 3.0 (if the applicant's grade point average falls below a 3.0, then they may submit a one-page supplemental essay to the Admissions Committee explaining the situation and reasons for admission consideration). If any undergraduate or graduate coursework was taken after completion of the bachelor's degree, official transcripts for that coursework must also be submitted.
- A 250-word statement of purpose (double-spaced) showing skills in written communication, addressing how an MBA relates to the student's personal and professional goals.
- A resume detailing previous work experience.

Non-native English speakers must provide proof of English Proficiency. Please see English proficiency section for score requirements. *On a case-by-case basis, supplemental documentation may be required to demonstrate evidence of academic preparation and potential for successful completion of this graduate program. In addition, at the student's expense, curriculum and APA writing workshops will be offered to those students who are conditionally admitted or demonstrate a deficiency in a particular academic subject area.

Admission Requirements for Master of Arts (MA) in Clinical Mental Health Counseling

In order for an application to be considered for the Clinical Mental Health program, the following materials must be submitted:

- An application for admission.
- Official transcripts of all undergraduate and graduate coursework showing a bachelor's degree from a regionally accredited four-year college or university, with a minimum undergraduate GPA of 3.0 (if the applicant's grade point average falls below a 3.0, then they may submit a one-page supplemental essay to the Admissions Committee explaining the situation and reasons for admission consideration).
- A statement of purpose of two to three pages (double-spaced) showing skills in written communication, articulating interest in counseling as a profession, and demonstrating maturity to work with diverse individuals in a counseling setting.
- Two letters of recommendation from professional references (on letterhead and specifying relationship between applicant and recommender) who can attest to the applicant's personal and professional qualities and readiness for graduate study. At least one letter should be from a supervisor such as the following: current/former employers, internship/volunteer supervisors, current or former faculty or mentors. Individuals who are not considered professional references include the following: family members, personal therapists/counselors, or current/former supervisees or clients.

- A professional resume detailing relevant and recent experience including educational experience, work experience, volunteer experience, and diversity experiences (e.g. advocacy, language proficiencies, cultural immersion experiences).
- One dispositional assessment from a colleague or coworker in a professional setting.
- At their own expense, applicants must obtain and pass a criminal background check.
- A personal interview with the Admissions Committee.
- Non-native English speakers must provide proof of English Proficiency. Please see English proficiency section for score requirements.

Admission Requirements for Master of Education (M.Ed.) or Graduate Certificates in ESOL, Physical Education, Reading Intervention, or Special Education

In order for an application to be considered for the Master of Education Program, the following materials must be submitted:

- An application for admission.
- Official transcripts showing completion of a bachelor's degree from a regionally accredited four-year college or university.
- A minimum undergraduate GPA of 3.0 (if the applicant's grade point average falls below a 3.0, then they may submit a one-page supplemental essay to the Admissions Committee explaining the situation and reasons for admission consideration).
- A statement of purpose 2-3 pages double spaced that clearly indicates career history, professional goals, and professional guiding principles.
- Current resume.
- One letter of recommendation that specifically address the academic ability, work performance and character of the applicant.
- Two disposition assessments.
- Personal interview with the Admissions Committee.
- Current Oregon teaching license
- Non-native English speakers must provide proof of English Proficiency. Please see English proficiency section for score requirements

Admission Requirements for Master of Arts in Leadership (MAL)

Each MAL student is required to take a pre-test assessing their knowledge prior to starting the program as part of orientation. A post-test will also be provided at the end of the program. There is no score expected on these pre- and post-tests.

The Master of Arts in Leadership degree is an online program. Participation in this program assumes an adequate level of computer literacy on the part of the student. Proficiency in word processing, spreadsheet, and website navigation is recommended.

For an applicant to be considered for the MAL Program, the following materials must be submitted:

- An application for admission.
- Official transcripts showing a bachelor's degree from a regionally accredited four-year college or university, with a minimum undergraduate GPA of 3.0 (if the applicant's grade point average falls

below a 3.0, then they may submit a one-page supplemental essay to the Admissions Committee explaining the situation and reasons for admission consideration). If any undergraduate or graduate coursework was taken after completion of the bachelor's degree, official transcripts for that coursework must also be submitted.
- A 500-word statement of purpose (double-spaced) showing skills in written communication, addressing how an MAL relates to the student's personal and professional goals.
- A resume detailing leadership experience.
- Non-native English speakers must provide proof of English Proficiency. Please see English proficiency section for score requirements.

Admission Requirements for Master of Arts (MA) or Graduate Certificate in School Counseling

In order for an application to be considered for the School Counseling Program, the following materials must be submitted:

- An application for admission.
- Official transcripts showing completion of a bachelor's degree from a regionally accredited four-year college or university, with a minimum undergraduate GPA of 3.0, including the prerequisite course listed below.* (If the applicant's grade point average falls below a 3.0, then they may submit a one page supplemental essay to the Admissions Committee explaining the situation and reasons for admission consideration).
- A statement of purpose of two to three pages (double-spaced) showing skills in written communication, articulating interest in counseling as a profession, and demonstrating maturity to work in a counseling setting.
- A resume documenting education and teaching experience and/or alternative experience working with school-age children.**
- A recommendation from a professional reference, preferably a supervisor in an educational setting or another setting working with children.
- Two disposition assessments.
- A personal interview with the Admissions Committee.
- Non-native English speakers must provide proof of English Proficiency. Please see English proficiency section for score requirements.

*One prerequisite course in human development (equivalent to Bushnell University's PSY 320 Human Development) is required for admission to the program. Students need not have taken this prerequisite at the time of application. However, a student will not be fully admitted until documentation of successful completion of this course is received.

**Admission to Track I requires documentation of two years of successful licensed teaching experience prior to acceptance into the school counseling program.

Admission Requirements for Master of Arts in Sports Management (MASM)

The Master of Arts in Sports Management degree is an online program. Participation in this program assumes an adequate level of computer literacy on the part of the student. Proficiency in word processing, spreadsheet, and website navigation is recommended.

For an applicant to be considered for the MASM Program, the following materials must be submitted:

- An application for admission.
- Official transcripts showing a bachelor's degree from a regionally accredited four-year college or university, with a minimum undergraduate GPA of 3.0 (if the applicant's grade point average falls below a 3.0, then they may submit a one-page supplemental essay to the Admissions Committee explaining the situation and reasons for admission consideration). If any undergraduate or graduate coursework was taken after completion of the bachelor's degree, official transcripts for that coursework must also be submitted.
- A 250-word statement (double-spaced) indicated how a Master of Arts in Sports Management relates to the student's personal and professional goals.
- Non-native English speakers must provide proof of English Proficiency. Please see English proficiency section for score requirements.

Admission Requirements for Master of Arts (MA) in Teaching

In order for an application to be considered for the Master of Arts in Teaching Program, the following materials must be submitted:

- An application for admission.
- Official transcripts showing completion of a bachelor's degree from a regionally accredited four-year college or university.
- A minimum undergraduate GPA of 3.0 (if the applicant's grade point average falls below a 3.0, then they may submit a one-page supplemental essay to the Admissions Committee explaining the situation and reasons for admission consideration).
- A statement of purpose 2-3 pages double spaced that clearly indicates career history, professional goals, and professional guiding principles.
- Current resume.
- One letter of recommendation that specifically address the academic ability, work performance, and character of the applicant.
- Two disposition assessments.
- Personal interview with the Admissions Committee.
- Non-native English speakers must provide proof of English Proficiency. Please see English proficiency section for score requirements

Admission Criteria for Master of Philosophy (M.Phil)

Applicants to the M.Phil. must submit the following items:

- An application for admission
- A thesis proposal (around 500 words) introducing research topic or question. It should define the topic of study and demonstrate a student's familiarity with research and the proposed field.
- Official transcripts from a regionally-accredited institution showing receipt of a bachelor's degree with a minimum undergraduate GPA of 3.0.
- Evidence of graduate level preparation (including an appropriate graduate writing seminar, or equivalent) that warrants admission to graduate research in the proposed area(s) of research; evidence of adequate preparation may include (but is not limited to) the following:

  - Official transcripts from an accredited institution showing the accumulation of a minimum of 15 semester credits of graduate coursework directly related to the proposed research topic, with a minimum grade of "B" for each course;
  - Advanced specialization at the undergraduate level through a minimum of 20 upper division semester credits in coursework directly related to the proposed research topic, with a minimum grade of "B" for each course;
  - Evidence of advanced scholarly research activities directly related to the proposed research topic in the form of papers, articles, and reviews in peer-reviewed publications, presentations at professional meetings/societies, published monographs;
  - Evidence of other substantial and scholarly professional activity directly related to the proposed area of research; or
  - Satisfactory scores on the Graduate Record Exam (GRE).
- Two letters of reference from academic experts in the proposed research area, one of which may be from a prospective Bushnell University faculty supervisor/mentor.
- Applicants who do not meet prerequisite requirements for admission may be granted conditional admission with a specified plan and timetable for making up deficiencies. Though it may be possible for some prerequisite deficiencies to be absolved through regular course work at Bushnell University, the University does not guarantee the availability of such course work and the making up of prerequisites remains the responsibility of the student.
- Non-native English speakers must provide proof of English Proficiency. Please see English proficiency section for score requirements

N.B.: The faculty admission committee, consisting of the program director, and Bushnell University faculty in the area of focus, reserves the right to judge the level of adequacy presented by any or all of the documentation provided.

Admissions Requirements for Master of Arts in Theology and Culture

In order for an application to be considered for the MA in Theology and Culture program, the following materials must be submitted:

- An application for admission
- Official transcripts of all college level coursework showing completion of a bachelor's degree from a regionally accredited four-year college or university, with a minimum undergraduate GPA of 3.0.*
- A statement of purpose of two to three pages (double spaced) articulating interest in the pursuit of a Master of Arts in Theology and Culture and describing one's personal statement of faith.
- Two letters of recommendation: one pastoral reference and one academic OR personal reference
- Non-native English speakers must provide proof of English Proficiency. Please see English proficiency section for score requirements

*Applicants who do not meet requirements above may be asked to provide supplemental documentation to

demonstrate evidence of academic preparation and potential for successful completion of this graduate program.

Undergraduate Degree Exemption

The program may consider a limited number of applicants without a bachelor's degree who demonstrate exceptional academic readiness and substantial ministerial experience. While not required, preferred candidates will have completed approximately 60 undergraduate credits with a 3.0 GPA.

Additional Application requirements

1. Experience: Documentation of 5+ years of full-time vocational ministry experience.
2. Explanatory Statement: A detailed statement addressing qualifications for graduate-level study.
3. Resume: A current curriculum vitae or professional resume.
4. Writing Sample: A 5-7 page original essay on an assigned topic (provided upon application) demonstrating scholarly research capabilities and advanced writing proficiency.

All standard application materials must also be submitted. Meeting these requirements does not guarantee admission. Each application undergoes thorough review to determine the candidate's readiness for graduate-level work.

Student Finances

Tuition and Fees

Traditional Undergraduate Tuition and Fees for the 2026-27 Academic Year

Undergraduate Tuition Cost	Fall 2026	Spring 2027
1-11 hours per credit hour	$1,260	$1,260
12-18 hours (tuition block with no additional cost per credit hour)	$18,900	$18,900
19 + hours per credit hour	$1,260	$1,260
Remedial (can be part of 12-18 block with no additional cost)	$1,260	$1,260
Audit per course (not available for online classes; can be part of 12-18 block with no additional cost)	$315	$315
Community tuition rate per credit	$385	$385
Credit by examination/course challenge (per credit hour) for all programs	$630	$630
Student Support and Technology Fee	$200	$200
Individual Instruction		
Instrument/Voice per course (can be part of 12-18 block and pay only $300 fee)	$1,260	$1,260

Accelerated BS in Nursing Program Tuition and Fees for the 2026-27 Academic Year

Tuition per credit hour	$1,250
Student Support and Technology Fee per semester	$200
Assessment fee (first-semester only)	$1,970
Nursing Skills Lab course fees	$400 per course

Online Program Tuition and Fees for the 2026-27 Academic Year

Online Tuition Cost	Fall 2026	Spring 2027	Summer 2027
Per credit hour	$495	$495	$495
Student Support and Technology Fee	$200	$200	$200
Audit per course (not available for online classes)	$315	$315	$315
Community tuition rate per credit	$385	$385	$385
Credit for Prior Learning (per credit submitted for evaluation)	$50	$50	$50

Graduate Tuition and Fees for the 2026-27

Master of Business Administration tuition per hour	$785
Master of Arts in Clinical Mental Health Counseling tuition per hour	$850
Master of Arts in Leadership tuition per hour	$695
Master of Arts in Teaching tuition per hour	$755
Master of Philosophy tuition per hour	$690
Master of Arts in School Counseling tuition per hour	$755
Master of Education tuition per hour	$755
Master of Arts in Sports Management tuition per hour	$695
Master of Arts in Theology and Culture	$675
Student Support and Technology Fee (for all programs)	$200 per semester
Audit per course (not available for online classes)	$720

Additional Fees

Parking Passes

24 Hour Parking Pass per year	$420
24 Hour Parking Pass per semester	$240
Evenings/Weekends Parking Pass per year	$260
Evenings/Weekends Parking Pass per semester	$140

Registrar's Fees

Late Registration Fee	$50
Late Graduation Application Fee	$25
Diploma Replacement	$25
Petition of the Academic Deadlines	$25
Official Transcripts	$10 per copy
Transcription Fee	$75
Administrative Drop/Withdrawal	$50

Course Fees

Biology lab	$110 per lab course
Chemistry lab	$110 per lab course
Junior Recital (MUS 002)	$150
Senior Recital (MUS 003)	$275
Private Music Lessons	$300 per credit

Additional course fees may be assigned. A full schedule of fees is maintained by the Business Office.

Athletic Apparel/Secondary Insurance Fees

Per athlete, charged each semester	$250 each semester

Education Test Fees

EdTPA Exam	$300
ORELA NES content tests (outside fee)	$95

Kellenberger Library Fines

Lost, damaged, or late books and media - items that are lost, damaged or more than 30 days overdue are subject to the following fines: $75.00 fee for books and $50.00 fee for media.

Returned Check Charge

Returned checks subject to $25 charge.

Room and Board

Residence Hall Single (upon availability only) - includes 19 meals per week	$16,500 ($8,250/semester)
Residence Hall Double - includes 19 meals per week	$12,500 ($6,250/semester)
Womack Hall Single – includes 12 meals per week	$16,500 ($8,250/semester)
Womack Hall Double – includes 12 meals per week	$12,500 ($6,250/semester)
Apartment, Double - includes 5 meals per week	$12,500 ($6,250/semester)
Apartment, Double - includes 10 meals per week	$14,300 ($7,150/semester)
Apartment, Single - includes 5 meals per week	$16,500 ($8,250/semester)
Apartment, Single - includes 10 meals per week	$18,300 ($9,150/semester)
Apartment, Single – includes 15 meals per week	$19,800 ($9,900/semester)
Apartment, Double – includes 15 meals per week	$15,800 ($7,900/semester)

Meals Only

Three meals per week	$700/semester
Five meals per week	$1,100/semester
Ten meals per week	$2,000/semester

Student Billing Policies

Payment Obligation

It is the responsibility of the student and their family to meet the financial obligation associated with attendance at Bushnell University. All new students are required to complete a Financial Responsibility Agreement as part of the admission process.

Students are strongly encouraged to submit payment or set up a payment plan for their anticipated balance prior to the beginning of classes each semester. Students are required to either pay the semester balance in full or sign up for a payment plan on the student portal and make the first payment by the add/drop date each semester. Students will be dropped from all courses for the semester if the payment deadline is not met. This decision can be appealed by making appropriate payment arrangements with the

Business office. Students should refer to the academic calendar to determine the appropriate add/drop date for their program. The balance is determined by semester and will be calculated by subtracting all applicable financial aid and payments from the semester's charges (tuition, fees, room and board). Students should not wait for an official billing statement from Bushnell University before calculating balances or making payments. Current balances can be viewed by logging into the student portal at My.Bushnell.edu and navigating to the Billing section.

Students participating in co-curricular activities (such as athletics, music, student life events etc.) must be in good financial standing with the University. Students not in good financial standing may be prevented from attending or participating in school sponsored co-curricular activities.

Finance Charges

Outstanding balances are assessed a finance charge of 1.5% monthly (18% annually) computed on the balance at the end of the billing cycle.

Billing Statements

Billing statements are offered as a service to students and families. Statements are emailed to students at their Bushnell email address each month as long as there is an outstanding balance. The billing statement may have Anticipated Semester Financial Aid as listed on the award letter as well as semester charges for tuition and other related expenses, such as room and board. Financial aid will not be officially credited to the student's Bushnell University account until after the add/drop period for registration (typically two weeks from the start of the semester) has ended.

New billing statements are emailed between the 15th and the 20th of each month for unpaid balances as well as for any additional or adjusted charges that create a new balance. Payments are due on the 10th of the following month and include a 5-day grace period. Payments received after the 15th of the month are considered late. Late payments are subject to an interest charge of 1.5% per month. Statements are emailed each month and new interest accrues until balances are paid. Students with delinquent accounts may be dropped from courses and prevented from registering for the next semester until the balance is paid in full.

Students are responsible for all unpaid balances whether or not they have received an emailed statement from Bushnell University. The student is required to ensure that the Business Office has an accurate and up-to-date mailing address and email address on file.

Payment Methods

Students can pay any balance using one of the following methods:

- Cash, check, or cashier's check in the Business Office.
- Check or money order made out to Bushnell University and mailed to the Business Office.
- Online via e-check or debit/credit card on the student portal at My.Bushnell.edu. A convenience fee is charged on all debit/credit card transactions (all major credit cards accepted).

Monthly payment plans are available on the student portal each semester and require an enrollment fee.

Deposits

An advanced tuition deposit is required for students admitted for the first time to the University and must be submitted by May 1 for fall semester admission (December 1 for

spring semester admission). This deposit is held in the student's account and applied to their tuition expenses upon enrollment. The advanced tuition deposit is required in order to proceed with advanced class registration or housing arrangements. Full refunds are given for cancellations received in writing by the Admissions Office until May 1 for fall semester admission (December 1 for spring semester admission).

A $200 advanced deposit is required from students admitted to the Accelerated Bachelor of Science in Nursing Program. This deposit is held in the student's account and applied to their tuition expenses upon enrollment. The advanced tuition deposit is due within three weeks of receiving notification of admission. Applicants who do not submit this deposit by the due date forfeit their seat in the program. Under certain circumstances and in accordance with University policy, this deposit may be waived. Full refunds are given for cancellations received in writing by the Admissions Office up to three weeks prior to the program's spring or fall start date.

Tuition Refund Policy

Course Drops

Courses may be added or dropped prior to the add/drop deadlines listed on the Academic Calendar. 100% of tuition is refunded for courses dropped prior to the add/drop deadline associated with the student's program. If a student wants to drop a course after the add/drop deadline, they can withdraw from the course with a 0% refund of tuition. If a student withdraws from all courses after the add/drop deadline but prior to 60% of the course completion (withdraw deadline), a tuition refund will be prorated (see Complete Withdrawal from University).

Complete Withdrawal from University

Upon complete withdrawal or dismissal from the University, students, including veterans, receive a proportional refund for tuition for 16 week courses. All student fees are nonrefundable, including but not limited to, music or private lesson fees, vehicle permits, application fees. For all 16 week courses until 60 percent of the semester is completed the prorated refund applies and after that point no refunds will be given. For example, if the student withdraws in the fourth week of a 16 week semester, the tuition refund would be approximately 75 percent.

If withdrawal from the university occurs prior to the first day of a session course, a full tuition refund is provided. No tuition proration or refund is provided for session courses less than 16 weeks after the add/drop deadlines for each appropriate session.

Withdrawals

All academic withdrawals must be processed in accordance with the policy of the University. Refunds are based on the date of initial contact made with an appropriate school official. Students who do not meet the financial conditions of the University can be administratively withdrawn from their courses at the discretion of the University. In order to initiate an academic withdrawal, a student must contact their Academic Advisor to fill out a withdrawal form and complete an exit interview.

Refund of Residence Hall Room and Board

Refer to the residence hall contract or the director of residence life for the housing refund policy. The Vice President for Student Development will set any termination penalties required by the contract.

Account Collections

If Bushnell University needs to pursue collection efforts, reasonable attorney fees and collection costs may be added to the account whether or not an action is filed. If an action is filed, the prevailing party is entitled to recover attorney fees and court costs.

Financial Aid Process & Policies

The Financial Aid Office is committed to helping students who wish to attend Bushnell University but who may not be able to meet all the expenses from personal and family resources. Bushnell University provides a full range of grants, scholarships, student employment, and education loans to help those who qualify. In addition, the Financial Aid Office provides financial aid counseling to students and their families to guide them through the process of applying for and receiving financial aid. Our goal is to provide the service and financing resources needed to enable deserving students to attend Bushnell University.

Financial aid may be grouped into two broad categories of need-based and non-need aid. All federal and state student aid is based on financial need with the exception of a few federal student loan programs. Bushnell University offers both need and non-need types of financial aid.

Application Procedure

To apply for financial aid the student must:

1. Complete the Free Application for Federal Student Aid (FAFSA) and submit it to the U.S. Department of Education. Bushnell University's federal school code 003208 should be listed in the school section. The FAFSA is available online at: www.studentaid.gov.
2. Apply for admission. Students must be accepted for full admission to Bushnell University before a financial aid package may be processed.
3. If selected for verification by the federal processor the student is responsible to provide additional information as requested to the Financial Aid Office (see Verification Process).
4. Review for accuracy the Student Aid Report sent from the federal processor to the student after submission of the FAFSA. The Financial Aid Office receives a similar report at the same time. This report is used to calculate the student's financial need and eligibility for need-based aid. **Students must complete and submit a FAFSA for each academic year. Eligibility and level of need are recalculated each year by federal standards.**

It is important to apply for financial aid early in order to qualify for aid with deadlines and limited funding. The University's priority deadline is January 1 for students planning to enter fall semester. Students with completed applications by January 1 are assured of optimum consideration and funding for scholarships and financial aid from all sources. Students who miss the priority deadline are not guaranteed institutional assistance. To meet this deadline, it is necessary to submit the FAFSA in early December to allow ample time for the FAFSA to be processed.

All financial aid awards cover a period of one academic year (or what remains of the academic year if the student is awarded mid-year). The process of applying for financial aid, including submission of a FAFSA, is repeated each academic year for which the student seeks aid. Financial aid awards are packaged each year on the basis of current

data on a first-come, first-served basis to all eligible applicants.

Student Eligibility Requirements

The following is an extensive, though by no means exhaustive, list of various requirements that a student must meet in order to be eligible for state and federal aid.

To be eligible for federal aid a student must:

- Be a U.S. citizen or an eligible non-citizen.
- Have either (a) a high school diploma or its equivalent, or (b) successfully completed at least a two-year program that is acceptable for full credit towards a bachelor's degree.
- Be accepted for admission (provisional admission does not count for financial aid purposes).
- Maintain satisfactory academic progress toward degree requirements (see Satisfactory Academic Progress).
- Have a valid social security number.
- Not be currently in default on a federal education loan.
- Not owe for receipt of an overpayment of a federal grant.

Verification Process

The U.S. Department of Education requires additional information from some FAFSA filers, including a completed Verification Worksheet, copies of W-2s and federal tax transcripts or use of the IRS Direct Data Exchange (DDX) process on the FAFSA. If required, the Financial Aid Office will notify the student and request the information needed. If verification documents contradict information on the FAFSA, the University will make appropriate corrections and submit them to the federal processor. Any corrections may alter aid amounts or eligibility; therefore, final and official determination of eligibility and financial aid awards must await completion of the verification process.

Unusual Circumstances

Financial aid guidelines allow for some adjustment in aid to be made in instances when unusual or extreme circumstances are not adequately taken into account through the routine financial aid application. Cases involving death, divorce, loss of job, or major medical expenses may need to be assessed by a financial aid officer to determine the impact on a student's need and her/his family's ability to contribute to education expenses. Any hardship must be of at least two months' duration before it can be presented for evaluation. Sufficient documentation and justification are required before an adjustment in the student's aid may be allowed.

Satisfactory Academic Progress

In order to remain eligible for financial aid students are required to maintain "satisfactory academic progress." The conditions for maintaining satisfactory academic progress include completing a sufficient number of credits semester-by-semester, completing a degree within attempting 150% of the published credits needed, and maintaining a 2.00 minimum cumulative grade point average at all times (3.00 for Graduate students). The Financial Aid Office checks each student's academic progress at the time aid is awarded at the end of spring semester. Students in a program of 1 year in length or less will have their academic progress checked at the conclusion of each semester. A letter notifies the student if they fail to maintain satisfactory academic progress.

The requirements for satisfactory academic progress ensure that students who receive aid are adequately meeting academic standards and are proceeding toward an

educational goal (degree or certificate) in a reasonable time frame. Standards are established for the minimum number of credits to be taken and earned semester-by-semester, the total number of attempted credits allowed for completing a program of study, and the quality of performance that must be maintained.

The maximum number of credits for which a student may receive financial aid is 150 percent of the credits normally required to earn a degree or program of study. A student who has declared their intention to pursue a baccalaureate degree of 124 semester credits may receive financial aid for a maximum of 186 attempted semester credits. Part-time students have the same total number of allowable credits but have a longer time frame over which to extend enrollment commensurate with their enrollment status (see Credit Requirements and Enrollment Status).

All credits attempted at Bushnell University, including up to 30 semester credits of pre-approved remedial courses, and credits transferred from other institutions are counted toward the maximum number of credits allowed, whether or not the student received financial aid funds. The Financial Aid Appeals Committee may make exceptions to limits on total credits and time frame for receiving aid due to extenuating circumstances.

Required Grade Point Average

To meet the standards of satisfactory academic progress, a student is expected to maintain a cumulative GPA of 2.00 or better at all times. Graduate students are required to maintain a cumulative GPA of 3.00.

Satisfactory grades for completing a course include A, B, C, D and P (Pass). Grades of F, N (No credit), I (Incomplete), X (No grade reported), W (Official withdrawal), and AU (Audit) do not count as completed courses.

Credit Requirements and Enrollment Status

To receive financial aid, students are required to complete at least 2/3rds (66.67%) of the number of cumulative credits attempted towards an associate's, bachelor's, or master's degree. The following table is a sample listing of the number of credits that need to be completed for the corresponding number of credits attempted. If a student attempts a different number of credits than is listed below, the student will need to complete 2/3rds (66.67%) of the actual number of credits attempted.

Attempted	Completed
15	10
20	13.33
25	16.67
30	20
35	23.33
40	26.67
45	30
50	33.33
55	36.67
60	40
65	43.33

Note: The table above is a partial representation of the full schedule. Please see the Satisfactory Academic Progress policy at https://www.bushnell.edu/admissions/undergraduate/financial-aid-forms/ for the full schedule.

Requirements for Maintaining University-Sponsored Scholarships

All University-sponsored merit scholarships are one-year renewable awards for a maximum duration of four academic years (or 8 semesters). To maintain eligibility the

student must be enrolled continuously in a minimum of 12 credits per semester. Annual renewal of all University-sponsored scholarships is subject to the GPA requirements of the Satisfactory Academic Progress policy. Please see the Satisfactory Academic Progress policy at https://www.bushnell.edu/admissions/undergraduate/financial-aid-forms/ for full details.

Financial Aid Disqualification

A full-time undergraduate student who fails to attain a 2.00 cumulative GPA (3.00 cumulative GPA for Graduate students) or who fails to complete a proportionate number of attempted credits (see chart under Credit Requirements and Enrollment Status) is ineligible for further financial aid. The student is notified in writing of the disqualification and the requirements for reinstatement.

Appeal Process for Reinstatement of Eligibility

Students who have lost financial aid eligibility may appeal to the Financial Aid Appeals Committee in order to:

- Challenge administrative errors resulting in miscalculation of credits completed or GPA attained;
- Account for incompletes and describe arrangements to make up credit; or
- Explain extenuating circumstances such as medical problems, family emergencies, learning disability, remedial work requirement, or other unusual or mitigating factors.

An appeal must be submitted in writing to the Financial Aid Appeals Committee and should state the reason(s) for not meeting minimum eligibility requirements during the year in question. The letter should also discuss a plan for correcting the problem(s) and meeting satisfactory standards and be approved by the student's Academic Advisor. Any arrangements made with professors to finish coursework or to make up credits should be specified.

If the appeal is approved, the student is granted an additional semester of financial aid probation or if more time is needed a student may be approved to meet with an Academic Advisor to set up an individual plan whereby the student would bring up their cumulative grade point average and/or % of credits earned to the minimum satisfactory academic progress standards within in three consecutive semesters. The terms and conditions for continued probation and achieving satisfactory academic progress are indicated in a written response to the student. If the appeal is denied, the student remains disqualified until such time as requirements for reinstatement are met.

It is the responsibility of the student to initiate an appeal and to do so in a time frame that allows an adequate opportunity for review prior to the beginning of the semester. Without an appeal, disqualification will occur automatically in accordance with our policies and regulations. Unless advised differently, the Financial Aid Office assumes that the student has decided to forego an appeal and accept loss of aid eligibility and disbursements.

Reinstatement of Financial Aid Eligibility

A student who is disqualified from receiving financial aid for failure to maintain a 2.00 cumulative GPA (3.00 for Graduate students) is not eligible for aid again until such time as they raises the cumulative GPA to 2.00 (3.00 for Graduate students). Likewise, if a student is disqualified from aid for failure to complete the required number of credits, she/he is not until the total number of credits

completed is at least 2/3rd of the total number of credits attempted. Once reinstated, the student is again eligible for financial aid during the next semester of enrollment.

Courses to raise the GPA or to complete the required number of credits may be taken at Bushnell University or at another institution from which credits are transferred. Completion of a prior Incomplete does not count toward the credits needed for reinstatement. Aid eligibility, once restored, is not retroactive.

Regardless of whether credits are completed with or without financial aid or whether they are completed at Bushnell University or at another college or university, all are counted equally toward the limits established for financial aid eligibility (186 credits for undergraduate students). All courses taken at Bushnell University, including those completed without financial aid, are counted in the student's cumulative GPA.

Tuition Assistance for Dual Degree Pathways

Students in a Dual Degree Pathway program can compete for up to 25% graduate tuition remission through assistantships. There are a limited number of assistantships available and a competitive process based on students' academic performance, calling and needs. Students generally can be awarded one assistantship per year and the tuition assistance is not "stackable" with other graduate Bushnell financial aid programs. Exceptions may be granted in extenuating circumstances. For questions, see the Financial Aid office.

Dual-enrolled Business GA applications will be available in Fall, for students in the pathway, for the following graduate school year. Dual-enrolled GAs work 10 hours per week in-person or remotely and they will be matched with a university department based on their calling, professional development and university needs. They work from August - May during their graduate school year, following the traditional semester schedule. Students can apply for a Dual-enrolled Graduate Assistantship every year.

Enrollment Status for Consortium Courses

Enrollment requirements may be met by courses taken at an institution with which Bushnell University has a consortium agreement. Such courses may count toward course load requirements only if the student obtains written prior approval both from the dean of the respective school and the student's Academic Advisor and submits evidence of enrollment. At the end of the semester, the student is also responsible for submitting her/his grade report from the consortium school(s) to the Registrar's Office to ascertain satisfactory academic progress. Financial aid for consortium courses is acquired by applying for aid through Bushnell University. (See Courses Taken Through Consortiums for a list of participating institutions.)

Enrollment Status for Credit by Examination

For the purpose of financial aid eligibility, college credits granted for credit-by-examination programs (i.e., Advanced Placement [AP], College Level Examination Program [CLEP], International Baccalaureate and course challenge) are not used in determining enrollment status (part-time, full-time). Such credits do not count toward the minimum number of credits required for each semester nor to the total credits allowed for receiving financial aid.

Remedial Courses

Students enrolled solely in remedial coursework or in a remedial program are not eligible for financial aid. Such courses do not count toward enrollment and completed credit requirements for financial aid.

However, a student enrolled in one of the University's approved programs of study, who is taking remedial coursework necessary to pursue that program, is eligible for financial aid, both for the remedial work as well as for the regular coursework. Such remedial coursework deemed necessary by the University may be counted toward requirements for satisfactory academic progress. The maximum number of credits allowed for remedial coursework is 30.

Remedial coursework not required but taken at the discretion of the student does not qualify for aid, nor does it figure as credits attempted or credits completed for the purpose of calculating aid.

Repeated Courses

A student may receive financial aid for any class that must be repeated in order to meet graduation requirements or for any class in which they are attempting to replace a grade lower than a D. Credits for repeated courses count toward the maximum aggregate number of aid-eligible attempted credits. For more information pertaining to repeated courses and GPA calculations, please see *Grade System and Grade Point Average.*

Change of Major

A student who changes majors is granted additional credits to complete the new major if they will exceed the limits allowed for maximum aggregate number of credits attempted. The increase to the maximum allowed credits will be limited to the number of credits the student attempted for the prior major that no longer count in the student's new degree program.

Dual Major

A student attempting a dual major may receive financial aid for credits taken toward a second major provided the requirements for a bachelor's degree have not already been completed, and the student is within the maximum time-frame and credit limits for financial aid eligibility.

Post-Baccalaureate Students

Students who possess a bachelor's degree are not eligible for federal or state grants and scholarships with the exception of the TEACH Grant program. By submitting a FAFSA, post-baccalaureate students are eligible to be considered for University-funded need grants, for the Federal Direct Loan Program provided they have not reached the aggregate loan limit for undergraduate students, and the Federal TEACH Grant Program if the student has not reached the aggregate limits. Post-baccalaureate students may also qualify for Federal Work Study depending on demonstrated need and the availability of funding and positions. **Students in the Accelerated Bachelor of Science in Nursing program do not qualify for university grants or scholarships.**

Off-Campus Courses

Full-time, degree-seeking students at Bushnell University may receive federal and state aid for courses taken at institutions with which consortium agreements have been established. To qualify for aid, consortium credits must be for coursework not available at Bushnell University (excluding study abroad). Consortium credits must also apply toward the student's degree requirements and be pre-approved both by the dean of the respective school and the student's faculty advisor. Signatures of the

advisor and dean of the respective school signifying their approval of consortium courses are collected on an Academic Petition form available from the Registrar's Office.

Qualified off-campus courses count toward the 12-credit minimum required for receiving Bushnell University sponsored aid; however, Bushnell University-funded aid may not be used to pay for consortium courses. A copy of the schedule and billing for courses taken at the other school must be submitted with the Academic Petition before financial aid can be disbursed.

Online Courses

The student is eligible to receive financial assistance for online courses offered by Bushnell University only if such coursework is part of a program that leads to a recognized one-year or longer certificate program or degree from Bushnell University.

Course Withdrawals

A course from which the student withdraws is counted toward the minimum number of completed credits required to maintain satisfactory academic progress (SAP). If by withdrawing from the course, the student does not complete the number of credits for her/his enrollment status, the student is NOT required to increase the course load in subsequent semesters to make up for the deficiency but may want to consider an increased course load if they will not meet the SAP 67% completion rate requirements by the end of spring semester. Each course attempted by the student, including withdrawals for which no academic credit is received, are counted against the credit hour ceiling placed on aid benefits. With repeated withdrawals, aid eligibility may be expended before the student completes her/his degree. Courses dropped within the "add/drop" period are not considered withdrawals.

University Withdrawal and Recalculation of Financial Aid

If a student withdraws from school during an academic semester (after the add/drop period, but before the semester ends), they or the school may be required to return or repay all or a portion of the financial aid they received, including aid from federal (Title IV), state, institutional and private sources, depending on the date of withdrawal.

The withdrawal date is defined as one of the following in order of preference:

1. The actual date the student starts the withdrawal procedure.
2. The last recorded date of student attendance.
3. The midpoint of the semester if the student leaves without notifying the University.

After 60 percent of the semester has elapsed, no funds are returned and all awarded aid for the semester is earned (retained). The following equation determines the portion of financial aid that must be returned if the student withdraws from school before completion of a semester:

Semester Days Remaining as of Withdrawal Date ÷ Total Days in Semester = Percent of Aid Returned.

Any aid to be returned, based on the above calculation, will be removed from the student's account and sent back to its source no later than 45 days from the determination of a student's withdrawal. Federal Title IV Assistance will be returned in accordance with the above calculation, in the following order, up to the net amount disbursed from each source: Unsubsidized

Direct Loan, Subsidized Direct Loan, Perkins Loan, PLUS Loan, Pell Grant, Supplemental Educational Opportunity Grant (SEOG), and TEACH Grant.

In rare cases, a student may be entitled to a post-withdrawal disbursement of Federal Title IV Funds. A student is entitled to a post-withdrawal disbursement if he or she was eligible for the aid at the time of withdrawal but the aid had not yet been disbursed. The student will be notified in writing of any post-withdrawal disbursement eligibility.

If the student withdraws from the University, charges for tuition, campus housing and food service are assessed in proportion to the number of days completed out of the total number of days in the semester. After 60 percent of the semester has elapsed, charges are no longer prorated and are assessed at 100 percent. The following equation determines the portion of Bushnell University charges retained for the semester:

Semester Days Elapsed as of Withdrawal Date ÷ Total Days in the Semester = Portion of Bushnell University Charges Assessed.

What remains of the student's aid after returning the required portion must first be used to pay charges at the University and then is refunded to the student if there is any surplus. The student is responsible for paying any balance due if the remaining aid does not cover Bushnell University charges for the semester.

The Financial Aid Offer

Financial Aid Offer

Once the Financial Aid Office has received all the required information and the student is admitted to the University, the official financial aid offer is determined. The student is considered for all sources and types of financial aid available. First awards notifications are emailed by early January to students who have met the January 1 priority deadline. To decline all or any portion of the offer, students must indicate the types of financial aid that they wish to decline using the online financial aid portal (NetPartner) at https://financialaid.bushnell.edu/NetPartnerStudent/.

A student is responsible to notify the Financial Aid Office of any change of data supplied on the financial aid application, including campus housing status. If, after awarding financial aid to the student, the Financial Aid Office learns of subsequent changes in the information originally provided, the student's aid will be re-evaluated. The Financial Aid Office makes any necessary revisions in the financial aid package and sends an amended award notice to the student.

All financial aid offers cover a period of one academic year (or what remains of the academic year if the student is awarded mid-year). The process of applying for financial aid, including submission of a FAFSA, is repeated each academic year for which the student seeks aid. Financial aid awards are packaged each year on the basis of current data on a first-come, first-served basis to all eligible applicants.

Financial Aid Budget

Each year the Financial Aid Office computes an average comprehensive student budget for attending the University, also called the Cost of Attendance. This budget includes both billable expenses such as tuition, technology fees, as well as food and housing, and non-billable expenses, such as books, personal expenses and transportation.

The following five components are important in determining a student's financial aid award:

A. Cost of Attendance (COA): Comprehensive budget based on cost of tuition, fees, housing, food, books, transportation and personal living expenses. On-campus food and housing is based on a full Bushnell University food plan and the average cost of double occupancy campus housing.
B. Student Aid Index (SAI): The amount of financial support expected from the student and their family according to the federal processor's analysis of data provided on the FAFSA.
C. Estimated Need: The difference between the total cost of the student's education (Cost of Attendance) and their Student Aid Index (SAI) COA - SAI = Estimated Need.
D. Awarded Funds: The total of all financial aid awarded from federal, state and Bushnell University sources.
E. Remaining Need: Even after all funds are awarded, some need may not be met. Alternate sources of aid may be explored to cover remaining need such as matching grants, education loans from private lenders, federal loans for parents of college or university students, tax credits, and scholarships from outside sources.

Disbursing Financial Aid

Aid is applied to the student's account shortly after the semester's add/drop period. The total aid awarded for the year is divided equally between each semester of enrollment. If a student is a first-time borrower at Bushnell University, loan funds are applied to their account only after completing entrance counseling and a Master Promissory Note (MPN). When aid applied to the student's account for the semester exceeds school charges (tuition, fees, room and board), they are issued a refund for the credit balance. In order to receive Bushnell University-funded grants and scholarships students are required to maintain full-time enrollment (12+ credits). On or off campus housing status may also affect total Bushnell University-funded aid eligibility.

Financial Aid Programs

Bushnell University offers a variety of student aid programs including grants, scholarships, work opportunities and loans to those who qualify. Funding comes from the federal government, the State, Bushnell University, and private sources.

Grants

Grants are funds provided for college that do not require repayment. Most are based on need and require submission of a FAFSA. Some are based on particular student characteristics or church affiliation.

Pell Grant

This award is the country's largest grant program for undergraduate students without a bachelor's or professional degree. Pell Grants are funded by the federal government, who also sets the level of need required to qualify. Pell Grants currently range from $740 to $7,395 per year. A student may receive a Pell grant for up to 6 years of full-time enrollment (600%) before reaching their aggregate Pell grant limit (i.e. a student who receives a Pell grant while attending full-time for 6 years will not be eligible to receive a Pell grant for a 7th year of study).

Federal Supplemental Educational Opportunity Grant (SEOG)

These grants are awarded to Pell Grant recipients with exceptional need. The University awards these grants from an allotment of funds provided each year from the federal government. Funding is limited. Grants range from $250 - $1,000 per year.

Federal TEACH Grant

These grants are awarded to students who are pursuing a degree leading to teaching in a high need field in a low-income district, while maintaining a 3.25 or greater cumulative GPA.

TEACH Grant recipients must teach in a high need field in a low-income school during 4 of their first 8 years after leaving college (whether the student graduates or not), or the grants will be converted to an unsubsidized Direct Loan with backdated interest added from the time of disbursement. Due to the potential for the grant to be converted to a loan, the Financial Aid Office strongly advises students to only choose to access TEACH Grant funds when they know for certain that they plan to enter the teaching profession in a high need field within a low-income district.

Any student wishing to receive a Federal TEACH grant must annually complete an Entrance Counseling and an Agreement to Serve (ATS) which are both available on the Department of Education's website studentloans.gov.

Grants are for up to $4,000 per year.

Oregon State Opportunity Grant

Undergraduate students who are Oregon residents and meet established criteria for family income qualify for this grant. Any amount listed on a student's financial aid award letter is estimated and is subject to change. The funding and grant amount are determined by the state. Students must file a FAFSA (or ORSAA) to be eligible. Students who declare a major in a course of study leading to a degree in theology, divinity or religious education are not eligible. More information can be found on OSAC's website https://oregonstudentaid.gov/grants.aspx.

Bushnell University Need Grant

The Bushnell University Need Grant is a one-year need based award that is available to Traditional Undergraduate students who are enrolled full-time. The amount awarded varies according to the student's total need not covered by other sources of financial aid.

Heritage Grant

Full-time Traditional Undergraduate students whose home church is a heritage church at the time of entrance to Bushnell University qualify for this grant. Heritage churches include congregations of the Christian Church (Disciples of Christ) and Christian Churches/Churches of Christ. The annual award is $2,500 and is renewed for each year the student is enrolled full-time at Bushnell University.

Minister's/Missionary's Child Grant

Full-time Traditional Undergraduate students who are dependents of a Christian church minister or missionary at the time of entrance to Bushnell University qualify for this grant. The annual award is $1,500 and is renewed for each year of full-time enrollment at Bushnell University.

Sibling Grant

Grants of $1,000 each are given to full-time Traditional Undergraduate students who are siblings and attend Bushnell University during in the same academic year.

Oregon Promise Recipient Grant

Grants of $3,000 per year are awarded to full-time Traditional Undergraduate transfer students who are receiving the Oregon Promise Grant prior to enrolling at Bushnell University.

Church Matching Grant

Bushnell University matches the annual contribution from a student's home church,

up to $1,000 for a maximum combined award of $2,000 per year for Traditional Undergraduate students. A separate application is required and is available online or from the Financial Aid Office. The funds and application must be received by the due date listed on the in order to be considered for the match.

Scholarships

Scholarships are competitive awards made on the basis of the student's record of performance or achievement. All scholarships sponsored by Bushnell University are awarded on the basis of merit as determined from admission information. All scholarships are renewable upon meeting minimum GPA and course load requirements.

Academic Scholarships for first-time freshmen

Academic Scholarships ($4,000-16,000)

Scholarships are offered to Traditional Undergraduate students on a sliding scale to students with at least a 2.80 unweighted GPA. The admissions application and official transcripts are required to receive an academic scholarship.

Leadership Award (Maximum of $1,000)

Available for Traditional Undergraduate students for demonstrated leadership in youth groups, churches, mission trips, student government, athletic, and other programs.

Song Nai Rhee Honors at Entrance Competition ($1,500)

Scholarships are offered to Traditional Undergraduate students who participate in the Song Nai Rhee Honors at Entrance Competition (invitations to the competition are based on HS unweighted GPA of at least 3.75). Renewable contingent on participation in Honors program through successfully completing at least two honors contracts per academic year.

Merit Scholarships for transfer students

Academic Scholarships ($3,000-$11,000)

Scholarships are offered to Traditional Undergraduate students on a sliding scale to students with at least a 2.80 cumulative college or university GPA.

Leadership Award (maximum $1,000)

Available for Traditional Undergraduate students for demonstrated leadership in churches, mentoring programs, university organizations, and other programs.

Additional Scholarship Options

International Student Scholarships ($12,000)

Scholarships are offered to Traditional Undergraduate students who are not U.S. citizens and do not qualify for Federal Title IV financial aid from the FAFSA. This scholarship is given in lieu of all academic and leadership scholarship programs.

Bushnell University Alumni Scholarship ($1,500)

This scholarship is awarded to Traditional Undergraduate students who are the child or grandchild of a Bushnell University alumnus. The Bushnell University alumnus and relation to the student must be indicated on the application for admission.

Private Christian High School Scholarship

Awards of $4,000 per year are available to graduating seniors from Christian High Schools. Renewable for up to four years and applies to full-time Traditional Undergraduate students only.

First Generation College Student Scholarship

Scholarships of $1,500 per year are given to full-time Traditional Undergraduate students

who are the first generation of their families to attend college.

PHI THETA KAPPA Scholarship

Scholarships of $1,000 per year are available to full-time Traditional Undergraduate transfer students who are members of PTK.

Endowed Named Scholarships

An array of named scholarships have been established through the gifts of private foundations and from friends and alumni of the University. Selection criteria and award amounts vary for each scholarship as per the stipulations of the donor. The Financial Aid Office evaluates information from both the students' admission application and the FAFSA to determine an appropriate match. Each award is for one academic year and applies to Traditional Undergraduate students only.

Talent Awards

A limited number of scholarships are awarded to Traditional Undergraduate students with exceptional talent. Such awards are made for music, forensics, esports, men's and women's basketball, men's and women's soccer, men's and women's golf, men's and women's cross country, men's and women's track, women's volleyball, and women's softball. Awarding decisions are made by the music director or by the respective coach and the athletic director on the basis of an evaluation of the student's ability.

Oregon Private Scholarships

The Oregon Office of Student Access and Completion (OSAC) administers more than 450 privately-funded scholarships. Awards range from $500 to the total cost of education. Each has its own eligibility requirements, but the application is due on March 1st for all scholarships. Summaries and selection criteria for each scholarship are available at http://oregonstudentaid.gov/

Private Scholarships

Many community service organizations, churches, and national foundations offer scholarships. Some are based on financial need, but many others are based on academic achievement, leadership ability, special talents, community service, or heritage. Bushnell University provides a non-exhaustive list of private scholarships online. Extensive databases of private financial aid resources and scholarships may also be found on the Internet at such websites as FastWeb, FastAid, Wiredscholar, CollegeQuest, and Mach25. Many businesses and corporations also provide scholarships or loans to employees' children or students who live in the communities in which the company is located. Others offer aid to students majoring in fields related to the company's products or services. Company personnel offices have application information. In addition, students are encouraged to research online for scholarships offered by professional, career, and trade associations in their future career or field of study.

Work Opportunities

Work-Study offered as part of a financial aid package requires the student to pursue placement in one of the University's part-time positions on or off campus. The total number of Work-Study positions is limited and employment cannot be guaranteed; however, students are assisted to compete for jobs available in the library, administrative offices, athletics, Morse Event Center, Beacon Beanery, grounds and events crews, and academics.

The amount of Work-Study shown on the financial aid award is based on a combination of need and a projection of

earnings possible if the student works their full allotment of hours. Funds are not applied to the student's account but provided to the student in the form of a paycheck. Earnings are based on Oregon minimum wage and work schedules that vary from 6 - 10 hours per week.

Loans

Bushnell University participates in the Direct Loan program, providing low-interest loans with favorable repayment terms. The vast majority of financial aid awards from Bushnell University include federal education loans. Many students choose to accept such loans to help finance their education. Private alternative loans are also available to help students and their parents pay for university expenses, but these loans are not federally guaranteed. Alternative loans may be added to the financial aid package if more assistance is needed after exhausting federal, state, University, and private student aid opportunities.

Federal Direct Loans

Direct Loans are the largest source of federal student aid and are available to both undergraduate and graduate students. There are two types of Direct Loans: subsidized, for which the government pays the interest while students are in school and deferment periods; and unsubsidized, where students pay all the interest on the loan. Undergraduate students may receive both types at the same time, while graduate students are limited to unsubsidized Direct Loans.

The interest rate on new Direct Loans is fixed. Origination and insurance fees of up to 1.5% may be deducted from each disbursement. Contact the Financial Aid Office for current information on interest rates, origination and insurance fees. Generally, repayment begins six months after the student graduates, withdraws from school or drops below half-time. This six-month period is referred to as the "grace" period. No repayment on the principal is required while the student attends school at least half-time or during grace or deferment periods. Borrowers typically have up to 10 years to repay their loans.

Subsidized Direct Loan

Subsidized Direct Loans are awarded to undergraduate students on the basis of demonstrated financial need. The federal government pays the interest on loans while the student is in college and deferment periods. To qualify, students must submit a FAFSA and meet all the requirements for federal student financial aid.

Unsubsidized Direct Loan

Unsubsidized Direct Loans are not based on financial need and therefore are available to all students, regardless of income or assets. The student is responsible for paying all the interest on the loan, but can choose to allow it to accumulate while in college and during the grace period. To qualify, students must meet the same requirements as those for a subsidized Direct Loan, except for demonstrating financial need.

Additional Unsubsidized Direct Loan

Additional unsubsidized Direct Loans are available to independent students to help cover unmet need or replace some of the expected family contribution (EFC). They are also available to dependent students whose parents' PLUS Loan application is denied.

Interest and repayment conditions are the same as for the Unsubsidized Direct Loan (above). Additional unsubsidized Direct Loans may be added to an existing subsidized or unsubsidized Direct Loan.

Direct Loan Limits

Dependent* Students for Subsidized & Unsubsidized	
First Year	$5,500
Second Year	$6,500
Third Year & Beyond	$7,500

*Dependent students whose parents are unable to obtain a PLUS loan may borrow the same amount in unsubsidized loans as independent students.

Independent Students for Subsidized & Unsubsidized		
First Year	$5,500	$4,000
Second Year	$6,500	$4,000
Third Year & Beyond	$7,500	$5,000

Maximum Amounts for Subsidized & Unsubsidized	
First Year	$9,500
Second Year	$10,500
Third Year & Beyond	$12,500
Dependent Undergraduates Lifetime Aggregate Limit	$31,000
Independent Undergraduates Lifetime Aggregate Limit	$57,500
Graduate Students Unsubsidized Loans	
Yearly Amount	$20,500
Aggregate (Lifetime) Amount	$138,500

Receiving Student Loan Funds

First-time borrowers at Bushnell University must receive loan entrance counseling and sign a loan contract (promissory note) before funds are disbursed. These requirements ensure that the student understands important details about the loan and their responsibilities as a borrower. Promissory notes and loan entrance counseling must be completed online at https://studentloans.gov/

PLUS Loans for parents of undergraduate students have similar requirements before loan proceeds may be released. Parents who qualify for a PLUS Loan must sign a promissory note as an initial borrower. A disclosure statement is sent to the parent(s) informing them of important details about the loan. Loan funds are electronically disbursed to the Financial Aid Office to be applied to the student's account.

Federal Direct PLUS Loans for Parents

PLUS Loans are available to parents or stepparents of dependent students who need to borrow for their child's undergraduate education. PLUS federal loans are not based on need nor are they restricted by family income. Creditworthiness of the parent(s) is a determining factor. Parents may borrow up to the total cost of their dependent student's education, minus other financial aid the student has received. PLUS Loans may be a supplemental source of money for parents whose dependents have a Direct Loan.

PLUS Loans carry a fixed interest rate. Interest begins to accrue from the date loan funds are first disbursed. Origination and insurance fees of up to 4.5% may be deducted. Generally, repayments start within 60 days of the loan's final disbursement for the school year (no grace period), but a parent may request a deferment.

To qualify, parents must meet the eligibility requirements for federal financial aid and must pass a credit check. Only parents of dependent students are eligible to apply. Generally, parents must not have any outstanding tax liens or judgments, delinquent or defaulted loan or credit card debt, or any bankruptcy, foreclosure or wage garnishment within the past five years or has one or more debts that are 90 or more days delinquent or that are in collection or have been charged off during the two years

preceding the date of the applicant's credit report.

If parents do not pass the credit check, they may still receive a PLUS loan if they have a qualified co-signer. Dependent students whose parents do not qualify for a PLUS loan are eligible to substitute an additional unsubsidized Direct Loan in its place. This type of aid requires the student or parent to specifically initiate the application process online at https://studentloans.gov/

Federal Direct Graduate PLUS Loan

Graduate students are eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate PLUS Loans. These requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate.

Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA) and entrance counseling. They also must have applied for their annual loan maximum eligibility under the Federal Unsubsidized Direct Loan Program before applying for a Graduate PLUS Loan.

Private/Alternative Loans

Private loans are available from the private sector to help students pay for college. Private loans are one way to provide additional funds to close or eliminate the gap between the student's financial aid resources and remaining college expenses. Private loans are credit-based and are made to students regardless of need. Although students do not need to apply for federal, state, or Bushnell University financial aid in order to qualify for a private loan, they are strongly encouraged to do so before applying for any private loan. Bushnell University does not incorporate private loans in a student's initial award package.

Educational Benefits

Veteran Educational Benefits

The Montgomery G.I. Bill®[6] provides educational benefits for participating individuals who served in active duty or in the Selective Reserves. Benefits are also available under the post-Vietnam era Veterans Educational Assistance Program for those who entered the service after December 31, 1976, and before July 1, 1985, and contributed to the VEAP fund while on active duty or had contributions made for them by the military.

Service-disabled veterans may be eligible for vocational rehabilitation benefits from the U.S. Department of Veterans Affairs. Educational benefits are also available to veterans' dependents if the veteran (spouse or parent) has died, or was totally and permanently disabled in service, or is listed as missing in action. There is also a Veterans Work-Study and Tutorial Assistance Program. For more information, contact the local office of the U.S. Department of Veterans Affairs (in the phone book under U.S. Government Offices), call toll free 888-

[6] "GI Bill" is a trademark owned by VA and registered with the U.S. Patent and Trademark Office as of October 16, 2012.

444-4551, or go to https://benefits.va.gov/gibill/.

Federal Tax Benefits

The Taxpayer Relief Act of 1997 provided new tax credits for individuals who are paying higher education costs for themselves or for family members. There are also specific benefits related to interest paid on student loans and educational and traditional IRA's. Education costs paid by an employer are exempt from federal taxes for undergraduate students. To learn more about federal tax benefits for education, visit http://www.irs.gov, call the IRS help line at 800-829-1040, or read IRS publication 970, "Tax Benefits for Higher Education," available free by calling 800-829-3676.

Financial Aid Office Assistance

Please do not hesitate to contact the Financial Aid Office toll-free at 877-463-6622, extension 7201, or local 541-684-7201. Many questions may be answered over the phone. We are happy to arrange appointments for students and their families to meet with a financial aid counselor. Questions may be e-mailed to finaid@bushnell.edu.

Registration and Academic Policies

Once a student is admitted to Bushnell University, the office of Academic Advising will assist the student with registration for classes and other areas related to academic policy and enrollment. To ensure academic order, Bushnell University has created the following procedures and policies related to beginning coursework and sustaining students in their programs. Students should review schedules, advising, and academic policies in order to become familiar with how Bushnell University organizes degree programs and how to begin and complete studies successfully at the University.

Academic Services and Resources

Academic Advising

Academic Advisors are available to students to register for courses, develop personalized academic plans, and set goals that align with graduation requirements. The Academic Advisor assists students in navigating the academic policies and procedures, supporting them in their overall academic goals. Degree progress questions should be directed to an Academic Advisor.

Academic Success Program

The Academic Success Program is designed to assist students in developing skills in goal setting, action-planning, time management, prioritization, organization, and behavior adjustment to achieve academic success. Through the academic success course, students receive both accountability and support in achieving their academic goals. The program is open to all students. Students placed on academic warning or admitted conditionally to the University may be referred to the program as a condition of their enrollment.

Academic Tutoring

Bushnell University seeks to help its students succeed academically. Toward this end, the University provides tutorial services, free of charge, to those who need academic assistance.

Accessibility Services

The mission of Accessibility Services is to advocate for and facilitate equal access to educational opportunities for students with qualified disabilities or conditions.

Bushnell University does not discriminate against qualified individuals with a disability in admission or access to its programs or activities. Prospective and admitted students who need information about programs, services and accommodations should visit the accessibility services website.

Active Service Duty Policy

A student enrolled at Bushnell University called to active service duty for 30 or more consecutive days should report to the Registrar's Office. The School Certifying Official will back the student out of the classes they are registered for and refund the student's fees 100% (working in conjunction with Financial Aid if appropriate). For reenrollment after active service, see the Military Service Member Readmission section.

Classification of Students

A student's classification is determined by the amount of credit earned both in hours and grade points. The classification held by a student at the beginning of the academic year will be continued throughout the year.

- **First-year**: A student having 29 or fewer semester hours of college credit.

- **Sophomore**: A student who has completed 30 semester hours of college credit by the opening of the fall semester.
- **Junior**: A student who has completed 60 semester hours of college credit by the opening of the fall semester.
- **Senior**: A student who has completed 90 semester hours of college credit by the opening of the fall semester.
- **Non-Degree-Seeking**: A student who is usually taking six or fewer semester hours and who does not plan to meet requirements for graduation. A student who acquires 30 semester hours of credit must change from non-degree to regular student status and conform to the usual regulations governing regular students.
- **Graduate**: A student who has completed a baccalaureate degree and has been admitted into one of the graduate programs.
- **Post-Baccalaureate**: A student who has earned a bachelor's degree and is pursuing further studies.

Registration

Registration is processed in conjunction with an Academic Advisor through the student's My.Bushnell account. Registration must be completed within the dates listed in the Academic Calendar or a late fee may apply. An Academic Advisor is assigned to the student during the admissions process.

All students process their registration by working with their Academic Advisor. Students must register for classes for each semester at the times indicated on the Academic Calendar. Registration will not be processed until all approvals are submitted to the Registrar's Office.

The deadline for new student registration for any semester is prior to the first day of class. Late registrations for first-time students will only be accepted upon the approval of the Admissions Advisory Committee.

Traditional Undergraduate

Traditional undergraduate students process their registration by working with their academic advisor. An advisor is assigned to the student during the admissions process. Traditional undergraduate students must register for classes for each semester at the times indicated on the Academic Calendar. Students can request classes within their academic plan during the registration period and meet with their academic advisor to receive approval. Registration will not be processed until all approvals are submitted to the Registrar's Office.

First-Year Seminar Policy for Traditional Undergraduate Students

All First-Time students, age 21 and under, are required to complete First-Year Seminar (FYS 101) during their first semester at Bushnell University. A First-Time student is defined as entering a post-secondary institution for the first time after graduating from high school, regardless of the number of transfer credits completed prior to completing a high school diploma. Students who transfer directly from another college or university with an equivalent course or more than 23.99 semester credits are exempt from FYS 101 regardless of age. Students receiving a waiver for FYS are still required to meet the total number of credits for graduation (124).

Online Program Students

Students process their registration by working with an assigned academic advisor. The advisor is assigned to the student during the admissions process. All registration, course selection, add/drops and

advising are done by working with an academic advisor. Online Program students are encouraged to make appointments to meet with their academic advisor to process registration and to get updates on degree progress.

Graduate Students

All graduate students are assigned an academic advisor whose role is to provide information and assistance for optimal performance and achievement in the program. Faculty advisors are also available for consultation about students' personal, professional, and career development as necessary.

Changes to Registration

Add/Drop Policy

Courses may be added or dropped before the add/drop deadline on the Academic Calendar. For tuition refund related to drops, see the Tuition Refund Policy.

Course Withdrawal Policy

Withdrawal from a particular course can occur after the drop period and before the last week of class. A "W" will be recorded in the student's record in the event that the student is not failing at the time of withdrawal, or if no more than two-thirds of the class has elapsed. If the student is failing and more than two-thirds of the course timeframe has elapsed at the time of withdrawal, the grade will be recorded in the student's record as "WF." See the "Withdrawal from the University" policy below in the event that a student is dropping all coursework and is not planning to continue at the University.

Administrative Drop

Students who are registered for a class but are reported after one week of coursework as never having attended will be administratively dropped from the course. The course will not appear on the transcript, but an administrative drop fee may apply. Students will have 48 hours to respond to the notification and request to re-enroll in the course with instructor permission and VPAA approval.

Additionally, Courses that meet prerequisite requirements must be completed with a final, passing grade prior to the add/drop deadline for the student to stay enrolled in the subsequent course(s). Courses that do not have all prerequisites met with final and passing grades will be administratively dropped from student schedules, including when incompletes are still outstanding.

Administrative Withdrawal

Students who begin a course and stop attending, but fail to clear an official withdrawal through their academic advisor, will be administratively withdrawn from the course. In the event of an administrative withdrawal, the student is charged for the course and given a grade of "WF." An administrative withdrawal fee may apply.

Courses Taken Through Consortiums

Courses taken from any institution with which Bushnell University has a consortium agreement with will be billed and transcripted as a Bushnell course. See Off-Campus Courses for Financial Aid information.

Students may take consortium courses with approval through Academic Advising and within their program of study if there is a partnership already specified in the program requirements. Oversight of courses offered through the consortium are reviewed and approved by faculty governance processes consistent with other curricular changes at Bushnell University. Students register through and receive academic credit from Bushnell.

Existing partnerships include:

- Christian College Online Sharing Consortium (CCCU) and Council of Independent Colleges Online Course Sharing Consortium (CICOCSC) through Acadeum;
- Lower Cost Models Consortium (LCMC) through Rize Education; and
- Oregon Alliance for Independent Colleges and Universities.

Courses Taken Through Portage Learning

Bushnell University's partnership allows Bushnell students to take courses through Portage (indicated by * in the Course Descriptions section) but students will interact with Portage directly for billing and credits earned through Portage will not be considered toward a student's full-time rate at Bushnell. Once students have completed courses at Bushnell, they may request official or unofficial transcripts through My.Bushnell.edu that shows both Portage and Bushnell courses. Until Bushnell courses have been completed, students must go directly to Portage for their Portage academic records.

Transfer Evaluation

The Admissions and Registrar's Offices evaluates work transferred from other institutions and determines which courses/credits might apply toward a degree program at Bushnell University. Courses must be college level with the grade of C- or better for undergraduate coursework, and B- or better for graduate coursework in approved programs. Graduate credits must come from a regionally accredited institution, and the maximum number of credits accepted in graduate transfer cannot exceed forty percent of the total credits required for the program.

Vocational/technical credits will be accepted for undergraduates as elective credit.

Veterans

Any veteran receiving GI Bill®[7] benefits while attending Bushnell University is required to obtain transcripts from all previously attended schools, as well as military transcripts, and submit them to the school for review of prior credit.

Transfer

Graduates of community colleges with a college transfer track, and transfers from regionally accredited four-year colleges and universities with two years of a well-balanced program in general studies (humanities, social sciences, and sciences) may be exempted from Bushnell University's general education (core) requirements, except in Bible and Christian Ministry. In some cases such students may be advised to complete additional courses to meet Bushnell University's general education requirements.

A waiver of any required course does not exempt the student from the general graduation requirements. The total number of credit hours required for graduation must be completed. All other applicable general requirements must be met. The completion of the Associate of Arts Oregon Transfer (AAOT) degree or a similar degree from a regionally accredited institution satisfies Bushnell University general education

[7] "GI Bill" is a trademark owned by VA and registered with the U.S. Patent and Trademark Office as of October 16, 2012.

requirements except eight credits in Bible and Christian Ministry Studies.

WR 121 will be waived for students who transfer in WR 123 without WR 121.

Articulation and Affiliation Agreements

Bushnell University has affiliation and articulation agreements with a number of institutions and organizations. Details of these agreements can be viewed in full on the online Transfer page.

Major Classes Transfer

An automatic evaluation of major coursework will not occur during a transfer evaluation. It is the student's responsibility to inform the Academic Advisor when the student believes they have earned credits that might count for major requirements.

Credits from Regionally Accredited Institutions

All college level credits from such institutions are transferred and appropriately applied toward graduation requirements.

Credits from Institutions Not Regionally Accredited

Credits from non-regionally accredited institutions are evaluated by the Registrar's Office on a case-by-case basis unless otherwise specified by a formal articulation agreement. A student who is accepted as a transfer student from such an institution must complete one full semester of work at Bushnell University before any credit is transferred. A complete evaluation of the work will be made at the end of the first semester. If the student has maintained a C average at Bushnell University, full credit will be given for the transferred work. A maximum of 30 credits may be transferred if approved.

Seal of Biliteracy

Students who earned a Seal of Biliteracy in High School may, in combination with a placement test, earn credit for Spanish language courses. Students wishing to study Spanish language courses may elect to take a placement test any time prior to starting the language learning courses (SPAN 101, 102, etc.) with the Spanish program lead. Bushnell will provide three credits for each language learning course in which they demonstrated proficiency.

Music Credits

A maximum of eight hours of music performance credits may be transferred. No more than two classes with the same course number will be applied to graduation requirements. An exception may be made if a student has music courses that relate to the major.

Physical Education (PE) Credits

A maximum of eight hours of PE credits may be transferred. No more than two classes with the same course number will be applied toward Bushnell University graduation requirements. There is a maximum of eight credit hours for physical education courses. Course level for student athletes enrolled in varsity sports for PE credit will be based upon the seasons of eligibility used. Students in their first year of eligibility will be enrolled at the 100 level, second year of eligibility at the 200 level, and so on.

Advanced Placement (AP)

College credits toward a baccalaureate degree are granted to students who receive the grade of three or higher on tests sponsored by the Advanced Placement Program of the College Entrance Examination Board. The subject area tested and the scores received determine which Bushnell University course requirements are

satisfied. Further details can be viewed on the online Transfer Credit page.

International Baccalaureate (IB)

College credit is awarded to students who have scored four through seven on an individual IB exam in any subject area. Students applying for admission who hold an IB diploma are considered on a case-by-case basis for advanced placement and college credit. More information is available from the Registrar's Office.

Graduate School Residency Requirements/Transfer Credit Limit

Candidates for master's degrees may transfer a maximum of forty percent (40%) of the total credits required for the graduate program. Coursework can be transferred from regular graduate work completed at another accredited institution provided that:

- The work satisfies the requirements of a specific course or practicum experience in Bushnell University's curriculum, with the approval of the course instructor and dean or program chair of the department;
- Grades of A, B, or P were earned in these courses; and
- The courses were completed within five years of the expected program completion date.

The University does not grant graduate credit for prior learning experience nor accept graduate credit earned through prior learning at another institution as transfer credit.

Cross-Application of Graduate Courses

In cases where there are two Bushnell University graduate programs with the same or sufficiently similar course overlap, up to 40% of the degree may be substituted upon the approval of the appropriate program faculty or director. Course substitutions must be meet accreditation and program oversight standards. The combination of transfer coursework and cross-application of graduate courses will not exceed 40% of the degree program.

Courses

Credit Hour Definition

A credit hour is an amount of work represented in intended learning outcomes, and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Cross-Application of Courses

Courses used to meet requirements of an academic major or minor may not be applied toward another academic major or minor, but cross-application of courses between a major and the general education core are allowed.

Any cross-applied course will be counted only once in computation of the total number of credit hours. Thus the student must still complete the total number of credit hours required for the degree program involved,

normally by taking additional elective courses.

Course Designations

The course number indicates the difficulty of the course in relation to lower division and upper division work:

50-99	Remedial courses which do not apply toward degree requirements
100-299	Lower division courses
300-499	Upper division courses
I-II	Lower division Rize courses
III-XI	Upper division Rize courses
500-599	Courses open primarily to graduate students
600-699	Courses open only to graduate students

Course numbers that end in 05 represent Reading and Conference courses individually designed to be offered as a co-requisite to an existing course. These courses are available by petition only.

As a rule, students should enroll in courses according to their classification. Exceptions may be made with the consent of the instructor. Academic Advisors will help the students develop their program according to the rules under general practice.

Course Sequencing

Courses that are sequential and cumulative in content should be taken in the intended progression order, unless the student is able to qualify or test into a higher level course. If a student places into and successfully passes a higher level course, they cannot take a course that is more elementary than the course already completed. For example, a student who places into and successfully completes SPAN 201 Second-year Spanish cannot later take for credit SPAN 101 First-year Spanish I.

Courses that meet prerequisite requirements must be completed with a final, passing grade prior to the add/drop deadline for the student to stay enrolled in the subsequent course(s). Courses that do not have all prerequisites met with final and passing grades will be administratively dropped from student schedules, including when incompletes are still outstanding.

Alternative Ways to Earn Credits

The faculty of Bushnell University has approved the following alternative methods of earning credit: by examination programs, by prior learning assessment, co-operative work experience, through military educational programs, and course challenges (some restrictions may apply).

Examination Programs

Bushnell University uses the American Council of Education's most recent edition of *Educational Credit by Examination* as its official guide for approval or disapproval of a test for credit-granting purposes. Current accepted test programs include College Level Examination Programs (CLEP) and DANTES Subject Standardized Tests (DSST), as well as ACE-recommended Excelsior College Examinations. All accepted credits must fulfill graduation requirements. Contact the University Registrar for more information.

Credit by Prior Learning Assessment (PLA)

Students accepted into the Online Program may receive a maximum of 30 credits in a variety of subject areas for learning acquired through experience outside a normal academic setting. For conditions, guidelines, and procedures, contact the registrar's office. No Graduate credits are granted through PLA. All PLA credits must fulfill graduation requirements. No prior learning

credit earned through another institution will be accepted.

Credit through Military Educational Programs

In granting credits earned through military training and experience, the University relies on standards and guidelines established by the American Council of Education (ACE). The ACE, through its Office on Educational Credit and Credentials (OECC), provides credit recommendations for courses and occupational training provided by the armed forces, as well as DANTES Subject Standardized Tests (DSST). The ACE evaluates formal military courses and training and publishes credit recommendations in the *Guide to the Evaluation of Educational Experiences in the Armed Services*. Students should request an official transcript from the appropriate branch of the military. Further details can be viewed online on the Veteran Benefit page. All accepted credits must fulfill graduation requirements.

Course Challenge

A formally admitted student may challenge certain University courses by examination without actually registering in the courses.

To challenge a course the student must meet the following criteria:

- Be a regularly admitted student; and
- Be registered for classes for the semester in which the examination is administered.

The process for challenging a course is as follows:

- The student must petition the University Registrar and must have the approval of the individual faculty member administering the Course Challenge Contract.
- Arrangements for the examination, including payment of fees, must be completed within the first ten (10) class days of each semester. Applications received later will be processed the following semester.
- The student must pay, in advance, a special nonrefundable examination fee equal to one-half of the current tuition per semester credit hour, for the course being challenged. This fee is not included as a part of tuition and financial aid awards.

The student is allowed only one opportunity to qualify for credit by examination in any given course. The student has the option of credit recorded with a mark of Pass (P) or letter grade.

Credit by examination may not be counted toward the satisfaction of the residence requirement.

Credit by examination may be earned only in courses whose content is identified by title in the Bushnell University Catalog.

A student may not receive credit by examination in courses (a) that would substantially duplicate credit already received; or (b) that are more elementary than courses in which previous credit has been received or status has been established.

Regarding the English writing course challenge, see Writing Competency Requirement.

Academic Policies

Class Load

To be classified as a full-time undergraduate student, a student must be enrolled in a minimum of 12 semester hours. This requirement is the basis for some academic

honors and scholarship considerations, and for determining eligibility to participate in student activities and intercollegiate sports. Students must be classified as full-time to live in campus housing. Six (6) credits constitutes a full-time class load for Graduate students.

Fifteen to sixteen (15-16) semester hours per semester constitute a normal full-time student load for undergraduate programs. In order to enroll for more than eighteen (18) hours in a given semester, the student must secure approval from both their Academic Advisor and the registrar.

Short-Form Application to Attend Bushnell University

Completion of the Short-Form Application to Attend Bushnell University does not constitute formal admission to the University. Students planning to pursue a degree or certificate must complete the formal admissions process. The Short-Form Application allows a student to take up to a certain amount of credits. Because this is considered non-degree seeking student status (the student has not been admitted to a program), a student is not eligible for any part of the Bushnell University Financial Aid program. For non-degree seeking students, payment for a class is due at registration unless other arrangements have been made with the billing office.

Academic Breaks

No new instructional content, required meeting times, or required assignments are allowed from the faculty during published breaks. Students may use published academic breaks to continue their studies including submitting work. Students and faculty may refer to the published Academic Calendar for the full list of academic breaks.

Class Attendance Policies

Unexcused absences will result in penalties including lower grades and, in some cases, failing of the course. Penalties are determined by each professor. Absences without penalty may be allowed in the following circumstances:

- Serious illness;
- Emergencies in family, work, or other extenuating circumstances; or
- Recognized commitments with the touring ensemble, Bushnell University ETC Day, or intercollegiate athletics.

Each professor is responsible for determining the validity of the excuse. In the case of chronic illness, or other continuing emergency situations, the professor may work out appropriate ways for the student to accomplish the course requirements. Regardless of the nature of the absence (excused or unexcused), the student is responsible for knowing all information presented in the class(es) missed. Students involved in University-related activities, such as athletic team participation, should not enroll in a class from which they may have to be absent for more than 30 percent of scheduled class sessions.

Participation Reporting

Students are expected to participate regularly in class.

Students who do not participate for two consecutive weeks are liable to be academically withdrawn or dropped. Students who are reported for non-participation are expected to work with their Professor or Academic Advisor to adjust accordingly.

Late Arrival for Class

Students are expected to arrive on time for class. Penalty for late arrivals are determined by each professor.

Academic Disqualification

A student whose academic performance falls below minimum standards of the University is academically disqualified from taking further Bushnell University courses. Such a student may petition the Academic Council for reconsideration. Once academically disqualified, a student wishing to return to Bushnell University must apply for readmission through normal readmission procedures.

Undergraduate Academic Warning Regulations

Undergraduate students on academic warning and those admitted conditionally are required to complete the University's current academic success program. Failure to do so may result in academic disqualification. Tutoring and other academic support services may be encouraged in addition to these requirements.

Students are not allowed to carry more than 15 credits while on academic warning (with the exception of the Accelerated Bachelor of Science in Nursing Program (Bachelor of Science in Nursing program).

Academic Warning is assigned when the student's cumulative grade point average (GPA) falls below the minimum GPA requirement for graduation in any given semester. Transfer coursework is not included in the cumulative GPA calculation.

A student whose cumulative GPA falls below a 2.00 is eligible to continue on academic warning for the duration of time it takes to attempt the next 12 credits. During this warning period, the student's cumulative GPA must be raised to a 2.00 in order to remain at the University and be removed from academic warning.

Accelerated Bachelor of Science in Nursing students whose cumulative GPA falls below a 2.00 are eligible to continue on academic warning for one semester of full-time coursework. During this warning period, the student's cumulative GPA must be raised to a 2.00 in order to remain at the University and be removed from academic warning.

Veteran Benefit Students on Academic Warning

A student receiving veteran educational benefits may remain on academic warning only one semester to continue receiving the benefits. The student's semester and cumulative GPA must be a minimum of 2.00 by the end of the semester of warning. The Veteran's Administration will be notified if the student has not met the requirement of warning except under extenuating circumstances.

Academic Notice

A student whose semester GPA falls below a 2.00, but whose cumulative GPA remains equal to or above a 2.00, is placed on academic notice for the subsequent semester.

Academic Dismissal

A student is academically disqualified if their cumulative GPA remains below 2.00 (2.0 for ABSN) at the end of the semester on academic warning. A student may also be academically disqualified when the Dean's Council has determined that they can no longer benefit from attendance or succeed academically at Bushnell University.

Graduate Academic Warning Regulations

All Graduate students at Bushnell University must maintain at least a 3.0 grade point average throughout their master's studies. Cumulative GPA is calculated on all courses taken at Bushnell University to satisfy specific requirements of the graduate program. In all graduate programs courses in which a C+ or lower is earned are not accepted for graduate credit, but are factored into calculation of cumulative GPA. Grades of P (Pass) or N (No pass) are not computed in the student's cumulative GPA. All courses must have a grade of B- or better. Non-passing courses (those in which C+ or lower or N is earned) must be repeated at current tuition rates.

Students whose cumulative grade point average drops below a 3.0 will be placed on academic warning for the duration of time it takes to attempt the next 12 credits in the program. During this time the student must raise his or her cumulative grade point average to 3.0 or higher. A student whose academic performance falls below minimum standards of the University is academically disqualified from taking further Bushnell University courses. Such a student may petition the Academic Council for reconsideration. Once academically disqualified, a student wishing to return to Bushnell University must apply for readmission through normal readmission procedures.

Academic Honesty Policy

Our University's mission assumes the highest principles of virtue and ethics in the intellectual life. Plagiarism, cheating, and any other form of academic dishonesty are not acceptable and will not be tolerated. If a student cheats on a test or assignment, they will receive a zero for that work and, depending on the severity of the offense, possibly a grade of "F" in the course. All incidents will be reported in writing to the Vice President for Academic Affairs and to the Vice President for Student Development, who may consider additional actions, including dismissal from the University and/or denial of application for readmission.

Continuing Thesis Policy

Once students have completed all of their requirements, they are allowed to enroll into the thesis class. Students completing a thesis are required to maintain continuous enrollment by registering for an additional graduate thesis credit until the thesis is completed.

Students who have an outstanding balance with the University may not register for credits.

In some cases, an Incomplete can be granted. If a thesis is not submitted by the end of the pre-determined Incomplete timeframe, the student is required to take an additional one credit of thesis to maintain continuous enrollment.

Policy on the Disclosure of Student Records

Complete policies regarding student privacy and records can be viewed on the online Records Policy page.

Students' rights regarding personal information include:

- The right to view material in their records filed at Bushnell University, with the exception of those records for which there is a signed waiver of that right;
- The right to limit access to personal records (consent of the student must be given for release of any personal or academic records to persons other than Bushnell University faculty

and staff having a legitimate official reason or under emergency circumstances); and
- The right to limit personal material shared beyond the Bushnell University student directory.

A student who challenges any item in their records shall have opportunity for a hearing. A request for a hearing regarding academic records should be referred to the Registrar's Office. A request for a hearing regarding financial records should be referred to the Business Office.

Second Baccalaureate Degree (Post-Baccalaureate)

Persons who hold a bachelor's degree from a regionally accredited college or university may complete a second bachelor's degree at Bushnell University by completing 8 credits of the Biblical and Christian foundations in the core requirements and an academic major. A minimum of 30 hours from Bushnell University is required.

Students who have received a bachelor's degree from Bushnell University may receive a second major upon completion of an additional 30 hours in another subject field at Bushnell University not closely related to a field already completed.

Complaints

Students should refer to Academic Grievance Policy for instructions on resolving concerns within their program of study, or the Grade Appeal Process policy on addressing specific course grade concerns. Otherwise, complaints processes are outlined on the Student Consumer Information page online.

Academic Grievance Policy

Academic grievances are student grievances related to any part of the institution's academic structure, in which a student feels that he or she has been unfairly treated and/or that his or her academic performance has been adversely affected by a faculty member, a member of academic staff, or an academic department. Students who feel that they have been unfairly treated and/or that their academic performance has been unduly impeded by a member or members of faculty or academic staff have the right to raise their concern and/or to lodge a grievance at any time without fear or consequence of retribution by any member of faculty or staff.

A student with an academic concern or grievance will normally first raise the grievance with the individual faculty member(s) or staff member(s) to whom the grievance relates. If the grievance cannot be resolved in the initial step, or if the student feels unsafe to raise the grievance directly with the respective faculty/staff member(s), the student may seek the assistance of the head of the appropriate school, program advisor of the specific program, or the assistance of another trusted member of faculty or staff.

If a grievance cannot be resolved either by direct contact with the respective faculty/staff member(s), and only after engaging with related program leadership or supervisors toward resolution (e.g., program lead, director, dean), the student may lodge a formal grievance with the Vice President for Academic Affairs and Dean of Faculty no more than 60 days after the incident or interaction occurred on which the grievance is based. A formal grievance must include the following items in writing:

- Clear description of the situation and the specific nature of the grievance.
- All available documentation to support the grievance.

- Clear documentation of prior attempts to resolve the grievance.

The Vice President for Academic Affairs may choose to refer the grievance to the University Appeals Hearing Board (as described in the Student Handbook). In making a final decision the Vice President for Academic Affairs may take into consideration the following:

- The formal grievance as documented and presented by the student. (A personal interview with the student may also be required.)
- Any documentation provided by the faculty/staff member(s) to whom the grievance relates. (A personal interview with the faculty/staff member(s) may also be required.)
- Any recommendation from the University Appeals Hearing Board (if available).

The counsel of other individuals or groups of individuals, as appropriate (e.g., Deans Council, Academic Council, President's Cabinet).

The decision of the Vice President for Academic Affairs and Dean of Faculty is final.

Non-Discrimination Policy

The policy of Bushnell University is to provide equal opportunity for all qualified persons in the educational programs and activities that the University operates. The University does not discriminate on the basis of race, color, national or ethnic origin, age, disability, sexual orientation, religion, marital status or any other protected status to the extent prohibited by applicable nondiscrimination laws in its admission policy, employment, scholarship and loan programs, educational, athletic, and other activities that it operates.

Grading and Exam Policies

Assessment of Student Learning

Assessing student learning outcomes is an essential part of the academic experience, for both students and faculty. In order to measure the level of knowledge, skills, and abilities that students are expected to attain in their academic majors and individual classes, faculty will employ a variety of assessment methods. Individual course instructors enjoy the academic freedom to use the methods they deem most appropriate to assess student learning, including, but not limited to: attendance/participation, papers, journals, assignments, quizzes, tests, exams, and projects (individual and/or group). Some methods may be adopted across courses and majors using rubrics adopted by faculty in the respective Schools.

Writing Competency Requirement

Bushnell University requires six semester hours of English composition, to be satisfied by coursework (with a grade of C- or P or better), or through established exemption and waiver procedures. In the case of coursework, the student must pass two semesters of English Composition (WR 121 and 123) or the approved equivalent.

First Year Grade Forgiveness

First-time students and students who are transferring in 24 credits or less who earn a D or F within their first two semesters at Bushnell University in any course not needed to meet major requirements may request GPA Restoration for up to 12 credits. To request GPA Restoration the student must complete the GPA Restoration Form within My.Bushnell's Student Portal within six weeks after the final grades have been posted. Approved requests reviewed by Academic Advising will be routed to the

Registrar's Office in which the D or F grade will be replaced with an N.

GPA before Grade Forgiveness will be used to determine whether students are required to take IDS 090 as an academic support.

Late Papers and Assignments

Each instructor sets policies regarding papers and other class assignments that are turned in late. Professors reserve the right to set penalties, including lowering of grades, as well as rejection of late papers.

Makeup Tests

No makeup quizzes, tests, or finals will be allowed except for circumstances granted a legitimate excuse status. In the event that a student cannot take a quiz, test, or final, they must present a written statement in person to their professor before or within three days of the absence, and the professor will determine whether or not a legitimate excuse status will be granted. When makeup tests are given, the quiz, test, or final exam already given to other students will not be repeated. New tests must be prepared.

Final Grades

Individual course instructors enjoy the academic freedom to use the methods they deem most appropriate to assess student learning and to assign grades based on those methods of assessment. Grades assigned by individual instructors are final. At a student's request, the instructor may secure approval from their dean to assign a grade of Incomplete when the student has met all class requirements except some minor matters and has had an emergency situation or delay in fulfilling requirements due to third-party circumstances after the withdraw deadline. Tardiness and lack of self-discipline do not constitute a justifiable cause. Changes to a final grade may only occur under the following circumstances:

- removal of an "Incomplete" (either by completion of work or reverting to the earned grade at the end of the course);
- instructor error/miscalculation; or
- the assigned grade is a result of identifiable and documented discrimination, harassment, professional incompetence, neglect, or other unfair treatment on the part of the instructor.

If a student wishes to contest a final grade that they deem to be unfair the student must first contact the instructor to determine whether there was a reporting error or a miscalculation of the grade. If the student still deems the final grade to be unfair, they may submit in writing to the Vice President for Academic Affairs and Dean of Faculty clear documentation of discrimination, harassment, professional incompetence, neglect, or other unfair treatment on the part of the instructor which resulted in the assignment of an unfair grade. The Vice President for Academic Affairs and Dean of Faculty may take counsel, as deemed appropriate, but the decision of the Vice President is final. Once assigned by the course instructor, no final grade may be changed without the written approval of the Vice President for Academic Affairs and Dean of Faculty.

Capstone Presentations

The Senior Capstone represents the culmination of the individual major. Although projects and presentations will vary across the majors, all Capstones will involve substantial time and effort resulting in a rigorous piece of work that shows mastery of the objectives of the individual program. The work should reflect a level of competence befitting the completion of the bachelor's degree in the given discipline, and most Capstone projects will be delivered to some public forum—whether by

presentation at ACE (Academic Creativity and Excellence) Day, recital, publication, or equivalent. Individual Capstone requirements are listed in major course descriptions.

Major Field Test

Major field tests are used by academic programs to assess how well students learn and understand the material in the program. It is not used to evaluate individual students. All tests are scheduled early in finals week, are web-based involving the Internet, and are a maximum of two hours in length. For those academic programs that have tests (Business/ Accounting, English, History, Mathematics, Psychology), it is a requirement of the Capstone course that students take the test in order to pass the course.

Final Examination Policy

Final examinations will not be given before the final exam week nor prior to the scheduled times shown in the announced final exam schedule. In the following two cases, a student may take the final at a later date.

- A student may have more than two finals in one day. In this case the student may arrange with their instructor to take the final at a later time during finals week. Permission from the Vice President for Academic Affairs is not required in this case.
- If a student has a sudden serious illness or grave emergency in the family, with the written approval of the Vice President for Academic Affairs the student may be allowed by their instructor to arrange a makeup at a later time during finals week. In the event that the illness or emergency lasts longer than the duration of the finals week, the student may be allowed to receive an Incomplete for the semester and take the makeup final at a later date agreeable to the student and the instructor. This provision applies only if the student has completed all course requirements up to finals week.

In all other circumstances deviation from the posted finals schedule shall not be allowed.

Standardized Course Grading Scale

Bushnell University's grading scale is as follows. Any deviation from this scale must be approved by the designated program director and clearly articulated in the course syllabus.

A	93% and above
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	below 60%
P	70% and above
N	below 70%

Grade System and Grade Point Average

Prior to fall 1995, grade points were computed by assigning four points for each credit of A, three for each credit of B, two for each credit of C, one for each credit of D and zero for each credit of F. Marks I and W, and grades N and P are disregarded. The

grade point average is calculated by dividing total points by total credit of A, B, C, D, F.

For courses taken fall 1995 and later, the plus sign increases the points assigned to the letter grade by 0.3 per credit (for B, C, and D grades only), and the minus sign decreases the points assigned to the letter grade by 0.3 per credit. No A+ grades are awarded.

Grades at Bushnell University reflect the following definitions:

A	4	Excellent
B	3	Good
C	2	Satisfactory for undergrad; below passing for graduate
D	1	Inferior
F	0	Unsatisfactory performance, no credit awarded
+	+0.3	With B, C, D
-	-0.3	With A, B, C, D
I		Incomplete
P		Satisfactory (C- or above for undergraduate work; B- or above for graduate work)
N		Less than satisfactory performance, no credit awarded (D+ or lower for UG work, C+ or lower for graduate work)
AU		Audit; no credit awarded
W		Official withdraw without penalty
WF		Withdraw while failing
X		No grade reported by instructor (recorded by registrar)
^		Course does not meet Bushnell University graduation requirements
R		Class Repeated
P/N		Pass/No Pass

P/N (Pass/No Pass)

Pass/No Pass requests must be received by the close of the withdrawal period as printed in the Academic Calendar. In the University grade scale, below a C- is a No Pass.

Courses with a P grade may count toward overall graduation credits but may not be used to satisfy major/minor/certificate requirements (except in those courses for which P/NP is the only grading option). This choice, once made, is final and cannot be revoked. (See limitations under Graduation Requirements & Limitations.) Other courses may be designated eligible or ineligible for Pass/No Pass as designated in the Course Descriptions.

D or F Grades

The grade of D does not satisfy graduation requirements in an academic major or minor. A student who receives a grade of D or F may repeat the course once. The first grade received will remain on the permanent record, but the second grade will be computed in the GPA.

Grade Appeal Process

If a student wishes to contest a final grade that they deem to be unfair:

1. The student must first contact the instructor to determine whether there was a reporting error or a miscalculation of the grade.
2. If there is no reporting error or miscalculation, the student must engage with program leadership (e.g., program lead or director, subsequently, the supervising dean) toward resolution of the grade dispute.
3. If the student still deems the final grade to be unfair, they may submit in writing to the Vice President for Academic Affairs and Dean of Faculty clear documentation of discrimination, harassment, professional incompetence, neglect, or other unfair

treatment on the part of the instructor which resulted in the assignment of an unfair grade no more than 60 days after the end of the course in which the grade was granted.

4. The Vice President for Academic Affairs and Dean of Faculty may take counsel, as they deem appropriate, but the decision of the Vice President is final.

Incompletes

The instructor may secure approval from their dean to assign a grade of Incomplete when the student has met all class requirements except some minor matters and has had an emergency situation or delay in fulfilling requirements due to third-party circumstances in the second half of the course. Tardiness and lack of self-discipline do not constitute a justifiable cause. Instructors must complete and obtain approval on the Incomplete Grade Form prior to the final grade deadline for the Registrar's Office to assign the grade of "I" after the final grading period has closed.

"Incomplete" grades must be resolved six weeks after the last day of the session of the course in question. Requests for extensions of this deadline may also be approved after appropriate routing through the dean and Vice President for Academic Affairs. Instructors will have until Wednesday at 5:00 pm of the same week to submit a grade change form, otherwise the grade will revert to the original applied during the grade period.

An Incomplete is not a final grade. Courses that meet prerequisite requirements must be completed with a final, passing grade prior to the add/drop deadline for the student to stay enrolled in the subsequent course(s). Courses that do not have all prerequisites met with final and passing grades will be administratively dropped from student schedules, including when incompletes are still outstanding.

Grade of WF

The grade of "WF" is assigned instead of a W for failure to clear an official withdrawal through the University Registrar and Student Services Office, and for an academic withdrawal based on non-participation (see Participation Reporting).

Courses assigned a grade of "WF" within the "Bushnell-Portage" division are only given when a student is failing when choosing to withdraw and not due to non-participation.

Grade of W

The grade of "W" is given for withdrawal before the 10th week of the semester for 16-week courses or the 5th week of the semester for 7-or 8-week courses.

Chapel Credits

Chapel programs are an integral part of the University's educational activities and experiences; therefore, the University requires that Traditional Undergraduate students enrolled for 12 or more hours participate in chapel each semester. The campus pastor supervises monitoring and reporting of chapel attendance.

Each student will be monitored for chapel attendance during any semester that they are enrolled for 12 or more hours.

Chapel credit is recorded on official transcripts as "P/N" but does not count within total credits required for a degree program.

Chapel attendance is taken at all regularly scheduled chapel services. A record is kept by the office of the campus pastor who assigns the appropriate grade at the end of each semester. Petitions for possible

variance may be filed with the campus pastor.

Repeat Classes

Students may repeat any course once. All grades remain on the permanent record but only the second occurrence will show credits earned and calculate into the grade point average. In situations where a course is repeated more than once, only the first grade has the opportunity to be remedied.

In the case that partial elements of a co-requisite are not satisfactorily completed, the student may retake the unsatisfactory co-requisite without repeating the satisfactory co-requisite, as long as the instructor grants permission to do so. This policy cannot be applied to any courses that require a practice component, such as programs in the College of Health Professions.

A few select courses can be repeated multiple times with credit earned each time. These courses are identified in the Course Description section as 'Repeatable once for credit.'

Graduation

Commencement/Graduation Activities

The main commencement activities are held in May, at the end of spring semester. An additional graduation ceremony is held in December at the end of fall semester.

Final Credits

Students may transfer in up to 6 credits in their final semester at Bushnell University by petition, with proof of registration. Students who have an approved petition to bring credits in their final semester that have not provided an official transcript by the end of the following semester will be withdrawn from the university.

Graduation Application

Students who are nearing the completion of their degree requirements and intend to graduate must submit an application for graduation. Applications are located on My.Bushnell.edu. The application must be submitted by the end of Week 12 of the semester immediately preceding the final semester of coursework, regardless of whether or not the student intends to participate in the commencement ceremony. Late applications are subject to a $25 late application fee. Students are not eligible to participate in commencement until an application to graduate has been submitted and they have been given preliminary clearance by the Office of the Registrar.

Graduation Confirmations

Graduation audits will be completed by the Office of the Registrar prior to the end of Week 2 for the final semester of classes if the application is submitted before the end of Week 12 preceding the semester of graduation. Confirmation of the audit will be communicated to the student's Academic Advisor.

As long as total credit requirements are met for graduation (124) up to 3 credits of one major, minor, or general education requirements can be waived for extenuating circumstances at the approval of the dean for major and minor requirements, or the Registrar's Office for General Education and associate's degree requirements.

Commencement Participation

Final approval for participation in commencement ceremonies is provided by the Office of the Registrar the semester of or semester before the student's final coursework is expected to be completed.

Participation is limited to the students set to finish that semester only, except for students who finish in summer semester, who are invited to participate in the December ceremony. Any student whose expected graduation date changes after Week 12 of the semester they intend to graduate will be invited to participate in the next commencement ceremony.

Exceptions to semester of participation:

- Students are allowed to walk at a later ceremony without petition by indicating semester of participation on the Graduation Application or directly contacting the Office of the Registrar if the Graduation Application has already been submitted.
- Students are allowed to walk the semester prior to the semester in which they are completing their coursework with a written petition to the Office of the Registrar only if the student has 6 or fewer credits remaining. Petitions to walk early must be submitted by the end of Week 9 of the semester they request to walk in. Once a petition is submitted, the Registrar will conduct an official audit and give the student preliminary approval. Final review and approval will only be considered after the student has registered for their final courses in the following semester. Registration must be completed before the Friday of Week 12 for the petition to be considered.

Academic Honors

Bushnell University Dean's List

Undergraduate students who are full time status at Bushnell University during any given semester with a GPA of 3.85 or better are included on the Dean's List. Dean's List distinctions are given per semester on the student's transcripts. Courses that grant only Pass/No Pass grades count toward the minimum full-time credit requirement but do not affect the GPA.

Scholastic Awards for Graduating Seniors

Graduating seniors with a cumulative GPA of 3.50 or higher are recommended by the faculty for graduation with appropriate academic honor, as follows:

- **Cum laude**: for students with 3.50-3.69 cumulative GPA
- **Magna cum laude**: for students with 3.70-3.89 cumulative GPA
- **Summa cum laude**: for students with 3.90-4.00 cumulative GPA

Criteria for these academic honors are as follows:

- Only course credits taken at Bushnell University are computed to determine the cumulative GPA for honors.
- All grades earned through completion of the degree will be computed.
- A minimum of 30 credits must be earned from Bushnell University to qualify for these honors.

Awards & Contests

President's Scholastic Award

The graduating daytime undergraduate senior, who has attained the highest cumulative GPA, with at least 61 credit hours having been completed at Bushnell University, shall receive the President's Scholastic Award. If multiple candidates have identical GPAs and a minimum of 61 Bushnell University credit hours, the award will be presented to the student with the most Bushnell University credits earned (up to 124 credits). Multiple awards will only be given in the case of multiple students having

identical top GPAs and a minimum of 124 credits earned at Bushnell University. All Bushnell University undergraduate grades are computed to determine the cumulative GPA.

Kendall E. Burke Memorial Award

Annually at Commencement service a special award of a Bible bearing the imprint of the recipient's name is given to the daytime undergraduate student chosen by secret ballot by the student body and faculty, as the one who has rendered the most outstanding service to the institution. The recipient must have maintained excellence in academic work, have earned a GPA greater than a 3.25, have completed at least 33 credits at Bushnell University, be fully approved as to Christian character and convictions, and show a notable record of service to others. This award was instituted by the late Dr. Kendall E. Burke as the "President's Award" and has been continued by the faculty and administration as the Kendall E. Burke Memorial Award.

Catalog Changes and Authority Policy

Students whose studies are uninterrupted will graduate under the requirements listed in the Catalog in effect at the time of original admission. Since the University reserves the right to discontinue courses at any time, course substitutions may be assigned for discontinued courses. The University reserves the right to change fees, rules, and calendars regulating registration at, admission to, conduct in, instruction in, and graduation from the University. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students but also to those who at that time are matriculated in the University.

Students are subject to academic requirements as described in the University Catalog in effect at the time of their initial admission or readmission to Bushnell University. Students have the option of completing all degree requirements under either the requirements of their initial catalog or a newer academic year in which the student has attendance, within the degree time limit (see "Time Limit" policy below). Students may not declare majors or minors that have entered into the Teach-Out phase or have been discontinued.

Policies, course descriptions, and other published academic rules and regulations are applicable to the Academic Year of publication.

Time Limit

- Associate's degrees must be completed within three years from the date of initial matriculation or that of re-matriculation following readmission.
- Baccalaureate degrees must be completed within six years from the date of initial matriculation or that of re-matriculation following readmission for full-time students.
- Baccalaureate degrees must be completed within ten years from the date of initial matriculation or that of re-matriculation following readmission for part-time students.
- Post-baccalaureate degrees and certificates must be completed within 18 months from the date of initial matriculation or that of re-matriculation following readmission.
- Master's degrees must be completed within five years from the date of initial matriculation. This time limit includes any on-leave time the student may have been granted.

When the time limit has elapsed, the student must reapply for admission. For details regarding readmission, see Reenrollment section. Readmitted students are subject to academic requirements and policies in effect at the time of readmission unless they qualify for Military Service Member Readmission.

Withdraws

The following rules govern grades and grade points given upon withdrawal from courses:

- Withdrawal from courses when less than two-thirds of class has elapsed will result in the grade "W" and hours are not considered in calculating grade point average.
- Withdrawal at any time while doing passing work will result in a grade "W" and the hours not considered in calculation of the grade point average.
- Withdrawal after two-thirds of class has elapsed and while doing failing work will result in the grade "WF;" hours will be considered in calculating grade point average.
- Unofficial withdrawal at any time (i.e., failure to clear through the Registrar and Student Services Offices) will result in a grade "WF" and the grade is considered in calculating grade point average.
- A complete withdrawal with the grade of "W" may be granted at any time for medical reasons or extreme circumstance on the recommendation of the Vice President for Student Development.
- Students who begin a course and stop attending, but fail to clear an official withdrawal through their Academic Advisor, will be administratively withdrawn from the course. In the event of an administrative withdrawal, the student is charged for the course and given a grade of "WF." An administrative withdrawal fee may apply.
- Hours earned within the Portage-Bushnell Division that have a grade of "WF" are not considered in calculating grade point average.

The following rules govern grades and grade points given upon withdrawal from the university:

- Official Withdraws from the university require an exit interview with the student's Academic Advisor; failure to complete the exit interview will result in an Unofficial Withdraw.
  - Traditional Undergraduates will be Unofficially Withdrawn from the university if they fail to register for or participate in registered classes within the add/drop deadline for the subsequent semester after participating through the end of at least one course in a current semester.
  - Online and Graduate students will be Unofficially Withdrawn from the university if they fail to register by the second session following a semester where they participated through the end of at least one course.
- In the case that a student is administratively dropped or withdrawn from all current courses, all pre-registered courses in current and future semesters will be dropped and the student will be Unofficially Withdrawn from the university as of their last date of participation.

Reenrollment

Military Service Member Readmission

Former students who left the university for military service of any kind (see Active Service Duty Policy) may reenter the university under the same catalog requirements and without a change in academic standing if the student applies for readmission within the appropriate deadlines and does not cause the university undue hardship.

Deadlines for returning Military Service member Readmission Process:

A student may reapply within:

- 3 years of the end of the period of service that had necessitated the original withdraw from the university; or
- 2 years of the end of the period of time needed for medical recovery resulting from the period of service that had necessitated the original withdraw from the university.

Academic Status for Military Service Member Readmission

Students who apply for readmission within these parameters return with the same academic status:

- Admission into the same program and population as previously (or a comparable program if the previous program is no longer active), with the same completed credit hours applied.
- Guaranteed enrollment in the next sequence of required courses.
- Tuition and fee rates from the catalog year in which they last attended for the first year of reattendance, unless the student's Tuition Assistance and/or Veteran Educational Benefits cover the totality of the new catalog's tuition and fee totals.
- Refresher courses and placement tests free of cost in preparation for readmittance unless it causes the university undue hardship.

Exceptions

Military Service Members will be admitted under regular readmission policies if they choose not to pursue the same or a comparable program of study, or if they apply outside of the provided deadlines.

Bushnell University reserves the right to declare "undue hardship" in providing additional support to prepare a returning student with proof that no reasonable efforts can be taken to prepare for completing the same or a comparable program of study, or if reasonable efforts are taken to help prepare the student but the student is not successful in provided preparations.

Traditional Undergraduate

Former students who have not attended Bushnell University in four or more consecutive semesters (two academic years) must complete the full transfer application process in order to be readmitted. Such students are required to meet the academic and graduation requirements in effect at the time of readmission. An appeal letter must accompany the application to be reviewed by the Admissions Committee if the student did not leave the University in good standing.

Students in good standing who have not been enrolled at Bushnell University for three or less semesters are required to submit an abbreviated readmission application form and official transcripts for any and all courses completed while away from Bushnell University.

Students on approved leave from the University or doing approved study abroad or special studies programs are not required to apply for readmission.

Educational Leave

Online Program and Graduate students who have completed at least one semester or session may request an Educational Leave for one semester. Accelerated Bachelor of Science in Nursing students may take Educational Leave for one or two semesters as determined by course rotations when granted by the Dean of Health Professions.

Educational Leave is requested through an Academic Advisor and should be completed as soon as the student is aware that they will not be able to register for any given semester. The Registrar's Office will grant an Educational Leave if there is sufficient expectation that the student will return. Failure to return from an official and approved Educational Leave results in a withdrawal.

Readmission after failure to return from Educational Leave and the resulting withdrawal requires reapplication. Readmission following a withdrawal is subject to approval and the admissions requirements of the incoming catalog year. If a student has attended any other school during this time, the student is required to submit an official transcript to be evaluated. Students who are readmitted following withdrawal are subject to the requirements of the program under which they reenter unless a petition is granted.

Edward P. Kellenberger Library

The Edward P. Kellenberger Library exists "to connect individuals to information, knowledge, and thought, and to support their development as competent, ethical learners and leaders." This is done by providing access to a local collection of materials, online resources, and materials available from other libraries via interlibrary loan, and by providing reference assistance and instruction both one-to-one and in the classroom.

The librarians and library staff are here to assist. Please reach out to them in person, by email, by phone or by contacting the circulation desk.

Library materials are classified and shelved according to Dewey Decimal classification. Resources to assist in understanding and using Dewey Decimal classification are available online or by asking any library staff member.

The Kellenberger Library uses Koha, an integrated library system, to catalog the physical materials housed in the library. This catalog can be accessed by patrons at bushnell.bywatersolutions.com. This is also where library patrons can access their library account to renew items, place holds, see fines, and more.

The Bushnell Discovery Service, supported by EBSCO, searches across our online databases for full-text, peer-reviewed journal articles from scholarly sources and ebooks. In addition to the general collections, the library has many special collections which are available for viewing by appointment with library personnel. These include the Bushnell University archives, the Disciples Historical and Pacific Northwest collections , the Bushnell Rare Bible and Book Collection, the Guy Wright Bible collection, the Turner Memorial Museum, the Turnbull Fine Editions collection, the William Paul English Bible collection , and others. Materials in these collections generally are not available to be checked out but can be viewed in the library with permission.

Borrowing

A library account is available for:

- Current Bushnell students, staff, faculty, and members of the Bushnell University Board of Trustees
- Bushnell Alumni
- Bushnell Faculty Emeriti
- Current students and employees of the University of Oregon

Students, faculty, and staff must provide their Bushnell University identification card or ID number in order to check out materials. All other patrons can be looked up in the library system by name. There is a 10-item limit at any one time.

Loan Period

- Books: 30 days
- Reference Books: 7 days
- CDs and DVDs: 7 days
- Reserve Books and Items: 4 Hours

Items can be renewed up to 2 times, unless another patron has placed a hold on the item.

Borrowing Agreement with the University of Oregon

Current Bushnell University students, staff, and faculty in good standing with the Kellenberger Library may apply to borrow materials from the University of Oregon libraries. An account must be made in person at the library's front desk. Proof of current Bushnell enrollment may be required.

Students, staff, and faculty are responsible for paying their own fines and fees to the University of Oregon libraries.

Interlibrary Loan

The Kellenberger Library provides Interlibrary Loan (ILL) services for books and periodical articles not owned by Bushnell University. Current Bushnell University students, faculty, and staff may make interlibrary loan requests via the form on the library page of My.Bushnell.

Generally interlibrary loans are free of charge. However, if the loaning library charges to loan the materials, the charge is passed through to the borrower.

Interlibrary Loan Policies:

- Generally interlibrary loans are free of charge. However, if the loaning library charges to loan the materials, the charge is passed through to the borrower.
- Items must be returned by the due date and undamaged. If a borrowed item is lost or damaged, the patron is responsible for all replacement costs or repairs.
- Physical books requested via interlibrary loan must be picked up and returned in person at the Kellenberger Library.
- Patrons are limited to 5 items at a time.
- Due to unknown response time from libraries and shipping times, interlibrary loan items may take a few weeks to arrive. Materials cannot be ordered on a rush basis.
- Audiovisual materials generally are not available through interlibrary loan.

Overdue Fines, Fees & Lost Items

The patron, the library account holder, is responsible for the care and return of materials checked out from the library. Patrons are responsible to maintain the library materials they check out of the library and they must remain in a reasonable condition during the time they are checked out. Reasonable condition is defined as: normal wear and usage. Patrons who

intentionally write upon, injure, deface, tear, cut, mutilate, destroy, or otherwise damage library materials will be billed for the replacement costs of the item.

Charges

Charges accrue at a rate of $1 per day that a library item is overdue. Overdue fines cap at 30 days and a lost item replacement fee of $75 plus a $10 processing fee is charged. If the item is returned, the lost item replacement fee and processing fee are waived, but overdue fines remain.

For 4-hour reserve items, the same policies apply, but the overdue fines accrue at a rate of $0.25 per hour that the item is overdue.

Current Bushnell staff, faculty, and Board Members do not accrue overdue fines, however, they are responsible for a $75 lost item replacement fee and $10 processing fee it the item is lost. These fees are waived if the item is returned. If the patron wishes to renew the book, it must be renewed before the due date..

It is always recommended that patrons contact the library as soon as possible to report any difficulties in returning a library item to avoid unnecessary fines.

At the end of the semester all outstanding charges will be turned over to the Business Office and placed on the student's account.

Staff, faculty, and Board Members are responsible for paying their fines to the Business Office once they receive an invoice from the library.

The library is under no obligation to notify patrons of overdue library materials; however, as a courtesy, the library will send email notices of overdue and lost items to patrons.

Appealing Charges

Library patrons that want to appeal a charge or have a situation that hindered the return or renewal of library materials may reach out to the library via email or in person. The charges may be upheld, reduced, or waived.

The following reasons are generally not regarded as valid for appeals:

- Forgetting, not knowing or disagreeing with the due date, amount of charges, or the library policy;
- Loaning the item(s) to a third party;
- Being too busy or out of town;
- Not receiving or reading the courtesy overdue reminder; or t
- Transportation problems.

Behavior Policy

It is the policy of the Kellenberger Library to maintain a safe and pleasant study and work environment for both library users and library employees. While it is understood that a certain level of verbal interaction is necessary for conducting business within the library, all library users are expected to be considerate of others who are reading, studying and working in the library, therefore keeping conversation to an acceptable and appropriate level and length for a library and work setting. Inappropriate and unacceptable behavior will not be tolerated.

The Kellenberger Library considers the following to be unacceptable and inappropriate behavior on library premises:

- Violating student behavior and codes of conduct as outlined in the student handbook (available online);
- Conversation (including on cell phones) which can be heard from library offices or the circulation desk, or that is bothersome to other users;
- Harassment for any reason (Harassment refers to unwelcome

behavior that is offensive, fails to respect the rights of others, and interferes with work, learning, living, or campus environment);
- Use of any sound-producing device in a way such that the volume level is disruptive to other users;
- Consumption and possession of beverages that do not contain lids;
- Moving or rearranging library furniture or equipment without permission and without returning it to its proper location;
- Not disposing of trash or waste properly by using the available trash receptacles located throughout the library; or
- Any other behavior that is disturbing or offensive to other library users or employees.

Consequences of Violation of Policy

First-offense patrons are told that they are in violation of the policy and how to correct the behavior.

Repeated warnings due to continued violation of policy will result in offending patrons being asked to leave the library for the remainder of the day, which comes with an automatic referral to student development judicial affairs.

Subsequent referrals will include additional disciplinary action up to and including loss of library privileges for the remainder of the semester.

If the library staff determines that the misconduct poses a danger to the patron, others, or library property, or is otherwise blatantly offensive or disruptive, the patron will be asked to leave the library immediately without warning, and with an automatic referral.

Anyone refusing to leave the library when asked to, will be escorted out of the library by campus security.

Library staff consists of library faculty, staff, and student assistants.

Technology on Campus

Purpose

The IT department exists to serve and engage the Bushnell University community through the resourceful application of information technologies.

Computer Access & Electronic Resources

Students may access computers and printing in the library. In addition to the library, the computer classroom features 20 PC workstations used for instruction. Music students have access to an Apple computer lab with software and hardware geared towards music production. Wireless internet access is available to all faculty, staff and students across campus.

Students will be issued a Bushnell University account that provides access to the university email system. All campus offices will use this email account to communicate with the student. The account also grants the student access to various resources, including online classes, tutoring, wireless internet, and electronic library resources.

Questions about Bushnell University's information systems, should be directed to the Bushnell University Helpdesk by calling (541) 684-7272 or by submitting an online help ticket.

Naming Policy

Bushnell University recognizes that as a community, many of its members use names other than their legal names to identify

themselves. As long as the use of preferred name is not for purposes of misrepresentation, the University will use a student's preferred first name whenever possible in the course of University business, except where the use of the legal name is necessitated by a legal requirement.

Legal name may appear on documents, including but not limited to: hiring paperwork, paychecks, accounts payable checks, student billing, financial aid forms, tax forms, official University transcripts, and any other documents required by law. Legal names can only be changed on these records when students pursue a legal name change with their home state and/or federal authorities and then submit that documentation to the University Registrar.

Student Development

Code of Conduct

Bushnell University is built on the foundation of the Christian faith and is committed to holistic student development in the context of our vision, mission, and values. We have established services, policies, and community guidelines that will foster a living-learning environment consistent with our values.

Bushnell University strives to create an environment that is conducive to academic success, physical wellness, and spiritual growth. It is therefore important to understand community expectations for students while they are members of the Bushnell University community. Standards have been designed to allow for the freedom and flexibility of the individual and to ensure the rights and privileges of the community as a whole. The student may not agree with, or fully understand, some facets of the University's behavioral expectations. However, by enrolling as a student at Bushnell University, the student agrees to live according to the expectations outlined in the Bushnell University Student Handbook. Non-matriculated students admitted to special programs are also expected to maintain these standards. Any questions regarding these statements should be directed to the Vice President of Enrollment and Student Development.

Policies and standards for conduct shall apply to conduct that occurs on the University premises, at University-sponsored activities, and off-campus when a student's conduct could adversely affect the University community and/or the pursuit of its objectives. Each student shall be responsible for his or her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and between the semesters of actual enrollment (and even if their conduct is not discovered until after a degree is awarded). Bushnell University reserves the right to interpret policy and to apply the intent of the policy judiciously, depending upon circumstances. University policy ensures individual responsibility and an environment that contributes to a learning community. Failure to abide by the policies and procedures as outlined by the Student Handbook may result in disciplinary action and sanctions. Each student associated with Bushnell University is expected to be familiar with and to follow all policies and procedures established by the University.

For a complete listing of policies, student conduct, and grievance procedures please refer to the online Student Handbook. To obtain a printed copy, please contact the Office of Student Life at (541) 684-7345.

Associated Students of Bushnell University (ASBU)

The Associated Students of Bushnell University (ASBU) is the official organization that exists to serve the undergraduate students. ASBU regularly meets and works with the administration, faculty, and staff to represent student perspectives and concerns regarding institutional affairs. We are made up of four Class Representatives, two At-Large Representatives, three Executive Vice Presidents, the Controller, and the ASBU President under the following mission statement:

We, the students of Bushnell University, strive to ensure a voice in institutional affairs and protect the interests of the

students. We do our best to provide for the spiritual, intellectual, physical, and social development of the students of Bushnell University and promote positive communication between students, administration, and staff.

ASBU's three standing committees—the Activities Committee, the Academic Committee, and the Campus Environment Committee—work tirelessly to ensure that the voices of Bushnell University students are heard. The duties of the committees are the following:

- *The Academic Committee* addresses issues related to curriculum, learning resources, faculty issues, and educational policies.
- *The Campus Environment Committee* addresses issues related to physical campus improvements, residence life, and food services.
- *The Activities Committee* hosts events, plans community building events, and encourages broader community involvement, awareness, and service at Bushnell University.

ASBU also grants club and organization status to student groups on campus and assists those organizations with annual funding.

For more information, please visit the ASBU website.

The ASBU can also be contacted at ASBU@bushnell.edu or call 541-684-7342.

Campus Ministries

Student Ministries and spiritual formation are at the core of the Bushnell University experience. We believe the process of building and equipping students to be leaders of the future must be grounded in a strong relationship with God (Father, Son, and Holy Spirit). Campus Ministries emphasizes developing the whole person: mind, body, soul, and spirit. This spiritual formation occurs through a balanced approach experiences that are focused inward, outward and together. Inward, as we seek to pursue our individual relationship with God; outward, as we extend our lives in service to others in need whether nearby or afar; and together, as we build a genuine community of love and unity. This approach is evidenced in the many activities and opportunities to grow spiritually at Bushnell University, including chapel and worship services, community life, small group Bible studies, urban outreach and community service projects, retreats, mission trips, and much more. For more information, please visit the Campus Ministry website.

The department offers:

- Daytime and nighttime chapel services that aspire to build community, enable worship, and challenge participants to be devoted followers of Jesus Christ.
- Small Groups of four to ten students that meet regularly to encourage spiritual growth, build community, and provide a safe and authentic place to explore our walk with God.
- Pastoral care when students sense a need for a safe place for encouragement, direction, affirmation, belonging, prayer, and nurturing in the Christian faith. The campus pastor and his staff want to serve the student body of Bushnell University by helping students to flourish, discern their callings, and to become whole in Christ.
- Assistance for students to connect with local churches during their years at Bushnell University.
- Opportunities for overseas mission trips and community outreach.

Fitness Center in the Morse Center

The Fitness Center offers a variety of cardio, weight, and strength training equipment to meet students' physical wellness needs. Hours of operation are extensive during the school year. These hours will be posted in the Morse Center and on the website. Visit the Bushnell Beacons website for more information.

Food Services

Bushnell University partners with *Ala Carte* to provide campus dining and catering. A variety of options are available for breakfast, lunch, and dinner including a short order window, hot buffet entrees, salad bar and cold buffet. Residential students are able to utilize weekly meal plans as a part of the housing agreement while living on campus. Commuter students may purchase a weekly meal plan or individual meal tickets that are sold in the campus coffee shop, the Beacon Beanery. Our food service program is able to customize meal options with individual students who have special dietary requirements. For more information, please call the Office of Student Life at (541) 684-7345.

Health and Wellness

At Bushnell University, the health and well-being of our students is of utmost importance. Healthcare is available at hospitals, urgent care clinics and medical offices throughout the Eugene/Springfield area. For community resources including facility locations please see the Health and Safety website.

Immunizations

Oregon state law requires students born on or after January 1, 1957 who are enrolled in 12 or more credit hours at Bushnell University to provide proof of two measles vaccines or meet one of the legal exemptions. Adequate proof is written documentation of the month and year of each dose of measles (the first dose must have been on or after the student's first birthday and thirty days must have passed between the first and second dose). In accordance with Oregon law, the Office of Student Life collects and reviews submitted immunization documentation. Please review the immunization form for additional information. The Office of the Registrar will be notified of students who are not in compliance with Oregon law. Registration to attend classes will not be permitted for students who fail to complete their documentation requirements.

Health Insurance

Traditional Undergraduates and Accelerated Bachelor of Science Students enrolled in 12 or more credit hours are required to provide proof of health insurance in order to attend Bushnell University. Online and Graduate students are not required to carry health insurance.

Counseling

Bushnell University offers free counseling services to help support our students' wellness needs. Mental health counseling services are available to all Bushnell University students. Each student may receive free sessions with a counselor per year. Students interested in counseling should call (541) 349-7471 to schedule a brief intake appointment.

Intercollegiate Athletics

Bushnell University is a member of the National Association of Intercollegiate Athletics (NAIA) and a member of the Cascade Collegiate Conference. Bushnell University offers fifteen opportunities for collegiate athletics participation. Please visit

the Bushnell Beacons website for more information.

- **Fall Sports:** beach volleyball, cross country, golf, soccer, & volleyball
- **Winter Sports:** basketball & track and field
- **Spring Sports:** baseball, beach volleyball, golf, track and field, & softball
- Year Round: esports

Residence Life

For Traditional Undergraduate students, Residence Life is a significant part of the educational experience at Bushnell University; students will spend a good portion of their time in their living area. The Residence Life team works to create a safe, fun, and strong learning-living environment for students. Please see the online Residence Life page for residency requirements, pictures of the residence areas, and information about housing processes.

Sexual Assault & Title IX

It is Bushnell University's policy to provide an educational environment free of all forms of sex discrimination, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communications constituting sexual harassment, as defined in this policy and as otherwise prohibited by state and federal statutes. Sexual harassment, including acts of sexual assault and sexual violence, is a form of sex discrimination and is prohibited at Bushnell University. This prohibition against discrimination on the basis of sex applies to all students, faculty and staff, to other members of the Bushnell University community, and to contractors, consultants, and vendors doing business or providing services to the school. Please see the online Student Handbook or the University's Title IX page for more information & details on how to report a Title IX issue.

Student Programs

Student programs at Bushnell University provide a variety of campus activities and events. From our Friday night weekly program series, Beacon Nights, to our big signature events like Family Weekend and Beacon Madness, the Student Programs team delivers quality events that make students want to be a significant part of Bushnell University. Please see the Student Programs website for descriptions and pictures from events. Current offerings include the following:

- Beacon Nights: a weekly Friday-evening program that offers exciting events in which students may participate.
- Signature events including spirit week, Beacon Madness, Late Night Breakfast, , Spring Formal, Family Weekend.
- A competitive intramural program that offers both league and non-league play in the areas of dodge ball, volleyball, basketball, open gym, and flag football
- Educational and Wellness programs including holistic health, sexual assault awareness and prevention, celebration of our multicultural and diverse students, and mental health resources.

Student Conduct and Grievance Procedure

For a complete listing of policies, student conduct, and grievance procedures, please refer to the Student Handbook online; physical copies are available by request in the Office of Student Life, which can be reached at (541) 684-7345.

Traditional Undergraduate Programs of Study

Majors, with Concentrations

Accounting (B.S.)	Kinesiology (B.S.) Coaching & Athletic Administration Exercise Science
Bible & Theology (B.A.)	
Biology (B.S.)	
Business Administration (B.S.) Computer Science General Business Management & Leadership Sports and Recreation Management	Mathematics (B.S.)
	Music (B.A.) Worship Arts Production
	Nursing (B.S.)
	Psychology (B.S.) Forensic Psychology General Psychology Neuroscience
Christian Ministry (B.A.) Christian Apologetics Missions Pastoral Ministry Youth Ministry	Public Health (B.S.)
Communication (B.A.) Flexible Public Relations Relational	Teacher Education (B.S.) Elementary Secondary Advanced Mathematics Basic Mathematics ESOL Health Integrated Science Language Arts Physical Education Reading Intervention Social Studies Spanish Special Education
Computer Science (B.S.)	
Digital Marketing (B.S)	
English (B.A.)	
Finance (B.S.)	
Graphic Design and Digital Media (B.S.)	
History (B.A.)	
Interdisciplinary Studies (B.A. or B.S.)	

Minors

Accounting	Criminal Justice	Music
Bible & Theology	Digital Marketing	Pre-Counseling
Biblical Languages	English	Psychology
Biology	Finance	Public Relations
Business Administration	Graphic Design & Digital Media	Relational Communication
Creative Writing	History	Spanish
Christian Ministry	Leadership	Written Communication
Computer Science	Mathematics	Women's History

Field Experience Internships

The majority of bachelor's degrees in daytime programs at Bushnell University include an internship component as determined by the respective schools. Internships are designed to prepare students for a career in their chosen field by integrating their academic coursework with practical application of theory learned in the classroom. It is also an opportunity for students to acquire knowledge, refine skills and abilities, and obtain valuable work experience.

Bushnell University's Internship Program aligns with the standards outlined by National Association of Colleges & Employers (NACE). Internship is a collaborative process among students, faculty, community partners, and the Career Center.

1. Prior to starting an internship, students must declare a major and complete a minimum of 15 credits of upper division coursework within that major.
2. A completed and approved site agreement is required prior to the start of the internship experience.
3. For every one credit of internship, 45 clock hours of documented work at an approved internship site are required.
4. Students must complete the required hours during the semester for which they are registered for internship.
5. Students may not intern at a site where a relative is their designated site supervisor.
6. Students may not use a current employment and/or work study position for internship credit. However, students may participate in a paid internship program.
7. Internship sites, whether on-campus or off-campus, must go through an approval process prior to accepting a student as an intern. Approval is based on the following criteria:
   a. The site is able to abide by the internship guidelines set by the University.
   b. The site has the ability to train and supervise undergraduate interns.
   c. The site is able to provide tasks and projects that align with students' learning objectives and program of study.
   d. The site is able to accommodate the minimum number of clock hours necessary for the completion of the credit requirements within students' disciplines.
   e. The designated site supervisors possess qualifications and experience in the area over which they are supervising.
8. Maximum number of credits earned in field experience, internship, and practicum: 16 credit hours.

Field Experience/Internship Transfer Credit Policy

A transfer student who has earned credit for an upper division academic internship at another higher education institution may be eligible to receive transfer credit. The student must petition for a course substitution, which must be reviewed and approved by both the respective academic dean and Career Development. Transfer credit is not awarded for work or life experience.

Please contact the Career Center for additional information: careercenter@bushnell.edu.

Study Abroad & Off Campus Study Programs

The purpose of the Study Abroad and Off-Campus Study Programs is to enrich the student's academic experience by providing inter- and cross-cultural opportunities within the context of the student's interests or major. Recommended during their sophomore or junior year, students have

the option to participate in any advisor-approved off-campus or study abroad program available. Bushnell University offers a large selection of approved programs for students to choose from.

Students who complete an approved program will:

1. Demonstrate self-confidence toward cultural experiences.
2. Demonstrate awareness of one's own cultural values and biases.
3. Demonstrate a global mindset and appreciation for cultural differences.

Students must apply and be accepted by both Bushnell University and the program in which they are interested. Students also must register for and successfully complete GLST 295 Study Abroad, a one-credit preparation course that provides assistance to students as they prepare for their specific study abroad program. This course must be taken in the semester prior to their study abroad experience.

Collaborative 3rd Party Programs

Bushnell University works in cooperation with numerous organizations including GlobalEd, which has programs in the US, Australia, Costa Rica, Northern Ireland, the Middle East, Oxford, and Uganda. GlobalEd is operated by the Council for Christian Colleges and Universities (CCCU), of which Bushnell University is a member. Bushnell University also partners with Veritas, a Christian Study Abroad program, which offers study abroad programs in 12 different countries. Along with classes, Veritas programs include a practicum course that allows students to volunteer within the community. In addition to these programs, Bushnell students have also chosen to study abroad through programs affiliated with other institutions such as Trinity Christian College, Ausburg College, the University of Oregon, and The American College of Thessaloniki in various countries including Mexico, Guatemala, Spain, Greece, and Namibia.

Faculty Led Programs

Each summer Bushnell University offers up to two faculty-led study-abroad trips that run for approximately three weeks. These intensive, short-term experiences allow students to earn credits toward their degree and learn about a new culture and country while having the familiarity of Bushnell University faculty as their instructors and guides. While enrolled, students may not take additional summer session courses. Past destinations have included Mexico, Italy, England, France, Spain, and Israel.

Foreign Language

Foreign language at a first-year level or higher is required for a number of majors. Students may satisfy the requirement by any one of the following:

1. Successful completion of a college level foreign language course at a first year, second semester level or higher.
2. Successful completion of a minimum of 3 semester credits of an indigenous foreign language while studying at a Bushnell University-approved off-campus study program site.
3. If a Teacher Education major, successful completion of the 12 credit ESOL endorsement.
4. A minimum score of '50' on a CLEP foreign language exam.
5. Demonstrated language proficiency equivalent to that attained at the end of one year of college study, as evaluated and documented by a bona fide and Bushnell University-approved college level instructor of that language. The documentation must be provided directly to the Registrar's Office by the evaluator.

Song Nai Rhee Honors Program

Purpose

The Song Nai Rhee Honors Program seeks to accomplish the University's commitment to providing all students with educational experiences suited to their gifts and vocation. As such, the Program provides adept students a more rigorous engagement with their field of study. Though it is not a separate college per se, the Program is also designed to foster the sort of intimate collegiality—based in the joy of shared discovery—that has always been the hallmark of an excellent liberal arts education.

Objectives

Graduates of this program will:

1. Engage in the Honors community with consistency;
2. Demonstrate proficiency at designing and completing independent, self-paced scholarly projects; and
3. Produce substantial academic work in direct collaboration with program faculty.

Honors Classes

Students need not be admitted to the Honors Program to take classes for honors credit. Classes can earn honors credit if the following conditions are met:

- The class is modified for honors credit in one of the following two ways:
    - The syllabus includes a "standard contract," approved by the Honors Program Director, consisting of a modified set of readings and/or assignments that render the class suitable for Honors credit.
    - The student and the instructor negotiate an Honors Contract, consisting of a modified set of readings, assignments or other elements of class participation to render the class suitable for Honors credit. The contract must be submitted to the Honors Program Director for review and approval.
- The project is shared publicly, either through an in-class or Academic Creativity and Excellence (ACE) Day presentation.
- The instructor is a full-time Bushnell University faculty member, or else the written approval of the program faculty member is secured for the instructor to teach the honors contract.
- No Academic Dishonesty report resulting from that student's behavior has been filed with the Vice President of Academic Affairs.
- The student receives a final grade of B+ or higher in the class.

Membership in the Honors Program

Upon completion of two honors contracts, all passed with a grade of B+ or higher (along with a passing grade in chapel), students shall be admitted to full privileges in the honors program.

Students shall be removed from the Honors program for the following reasons:

- If the student receives an NP for chapel for two consecutive semesters. Students removed for this reason may be restored if they meet chapel attendance requirements listed above.

- If an Academic Dishonesty report is filed with the VPAA and upheld on review. Students removed for this reason are not eligible for readmission except in cases where the Academic Dishonesty report is retracted.

The Honors Degree

An Honors Degree shall be awarded if the student completes each of the following requirements:

- At least 30 credits must be honors classes completed with a grade of B+ or higher. For transfer students, 25 total Honors credits (including transfer credits counted for Honors) are required.
- At least 15 of the above credits must be 300 or 400 level.
- Honors Degree candidates must complete an Honors Thesis, which replaces the senior capstone. The credits taken in completing an Honors Thesis count toward the total Honors credit requirement for the Honors Degree. The Honors Thesis must conform to the following parameters:
  - The thesis must be substantially more rigorous than a standard capstone in the major. Program advisors provide guidance on expectations for their major.
  - The student and advisor should procure the input of at least one second reader who has no direct affiliation with the student's major program, but offers expertise related to the project.
  - The student must present their thesis and successfully pass a defense at ACE Day. (This should be allowed an extended ACE Day time slot.)
  - Students undertaking multiple majors must complete an Honors thesis in each major to earn an Honors Degree, with the exception of majors that do not participate in the program.

Graduation Requirements & Limitations

Minimum Requirements for Graduation

1. Completion of 124 undergraduate semester credit hours.
2. Completion of General Education requirements.*
3. An academic major (upon completion of 60 credits the student must declare an academic major).
4. A minimum of 30 credit hours from Bushnell University. (Up to 15 credits can be completed as graduate level courses if in an approved companion program, where the bachelor's and master's degrees are earned at the same time.)
5. A minimum of 21 credit hours in the upper division of an academic major or concentration and six credits in the case of an academic minor.
6. A minimum of 30 upper division credit hours out of all completed coursework.
7. A cumulative GPA of 2.00 or better for all coursework completed.
8. At least a C- or better in academic major and minor classes. (NOTE: Some undergraduate programs may have more stringent requirements; be sure to consult departmental program manuals where applicable.)
9. Satisfactory writing competency requirement (grade of "P," "C-," or better in WR 121 and WR 123).

Double Majors

For students electing the double major, one suitably integrated cross-discipline capstone (or discipline equivalence in absence of a capstone requirement) and one suitably integrated cross-discipline internship, field experience, or clinical will meet the respective graduation requirements for both majors.

Limitations

1. Maximum number of non-graded courses allowed: 12 local hours (no P/NP grading option is allowed in the major/minor/certificate programs except in those courses in which P/NP is the only grading option).
2. No set maximum on CLEP and Advanced Placement (AP) credit but all accepted credits must fulfill graduation requirements.
3. Maximum number of credits from Prior Learning Assessment (PLA): 30 credit hours.
4. No set maximum on military, fire, or police credit but all accepted credits must fulfill graduation requirements.
5. Maximum number of credits from field experience, internship, and practicum: 16 credit hours.
6. Maximum of one credit hour for Varsity Sports credit per semester.
7. A course used to meet the requirements of an academic major or minor may not be applied toward another major or minor except in the situation of a double major (see above). A substitution of equal credit must be identified for the second major or minor and approved by program faculty, if the same course is listed in the requirements for both.
8. Time limit: Associate's and full- and part-time students pursuing Bachelor's degrees have different time requirements to complete their coursework from the date of matriculation. (See Catalog Changes and Authority Policy)

*Students with an approved Block Transfer (see Block Transfers) have met the core requirements (except 8 semester credits of Bible and Christian Ministry).

General Education Requirements

Purpose

Wisdom, Faith, and Service stand as pillars of a Bushnell University education, and this is never more true than in the General Education curriculum. Far from implying a diffuse or shallow approach to learning, "general" here points to the intersection of all specializations around the common font of knowledge: the one who is the Truth incarnate. As such, Bushnell's General Education ushers students into encounters with reality—that is, with truth—in ways that bolster their own practice of wisdom, that thicken the cords of their faith, and that erupt into the service of their neighbor and the world.

Objectives

General Education at Bushnell University provides students with a foundation of knowledge and skills that augments their chosen areas of study, placing these disciplines in a broader context so that students are prepared to thoughtfully and holistically reflect Christ in the world.

Aligning with University's mission, General Education curriculum equips students to:

1. Wisdom
   a. Engage information critically and communicate it competently;
   b. Exercise sound reasoning and judgment;
2. Faith
   a. Integrate faith and learning;
   b. Examine the Bible in its historical context to facilitate contemporary application;
3. Service
   a. Investigate models from the liberal arts and sciences to attain knowledge of the world and its needs; and
   b. Gain understanding of cultural differences and the perspectives of others within society and in a diverse world.

Requirements

- ❑ Foundations 3
  First Year Experience
  - ❑ FYS 101 First-Year Seminar 1

  Calling and Vocation
  - ❑ CM 240 All are Gifted, All are Called (or major equivalent) 2
- ❑ Biblical Studies 12
  - ❑ BTM 101 Engaging With the Bible: How to Read the Bible in the 21st Century 3
  - ❑ BTM 102 Engaging With the Bible: How to Read the Bible in the 21st Century 3
  - ❑ Choose remaining credits from: 6

    Any other BTM courses
    HIST 331/332
- ❑ Writing and Communication 9
  One course of each:
  - ❑ WR 121 English Composition* 3
  - ❑ WR 123 English Composition 3

- ❑ Choose One 3
  - COMM 213 Relational Communication
  - COMM 212 Public Speaking
- ❑ Human Thought and Culture 15

  One course from each of the following subjects:
  - ❑ History 3
  - ❑ Literature 3
  - ❑ Philosophy 3
  - ❑ Social Sciences 3

    Select a lower-division level course from Psychology, Sociology, Anthropology, Economics, Political Science, Geography, and Linguistics.
  - ❑ Engagement in a Diverse World 3
    - ANTH 210 Cultural Anthropology
    - BUS 219 Global Business Management
    - COMM 220 Intercultural Communication
    - EDUC 210 School Diversity
    - GEOG 210 Cultural Geography
    - HIST 240 History of the Pacific Northwest
    - PHL 260 World Philosophies
    - PSY 211 Cross-Cultural Psychology
    - RELS 210 The Abrahamic Faiths of Judaism, Christianity, and Islam
    - RELS 230 World Religions
    - SOC 200 Introduction to Sociology
- ❑ Mathematics and Science 8

  One course of each:
  - ❑ College-level mathematics, 105 or higher 3
  - ❑ Science with lab 4
  - ❑ Computer science or technology elective 1

*WR 121 will be waived for students who transfer in WR 123 without 121.

Accounting (Bachelor of Science)

Program Faculty: Ms. Shelly Hartzell

Purpose

The purpose of the accounting major is to prepare students to become effective and ethically responsible as managers and leaders in the business world and public service sectors. The concentration in accounting focuses on financial and operational objectives for business, government and not-for-profit organizations, supported by a strong liberal arts component.

Combined with courses in management, economics, managerial finance, law, and ethics, an accounting education provides a solid background for careers and advancement in the business community and in other non-business professions.

Objectives

Graduates of this program will be able to:

1. Explain the basic concepts of the core areas of business.
2. Apply ethical principles and Christian values to organizational decision making.
3. Employ critical thinking to inform decision making in core areas of business.
4. Demonstrate professional communication skills for business settings.
5. Interpret the impact of globalization on business decision making.
6. Make use of U.S. Generally Accepted Accounting Principles (GAAP) in convergence with International Financial Reporting Standards (IFRS).
7. Illustrate federal taxation professional and legal responsibilities.
8. Identify auditing and attestation theories, standards, and procedures.

Program Requirements

Course Prerequisites

- ❑ MATH 105 Introduction to College Mathematics or higher

Major Prerequisites

- ❑ ACTG 211 Principles of Accounting I
- ❑ ACTG 212 Principles of Accounting II
- ❑ ECON 201 Microeconomics
- ❑ ECON 202 Macroeconomics

Major Requirements

- ❑ Accounting Major 36
  - ❑ ACTG 341 Intermediate Accounting I 3
  - ❑ ACTG 342 Intermediate Accounting II 3
  - ❑ *ACTG 345 Cost Accounting 3
  - ❑ ACTG 370 Accounting Data Analytics 3
  - ❑ ACTG 430 Federal Income Tax 3
  - ❑ ACTG 431 Federal Income Tax – Corporations, Partnerships, Estates, & Trusts 3
  - ❑ ACTG 440 Auditing I 3
  - ❑ ACTG 495 Internship 3

- ❑ ACTG 499 Advanced Accounting 3
- ❑ *BUS 450 Managerial Finance 3
- ❑ MATH 315 Applied Statistics 3
- ❑ WR 311 Business and Professional Writing and Communication 3

Additional Requirements for Dual Degree Pathway

Bachelor of Science in Accounting + Master of Business Administration: Finance Concentration

1. Maintain 3.0 GPA.
2. Meet with their SBLT Faculty Mentor at least once per semester for the duration of the pathway.
3. Once students have been formally admitted to the dual pathway major and reach senior status (at least 90 credits) they may take two graduate courses (6 credits) as an undergraduate. Students would need to be currently enrolled in at least 12 undergraduate credits that semester in order to add a graduate course to their schedule.*
4. Once the student has completed their undergraduate degree, they would officially move automatically into Graduate School for the remainder of their pathway. No additional enrollment steps are required in the pathway.

*These courses can be substituted for approved graduate-level courses of the same theme for students approved for the Dual Degree Pathway.

Minor in Accounting

Minor Prerequisites

- ❑ BUS 310 Principles of Management and Leadership
- ❑ WR 121/123 English Composition

Minor Requirements

- ❑ Accounting Minor 18
  - ❑ ACTG 211 Principles of Accounting I 3
  - ❑ ACTG 212 Principles of Accounting II 3
  - ❑ ACTG 341 Intermediate Accounting I 3
  - ❑ ACTG 342 Intermediate Accounting II 3
  - ❑ Choose six credits from the following 6

    ACTG 345 Cost Accounting
    ACTG 370 Accounting Data Analytics
    ACTG 430 Federal Income Tax
    ACTG 431 Federal Income Tax – Corporations, Partnerships, Estates, & Trusts
    ACTG 440 Auditing I

Bible & Theology (Bachelor of Arts)

Program Faculty: Dr. Agametochukwu Iheanyi-Igwe, Mr. Joshua Little, Dr. A.J. Swoboda

Purpose

The purpose of the Bible and theology program is to nourish the academic study of the Bible and Christian theology by persons pursuing lay and ordained vocations in the Church. Students majoring in Bible and theology may emphasize either Bible or theology, or may try with their academic advisor's help to balance the two.

Objectives

Graduates of this program will:

1. Display broad knowledge of the Bible's contents.
2. Engage critically with the Bible and scholarly interpretations of it.
3. Be prepared to enter seminary studies for ministry.
9. Be prepared to enter graduate programs in Bible or theology in preparation for advanced degrees in these areas.
6. Demonstrate facility in one or more of the biblical languages by applying it exegetically to the interpretation of texts if they have chosen to emphasize Bible in their program.
7. Display broad knowledge of the post-biblical Christian theological traditions, and specialization in at least one branch of Christian theology if they have chosen to emphasize theology in their program.

Program Requirements

Course Prerequisites

- ❑ COMM 212 Public Speaking

Major Prerequisites

- ❑ ANTH 210 or PSY 200 or SOC 200
- ❑ BTM 101 Engaging With the Bible: How to Read the Bible in the 21st Century
- ❑ BTM 102 Engaging With the Bible: How to Read the Bible in the 21st Century
- ❑ BTM 213 Christian Doctrine
- ❑ RELS 210 The Abrahamic Faiths of Judaism, Christianity, and Islam

Major Requirements

- ❑ Bible and Theology Major 40
  - ❑ BTM 324 History of Theology 3
  - ❑ BTM 380 Preaching 3
  - ❑ BTM 407 Special Topics 3
  - ❑ BTM 495 Internship 3
  - ❑ BTM 499 Senior Capstone 2
  - ❑ Choose one of the following sequences 8

    GRK 301 and 302 Elementary Greek
    HEB 301 and 302 Classical Hebrew for Beginners
  - ❑ Choose 12 upper division credits from the following 18

Additional BTM electives
Additional GRK course
Additional HEB course
HIST 331 History of Christianity I
HIST 332 History of Christianity II
PHL 320 Philosophy of Religion
PHL 420 Christian Ethics and Social Responsibility
RELS 230 World Religions

Minor in Bible and Theology

Prerequisites

- ❑ BTM 101 Engaging With the Bible: How to Read the Bible in the 21st Century
- ❑ BTM 102 Engaging With the Bible: How to Read the Bible in the 21st Century

Minor Requirements

- ❑ Bible and Theology Minor 15
  - ❑ BTM 213 Christian Doctrine 3
  - ❑ BTM 407 Special Topics 3
  - ❑ Any BTM electives with a minimum of three credits at the upper division level 9

Minor in Biblical Languages

- ❑ Biblical Languages Minor 19
  - ❑ GRK 301/302 Elementary Greek 8
  - ❑ HEB 301/302 Classical Hebrew for Beginners 8
  - ❑ Choose one course from the following 3

    GRK 401 Greek Exegesis
    HEB 401 Hebrew Exegesis

Biology (Bachelor of Science)

Program Faculty: Dr. Paul Allee

Purpose

The purpose of this biology program is to prepare the student to successfully pursue a professional career in health science, to thrive in graduate level study in the field of biology, to be a proficient instructor of biology in secondary education, or to move confidently into the job market immediately after graduation.

Objectives

Graduates of this program will:

1. Apply scientific foundations of chemistry and mathematics to the discipline of biology.
2. Demonstrate a solid foundation in biological principals in the areas of general biology, biodiversity, genetics, anatomy, physiology, molecular biology, organismal biology, population biology, evolution, ecology, and cellular biology.
3. Develop into critical thinkers.
4. Analyze and assess scientific literature.
5. Demonstrate the skills to plan and implement research in a field of emphasis using appropriate scientific methodology.
6. Be able to integrate faith and science.
7. Be prepared to pursue ongoing professional development in biology or related professional fields through graduate level study, professional schools, and through membership and participation in professional organizations.

Program Requirements

Major Prerequisites

- ❑ BIOL 201 Introduction to Scientific Literature
- ❑ BIOL 205/205L General Biology II & Lab
- ❑ BIOL 240 Integration of Faith and Science
- ❑ BTM 302 Book of Genesis
- ❑ CHEM 221/221L General Chemistry I & Lab
- ❑ CHEM 223/223L General Chemistry II & Lab
- ❑ MATH 251 Calculus I (Recommended) or MATH 130 Pre-calculus
- ❑ PHYS 201/201L Introduction to Mechanics & Lab
- ❑ PSY 200 General Psychology

Major Requirements

- ❑ Biology Major 45
  - ❑ BIOL 200 General Biology 3
  - ❑ BIOL 200L General Biology Lab 1
  - ❑ BIOL 310 Genetics 3
  - ❑ BIOL 320 Cell Biology 3
  - ❑ BIOL 499 Senior Capstone 3
  - ❑ Choose three credits from the following 3

BIOL 410 Advanced Molecular Biology
BIOL 420 Advanced Organismal Biology

- ❑ Choose three credits from the following 3
  - BIOL 495 Internship
  - BIOL 496 Research
- ❑ MATH 315 Applied Statistics 3
- ❑ Choose 22 credits from the following, minimum of 18 credits upper division 22
  - BIOL 311/311L Human Anatomy and Physiology I & Lab
  - BIOL 312/312L Human Anatomy and Physiology II & Lab
  - BIOL 350 Ecology
  - BIOL 330/330L Microbiology & Lab
  - BIOL 341 Bioregulation
  - BIOL 365 Developmental Biology
  - BIOL 407 Special Topics
  - CHEM 321/321L Organic Chemistry I & Lab
  - CHEM 415 Biochemistry
  - PHYS 202/202L Introduction to Electromagnetism & Lab
  - PSY 320 Human Development
  - PSY 390 Behavioral Neuroscience
  - Other upper division biology or chemistry

Minor in Biology

Minor Prerequisites

- ❑ CHEM 221/221L General Chemistry I & Lab
- ❑ CHEM 223/223L General Chemistry II & Lab

Minor Requirements

- ❑ Biology Minor 21
  - ❑ BIOL 200/200L General Biology I & Lab..... 4
  - ❑ BIOL 201 Introduction to Scientific Literature.....1
  - ❑ BIOL 205/205L General Biology II & Lab..... 4
  - ❑ Any additional 300 or 400 level Biology Courses.....12

Business Administration (Bachelor of Science)

Program Faculty: Dr. Peter Diffenderfer, Ms. Christy Silverthorne, Ms. Shelly Hartzell

Purpose

The purpose of the business administration program is to prepare students for careers as managers and leaders in either private or public sectors. In conjunction with the general education of the University, the program integrates the fundamental theories, concepts, and practices of business with Christian values and ethics. An interdisciplinary minor is also available to complement other majors at the University.

Objectives

Graduates of this program will be able to demonstrate:

1. A comprehensive knowledge of the core principles and concepts related to business administration.
2. Effective communication, both written and oral, relative to different business environments and situations.
3. A knowledge and understanding of the role of Christian leadership, ethics, and service in effectively addressing business management issues and decisions.
4. Literacy regarding current management trends through the use of leading business information sources, current publications, and other available audio-video, online, or in-text resources.
5. An ability to integrate all aspects of their learning, understanding, knowledge, and skills concerning business through internship projects and a comprehensive capstone course.

Program Requirements

Course Prerequisites

- ❑ MATH 105 Introduction to College Mathematics or higher

Major Prerequisites

- ❑ ACTG 211 Principles of Accounting I
- ❑ ACTG 212 Principles of Accounting II
- ❑ BUS 110 Small Business Management or BUS 120 Introduction to Business and Entrepreneurship
- ❑ ECON 201 Microeconomics
- ❑ ECON 202 Macroeconomics
- ❑ MATH 315 Applied Statistics
- ❑ WR 311 Business and Professional Writing and Communication

Major Requirements

- ❑ Business Administration Major 39
  - ❑ BUS 219 Global Business Management 3
  - ❑ BUS 240 Business as Mission 3
  - ❑ BUS 310 Principles of Management and Leadership 3
  - ❑ *BUS 315 Human Resource Management 3
  - ❑ *BUS 370 Legal and Ethical Issues in Business & Management 3
  - ❑ *BUS 450 Managerial Finance 3

- ❑ BUS 495 Internship 3
- ❑ BUS 499 Business Strategy and Policy 3
- ❑ MKTG 230 Intro to Marketing 3
- ❑ Choose a concentration 12

❑ **Computer Science** Concentration. 12

- ❑ Choose 12 credits from the following, minimum of nine credits upper division 12

  Any CIS course prefix
  Any SFTE course prefix

❑ **General Business Administration** Concentration. 12

- ❑ Choose 12 credits from the following, minimum of nine credits upper division 12

  Any ACTG course prefix
  Any BUS course prefix
  Any MKTG course prefix

❑ **Management & Leadership** Concentration 12

- ❑ Choose 12 credits of the following, minimum of nine credits upper division 12

  BUS 325 Sports and Recreation Management
  BUS 360 Management of Information Systems
  BUS 410 Operations Management
  *BUS 415 Group and Organizational Behavior
  MKTG 433 Sales Strategy and Management
  MKTG 434 Consumer Behavior
  CIS 101 Intro & Intermediate Excel
  CIS 102 Word Processing and Presentations
  CIS 124 Advanced Office Systems
  PSY 320 Human Development
  Any LSHP course prefix

❑ **Sports and Recreation Management** Concentration 12

- ❑ BUS 325 Sports and Recreation Management 3
- ❑ *BUS 415 Group and Organizational Behavior 3
- ❑ LSHP 215 Introduction to Coaching 3
- ❑ MKTG 436 Sports Marketing 3

Additional Requirements for Dual Degree Pathway

Bachelor of Science in Business Administration + Master of Business Administration, or Bachelor of Science in Business Administration + Master of Arts in Sports Management

1. Maintain 3.0 GPA.
2. Meet with their SBLT Faculty Mentor at least once per semester for the duration of the pathway.
3. Once students have been formally admitted to the dual pathway major and reach senior status (at least 90 credits) they may take two graduate courses (6 credits) as an undergraduate. Students would need to be currently enrolled in at least 12 undergraduate credits that semester in order to add a graduate course to their schedule.*
4. Once the student has completed their undergraduate degree, they would officially move automatically into Graduate School for the remainder of their pathway. No additional enrollment steps are required in the pathway.

*These courses can be substituted for approved graduate-level courses of the same theme for students approved for the Dual Degree Pathway.

Minor in Business Administration

Minor Prerequisites

- ❑ BUS 110 Small Business Management or BUS 120 Introduction to Business and Entrepreneurship

Minor Requirements

- ❑ Business Administration Minor 18
  - ❑ BUS 310 Principles of Management and Leadership 3
  - ❑ MKTG 230 Intro to Marketing 3
  - ❑ Choose 12 credits from the following 12

    BUS 219 Global Business Management
    BUS 315 Human Resource Management
    BUS 360 Management of Information Systems
    BUS 370 Legal and Ethical Issues in Business & Management
    BUS 410 Operations Management
    BUS 415 Group and Organizational Behavior
    BUS 450 Managerial Finance
    MKTG 432 Branding, Advertising, and Promotion
    MKTG 433 Sales Strategy and Management

Christian Ministry (Bachelor of Arts)

Program Faculty: Rev. Troy Dean, Dr. Agametochukwu Iheanyi-Igwe, Mr. Joshua Little, Dr. A.J. Swoboda

Purpose

The purpose of the Christian ministry major is to prepare Bushnell University students to serve Christ and the Church as God has gifted and called them, both as professionals and as volunteers.

Objectives

Graduates of this program will:

1. Be prepared to pursue seminary studies leading to ordination and licensure (depending on specific denominational requirements).
2. Have obtained practical skills for ministry and will have exercised these skills through internships (congregational, cross-cultural, or para-church).
3. Display skills in exegetical and hermeneutical methods for sound interpretation and communication of biblical messages.
4. Be prepared to serve the Church as ethical leaders.
5. Display analytical, problem-solving, and communication skills for effective pastoral leadership.
6. Have experienced spiritual development in themselves and have skills in fostering and facilitating spiritual growth in others.

Program Requirements

Major Prerequisites

- ❑ ANTH 210 Cultural Anthropology or SOC 200 Introduction to Sociology (both are required for the Missions concentration)
- ❑ BTM 213 Christian Doctrine
- ❑ COMM 212 or COMM 213 (COMM 212 required for pastoral concentration)
- ❑ PSY 200 General Psychology (optional for the Missions concentration)
- ❑ GRK 301/302 Elementary Greek or HEB 301/302 Classical Hebrew for Beginners, or another foreign language as approved by the program faculty

Major Requirements

- ❑ Christian Ministry Major 39-41
  - ❑ BTM 315 Justice in Bible 3
  - ❑ BTM electives at the upper division level 6
  - ❑ BTM 346 Orality: 50 Biblical Stories Essential for Ministry 3
  - ❑ BTM 470 Leadership Skills for Ministry 3
  - ❑ CM 495 Internship 6
  - ❑ CM 499 Senior Capstone 2
  - ❑ CM or CW electives at the upper division level 2
  - ❑ CW 225 The Worshipping Community 2
  - ❑ Choose three credits from the following 3

    BTM 324 History of Theology
    HIST 331 History of Christianity I *(continued on the next page)*

HIST 332 History of Christianity II

- ❑ Choose one of the required concentrations listed below 9-11

- ❑ **Christian Apologetics** Concentration. 9
  - ❑ BTM 335 Connecting with a Skeptical World 3
  - ❑ PHL 320 Philosophy of Religion 3
  - ❑ Choose three credits from the following 3

    COMM 225 Argumentation and Debate
    PHL 420 Christian Ethics and Social Responsibility
- ❑ **Missions** Concentration. 11
  - ❑ BTM 204 Introduction to Missions 3
  - ❑ COMM 220 Intercultural Communication 3
  - ❑ SOC 210 Global Issues 3
  - ❑ Choose three credits from the following 2

    RELS 210 The Abrahamic Faiths of Judaism, Christianity, and Islam
    RELS 230 World Religions
- ❑ **Pastoral Ministry** Concentration 9
  - ❑ BTM 380 Preaching 3
  - ❑ BTM 450 Pastoral Ministry 3
  - ❑ Choose three credits from the following 3

    CM 315 Church Planting and Turning Around Hurting Churches
    BTM 335 Connecting With a Skeptical World
- ❑ **Youth Ministry** Concentration 9
  - ❑ CM 360 Principles of Youth Ministry 3
  - ❑ Choose three credits from the following 3

    CM 315 Church Planting and Turning Around Hurting Churches
    BTM 335 Connecting With a Skeptical World
    CM 430 Small Groups and Discipleship
  - ❑ Choose three credits from the following 3

    BTM 380 Preaching
    BTM 450 Pastoral Ministry

Minor in Christian Ministry

- ❑ Christian Ministry Minor 19
  - ❑ BTM 315 Justice in the Bible 3
  - ❑ BTM 335 Connecting with a Skeptical World 3
  - ❑ BTM 470 Leadership Skills for Ministry 3
  - ❑ BTM elective at the upper division level 3
  - ❑ CM or CW elective 2
  - ❑ CW 225 The Worshipping Community 2
  - ❑ Choose three credits from the following 3

    CM 360 Principles of Youth Ministry
    BTM 450 Pastoral Ministry

Communication (Bachelor of Arts)

Program Faculty: Dr. Doyle Srader

Purpose

From the articulate argument of political discourse to the businesses and organizations of the world, people need to be able to communicate competently, clearly, ethically, and eloquently. Blending practical skills into a foundation of theoretical understanding, the Speech Communication Department offers a flexible variety of educational experiences.

Speech Communication is a supple program preparing you for a large number of careers. Students learn to be able to speak and write clearly and persuasively in various contexts and with diverse audiences, based on accurate evidence. Regardless of vocation, people need to be competent communicators who effectively influence others. Our democratic republic is based on the idea that individual citizens can and will express their opinions and perspectives in a manner that will change others spiritually, politically, and interpersonally. A rhetorical perspective is taken in all classes where the development of the individual's character is primary, then the reasoning processes are sharpened, then the eloquence of expression is honed, and finally the fluidity of delivery is perfected. The result is a balanced communicator who is able to "express the truth in love."

Objectives

Graduates of this program will:

1. Demonstrate holistic and creative thinking from a Christian world view.
2. Be able to communicate engagingly in an influential manner within a variety of contexts.
3. Competently share meaning through a variety of communication channels.
4. Understand and value processes and products of communication.
5. Be able to use communication in professional settings.

Program Requirements

Major Prerequisites

- ❑ One year college-level proficiency in a modern spoken foreign language or a non-spoken language.

Major Requirements

- ❑ Communication Major 42
  - ❑ COMM 240 Communication Theory 3
  - ❑ COMM 495 Internship 6
  - ❑ COMM 498 Pre-Capstone 1
  - ❑ COMM 499 Senior Capstone 2
  - ❑ Choose one of the required concentrations listed below 30

- ❑ **Relational** Concentration 30
  - ❑ COMM 213 Relational Communication 3
  - ❑ COMM 220 Intercultural Communication 3
  - ❑ COMM 225 Argumentation and Debate 3
  - ❑ COMM 370 Listening Behavior 3

- ❑ COMM 380 Communication & Conflict 3
- ❑ COMM 413 Advanced Relational Communication 3
- ❑ COMM 430 Nonverbal Communication 3
- ❑ COMM 450 Persuasion 3
- ❑ Choose 6 credits from the following, at least 3 credits at the upper division level ..6

  BUS 310 Principles of Management & Leadership
  BUS 415 Group & Organizational Behavior
  CM 440 Grief & Loss
  COMM 212 Public Speaking
  COMM 310 Foundations of Public Relations
  COMM 312 Advanced Public Speaking
  COMM 320 Advanced Intercultural Communication
  COMM 410 Family Communication
  COMM 441 Rhetorical Criticism
  MATH 315 Applied Statistics
  PSY 320 Human Development
  PSY 340 Social Psychology
  PSY 350 Research Methods
  PSY 380 Theories of Personality

❑ **Public Relations** Concentration 30

- ❑ COMM 220 Intercultural Communication 3
- ❑ COMM 310 Foundations of Public Relations 3
- ❑ COMM 314 Copy Writing for Media 3
- ❑ COMM 315 Methods of Public Relations Research 3
- ❑ COMM 360 Mass Media Law and Ethics 3
- ❑ COMM 380 Communication & Conflict 3
- ❑ COMM 402 Campaigns and Special Event Publicity 3
- ❑ Choose 6 credits from the following 6

  COMM 225 Argumentation and Debate
  COMM 312 Advanced Public Speaking
  COMM 316 Strategic Communication
  COMM 318 International Public Relations
  COMM 321/421 Competitive Speech and Debate
  COMM 370 Listening Behavior
  COMM 401 Crisis and Emergency Management Communication
  COMM 441 Rhetorical Criticism
  COMM 450 Persuasion

- ❑ Choose 3 credits from the following 3

  MATH 315 Applied Statistics
  MKTG 230 Intro to Marketing
  MKTG 431 Marketing Research
  MKTG 432 Branding, Advertising, and Promotion
  MKTG 235 Digital Marketing

❑ **Flexible** Concentration 30

- ❑ Choose 3 credits from the following 3

COMM 212 Public Speaking
COMM 213 Relational Communication
COMM 310 Foundations of Public Relations

- ❑ Additional Program Faculty approved coursework* 27

*In consultation with program faculty, students identify a precise profession or workplace role and select 27 credits of courses (minimum of 18 upper division credits) from the above two concentration areas and other approved communication fields.

Minor in Relational Communication

- ❑ Relational Communication Minor 18
  - ❑ COMM 213 Relational Communication 3
  - ❑ COMM 240 Communication Theory 3
  - ❑ COMM 370 Listening Behavior 3
  - ❑ COMM 380 Communication and Conflict 3
  - ❑ Choose six credits from the following 6

    COMM 220 Intercultural Communication
    COMM 225 Argumentation and Debate
    COMM 410 Family Communication
    COMM 413 Advanced Relational Communication
    COMM 430 Nonverbal Communication
    COMM 450 Persuasion

Minor in Public Relations

- ❑ Public Relations Minor 18
  - ❑ COMM 240 Communication Theory 3
  - ❑ COMM 310 Foundations of Public Relations 3
  - ❑ COMM 314 Copy Writing for Media 3
  - ❑ COMM 315 Methods of Public Relations Research 3
  - ❑ COMM 316 Strategic Communication 3
  - ❑ MKTG 230 Intro to Marketing 3

Computer Science (Bachelor of Science)

Purpose

The Bachelor of Science in Computer Science major is designed around real-world software development problems, culminating in an internship and capstone project. The program has been developed in collaboration with Rize Education and with industry and academic experts by first defining the most valuable outcomes and the skills that students need to achieve them. Bushnell University's Computer Science major is designed to specifically be accessible to anyone with the interest and aptitude for computer science and providing a flexible on-ramp for coding concepts in lower-level courses. It also teaches real-world, practical skills that students can immediately apply in future roles such as the Software Development Life Cycle (SLDC), unit testing, innovative frameworks such as React.js, and version control (Git). Finally, it builds a valuable portfolio of work by anchoring assessment around real world projects and business problems from industry.

Objectives

Graduates of this program will:

1. Analyze complex computing problems and apply principles of computing and other relevant disciplines to identify solutions.
2. Apply computer science theory and software development fundamentals to produce computing-based solutions.
3. Create code that considers scalability, usability and computational efficiency in common programming languages and documentation aligning with industry standards including using version control practices.
4. Create comprehensive software tests to verify functionality, reliability, and compliance with specifications, and apply debugging techniques to identify and correct software errors systematically.
5. Communicate effectively in a variety of professional contexts
6. Recognize professional responsibilities and make informed judgements in computer practice based on legal and ethical principles.
7. Develop application deployment including constructing fully functional websites, web applications with relational databases, and full-stack applications.
8. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

Program Requirements

Course Prerequisites

- ❑ MATH 130 Precalculus

Major Prerequisites

- ❑ MATH 315 Applied Statistics

Major Requirements

- ❑ Computer Science Major 39-51
  - ❑ CIS 140 Intro to Computer Science 3
  - ❑ CIS 450 Emergent Technologies 3
  - ❑ ˆCOMPS V Data Structures 3

- ❑ ˆCOMPS VI Algorithms 3
- ❑ ˆCOMPS IX Application Development I: Backend 3
- ❑ ˆCOMPS X Application Development II: Frontend 3
- ❑ ˆCOMPS XI Software Development 3
- ❑ SFTE 130 Programming for Everyone I 3
- ❑ SFTE 201 Programming for Everyone II 3
- ❑ SFTE 300 Web Development 3
- ❑ SFTE 355 Computer Systems 3
- ❑ SFTE 495 Internship 3
- ❑ SFTE 499 Senior Capstone 3
- ❑ Optional: Choose additional concentration 12

Applied AI Concentration Prerequisites

- ❑ MATH 251 Calculus I
- ❑ MATH 320 Linear Algebra or MATH 331 Topics in Discrete

Concentration Requirements

- ❑ Applied AI Concentration 12
  - ❑ AAI I Introduction to Generative AI 3
  - ❑ AAI II Career Navigation and Exploration in Applied AI 3
  - ❑ ˆAAI III Predictive Modeling in AI 3
  - ❑ ˆAAI IV Prescriptive AI 3

^Indicates Upper Division through Rize Education (See Courses Taken Through Consortiums)

Minor in Computer Science

Minor Prerequisites

- ❑ MATH 130 Precalculus
- ❑ MATH 315 Applied Statistics

Minor Requirements

- ❑ Computer Science Minor 18
  - ❑ CIS 140 Introduction to Computer Science 3
  - ❑ CIS 450 Emergent Technologies 3
  - ❑ SFTE 130 Programming in Python 3
  - ❑ SFTE 201 Programming for Everyone II 3
  - ❑ SFTE 300 Web Development 3
  - ❑ SFTE 355 Computer Systems 3

Digital Marketing (Bachelor of Science)

Program Faculty: Ms. Christy Silverthorne

Purpose

The Bachelor of Science in Digital Marketing program is designed to be a face-to-face traditional undergraduate program. The target market for the program are traditional undergraduate students. This innovative degree offering combines innovative marketing practices and social good. Digital marketing typically appears on a computer, phone, tablet, or other devices and can take many forms, including online, video, display ads, search engine marketing, paid social ads and social media posts. This degree prepares students for jobs as marketing research analysts, SEO specialists, digital media specialist, digital management, marketing management.

Objectives

Graduates of this program will be able to demonstrate:

1. Distinguish core values that define a customer-centric approach to marketing, aligned with social good.
2. Develop cross-functional strategies that foster brand strategy, purpose, innovation and growth.
3. Leverage the capabilities of data analytics to inform marketing strategies
4. Propose and implement practical solutions to marketing challenges facing organizations, businesses, and non-profits.
5. Act as a community conduit for the regional non-profit marketing sector.
6. Understand traditional marketing concepts and apply digital and emerging methods.
7. Utilize data literacy and customer-focused strategies
8. Prepare for a variety of careers in marketing, sales, promotion, and management in any industry, organization or non-profit.

Program Requirements

Course Prerequisites

- ❑ MATH 105 Introduction to College Mathematics or higher

Major Prerequisites

- ❑ BUS 120 Introduction to Business and Entrepreneurship
- ❑ CIS 101 Intro & Intermediate Excel
- ❑ MATH 315 Applied Statistics

Major Requirements

- ❑ Digital Marketing Major 43
  - ❑ MKTG 230 Intro to Marketing 3
  - ❑ MKTG 235 Digital Marketing 3
  - ❑ MKTG 340 Social Media Marketing Campaigns 3
  - ❑ MKTG 350 Content Marketing and SEO 3
  - ❑ MKTG 360 Digital Analytics 3
  - ❑ MKTG 370 Multimedia Communication 3
  - ❑ MKTG 370L Multimedia Communication Lab 1
  - ❑ MKTG 420 Digital Communications for Community Good 3
  - ❑ MKTG 431 Market Research 3

- ❑ MKTG 432 Branding, Advertising, and Promotion 3
- ❑ MKTG 434 Consumer Behavior 3
- ❑ MKTG 499 Senior Capstone 3
- ❑ MKTG 495 Internship 3
- ❑ Choose three credits from the following 3

  COMM 314 Copy Writing for Media
  COMM 450 Persuasion
  MKTG 436 Sports Marketing
  MKTG 433 Sales Strategy and Management
- ❑ Choose three credits from the following 3

  MKTG 381 Paid Media
  MKTG 382 Email Marketing
  MKTG 383 Customer Acquisition
  MKTG 481 Conversion Optimization

Minor in Digital Marketing

Course Prerequisites

- ❑ MATH 105 Introduction to College Mathematics or higher

Minor Prerequisites

- ❑ MATH 315 Applied Statistics

Minor Requirements

- ❑ Digital Marketing Minor 18
  - ❑ MKTG 235 Digital Marketing 3
  - ❑ MKTG 340 Social Media Marketing Campaigns 3
  - ❑ MKTG 360 Digital Analytics 3
  - ❑ Choose nine credits from the following 9

    MKTG 350 Content Marketing and SEO
    MKTG 370 Multimedia Communication
    MKTG 370L Multimedia Communication Lab
    MKTG 420 Digital Communications for Community Good
    MKTG 432 Branding, Advertising, and Promotion
    MKTG 434 Consumer Behavior

English (Bachelor of Arts)

Program Faculty: Ms. Connie Diffenderfer

Purpose

English has a dual emphasis on literature and writing, and its goal is to emphasize the importance both of understanding and being understood. Literature encourages us to appreciate complexity in life, and it gives us a glimpse into the thoughts of others; writing, on the other hand, helps us try to unravel the complexities, make sense of things, and share our thoughts and experiences with others. The program will thus prepare students to think deeply and communicate effectively.

Objectives

Graduates of this program will develop:

1. Communication skills: to understand and effectively use the grammar, syntax, and structure of the English language, to express one's ideas with clarity and precision; to identify and be sensitive to one's audience; to write and speak incisively, persuasively, creatively.
2. Interpersonal skills: to recognize the complexity of human experience as it is depicted in great literature; to identify and dialogue with diverse voices and ideas; to empathize with those who think differently from us.
3. Research skills: to find an appropriate range and depth of sources; to dig deeper and identify intricacies in texts; to categorize ideas; to build upon the wealth of knowledge that already exists.
4. Critical thinking and analytical skills: to see multiple dimensions of a problem; to identify and describe patterns, order, form, beauty, and purpose; to create connections—between the texts and their rich historical, philosophical, and social contexts, between the texts and their real life applications, and between texts and the Christian faith.

Program Requirements

Major Prerequisites

- ❑ WR 123 Research and Writing
- ❑ One year of college-level proficiency in a non-native language as required by BA

Major Requirements

- ❑ English Major 39
  - ❑ ENG 315 English Grammar and Syntax 3
  - ❑ ENG 495 Internship 3
  - ❑ ENG 499 Senior Capstone 3
  - ❑ Choose nine credits from the following 9

    ENG 201 Introduction to Literature
    ENG 202 Introduction to Literature and Film
    ENG 211 Survey of American Literature
    ENG 212 Survey of British Literature
  - ❑ Choose three credits from the following 3

    ENG 320 The Bible as/in Literature
    ENG 325 Christianity and Literature
  - ❑ Choose three credits from the following 3

WR 311 Business and Professional Writing and Communication
WR 332 Creative Writing
WR 351 Creative Non-fiction Writing
WR 410 Advanced Writing

- ❑ Choose 15 upper division ENG or WR credits 15

Minor in Creative Writing

- ❑ Creative Writing Minor 18
  - ❑ WR 332 Creative Writing 3
  - ❑ WR 351 Creative Non-Fiction Writing 3
  - ❑ WR 410 Advanced Writing 3
  - ❑ Choose nine credits from the following 9

    Any ENG literature or upper division writing class
    COMM 311 Speechwriting
    WR 311 Business and Professional Writing and Communication

Minor in English

Prerequisites

- ❑ WR 123 Research and Writing

Requirements for Minor

- ❑ English Minor 18
  - ❑ Choose nine credits from the following 9

    ENG 201 Introduction to Literature
    ENG 202 Introduction to Literature and Film
    ENG 211 Survey of American Literature
    ENG 212 Survey of British Literature
  - ❑ Choose nine upper division ENG or WR credits 9

Minor in Written Communication

Prerequisites

- ❑ WR 123 Research and Writing

Requirements for Minor

- ❑ Written Communication Minor 18
  - ❑ COMM 240 Communication Theory 3
  - ❑ COMM 310 Foundations of Public Relations 3
  - ❑ WR 311 Business and Professional Writing and Communication 3
  - ❑ WR 410 Advanced Writing 3
  - ❑ Choose six credits from the following 6

    COMM 225 Argumentation and Debate
    COMM 311 Speechwriting
    COMM 441 Rhetorical Criticism
    HIST 210 Telling True Stories: Podcasting Studio
    Any upper division ENG or WR elective

Finance (Bachelor of Science)

Program Faculty: Ms. Shelly Hartzell

Purpose

The Finance program is built to meet the evolving demands of the finance industry by combining hands-on skill development with broad exposure to traditional and emerging finance roles. As companies increasingly seek finance professionals who are not just analytically strong but also technologically fluent and strategically minded, this program delivers a curriculum that prepares students to stand out.

Objectives

Graduates of this program will:

1. Produce a comprehensive knowledge of the core principles and concepts related to business.
2. Integrate a knowledge and understanding of the role of Christian leadership, ethics, and service in effectively addressing business issues and decisions.
3. Develop comprehensive financial analyses and valuation models using industry-standard methodologies (DCF, comps) to inform strategic investment and financing decisions.
4. Evaluate investment opportunities and construct optimized portfolios using risk-return analysis, modern portfolio theory, and asset allocation strategies that align with investor objectives and market conditions.
5. Assess how financial markets, institutions, and regulatory frameworks facilitate capital flows, and evaluate how monetary policy and economic indicators influence financial decision-making.
6. Design strategic financial solutions for complex corporate finance challenges, including capital structure optimization, M&A analysis, and advanced firm valuation for complex financing.
7. Demonstrate professional competency by effectively communicating insights, planning strategically, and applying emerging technologies and industry practices to solve contemporary financial and business challenges.

Program Requirements

Course Prerequisites

- ❑ MATH 105 Introduction to College Mathematics or higher

Major Prerequisites

- ❑ ACTG 211 Principles of Accounting I
- ❑ ACTG 212 Principles of Accounting II
- ❑ ECON 201 Microeconomics
- ❑ ECON 202 Macroeconomics

Major Requirements

- ❑ Finance Major 48
  - ❑ BUS 120 Introduction to Business and Entrepreneurship 3
  - ❑ BUS 310 Principles of Management and Leadership 3
  - ❑ BUS 360 Management of Information Systems 3
  - ❑ BUS 370 Legal and Ethical Issues in Business & Management 3

- ❑ MATH 315 Applied Statistics 3
- ❑ WR 311 Business and Professional Writing and Communication 3
- ❑ FINAN I Excel for Business & Finance 3
- ❑ FINAN II Career Navigation and Exploration in Finance 3
- ❑ ^FINAN III Financial Markets and Institutions 3
- ❑ ^FINAN IV Corporate Finance 3
- ❑ ^FINAN V Investments 3
- ❑ ^FINAN VI Financial Modeling and Valuation 3
- ❑ ^FINAN X Strategic Financial Analysis Capstone 3
- ❑ FIN 495 Internship 3
- ❑ Choose six credits from the following 6
  - ^FINAN VII – Portfolio Management
  - ^FINAN VIII – Future of Finance
  - ^FINAN IX – Advanced Corporate Finance

Minor in Finance

Minor Prerequisites

- ❑ ACTG 211 Principles of Accounting I
- ❑ ACTG 212 Principles of Accounting II
- ❑ MATH 315 Applied Statistics

Minor Requirements

- ❑ Finance Minor 18
  - ❑ FINAN I Excel for Business & Finance 3
  - ❑ ^FINAN III Financial Markets and Institutions 3
  - ❑ ^FINAN IV Corporate Finance 3
  - ❑ ^FINAN V Investments 3
  - ❑ ^FINAN VI Financial Modeling and Valuation 3
  - ❑ ^FINAN VII – Portfolio Management 3

^Indicates Upper Division through Rize Education (See Courses Taken Through Consortiums)

Graphic Design and Digital Media (Bachelor of Science)

Program Faculty: Ms. Christy Silverthorne

Purpose

The Bachelor of Science in Graphic Design and Digital Media is designed to be a face-to-face traditional undergraduate program. The target market for the program is traditional undergraduate students. This innovative degree offering combines innovative digital media and graphic design skills, practices and social good. Digital creativity competitively positions individuals to advance in their existing careers, transition to new ones, and reach professional goals.

By working with the same tools and software used by design professionals, students sharpen design skills and are prepared to forge ahead with a career or advance their career in this high demand industry. The program includes use and instruction in: Adobe Creative Suite, Photoshop, Illustrator, InDesign, website creation, presentation, photography and videography, lighting, workflow, idea conception, portfolio building, design history, and more. Students will become part of professional consulting teams working with digital marketing students to create campaigns and specific digital design items for a variety of clients, focusing these practical work experiences for the social good. This will be a cross-disciplinary effort that also works with the School of Arts and Sciences, specifically Communications, to blend these disciplines.

Objectives

Graduates of this program will be able to demonstrate:

1. Distinguish core values that define a customer-centric approach to digital media and graphic design, aligned with social good.
2. Use the principles of professional web design techniques and best-practices workflows.
3. Work proficiently with the industry standard software.
4. Integrate business concepts related to the graphic design industry in a digital context.
5. Apply a Christian worldview to the moral and ethical questions inherent in the graphic design industry.
6. Apply techniques of professional presentation and promotion in the graphic design industry.
7. Apply techniques of professional graphic design to build a professional portfolio of work.
8. Propose and implement practical solutions to digital media and graphic design challenges facing organizations, businesses, and non-profits.
9. Act as a community conduit for the regional non-profit digital design sector.

Program Requirements

Major Requirements

- ❑ Graphic Design and Digital Media Major 49
  - ❑ DMG 150 History of Graphic Design 3
  - ❑ DMG 210 Introduction to Creative Cloud 3
  - ❑ DMG 200 Design Thinking/Principles of Graphic Design 3
  - ❑ DMG 220 Color Theory 3
  - ❑ DMG 230 Introduction to Drawing 3
  - ❑ DMG 300 Digital Design Tools 3

- ❑ DMG 300L Multimedia Lab 1
- ❑ DMG 310 Digital Graphic Design for the Web 3
- ❑ DMG 320 User Interface and Experience 3
- ❑ DMG 340 Typography 3
- ❑ DMG 350 Digital Illustration and Image Manipulation 3
- ❑ DMG 360 Editorial Publication Design, Layout, Print, and Production 3
- ❑ DMG 410 Logo and Package Design 3
- ❑ DMG 420 Design Systems and Information Design 3
- ❑ DMG 495 Internship 3
- ❑ DMG 499 Capstone 3
- ❑ Choose three credits from the following 3

  DMG 100 Photography & Lighting
  DMG 110 Motion Graphics
  DMG 120 Visual Communication
  DMG 130 Digital Audio
  DMG 140 Digital Storytelling

Minor in Graphic Design and Digital Media

Minor Requirements

- ❑ Graphic Design and Digital Media Minor 19
  - ❑ DMG 200 Design Thinking/Principles of Graphic Design 3
  - ❑ DMG 220 Color Theory 3
  - ❑ DMG 300 Digital Design Tools 3
  - ❑ DMG 300L Multimedia Lab 1
  - ❑ Choose nine credits from the following, minimum three credits upper division 9

    DMG 100 Photography & Lighting
    DMG 110 Motion Graphics
    DMG 120 Visual Communication
    DMG 130 Digital Audio
    DMG 140 Digital Storytelling
    DMG 310 Digital Graphic Design for the Web
    DMG 320 User Interface and Experience
    DMG 340 Typography
    DMG 350 Digital Illustration and Image Manipulation
    DMG 360 Editorial Publication Design, Layout, Print, and Production
    DMG 410 Logo and Package Design
    DMG 420 Design Systems and Information Design

History (Bachelor of Arts)

Program Faculty: Dr. Steve Andes

Purpose

History is an encompassing discipline whose essence is in the understanding of the connectedness of historical events and human experiences. By examining the causes, contexts, and chronologies of past events, students gain an understanding of the nature of continuity and change in human experiences and achieve new insights into contemporary events and issues. In addition, the study of history enhances one's grasp of the essential elements of liberal learning, such as the acquisition of knowledge and understanding, cultivation of perspective, and development of communication and critical-thinking skills. The history major prepares students for a wide variety of career choices such as further graduate work in history, further studies in law, business, medicine, and ministry. Graduates are equipped to serve in all professions that demand the knowledge, understanding, perspective, skills, and sensitivities gained through studying (e.g. politics, education, government service, and journalism).

Objectives

Graduates of this program will:

1. Participate knowledgeably in the affairs of the world around them, drawing upon understandings shaped through reading, writing, discussions, and lectures concerning the past.
2. See themselves and their society from different times and places, displaying a sense of informed perspective and a mature view of human nature.
3. Read and think critically, write, and speak clearly and persuasively, and conduct research effectively.
4. Exhibit sensitivities to human values in their own and other cultural traditions and, in turn, establish values of their own.
2. Appreciate their natural and cultural environments.
3. Respect scientific and technological developments and recognize their impact on humankind.
4. Understand the connections between history and life.

Program Requirements

Major Prerequisites

- ❑ Choose three credits from the following
  - HIST 151/152 History of Western Civilization
  - HIST 161/162 World History
- ❑ One year of college-level proficiency in a foreign language

Major Requirements

- ❑ History Major 36

Area 1 History of the United States of America

- ❑ Choose nine credits from the following 9
  - HIST 240 History of the Pacific Northwest
  - HIST 310 Women in United States History
  - HIST 317 Studies in American History

(Continued on next page)

HIST 340 Race, Ethnicity, and Gender in American Culture
HIST 430 History of American International Relations
LSHP 351 Leadership of US Presidents
SPAN 340 Latino Society and Culture in the U.S.

Area 2 World History

- ❑ Choose nine credits from the following 9

GEOG 210 Cultural Geography
HIST 237/337 Studies in World History
HIST 250 History of Africa
HIST 327 Studies in European History
HIST 370 Ancient Near East
HIST 375 Ancient Rome
HIST 410 History of the Arab-Israeli Conflict
HIST 421 History of Modern East Asia
HIST 440 Latin American Civilization
MATH 365 History of Mathematics
MUS 321 Survey of Music History
SPAN 321/322 Hispanic Culture and Civilization

Area 3 History of Christianity

- ❑ Choose nine credits from the following 9

HIST 331 History of Christianity I
HIST 332 History of Christianity II
HIST 335 Studies in Christian History
HIST 450 Women in the Early Church
BTM 230 Archeology and the Bible
BTM 240 Christianity in America
BTM 245 History and Theology of the Stone-Campbell Movement
BTM 317 Christianity in Global Perspective
BTM 324 History of Theology
BTM 365 History of the Bible
PHL 301 History of Ancient and Medieval Philosophy
PHL 302 History of Modern and Contemporary Philosophy
RELS 210 The Abrahamic Faiths of Judaism, Christianity, and Islam

- ❑ HIST 210 Telling True Stories: Podcasting Studio 3
- ❑ HIST 495 Internship 3
- ❑ HIST 499 Senior Capstone 3

Minor in History

- ❑ History Minor 18
  - ❑ HIST 210 Telling True Stories: Podcasting Studio 3
  - ❑ Additional HIST courses 200 level or above including at least one course from each of the three history categories listed in the major and a minimum of six credits of upper division 15

Minor in Women's History

- ❑ Women's History Minor 18
  - ❑ HIST 210 Telling True Stories: Podcasting Studio 3
  - ❑ Additional HIST courses 200 level or above with an emphasis on women 15

    HIST 310 Women in US History
    HIST 340 Race, Ethnicity, and Gender in American Culture
    HIST 450 Women in the Early Church
    HIST 375 Ancient Rome
    HIST 370 Ancient Near Eastern and Mediterranean Civilizations
    Additional courses as pre-approved by program faculty

Interdisciplinary Studies (Bachelor of Arts or Bachelor of Science)

Program Faculty: Dr. James Berry

Purpose

Bushnell University offers an interdisciplinary studies program in which students customize their degree programs. The IDS major is ideal for the student who has wide-ranging interests in several academic areas.

In consultation with the program advisor, students may design a course of study involving three academic areas, with a minimum of 11 credit hours in each area. At least eight hours of the coursework in each area must come from upper division courses. Importantly, some academic areas require that certain courses from those areas be included in the courses that comprise the IDS major. Students will be made aware of these specific requirements in the advising context. In addition, students must complete three hours of IDS 495 (Internship) and three hours of IDS 499 (Senior Capstone). The total number of credit hours required for the major is 39. Prior to enrollment in the major or within the first semester of enrollment in the major, students are required to meet with the major's faculty advisor to discuss the student's desired academic and vocational goals.

The degree type (Bachelor of Arts or Bachelor of Science) will be determined by the majority of the three selected disciplines. If Bachelor of Arts is the designated degree type, the foreign language policy will apply.

Objectives

Graduates from the IDS major will:

1. Demonstrate holistic and creative thinking from a Christian worldview.
2. Acquire a basic knowledge and understanding of each academic area that comprises the major.
3. Read and think critically, write, and speak clearly and persuasively, and conduct research effectively.
4. Build the foundation to prepare for desired vocations or selected graduate programs.
5. Pursue the goal of transformative leadership in their lives.

Program Requirements

Major Prerequisites

- ❑ One year of college-level proficiency in a non-native language as required for Bachelor of Arts

Major Requirements

- ❑ Interdisciplinary Studies Major 39
  - ❑ Area 1 (at least 8 credits at the upper division level) 11
  - ❑ Area 2 (at least 8 credits at the upper division level) 11
  - ❑ Area 3 (at least 8 credits at the upper division level) 11
  - ❑ IDS 495 Internship 3
  - ❑ IDS 499 Senior Capstone 3

Interdisciplinary Studies areas can be chosen from the following options:

Accounting	Creative Writing
Bible & Theology	Criminal Justice
Biblical Languages	Digital Marketing
Biology	English
Business Administration (choose one from)	Exercise Science
• Business Administration	Graphic Design & Digital Media
• Leadership	History
• Management & Leadership	Marketing
Christian Apologetics	Mathematics
Christian Ministry (choose one from)	Music
• Christian Ministry	Psychology (choose one from)
• Pastoral Ministry	• Pre-Counseling
• Youth Ministry	• Psychology
Coaching & Athletic Administration	Public Relations
Communication (choose one from)	Spanish
• Communication	Sports and Recreation Management
• Relational Communication	Teacher Education
Computer Science	Written Communication

Kinesiology (Bachelor of Science)

Program Faculty: Ms. Tammara Bovee

Purpose

The purpose of this Kinesiology program is to prepare the student for successful graduate level study in the field of exercise and movement science, or to be a competent professional in the allied health or other human movement related professions.

Objectives

Exercise Science Concentration

Graduates of this program will:

1. Be able to apply scientific foundations of the individual sub-disciplines to exercise and movement science.
2. Be able to become critical thinkers and competent practitioners.
3. Be able to analyze and assess components of health-related physical fitness such as cardiovascular endurance, body composition, muscular strength, muscular endurance, and flexibility.
4. Have skills to plan and implement appropriate exercise prescription for different populations, accounting for necessary modifications due to factors such as environmental or special needs of the person with whom they work.
5. Be able to effectively evaluate clients' needs and design appropriate exercise programs that cater to specific needs, personalities, as well as environmental conditions.
6. Be prepared to pursue ongoing professional development in exercise science or related professional fields through graduate level study and through membership and participation in professional organizations.

Coaching and Athletic Administration Concentration

Graduates of this program will:

1. Create physical conditioning programs for individual of all ages and abilities, including implementation of special needs.
2. Communicate principles of kinesiology and its sub-disciplines in an academic/professional environment.
3. Demonstrate a level of skill and knowledge necessary for employment or continuing studies at the graduate level.
4. Demonstrate an understanding of organizational fundamentals of athletic concepts and management.
5. Demonstrate and understanding of social, medical, physical, and physiological elements of coaching.
6. Utilize behavioral techniques and principles of leadership to enhance physical activity and performance.
7. Analyze the nature and cause of injury and design procedures of healing and return to sport.

Program Requirements Coaching and Athletic Administration Concentration

Concentration Prerequisites

- ❑ PSY 200 General Psychology
- ❑ PE 115 Personal Health and Wellness

Concentration Requirements

- ❑ Coaching and Athletic Administration Concentration 44-45
  - ❑ BIOL 111 Principles of Living Organisms 3
  - ❑ BIOL 111L Principles of Living Organisms Lab 1
  - ❑ *BUS 310 Principles of Management and Leadership 3
  - ❑ *BUS 325 Sports & Recreation Management 3
  - ❑ EXSC 210 Functional Anatomy and Physiology 3
  - ❑ EXSC 210L Functional Anatomy and Physiology Lab 1
  - ❑ EXSC 330 Health Methods for the Exercise Science Professional 3
  - ❑ EXSC 340 Injury Care and Prevention 3
  - ❑ EXSC 420 Exercise Testing and Prescription 3
  - ❑ LSHP 215 Introduction to Coaching 3
  - ❑ *LSHP 310 Coaching II 3
  - ❑ NUTR 220 Nutrition 3
  - ❑ PE 175 CPR/First Aid 1
  - ❑ PE 495 Internship 3
  - ❑ PSY 320 Human Development 3
  - ❑ PSY 331 Psychology of Sport 3
  - ❑ Choose one of the following 2-3

    BUS 315 Human Resources Management
    BUS 410 Operations Management
    COMM 319 Communication and Sport
    MKTG 433 Sales Strategy and Management
    MKTG 436 Sports Marketing
    NUTR 320 Nutrition for Performance: Ergogenic Acids
    PSY 390 Behavioral Neuroscience

Program Requirements Exercise Science Concentration

Concentration Prerequisites

- ❑ CHEM 221/221L General Chemistry I with Lab
- ❑ MATH 130 Precalculus
- ❑ NUTR 220 Nutrition
- ❑ PHYS 201/201L Introduction to Mechanics with Lab
- ❑ PSY 200 General Psychology

Concentration Requirements

- ❑ Exercise Science Concentration 40
  - ❑ BIOL 200 General Biology I 3
  - ❑ BIOL 200L General Biology I Lab 1
  - ❑ BIOL 311 Human Anatomy and Physiology I 3
  - ❑ BIOL 311L Human Anatomy and Physiology I Lab 1
  - ❑ BIOL 312 Human Anatomy and Physiology II 3
  - ❑ BIOL 312L Human Anatomy and Physiology II Lab 1
  - ❑ CHEM 223 General Chemistry II 4

- ❑ CHEM 223L General Chemistry II Lab 1
- ❑ EXSC 310 Kinesiology 3
- ❑ EXSC 320 Exercise Physiology and Neuromuscular Conditioning 4
- ❑ EXSC 410 Biomechanics 3
- ❑ EXSC 420 Exercise Testing and Prescription 3
- ❑ EXSC 495 Internship 3
- ❑ MATH 315 Applied Statistics 3
- ❑ Choose four credits from the following 4

  COMM 216 Interpersonal Health Communication
  EXSC 435 Sport Nutrition
  NUTR 320 Nutrition for Performance: Ergogenic Acids
  PHL 315 Bioethics
  PHYS 202/202L Introduction to Electromagnetism with Lab
  Any upper division BIOL course
  Any upper division CHEM course
  Any upper division PSY course
  Any upper division EXSC course

Additional Requirements Dual Degree Pathway

Bachelor of Science in Kinesiology: Coaching and Athletic Administration + Master of Arts in Sports Management

1. Maintain 3.0 GPA.
2. Meet with their SBLT Faculty Mentor at least once per semester for the duration of the pathway.
3. Once students have been formally admitted to the dual pathway major and reach senior status (at least 90 credits) they may take two graduate courses (6 credits) as an undergraduate. Students would need to be currently enrolled in at least 12 undergraduate credits that semester in order to add a graduate course to their schedule.*
4. Once the student has completed their undergraduate degree, they would officially move automatically into Graduate School for the remainder of their pathway. No additional enrollment steps are required in the pathway.

*These courses can be substituted for approved graduate-level courses of the same theme for students approved for the Dual Degree Pathway.

Leadership Minor

Purpose

The interdisciplinary leadership minor draws together scholarship from different academic fields to introduce students to theories and principles of leadership, and to hone their skills in preparation for leadership roles in their distinct professions.

Objectives

Students completing the leadership minor will:

1. Understand current scholarship of leadership, including theoretical and empirical work.
2. Challenge, innovate and critique leadership work, both their own and that of others.
3. Recognize and master distinct perspectives on leadership offered by community leaders, campus leaders, and faculty members with different backgrounds, leadership histories and academic fields.
4. Be equipped to assume leadership roles on campus, in the community, and in their careers.

Minor Requirements

- ❑ Leadership Minor 18
  - ❑ BUS 310 Principles of Management and Leadership 3
  - ❑ COMM 370 Listening Behavior 3
  - ❑ Choose 12 credits from the following 12

    BTM 470 Leadership Skills for Ministry
    BUS 415 Group and Organizational Behavior
    COMM 212 Public Speaking
    COMM 312 Advanced Public Speaking
    COMM 380 Communication and Conflict
    COMM 450 Persuasion
    HIST 430 History of American International Relations
    LSHP 215 Introduction to Coaching
    LSHP 275 Student Leadership
    LSHP 296 Christian Leadership Practicum
    LSHP 351 Leadership of US Presidents
    PSY 340 Social Psychology
    WR 311 Business and Professional Writing and Communication

Mathematics (Bachelor of Science)

Program Faculty: Dr. Constance Wilmarth, Dr. Jonathan Alfson

Purpose

The purpose of the Mathematics Program is to provide students with a wide variety of courses touching on the main areas of modern undergraduate mathematics. In strengthening their critical reasoning skills and deepening their mathematical knowledge, students majoring in mathematics will obtain an excellent preparation for challenging and rewarding careers in education, business, and government work.

Objectives

Graduates of this program will:

1. Exhibit proficiency in the computational techniques of calculus and linear algebra.
2. Demonstrate the ability to make use of technology as part of a problem-solving process.
3. Be able to use mathematics to analyze events and solve real world problems.
4. Be able to communicate undergraduate-level mathematical concepts effectively, both orally and in writing.
5. Demonstrate an understanding of the theoretical nature of mathematics by using inductive and deductive reasoning, and by using logically valid arguments to write proofs.
6. Be prepared to become a qualified teacher of mathematics, continue studies at the graduate level, or to enter the workforce in a position which requires analytical reasoning skills.

Program Requirements

Major Prerequisites

- ❑ One Semester of a science (with a lab) in either biology (BIOL), chemistry (CHEM), or physics (PHYS)

Major Requirements

- ❑ Mathematics Major 36
  - ❑ MATH 251 Calculus I 4
  - ❑ MATH 252 Calculus II 4
  - ❑ MATH 315 Applied Statistics 3
  - ❑ MATH 320 Linear Algebra 3
  - ❑ MATH 325 Differential Equations 3
  - ❑ MATH 331 Topics in Discrete Mathematics 3
  - ❑ MATH 355 Multivariable Calculus 4
  - ❑ MATH 460 Mathematical Proofs and Reasoning 3
  - ❑ MATH 495 Internship 3
  - ❑ MATH 499 Senior Capstone 3
  - ❑ Choose three credits from the following 3

    MATH 365 History of Mathematics
    MATH 407 Special Topics
    MATH 420 Topology
    MATH 430 Applied Data Analytics

Minor in Mathematics

- ❑ Mathematics Minor 20
  - ❑ MATH 251 Calculus I 4
  - ❑ MATH 252 Calculus II 4
  - ❑ MATH 315 Applied Statistics 3
  - ❑ MATH 331 Topics in Discrete Mathematics 3
  - ❑ Choose six credits from the following 6

    MATH 320 Linear Algebra
    MATH 325 Differential Equations
    MATH 355 Multivariable Calculus

Music (Bachelor of Arts)

Program Faculty: Mr. Nathan Poehlke

Purpose

The program trains and encourages leaders for service in the local church, studio, and in the broader music industry. Its strength is twofold, as it teaches the basic musical components and the key technical aspects necessary for the highly effective worship leader or technical director. These musical and technical pieces are taught in the context of solid biblical and pastoral thought.

Objectives

Graduates of this program will:

1. Develop and execute a philosophy of Christ-like leadership and discipleship built on biblical principles.
2. Apply a biblical theology of worship and the arts by integrating scriptural, historical, and theological foundations into corporate worship planning.
3. Design and produce digital media using current technologies and industry-standard tools to serve the church, and broader ministry contexts.
4. Plan and produce live worship events through team collaboration, technical excellence, and creative expression.
5. Demonstrate advanced musicianship by applying technical skill, theoretical knowledge, and emotional intelligence as a team member, leader, and Christian artist.

Program Requirements

Course Prerequisites

- ❑ Applied Lessons 100-200
- ❑ BTM 213 Christian Doctrine
- ❑ CMI 118 Music Technology
- ❑ CMI/MUS 141/241 Grove (Tech)
- ❑ COMM 212 Public Speaking (or Instructor Approval) (Worship Arts Concentration only)
- ❑ MUS 100 Music Fundamentals
- ❑ MUS 240 The Christian Artist

Major Prerequisites

- ❑ One year of college-level proficiency in a non-native language as required by a BA.

Major Requirements

- ❑ Music Major 47-48
  - ❑ CMI 150 Survey of Critical Technologies in Worship Ministry..... 2
  - ❑ CMI 210 Rhythm Section Methods 2
  - ❑ CMI 340 Studio Techniques I 2
  - ❑ MUS 101 Music Theory I..... 3
  - ❑ MUS 111 Ear Training & Sight-Reading I..... 1
  - ❑ MUS 321 Survey of Music History..... 3
  - ❑ MUS 495 Internship..... 3

- ❑ MUS 499 Capstone 2
- ❑ Applied Instruction 4
  - ❑ 300 Level Instruction 2
  - ❑ 400 Level Instruction 2
- ❑ Choose two credits from the following 2
  - MCP 101 Class Piano
  - MCG 101 Class Guitar
- ❑ Choose two to three credits from the following 2-3
  - BTM 410 Spiritual Formation
  - BTM 470 Leadership Skills for Ministry
  - CM 430 Discipleship & Small Groups
  - CW 225 Worshipping Community
- ❑ Choose four credits from the following, minimum of four upper division 4
  - CMI 341/441 The Grove Collective Practicum: Live Production
  - MUS 341/441 The Grove Collective
  - MUS 133/233/333/433 Grove Lab
- ❑ Choose six credits from the following, minimum of two upper division 6
  - MUS 120/220/320/420 University Choir
  - MUS 150/250/350/450 University Band
- ❑ Choose a concentration 12

❑ Worship Arts Concentration 12

- ❑ CW 335 Worship Leadership, Theology, and Planning 3
- ❑ MUS 201 Music Theory II 3
- ❑ MUS 211 Ear Training and Sight-Reading II 1
- ❑ Choose three credits from the following 3
  - BTM 380 Preaching
  - BTM 346 Orality: 50 Biblical Stories Essential for Ministry
- ❑ Choose two credits from the following 2
  - CMI 320 Lighting and Design
  - CMI 330 Video Production II
  - CMI 360 Arranging and Producing
  - MUS 315 Songwriting
  - MUS 351 Rehearsal Pedagogy and Leadership
  - CW 401 Advanced Worship Leadership

❑ Production Concentration 12

- ❑ CMI 310 Live Sound and Production 2
- ❑ CMI 320 Lighting and Design 2
- ❑ CMI 330 Video Production 2
- ❑ CMI 350 Studio Techniques II 2
- ❑ Choose four credits from the following 4
  - CMI 360 Arranging and Producing
  - CMI 430 Video Production II *(continued on next page)*

MUS 201 Music Theory II
MUS 211 Ear Training and Sight-reading II
MUS 315 Songwriting

Minor in Music

Minor Prerequisites

- ❑ MUS 100 Music Fundamentals

Minor Requirements

- ❑ Requirements for Music Minor 18
  - ❑ CMI 118 Music Technology 2
  - ❑ CW 225 The Worshipping Community 2
  - ❑ MUS 101 Music Theory I 3
  - ❑ MUS 111 Ear Training & Sight-reading I 1
  - ❑ Applied Instruction 4
    - 100 Level Instruction 2
    - 200 Level Instruction 2
  - ❑ Ensemble, choose four credits from the following, minimum two upper division 4
    - MUS 120/220/320/420 University Choir
    - MUS 141/241/341/441 The Grove Collective
    - MUS 150/250/350/450 University Band
  - ❑ Choose four credits from the following 4
    - CMI 310 Live Sound Production
    - CMI 320 Lighting & Design
    - CMI 330 Video Production
    - CMI 340 Studio Techniques I
    - CMI 360 Music Arranging & Producing
    - CW 335 Worship Leadership, Theology and Planning
    - CW 375 History of Worship in the Church
    - MUS 321 Survey of Music History
    - MUS 351 Rehearsal Pedagogy and Leadership
    - MUS 361 Counterpoint
    - MUS 364 Composition I

Minor in Production

- ❑ Requirements for Production Minor 19
  - ❑ CMI 118 Music Technology 2
  - ❑ CMI 119 Survey of Critical Technologies in Worship Ministry 2
  - ❑ CMI 141/241/341/441 The Grove Collective Practicum: Live Production 3
  - ❑ CMI 310 Live Sound Production 2
  - ❑ CMI 320 Lighting and Design 2
  - ❑ CMI 340 Studio Techniques 2
  - ❑ CMI 350 Studio Techniques II 2
  - ❑ CMI 430 Video Production 2
  - ❑ MUS 100 Music Fundamentals 2

Nursing (Accelerated Bachelor of Science)

Program Faculty: Ms. Jan Welch, Ms. Katy Lemieux, Ms. Riki Smith

Purpose

The School of Nursing provides a rigorous Christ-centered education that develops and inspires competent, compassionate, and ethical professional nurses who practice to the full extent of their scope of practice to serve diverse communities and promote health and healing.

Objectives

Graduates of this program will be able to:

1. Integrate nursing knowledge and ways of knowing along with knowledge from the liberal arts and sciences into nursing practice.
2. Demonstrate clinical judgment in the provision of holistic, socially just, compassionate, ethical, evidence-based, person-centered care to diverse populations across the age continuum.
3. Implement knowledge of social determinants of health, principles of health promotion, and disease management to advance emergency preparedness, equitable health policy, and local, national, and global population health outcomes.
4. Apply knowledge of the ethical research process, and critique of research to integrate best evidence and advance the scholarship of nursing practice.
5. Integrate emerging principles of safety and quality improvement science in care delivery to improve health outcomes and contribute to a culture of client, provider and environmental safety.
6. Communicate and collaborate intentionally and effectively across professions and with care team members, individuals, families, and communities to optimize care and strengthen health outcomes.
7. Provide ethical leadership within complex health care systems to identify areas of inequity, encourage innovation and evidence-based practice, and optimize cost effective care.
8. Use information and informatics processes, and communication and healthcare technologies, to manage information, support decision making, and deliver safe, high quality health care.
9. Explain how healthcare policy, ethical comportment, and economic, legal, regulatory, and socio-cultural factors impact healthcare and the complex considerations in the scope of nursing practice.
10. Develop a professional nursing identity that embraces the values of integrity, altruism, inclusivity, compassion, courage, humility, advocacy, caring, self-care and lifelong learning.

Program Requirements

Pre-Nursing

Student official records will indicate they are pursuing a Pre-Nursing major prior to starting major coursework.

Eligibility and Academic Progress

- Students must maintain current clinical entry requirements, including but not limited to American Heart Association Basic Life Support certificate, current health insurance, and all immunizations.

- Students must regularly participate in all nursing classroom, online, skills lab, simulation, and clinical courses. In the absence of extenuating circumstances *and* communication with course or clinical faculty, a student who does not participate in any of their courses for two consecutive weeks may be academically withdrawn or dropped.
- Students must receive a grade of a C (73%) or better in all ABSN courses.
- Students may repeat two different nursing courses *one time* on a space available basis. Students who do not achieve a C (73%) or better for any repeated nursing course will be dismissed from the ABSN program.
- Tutoring and other academic support services may be encouraged when a student's cumulative GPA falls below 2.0 and/or course grade(s) fall below 73% (C).

Clinical Practice

Students will have the opportunity to participate in learning activities in a variety of settings. These may be in acute care hospitals, clinics, schools, specialty hospitals, and community-based care settings. Assigned clinical rotations may be any day of the week and any hour of the day, including traditional day, evening, and night shifts, and may be at sites up to 75 miles from the Bushnell University campus. Students are responsible for their own transportation.

Requirements for Practice-Based Courses

Students enrolling in a nursing course will, at their own expense, obtain and submit proof of the following in preparation for their capstone practice experience:

1. Criminal Background Check to include social security number trace, state/national criminal background history, sex offender registry check, and Office of the Inspector General List of Excluded Individuals and Entities (OIG LEIE) check performed by Advanced Reporting.
2. Clean Substance Abuse 10 Panel Urine Drug Screen + Alcohol
   a. The Criminal Background Check and Substance Abuse 10 Panel + Alcohol Urine Drug Screen will be completed no more than 3 months prior to the first semester and no later than week 4 of the first session a student is enrolled in.
3. All students will submit proof of the following a minimum of three weeks prior to the start date of NURS 367P: Chronic and Mental Health Clinical.
   a. Current American Heart Association Basic Life Support certification
   b. Immunizations (seasonal flu, hepatitis B, varicella, measles, mumps, rubella, tetanus, diphtheria, and pertussis)
   c. 2-step PPD test OR QuantiFERON-TB Gold for TB screening
   d. Signed Prior Training or Education Attestation Form.
   e. Other required healthcare organization or community agency specific documents.
4. A registration hold will be placed when required documents are not received as outlined above and/or students will be withdrawn from their practice-based courses.

Major Prerequisites

Minimum of B- grade:

- ❑ BIOL 200/200L General Biology with Lab
- ❑ BIOL 311/311L Human Anatomy and Physiology I and Lab
- ❑ BIOL 312/312L Human Anatomy and Physiology II and Lab
- ❑ BIOL 330/330L Microbiology and Lab
- ❑ NUTR 220 Nutrition

- ❑ PSY 320 Human Development
- ❑ 3 credits of biological/physical science, social science, or humanities

Major Requirements

- ❑ Accelerated Bachelor of Science in Nursing Major 44
  - ❑ NURS 360 Pathophysiology and Pharmacology for Nurses 3
  - ❑ NURS 362 Health Assessment Across the Lifespan 2
  - ❑ NURS 364 Nursing Skills Lab I 1
  - ❑ NURS 366 Nursing Care & Management of the Chronically Ill Theory 3
  - ❑ NURS 367P Chronic and Mental Health Clinical 4
  - ❑ NURS 368 Mental Health Nursing Theory 2
  - ❑ NURS 370 Nursing Knowledge & Scholarship 3
  - ❑ NURS 460 Population Health Nursing & Wellness Theory 3
  - ❑ NURS 461P Population Health and Childbearing Family Clinical 4
  - ❑ NURS 462 Nursing Care of Complex & Acute Adults Theory 3
  - ❑ NURS 462P Acute Clinical 3
  - ❑ NURS 464 Nursing Skills Lab II 2
  - ❑ NURS 468 Nursing Leadership & Management of Care 3
  - ❑ NURS 470 Nursing Care of Childbearing Families & Children Theory 3
  - ❑ NURS 472P Transition to Professional Nursing Practice 5

Pre-Counseling Minor

Purpose

To enable students to:

- Develop an understanding of the components, basic skills, and interventions of the counseling profession.
- Enter or advance in careers in the counseling and mental health field;
- Pursue academics that enrich other Bushnell University majors, e.g. Psychology, Business Administration.

Objectives

Graduates of this program will:

1. Demonstrate an understanding of the counseling profession and the ethical, cultural and treatment approaches that are relevant to the career.
2. Be equipped to apply basic counseling skills as appropriate in a range of mental health related professions.
3. Demonstrate familiarity with current research across sub-disciplines in counseling.
4. Demonstrate a culturally informed view of counseling.

Minor Requirements

Minor Prerequisites

- ❑ PSY 320 Human Development

Minor Requirements

- ❑ Pre-Counseling Minor 18
  - ❑ COMM 370 Listening Behavior 3
  - ❑ PSY 420 Neurodiverse Psychology 3
  - ❑ PSY 465 Introduction to Counseling Skills 3
  - ❑ PSY 475 Psychology of Trauma 3
  - ❑ PSY 430 Psychology of Addictive Behaviors 3
  - ❑ Choose six credits from the following 6

    COMM 216 Interpersonal Health Communication
    COMM 220 Intercultural Communication
    COMM 380 Communication and Conflict
    COMM 413 Advanced Relational Communication
    COMM 430 Nonverbal Communication
    MATH 315 Applied Statistics
    PHL 315 Bioethics

Psychology (Bachelor of Science)

Program Faculty: Dr. Erin Mueller, Dr. Catherine Skaggs

Purpose

The emphasis of the psychology major is to equip students with a strong foundation in psychological science. Students will study the scientific study of biological, social, and psychological factors; apply psychology to everyday experiences; learn to read, think, and write critically; and consider psychological science from a Christian perspective.

Forensic Psychology Concentration

In addition to the Purpose in the Bachelor of Science in Psychology, the purpose of this concentration is to prepare undergraduate students who are interested in pursuing graduate education in forensic psychology or related fields.

Objectives

Graduates of this program will:

1. Demonstrate a working knowledge base of psychology.
2. Demonstrate scientific inquiry and critical thinking skills.
3. Apply ethical standards to evaluate psychological explanations and practices and adopt values that build community in a diverse world.
4. Demonstrate effective communication skills in a variety of formats.
5. Apply psychological knowledge, skills, and values in occupational pursuits.
6. Apply Christian faith to an understanding of psychological science.

Forensic Psychology Concentration

In addition to the objectives for the Psychology major, graduates of this concentration will:

1. Demonstrate a working knowledge base of psychological principles as applies to the criminal justice system.
2. Demonstrate knowledge of forensic psychological evaluations and assessment in criminal cases.

Program Requirements

Course Prerequisites

- ❑ MATH 105 Introduction to College Mathematics or higher

Major Prerequisites

- ❑ MATH 315 Applied Statistics
- ❑ PSY 200 General Psychology
- ❑ PSY 240 Vocational Exploration and Psychology or CM 240 All are Gifted, All are Called

Forensic Psychology Concentration Prerequisites

- ❑ ANTH 210 Cultural Anthropology or SOC 200 Introduction to Sociology
- ❑ CJ 201 Introduction to Criminal Justice

Neuroscience Concentration Prerequisites

- ❑ BIOL 200/200L General Biology with Lab
- ❑ CHEM 221/221L General Chemistry I with Lab

Major Requirements

- ❑ Requirements for Psychology 39-40
  - ❑ PSY 320 Human Development 3
  - ❑ PSY 340 Social Psychology 3
  - ❑ PSY 350 Research Methods 3
  - ❑ PSY 370 Cognition 3
  - ❑ PSY 390 Behavioral Neuroscience 3
  - ❑ PSY 420 Neurodiverse Psychology 3
  - ❑ PSY 499 Senior Capstone 3
  - ❑ Choose one of the additional requirements options below 18-19

- ❑ **Psychology** without a Concentration 18
  - ❑ PSY 330 Psychology of Learning 3
  - ❑ PSY 380 Theories of Personality 3
  - ❑ Choose three credits from the following 3

    PSY 490 Research Practicum
    PSY 495 Internship
  - ❑ Choose nine other PSY credits 9

- ❑ **Forensic Psychology** Concentration 18
  - ❑ PSY 315 Forensic Psychology 3
  - ❑ PSY 495 Internship 3
  - ❑ Choose six credits from the following 6

    CJ 330 Corrections in the 21st Century
    CJ 331 Law and Criminal Procedure
    CJ 340 Criminal Investigation
    CJ 353 Criminology
    CJ 420 Juvenile Justice System
    CJ 440 Victimology
  - ❑ Choose six credits from the following 6

    PSY 211 Cross-Cultural Psychology
    PSY 380 Theories of Personality
    PSY 414 Psychology of Human Sexuality
    PSY 430 Psychology of Addictive Behaviors
    PSY 465 Introduction to Counseling Skills
    PSY 475 Psychology of Trauma

- ❑ **Neuroscience** Concentration 19
  - ❑ PSY 391 Introduction to Neuropsychological Assessment 3
  - ❑ BIOL 311 Human Anatomy and Physiology 3
  - ❑ BIOL 311L Human Anatomy and Physiology and Lab 1
  - ❑ BIOL 341 Bioregulation 3
  - ❑ Choose three credits from the following 3

PSY 414 Psychology of Human Sexuality
PSY 430 Psychology of Addictive Behaviors
PSY 475 Psychology of Trauma
CJ 440 Victimology

- ❑ Choose three credits from the following 3
  - BIOL 310 Genetics
  - PSY 407 Special Topics
  - PSY 440 Psychology of Religion
- ❑ Choose three credits from the following 3
  - PSY 490 Research Practicum
  - PSY 495 Internship

Minor in Psychology

Prerequisites

- ❑ PSY 200 General Psychology

Minor Requirements

- ❑ Psychology Minor 18
  - ❑ PSY 320 Human Development 3
  - ❑ PSY 340 Social Psychology 3
  - ❑ PSY 370 Cognition 3
  - ❑ PSY 420 Neurodiverse Psychology 3
  - ❑ Choose six other PSY credits 6

Public Health (Bachelor of Science)

Purpose

Public Health is the science and art of preventing disease, prolonging life, and promoting human health through organized efforts and informed choices. In addition to providing students with an understanding of research methods and data analysis, this program provides students with an understanding of the history and present reality of public health systems. Students will learn about the role of both the citizen and the state in public health, understand the importance and implications of economics in healthcare, and master the key approaches and heuristics of public health.

Objectives

Graduates of this program will:

1. Analyze the historical context of public health policies and use historical data to inform their positions.
2. Source, analyze, and explain epidemiological data to inform policy design.
3. Assess the strengths and weaknesses of any given healthcare system.
4. Evaluate the failures and successes pf modern public health policies in the context of health trends, including epidemics and the COVID-19 pandemic, and their relevance for the future policy decisions.
5. Implement modern qualitative and quantitative research methods and evaluate the importance of those methods for a given problem.

Program Requirements

Major Prerequisites

- ❑ ANTH 210 Cultural Anthropology
- ❑ ECON 201 Microeconomics
- ❑ PSY 200 General Psychology
- ❑ MATH 130 Precalculus

Major Requirements

- ❑ Requirements for Psychology 43
  - ❑ BIOL 200 General Biology I 3
  - ❑ BIOL 200L General Biology I Lab 1
  - ❑ COMM 310 Foundations of Public Relations 3
  - ❑ MATH 315 Applied Statistics 3
  - ❑ PHM I History of Public Health 3
  - ❑ ^PHM II Epidemiology 3
  - ❑ ^PHM III Health Services 3
  - ❑ ^PHM IV Public Health Studies I: Current Topics and Politics 3
  - ❑ ^PHM V Public Health Studies II: Demographics, Geo-Spatial Mapping, and Qualitative Research 3
  - ❑ ^PHM VI Health Economics 3
  - ❑ PSY 320 Human Development 3
  - ❑ PSY 350 Research Methods 3

- ❑ PSY 420 Neurodiverse Psychology 3
- ❑ PUBH 495 Internship 3
- ❑ PUBH 499 Capstone 3

^Indicates Upper Division through Rize Education (See Courses Taken Through Consortiums)

Spanish Minor

Program Faculty: Ms. Jenée Cázares

Objectives

Graduates of this program will:

1. Understand the basic concepts of Spanish linguistics, including phonology, morphology.
2. Display a level of spoken and written proficiency necessary to function in an environment where Spanish is the exclusive language.
3. Demonstrate the ability to translate written and spoken word from English to Spanish and from Spanish to English.
4. Gain a general understanding and awareness of Spanish-speaking cultures and civilizations.

Program Requirements

Minor Prerequisites

- ❑ SPAN 101/102 First-year Spanish I & II

Minor Requirements

- ❑ Spanish Minor 21
  - ❑ SPAN 201 Second-year Spanish I 3
  - ❑ SPAN 202 Second-year Spanish II 3
  - ❑ SPAN 310 Advanced Spanish Conversation and Composition 3
  - ❑ SPAN 315 Introduction to Spanish Literature 3
  - ❑ SPAN 350 Spanish Vocabulary and Usage 3
  - ❑ SPAN 420 Spanish Translation and Interpreting 3
  - ❑ Choose one course from the following 3

    SPAN 400 Spanish Cinema
    SPAN 470 Teaching World Language Methods

Teacher Education (Bachelor of Science)

Program Faculty: Dr. Brian Kaelin, Mr. Ray Ricks, Dr. Marilyn Williams, Ms. Jenée Cázares, Dr. Susan Inman

Purpose

Consistent with this mission of Bushnell University, the elementary and secondary education majors are offered in a campus environment that is person- and faith-oriented. The curriculum is designed to integrate a broad Christian liberal arts academic preparation with research-based education methods and relevant field experiences in a purposeful and explicit fashion. Preparation addresses the needs and priorities of elementary and secondary schoolteachers for today and in the future. The Oregon Teacher Standards and Practices Commission accredits the Bushnell University teacher preparation program.

Objectives

1) Standard 1:
   a) Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
   b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
   c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
2) Standard 2:
   a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content
   b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3) Standard 3:
   a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
   b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills and pedagogy, as well as learners and the community context.
   c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
4) Standard 4:
   a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being.

Program Requirements

Admission to the Teacher Education Program

Prior to admission to the teacher education program students must earn a "C-" or better in all EDUC prefix courses, as well as attain a cumulative GPA of 2.75. First-year students must enroll in EDUC 110 Foundations of Education which has an embedded school-based service learning component. This introductory course is designed to assist students as they begin to inquire about the teaching profession and their potential and disposition to pursue an education major. This course, EDUC 110, can count toward social science core requirements in the general education core.

Prior to enrollment in the Teacher Education program, students will take two introductory courses: EDUC 210 School Diversity, and EDUC 230 Technology for Teaching and Learning. Within these courses, students will complete the steps to be formally admitted to the Bushnell University teacher education program. EDUC 210 School Diversity can count toward social science or the diversity core requirement within the general education core. EDUC 230 Technology for Teaching and Learning has an embedded school-based service learning requirement specifically designed to continue the investigation of teaching as a career.

In addition to the teacher education application, the following are required:

1. Official transcripts of all undergraduate coursework to date.
2. A minimum undergraduate GPA of 2.75.
3. A statement of purpose 2-3 pages double spaced that clearly indicates career history, professional goals and professional guiding principles.
4. One letter of recommendation and two disposition assessments that specifically address the academic ability, work performance and character of applicant. One of these letters should be from an administrator who has direct evaluation responsibilities.
5. Personal interview with the Admissions Committee.

Students with a bachelor's degree who want to earn an additional bachelor's degree and Oregon licensure must complete additional credits in Bible per the catalog year. Students are responsible to satisfy the conditions specified in the "Education Program" manual edition current for their catalog year.

Continuing Teacher Education Program Requirements

- Students must maintain a grade of B- or better in all major classes and must maintain an overall GPA of 2.75 or greater.
- All Teacher Education students must successfully pass all required Field Experiences; passing criteria are specified for each Field Experience, including field observations and evaluations from the Cooperating Teacher and Bushnell University Field Supervisor.

Prerequisites for Teacher Education Major

- ❑ EDUC 110 Foundations of Education
- ❑ EDUC 210 School Diversity *(continued on next page)*

- ❑ EDUC 230 Technology for Teaching and Learning

Prerequisites for Elementary Concentration

- ❑ MATH 211 Mathematics for Elementary Teachers
- ❑ MATH 212 Mathematics for Elementary Teachers

Prerequisites for Secondary Concentration

- ❑ MATH 105 Introduction to College Mathematics or higher (unless earning a math endorsement)

Major Requirements

- ❑ General Requirements for Education Major 38-41
  - ❑ EDUC 313 Curriculum, Instruction, and Assessment 3
  - ❑ EDUC 321 Classroom Relations & Management 3
  - ❑ EDUC 325 First Year Experience 1
  - ❑ EDUC 380 School Law 3
  - ❑ EDUC 415 Faith Integration Seminar 2
  - ❑ EDUC 435 Minor Field Experience 2
  - ❑ EDUC 437A EdTPA Support Seminar 2
  - ❑ EDUC 437B EdTPA Support Seminar 1
  - ❑ EDUC 495 Major Field Experience 2
  - ❑ EDUC 496 Student Teaching 10
  - ❑ Choose one of the required concentrations listed below 9-12
- ❑ **Elementary** Concentration 12
  - ❑ EDUC 330 Educational Psychology & Development 3
  - ❑ EDUC 340 Elementary Literacy Methods & Children's Literature 3
  - ❑ EDUC 350 Elementary Math & Science Methods 3
  - ❑ EDUC 420 Diversified Methods 3
- ❑ **Secondary** Concentration 9

  (Required in addition to content endorsement classes)
  - ❑ EDUC 360 Literacy Methods for All Content Areas 3
  - ❑ EDUC 370 Adolescent Learners 3
  - ❑ Choose three credits from the following 3

    EDUC 324 Secondary Health Methods
    EDUC 362 Secondary Language Arts Methods
    EDUC 366 Secondary Science Methods
    EDUC 367 Secondary Math Methods
    EDUC 368 Secondary Social Studies Methods
    PHED 429 PE Methods for All Grades
    SPAN 470 Teaching World Language Methods

Endorsements

Each endorsement requires additional coursework, and programs vary from 14-31 credits. In order to be certified and recommended to the state by the school for licensure with a specialty endorsement, students must take the required coursework listed for their respective endorsement area(s). For middle/secondary endorsements, the listed courses (or approved substitutions) are required until or unless the student has shown subject mastery by passing the

NES content area endorsement test. Check each course for prerequisites. For middle/high, majors must choose an endorsement area from the middle/high list below.

Middle/High Endorsements

- Advanced Mathematics
- Basic Mathematics
- Health
- Integrated Science
- Language Arts
- Social Studies
- World Languages: Spanish

Specialty Endorsements

- English for Speakers of Other Languages (ESOL)
- Multiple Subject Elementary
- Physical Education
- Special Education

- ❑ English for Speakers of Other Languages (ESOL) 14
  - ❑ EDUC 485 ESOL Practicum 2
  - ❑ ESOL 310 Second Language Acquisition and Applied Linguistics 3
  - ❑ ESOL 415 English Grammar and Syntax 3
  - ❑ ESOL 420 ESOL Theory, Methods, and Assessment I 3
  - ❑ ESOL 425 ESOL Theory, Methods and Assessment II 3
- ❑ Health 22
  - ❑ NUTR 220 Nutrition 4
  - ❑ EXSC 210 Functional Anatomy and Physiology 3
  - ❑ EXSC 311 Kinesiology 3
  - ❑ EXSC 330 Health Methods for the Exercise Science Professional 3
  - ❑ PSY 211 Cross-Cultural Psychology 3
  - ❑ PSY 370 Cognition 3
  - ❑ PSY 390 Behavioral Neuroscience 3
- ❑ Integrated Science (Middle and High School) 22
  - ❑ BIOL 111/111L Principles of Living Organisms 4
  - ❑ BIOL 112/112L Principles of Biodiversity 4
  - ❑ CHEM 221/221L General Chemistry I 5
  - ❑ PHYS 201/201L Introduction to Mechanics 5
  - ❑ PHYS 202/202L Introduction to Electromagnetism 4
- ❑ Language Arts 21
  - ❑ ENG 201 Introduction to Literature 3
  - ❑ ENG 211 Survey of American Literature 3
  - ❑ ENG 212 Survey of British Literature 3
  - ❑ ENG 340 World Literature 3
  - ❑ ENG 345 Multiethnic American Literature 3
  - ❑ ESOL 415 English Grammar and Syntax 3

- ❑ Any ENG upper division elective 3
- ❑ Basic Mathematics 15
  - ❑ MATH 105 Introduction to College Mathematics 3
  - ❑ MATH 130 Precalculus 3
  - ❑ MATH 211 Mathematics for Elementary Teachers 3
  - ❑ MATH 212 Mathematics for Elementary Teachers 3
  - ❑ MATH 331 Topics in Discrete Mathematics 3
- ❑ Advanced Mathematics (High School) 19
  - ❑ MATH 130 Precalculus 3
  - ❑ MATH 331 Topics in Discrete Mathematics 3
  - ❑ MATH 251 Calculus I 4
  - ❑ MATH 252 Calculus II [Optional] 4
  - ❑ MATH 315 Applied Statistics 3
  - ❑ MATH 320 Linear Algebra 3
  - ❑ MATH 460 Mathematical Proofs and Reasoning 3
- ❑ Physical Education 8
  - ❑ PHED 383 Introduction to Movement 2
  - ❑ PHED 384 Adaptive Physical Education 2
  - ❑ PHED 429 PE Methods for All Grades 2
  - ❑ PHED 485 Physical Education Practicum 2
- ❑ Social Studies 21
  - ❑ Choose three credits from the following 3

    ANTH 210 Cultural Anthropology
    SOC 200 Introduction to Sociology
  - ❑ Choose three credits from the following 3

    ECON 201 Microeconomics
    ECON 202 Macroeconomics
  - ❑ GEOG 210 Cultural Geography 3
  - ❑ HIST 370 Ancient Near East 3
  - ❑ HIST 340 Race, Ethnicity, and Gender in American Culture 3
  - ❑ HIST 430 History of American International Relations 3
  - ❑ Choose three credits from the following 3

    HIST 151 History of Western Civilization I
    HIST 152 History of Western Civilization II
    HIST 161 World History I
    HIST 162 World History II
- ❑ Spanish 24
  - ❑ HIST 440 Latin American Civilization 3
  - ❑ SPAN 201 Second-year Spanish I 3
  - ❑ SPAN 202 Second-year Spanish II 3
  - ❑ SPAN 310 Advanced Spanish Conversation and Composition 3
  - ❑ SPAN 315 Introduction to Spanish Literature 3
  - ❑ SPAN 350 Spanish Vocabulary and Usage 3

- ❑ SPAN 420 Spanish Translation and Interpreting 3
- ❑ SPAN 470 Teaching World Language Methods 3

❑ Special Education 18

- ❑ SPED 301 Foundations of Special Education I 1
- ❑ SPED 302 Foundations of Special Education II 1
- ❑ SPED 303 Foundations of Special Education III 1
- ❑ SPED 310 Interventions for Accessibility and Functional Skills 2
- ❑ SPED 320 Assessment and Evaluation in Special Education 2
- ❑ SPED 330 Advanced Classroom and Behavior Management 2
- ❑ SPED 340 Special Education History and Current Issues 2
- ❑ SPED 350 Academic Instructional Supports and Universal Design for Learning 2
- ❑ SPED 395 Special Education Field Experience I 1
- ❑ SPED 396 Special Education Field Experience II 1
- ❑ SPED 495 Special Education Field Experience III 3

Dual Degree Pathway Requirements

Bachelor of Science in Teacher Education + Master of Education, or Bachelor of Science in Teacher Education + Graduate Certificate

1. Maintain 3.0 GPA.
2. Meet with their Teacher Education Faculty Mentor at least once per semester for the duration of the pathway.
3. Once students have been formally admitted to the dual pathway major and reach senior status (at least 90 credits) they may take two graduate courses (up to 8 credits) as an undergraduate. Students would need to be currently enrolled in at least 12 undergraduate credits that semester in order to add a graduate course to their schedule.*
4. Once the student has completed their undergraduate degree, they would officially move automatically into Graduate School for the remainder of their pathway. No additional enrollment steps are required in the pathway.

Dual Degree Pathway Substitution List*

Undergraduate Course	Graduate Course Substitution
EDUC 380 School Law	EDUC 581 Advanced School Law
EDUC 326 Exceptional Learner	EDUC 525 Exceptional Learner
ESOL 310 Second Lang. Acquisition & Applied Ling.	ESOL 510 Second Lang. Acquisition & Applied Ling.
ESOL 415 English Grammar and Syntax	ESOL 615 English Grammar and Syntax
ESOL 420 Theory, Methods, and Assessment I	ESOL 520 Theory, Methods, and Assessment I
ESOL 425 Theory, Methods, and Assessment II	ESOL 625 Theory, Methods, and Assessment II
PHED 383 Introduction to Movement	PHED 583 Introduction to Movement
PHED 384 Adaptive Physical Education	PHED 584 Adaptive Physical Education
PHED 429 PE Methods for All Grades	PHED 629 PE Methods for All Grades

Online Programs of Study

The Online Program at Bushnell University is a unique alternative to the traditional method of pursuing a bachelor's degree. It is designed for working adults who have significant life experiences and who want to earn a university degree. The program utilizes the latest adult learning models and principles to facilitate learning.

The Online Program is designed and structured for the adult learner. Student performance is most often evaluated by summary papers, class discussion and participation, project work, written exercises, quizzes, and tests.

Majors, with Concentrations

Associate of Arts (A.A.)	Teacher Education (B.S.) Elementary Secondary Physical Education Special Education
Accounting (B.S.)	
Business (B.S.)	
Finance (B.S.)	
Interdisciplinary Studies (B.A. or B.S.)	
Nursing (B.S.) Accelerated Bachelor of Science*	
Psychology (B.S.) Forensic Psychology General Psychology	

*Prerequisites for this major only are online; major coursework is in-person.

Minors

Accounting	Criminal Justice	Marketing
Business Administration	Finance	Psychology

Pre-Major and Continuing Requirements

Requirements to Begin Major Coursework

Prior to beginning any major coursework, students must have earned 65 total semester credits, and satisfactorily completed the following General Education (CORE) requirements:

- WR 121 and 123*;
- One communications course; and
- One college-level mathematics course (MATH 105 or above).

Student Status in the Online Program

A full-time student in the Online Program is one who is taking at least 12 credits in each semester. Prior learning credits, AP credits, and CLEP credits are not counted in the total number of credits a student is taking in a semester. Online students who are less than half time (six credits) per semester may not be eligible for financial aid.

Graduation Requirements & Limitations

Graduation Requirements

1. Completion of 124 undergraduate semester credit hours.
2. Completion General Education requirements*
3. A minimum of 30 credit hours from Bushnell University. (Up to 15 credits can be completed as graduate level courses if in an approved companion program, where the bachelor's and master's degrees are earned at the same time.)
4. A minimum of 21 credit hours in the upper division of an academic major or concentration and six credits in the case of an academic minor.
5. A minimum of 30 upper division credit hours out of all completed coursework.
6. Cumulative GPA of 2.00 or better for all Bushnell University coursework.
7. At least a C- in academic major and minor classes. (NOTE: Some undergraduate programs may have more stringent requirements; be sure to consult departmental program manuals where applicable.)
8. Satisfactory writing competency requirement (grade of "P," "C-" or better in WR 121 and WR 123).

Double Majors

For students electing the double major, one suitably integrated cross-discipline capstone (or discipline equivalence in absence of a capstone requirement) will meet the respective graduation requirement for both majors.

Limitations

1. Maximum number of non-graded courses allowed: 12 hours (no P/NP grading option is allowed in the major/minor/certificate programs except in those courses in which P/NP is the only grading option).
2. There is no set maximum on CLEP and Advanced Placement (AP) credit but all accepted credits must fulfill graduation requirements.
3. Maximum number of credits from through Prior Learning Assessment (PLA): 30 credit hours.
4. There is no set maximum on military, fire, or police credit, but all accepted credits must fulfill graduation requirements.
5. Maximum number of credits from field experience, internship, and practicum: 16 credit hours.
6. Maximum of one credit hour for Varsity Sports credit per semester.
7. A course used to meet the requirements of an academic major or minor may not be applied toward another major or minor except in the situation of a double major (see above). A substitution of equal credit must be identified for the second major or minor and approved by program faculty, if the same course is listed in the requirements for both.
8. Time limit: Associate's and full- and part-time students pursuing Bachelor's degrees have different time requirements to complete their coursework from the date of matriculation. (See Catalog Changes and Authority Policy)
9. Maximum number of credits from Co-operative Work Experience (CWE): 15 credit hours.

*Students with an approved Block Transfer (see Block Transfers) have met the core requirements (except 8 semester credits of Bible and Christian Ministry).

Associate of Arts: General Studies

Purpose

The associate of arts degree is awarded in general studies and serves as a foundation for continuing on to complete Bachelor of Arts studies. It also offers enough elective credits to specialize in a particular field.

Objectives

Aligning with University's mission, General Education curriculum equips students to:

1. Wisdom
    a. Engage information critically and communicate it competently;
    b. Exercise sound reasoning and judgment;
2. Faith
    a. Integrate faith and learning;
    b. Examine the Bible in its historical context to facilitate contemporary application;
3. Service
    a. Investigate models from the liberal arts and sciences to attain knowledge of the world and its needs; and
    b. Gain understanding of cultural differences and the perspectives of others within society and in a diverse world.

Graduation Requirements and Limitations

Requirements

1. Completion of 60 semester credit hours.
2. A minimum of 30 credit hours from Bushnell University.
3. A cumulative GPA of 2.00 or better.
4. Satisfactory writing competency requirement (grade of "P," "C-," or better) in WR 121 and WR 123.

Limitations

1. Maximum number of credits in non-graded courses: 6 credit hours.
2. There is no set maximum on CLEP and Advanced Placement (AP) credit but all accepted credits must fulfill graduation requirements.
3. Maximum number of credits earned through Prior Learning Assessment (PLA): 15 credit hours.
4. There is no set maximum on military, fire, or police credit but all accepted credits must fulfill graduation requirements.
5. Maximum number of credits earned in field experience, internship and practicum: 8 credit hours.
6. Maximum number of credit hours from physical education courses and music performance courses: four credit hours each.
7. Time limit: three years. After three years have elapsed from the time of initial matriculation in the University, the student must apply for readmission.

Program Requirements

- ❑ Associate of Arts 60
  - ❑ Biblical Studies 8
    - ❑ Choose three credits from 3
      - BTM 101 Engaging with Bible: How to Read the Bible in the 21st Century
      - BTM 111 Sacred Stories: Exploring the Spiritual & Theological Depth of the Old Testament
    - ❑ Choose three credits from 3
      - BTM 102 Engaging with the Bible: How to Read the Bible in the 21st Century Writing
      - BTM 112 Jesus & the Subversion of Empires: History & Theology of the New Testament
    - ❑ Choose remaining credits from: 2
      - Any other BTM courses
      - HIST 331/332
  - ❑ Writing and Communication 9
    - ❑ WR 121 English Composition* 3
    - ❑ WR 123 Research and Writing 3
    - ❑ Any Communication course 3
  - ❑ Human Thought and Culture 15

    One course each from following subjects:
    - ❑ History 3
    - ❑ Literature 3
    - ❑ Philosophy 3
    - ❑ Social Sciences 3

      Select a lower-division level course from Psychology, Sociology, Anthropology, Economics, Political Science, Geography, and Linguistics.
    - ❑ Engagement in a Diverse World 3

      ANTH 210 Cultural Anthropology

      BUS 219 Global Business Management

      COMM 220 Intercultural Communication

      HIST 240 History of the Pacific Northwest

      PHL 260 World Philosophies

      SOC 200 Introduction to Sociology
  - ❑ Mathematics and Science 8

    One course of each:
    - ❑ College-level mathematics course, MATH 105 or higher 3
    - ❑ Science with lab 4
    - ❑ Computer science or technology elective 1
  - ❑ Electives 20

*WR 121 will be waived for students who transfer in WR 123 without 121.

General Education Requirements for Bachelor Degrees

Purpose

Wisdom, Faith, and Service stand as pillars of a Bushnell University education, and this is never more true than in the General Education curriculum. Far from implying a diffuse or shallow approach to learning, "general" here points to the intersection of all specializations around the common font of knowledge: the one who is the Truth incarnate. As such, Bushnell's General Education ushers students into encounters with reality—that is, with truth—in ways that bolster their own practice of wisdom, that thicken the cords of their faith, and that erupt into the service of their neighbor and the world.

Objectives

General Education at Bushnell University provides students with a foundation of knowledge and skills that augments their chosen areas of study, placing these disciplines in a broader context so that students are prepared to thoughtfully and holistically reflect Christ in the world.

Aligning with University's mission, General Education curriculum equips students to:

1. Wisdom
    a. Engage information critically and communicate it competently;
    b. Exercise sound reasoning and judgment;
2. Faith
    a. Integrate faith and learning;
    b. Examine the Bible in its historical context to facilitate contemporary application;
3. Service
    a. Investigate models from the liberal arts and sciences to attain knowledge of the world and its needs; and
    b. Gain understanding of cultural differences and the perspectives of others within society and in a diverse world.

Requirements

- ❑ Biblical Studies 8
    - ❑ BTM 111 Sacred Stories: Exploring the Spiritual & Theological Depth of the Old Testament 3
    - ❑ BTM 112 Jesus & the Subversion of Empires: History & Theology of the New Testament 3
    - ❑ Choose remaining credits from: 2
        - Any other BTM courses
        - HIST 331/332
- ❑ Writing and Communication 9
    - ❑ WR 121 English Composition* 3
    - ❑ WR 123 English Composition 3
    - ❑ Any Communication course 3
- ❑ Human Thought and Culture 15

One course from each of the following subjects:

- ❑ History 3
- ❑ Literature 3
- ❑ Philosophy 3
- ❑ Social Sciences 3

  Select a lower-division level course from Psychology, Sociology, Anthropology, Economics, Political Science, Geography, and Linguistics.

- ❑ Engagement in a Diverse World 3

  ANTH 210 Cultural Anthropology
  BUS 219 Global Business Management
  COMM 220 Intercultural Communication
  HIST 240 History of the Pacific Northwest
  PHL 260 World Philosophies
  SOC 200 Introduction to Sociology

- ❑ Mathematics and Science 8

  One course of each:

  - ❑ College-level mathematics, 105 or higher 3
  - ❑ Science with lab 4
  - ❑ Computer science or technology elective 1

*WR 121 will be waived for students who transfer in WR 123 without 121.

Accounting (Bachelor of Science)

Program Faculty: Ms. Shelly Hartzell

Purpose

The purpose of the accounting major is to prepare students to become effective and ethically responsible as managers and leaders in the business world and public service sectors. The concentration in accounting focuses on financial and operational objectives for business, government and not-for-profit organizations, supported by a strong liberal arts component.

Combined with courses in management, economics, managerial finance, law, and ethics, an accounting education provides a solid background for careers and advancement in the business community and in other non-business professions.

Objectives

Graduates of this program will be able to:

1. Explain the basic concepts of the core areas of business.
2. Apply ethical principles and Christian values to organizational decision making.
3. Employ critical thinking to inform decision making in core areas of business.
4. Demonstrate professional communication skills for business settings.
5. Interpret the impact of globalization on business decision making.
6. Make use of U.S. Generally Accepted Accounting Principles (GAAP) in convergence with International Financial Reporting Standards (IFRS).
7. Illustrate federal taxation professional and legal responsibilities.
8. Identify auditing and attestation theories, standards, and procedures.

Program Requirements

Course Prerequisites

- ❑ MATH 105 Introduction to College Mathematics or higher

Major Prerequisites

- ❑ ACTG 211 Principles of Accounting I
- ❑ ACTG 212 Principles of Accounting II
- ❑ ECON 201 Microeconomics
- ❑ ECON 202 Macroeconomics

Major Requirements

- ❑ Accounting Major 36
  - ❑ ACTG 341 Intermediate Accounting I 3
  - ❑ ACTG 342 Intermediate Accounting II 3
  - ❑ *ACTG 345 Cost Accounting 3
  - ❑ ACTG 370 Accounting Data Analytics 3
  - ❑ ACTG 430 Federal Income Tax 3
  - ❑ ACTG 431 Federal Income Tax – Corporations, Partnerships, Estates, & Trusts 3
  - ❑ ACTG 440 Auditing I 3
  - ❑ ACTG 499 Advanced Accounting 3

- ❑ *BUS 450 Managerial Finance 3
- ❑ MATH 315 Applied Statistics 3
- ❑ WR 311 Business and Professional Writing and Communication 3

Additional Requirements for Dual Degree Pathway

Bachelor of Science in Accounting + Master of Business Administration: Finance Concentration

1. Maintain 3.0 GPA.
2. Meet with their SBLT Faculty Mentor at least once per semester for the duration of the pathway.
3. Once students have been formally admitted to the dual pathway major and reach senior status (at least 90 credits) they may take two graduate courses (6 credits) as an undergraduate. Students would need to be currently enrolled in at least 12 undergraduate credits that semester in order to add a graduate course to their schedule.*
4. Once the student has completed their undergraduate degree, they would officially move automatically into Graduate School for the remainder of their pathway. No additional enrollment steps are required in the pathway.

*These courses can be substituted for approved graduate-level courses of the same theme for students approved for the Dual Degree Pathway.

Minor in Accounting

Prerequisites

- ❑ BUS 310 Principles of Management and Leadership

Minor Requirements

- ❑ Accounting Minor 18
  - ❑ ACTG 211 Principles of Accounting I 3
  - ❑ ACTG 212 Principles of Accounting II 3
  - ❑ ACTG 341 Intermediate Accounting I 3
  - ❑ ACTG 342 Intermediate Accounting II 3
  - ❑ Choose six credits from the following 6

    ACTG 345 Cost Accounting
    ACTG 370 Accounting Data Analytics
    ACTG 430 Federal Income Tax
    ACTG 431 Federal Income Tax – Corporations, Partnerships, Estates, & Trusts
    ACTG 440 Auditing I

Business (Bachelor of Science)

Program Faculty: Dr. Peter Diffenderfer, Ms. Shelly Hartzell, Ms. Christy Silverthorne

Purpose

The Bachelor of Science in Business provides a solid foundation in the functional aspects of business organizations including accounting, economics, human services, marketing, management, information systems, diversity and globalization. While studying the core subjects, students will examine in-depth a wide spectrum of business-related issues, such as how to organize and run a business; how to identify business opportunities and to create value; how to understand the changing definitions of profit and success in a global and diverse marketplace; and the causes of business success and failure.

Objectives

1. Develop ideas in multiple formats that articulate and promote business, using marketing and other related disciplines.
2. Address a complex business problem applying methods and tools from economics and accounting.
3. Demonstrate ethical decision-making in business and develop strategies, practices, and policies that advance ethical management practices in dealing with change.
4. Locate, evaluate and apply information, using a variety of tools regarding a complex business problem.
5. Demonstrate the self-awareness and habits required to identify, integrate, and apply new information and skills that increase personal and professional effectiveness in business contexts.
6. Integrate and apply concepts, theories, strategies, and tactics of business management to develop actionable solutions to business problems.
7. Apply knowledge of diversity and the global economy in analyzing business problems.
8. Illustrate knowledge of effective teamwork in groups, using organizational behavior principles.

Program Requirements

Major Requirements

- ❑ Business Major 36
  - ❑ ACTG 211 Principles of Accounting I 3
  - ❑ BUS 240 Business as Mission 3
  - ❑ BUS 310 Principles of Management and Leadership 3
  - ❑ BUS 315 Human Resources Management 3
  - ❑ BUS 331/530 Marketing Strategy 3
  - ❑ BUS 360 Management of Information Systems 3
  - ❑ BUS 370 Legal and Ethical Issues in Business & Management 3
  - ❑ BUS 415 Group & Org Behavior 3
  - ❑ BUS 499 Business Strategy and Policy 3
  - ❑ CIS 124 Advanced Office Systems 3
  - ❑ ECON 355/555 Managerial Economics 3

- ❑ LSHP 350/550 Leadership, Diversity, & Globalization 3

Minor in Business Administration

- ❑ Business Administration Minor 18
  - ❑ BUS 310 Principles of Management and Leadership 3
  - ❑ MKTG 230 Intro to Marketing 3
  - ❑ Choose four courses from the following: 12

    BUS 219 Global Business Management
    BUS 315 Human Resource Management
    BUS 360 Management of Information Systems
    BUS 370 Legal and Ethical Issues in Business & Management
    BUS 410 Operations Management
    BUS 415 Group and Organizational Behavior
    BUS 450 Managerial Finance
    MKTG 432 Branding, Advertising, and Promotion
    MKTG 433 Sales Strategy and Management

Minor in Marketing

Prerequisites

- ❑ BUS 120 Introduction to Business and Entrepreneurship
- ❑ MKTG 230 Intro to Marketing

Minor Requirements

- ❑ Marketing Minor 18
  - ❑ MKTG 235 Digital Marketing 3
  - ❑ MKTG 434 Consumer Behavior 3
  - ❑ Choose 12 credits from the following 12

    MKTG 340 Social Media Marketing Campaigns
    MKTG 350 Content Marketing and SEO
    MKTG 360 Digital Analytics
    MKTG 370 Multimedia Communication
    MKTG 370L Multimedia Communication Lab
    MKTG 381 Paid Media
    MKTG 382 Email Marketing
    MKTG 383 Customer Acquisition
    MKTG 420 Digital Communications for Community Good
    MKTG 431 Marketing Research
    MKTG 432 Branding, Advertising, and Promotion
    MKTG 433 Sales Strategy and Management
    MKTG 436 Sports Marketing
    MKTG 481 Conversion Optimization

Criminal Justice Minor

Purpose

To enable students to:

1. Develop an understanding of the components of the criminal justice system;
2. Enter or advance in careers in the criminal justice field;
3. Pursue academics that enrich other Bushnell University majors, e.g. Psychology, Business Administration.

Objectives

Graduates of this program will:

1. Demonstrate an understanding of the American criminal justice system and the legal, theoretical, and public policy issues that are relevant to it.
2. Be equipped to apply ethical decision making processes in the criminal justice arena.
3. Demonstrate familiarity with current research across sub-disciplines in criminal justice.
4. Demonstrate an ethical, global, and socially just view of criminal justice.

Minor Requirements

- ❑ Criminal Justice Minor 18
  - ❑ CJ 201 Introduction to Criminal Justice 3
  - ❑ CJ 320 Issues in Ethics in Criminal Justice 3
  - ❑ CJ 353 Criminology 3
  - ❑ Choose nine credits of upper division CJ courses 9

Finance (Bachelor of Science)

Program Faculty: Ms. Shelly Hartzell

Purpose

The Finance program is built to meet the evolving demands of the finance industry by combining hands-on skill development with broad exposure to traditional and emerging finance roles. As companies increasingly seek finance professionals who are not just analytically strong but also technologically fluent and strategically minded, this program delivers a curriculum that prepares students to stand out.

Objectives

Graduates of this program will:

2. Produce a comprehensive knowledge of the core principles and concepts related to business.
3. Integrate a knowledge and understanding of the role of Christian leadership, ethics, and service in effectively addressing business issues and decisions.
4. Develop comprehensive financial analyses and valuation models using industry-standard methodologies (DCF, comps) to inform strategic investment and financing decisions.
5. Evaluate investment opportunities and construct optimized portfolios using risk-return analysis, modern portfolio theory, and asset allocation strategies that align with investor objectives and market conditions.
6. Assess how financial markets, institutions, and regulatory frameworks facilitate capital flows, and evaluate how monetary policy and economic indicators influence financial decision-making.
7. Design strategic financial solutions for complex corporate finance challenges, including capital structure optimization, M&A analysis, and advanced firm valuation for complex financing.
8. Demonstrate professional competency by effectively communicating insights, planning strategically, and applying emerging technologies and industry practices to solve contemporary financial and business challenges.

Program Requirements

Course Prerequisites

- ❑ MATH 105 Introduction to College Mathematics or higher

Major Prerequisites

- ❑ ACTG 211 Principles of Accounting I
- ❑ ACTG 212 Principles of Accounting II
- ❑ ECON 201 Microeconomics
- ❑ ECON 202 Macroeconomics

Major Requirements

- ❑ Finance Major 45
  - ❑ BUS 120 Introduction to Business and Entrepreneurship 3
  - ❑ BUS 310 Principles of Management and Leadership 3
  - ❑ BUS 360 Management of Information Systems 3

- ❑ BUS 370 Legal and Ethical Issues in Business & Management 3
- ❑ MATH 315 Applied Statistics 3
- ❑ WR 311 Business and Professional Writing and Communication 3
- ❑ FINAN I Excel for Business & Finance 3
- ❑ FINAN II Career Navigation and Exploration in Finance 3
- ❑ ^FINAN III Financial Markets and Institutions 3
- ❑ ^FINAN IV Corporate Finance 3
- ❑ ^FINAN V Investments 3
- ❑ ^FINAN VI Financial Modeling and Valuation 3
- ❑ ^FINAN X Strategic Financial Analysis Capstone 3
- ❑ Choose six credits from the following 6
  - ^FINAN VII – Portfolio Management
  - ^FINAN VIII – Future of Finance
  - ^FINAN IX – Advanced Corporate Finance

Minor in Finance

Minor Prerequisites

- ❑ ACTG 211 Principles of Accounting I
- ❑ ACTG 212 Principles of Accounting II
- ❑ MATH 315 Applied Statistics

Minor Requirements

- ❑ Finance Minor 18
  - ❑ FINAN I Excel for Business & Finance 3
  - ❑ ^FINAN III Financial Markets and Institutions 3
  - ❑ ^FINAN IV Corporate Finance 3
  - ❑ ^FINAN V Investments 3
  - ❑ ^FINAN VI Financial Modeling and Valuation 3
  - ❑ ^FINAN VII – Portfolio Management 3

^Indicates Upper Division through Rize Education (See Courses Taken Through Consortiums)

Interdisciplinary Studies (Bachelor of Arts or Bachelor of Science)

Program Faculty: Dr. James Berry

Purpose

Bushnell University offers an interdisciplinary studies program that helps students customize their degree programs. This major is ideal for the student who has wide-ranging interests in several academic areas.

In consultation with the program advisor, students may design a course of study involving three academic areas, with a minimum of 11 credit hours in each area. At least eight hours of the coursework in each area must be in the upper division. In addition, students must complete three hours in IDS 495 (Internship) or complete IDS 499 (Senior Capstone). The total number of credit hours required for the major is 36. Prior to enrollment in the major or within the first semester of enrollment in the major, students are required to meet with the major's faculty advisor to discuss the student's desired academic and vocational goals.

The degree type (Bachelor of Arts or Bachelor of Science) will be determined by the majority of the three selected disciplines.

Objectives

Graduates from the IDS major will:

1. Demonstrate holistic and creative thinking from a Christian worldview.
2. Acquire a basic knowledge and understanding of each academic area that comprises the major.
3. Read and think critically, write and speak clearly and persuasively, and conduct research effectively.
4. Build the foundation to prepare for desired vocations or selected graduate programs.
5. Pursue the goal of transformative leadership in their lives.

Program Requirements

- ❑ Interdisciplinary Studies Major 36
  - ❑ Area I 11
    Must include 8 upper division credits
  - ❑ Area 2 11
    Must include 8 upper division credits
  - ❑ Area 3 11
    Must include 8 upper division credits
  - ❑ Choose one of the following 3
    IDS 495 Internship
    IDS 499 Senior Capstone

Interdisciplinary Studies areas can be chosen from the following options (fully online concentrations are bolded):

Accounting	Creative Writing
Bible & Theology	**Criminal Justice**

Biblical Languages	Digital Marketing
Biology	English
Business (choose one from)	Exercise Science
• **Business**	Graphic Design & Digital Media
• Leadership	**History**
• **Management & Leadership**	**Marketing**
Christian Apologetics	Mathematics
Christian Ministry (choose one from)	Music
• Christian Ministry	Psychology (choose one from)
• Pastoral Ministry	• **Pre-Counseling**
• Youth Ministry	• **Psychology**
Coaching & Athletic Administration	Public Relations
Communication (choose one from)	Spanish
• **Communication**	Sports and Recreation Management
• Relational Communication	**Teacher Education**
Computer Science	Written Communication

Nursing (Accelerated Bachelor of Science)

Program Faculty: Ms. Janet Welch, Ms. Katy Lemieux, Ms. Riki Smith

Purpose

The School of Nursing provides a rigorous Christ-centered education that develops and inspires competent, compassionate, and ethical professional nurses who practice to the full extent of their scope of practice to serve diverse communities and promote health and healing.

Objectives

Graduates of this program will be able to:

1. Integrate nursing knowledge and ways of knowing along with knowledge from the liberal arts and sciences into nursing practice.
2. Demonstrate clinical judgment in the provision of holistic, socially just, compassionate, ethical, evidence-based, person-centered care to diverse populations across the age continuum.
3. Implement knowledge of social determinants of health, principles of health promotion, and disease management to advance emergency preparedness, equitable health policy, and local, national, and global population health outcomes.
4. Apply knowledge of the ethical research process, and critique of research to integrate best evidence and advance the scholarship of nursing practice.
5. Integrate emerging principles of safety and quality improvement science in care delivery to improve health outcomes and contribute to a culture of client, provider and environmental safety.
6. Communicate and collaborate intentionally and effectively across professions and with care team members, individuals, families, and communities to optimize care and strengthen health outcomes.
7. Provide ethical leadership within complex health care systems to identify areas of inequity, encourage innovation and evidence-based practice, and optimize cost effective care.
8. Use information and informatics processes, and communication and healthcare technologies, to manage information, support decision making, and deliver safe, high quality health care.
9. Explain how healthcare policy, ethical comportment, and economic, legal, regulatory, and socio-cultural factors impact healthcare and the complex considerations in the scope of nursing practice.
10. Develop a professional nursing identity that embraces the values of integrity, altruism, inclusivity, compassion, courage, humility, advocacy, caring, self-care and lifelong learning.

Program Requirements

Pre-Nursing

Student official records will indicate they are pursuing a Pre-Nursing major prior to starting major coursework. Students may pursue work in the Online Program while they are Pre-Nursing, but once admitted to the program will be required to be in person.

Eligibility and Academic Progress

- Students must maintain current clinical entry requirements, including but not limited to American Heart Association Basic Life Support certificate, current health insurance, and all immunizations.
- Students must regularly participate in all nursing classroom, online, skills lab, simulation and clinical courses. In the absence of extenuating circumstances *and* communication with course or clinical faculty, a student who does not participate in any of their courses for two consecutive weeks may be academically withdrawn or dropped.
- Students must receive a grade of a C (73%) or better in all ABSN courses.
- Students may repeat two different nursing courses *one time* on a space available basis. Students who do not achieve a C (73%) or better for any repeated nursing course will be dismissed from the ABSN program.
    - Tutoring and other academic support services may be encouraged when a student's cumulative GPA falls below 2.0 and/or course grade(s) fall below 73% (C).

Clinical Practice

Students will have the opportunity to participate in learning activities in a variety of settings. These may be in acute care hospitals, clinics, schools, specialty hospitals, and community-based care settings. Assigned clinical rotations may be any day of the week and any hour of the day, including traditional day, evening, and night shifts, and may be at sites up to 75 miles from the Bushnell University campus. Students are responsible for their own transportation.

Requirements for Practice-Based Courses

Students enrolling in a nursing course will, at their own expense, obtain and submit proof of the following in preparation for their capstone practice experience:

5. Criminal Background Check to include social security number trace, state/national criminal background history, sex offender registry check, and Office of the Inspector General List of Excluded Individuals and Entities (OIG LEIE) check performed by Advanced Reporting.
6. Clean Substance Abuse 10 Panel Urine Drug Screen + Alcohol
    a. The Criminal Background Check and Substance Abuse 10 Panel + Alcohol Urine Drug Screen will be completed no more than 3 months prior to the first semester and no later than week 4 of the first session a student is enrolled in.
7. All students will submit proof of the following a minimum of three weeks prior to the start date of NURS 367P: Chronic and Mental Health Clinical.
    a. Current American Heart Association Basic Life Support certification
    b. Immunizations (seasonal flu, hepatitis B, varicella, measles, mumps, rubella, tetanus, diphtheria, and pertussis)
    c. 2-step PPD test OR QuantiFERON-TB Gold for TB screening
    d. Signed Prior Training or Education Attestation Form.
    e. Other required healthcare organization or community agency specific documents.
8. A registration hold will be placed when required documents are not received as outlined above and/or students will be withdrawn from their practice-based courses.

Major Prerequisites

Minimum of B- grade:

- ❑ BIOL 200/200L General Biology with Lab
- ❑ BIOL 311/311L Human Anatomy and Physiology I and Lab
- ❑ BIOL 312/312L Human Anatomy and Physiology II and Lab
- ❑ BIOL 330/330L Microbiology and Lab
- ❑ NUTR 220 Nutrition
- ❑ PSY 320 Human Development
- ❑ 3 credits of biological/physical science, social science, or humanities

Major Requirements

- ❑ Accelerated Bachelor of Science in Nursing Major 44
  - ❑ NURS 360 Pathophysiology and Pharmacology for Nurses 3
  - ❑ NURS 362 Health Assessment Across the Lifespan 2
  - ❑ NURS 364 Nursing Skills Lab I 1
  - ❑ NURS 366 Nursing Care & Management of the Chronically Ill Theory 3
  - ❑ NURS 367P Chronic and Mental Health Clinical 4
  - ❑ NURS 368 Mental Health Nursing Theory 2
  - ❑ NURS 370 Nursing Knowledge & Scholarship 3
  - ❑ NURS 460 Population Health Nursing & Wellness Theory 3
  - ❑ NURS 461P Population Health and Childbearing Family Clinical 4
  - ❑ NURS 462 Nursing Care of Complex & Acute Adults Theory 3
  - ❑ NURS 462P Acute Clinical 3
  - ❑ NURS 464 Nursing Skills Lab II 2
  - ❑ NURS 468 Nursing Leadership & Management of Care 3
  - ❑ NURS 470 Nursing Care of Childbearing Families & Children Theory 3
  - ❑ NURS 472P Transition to Professional Nursing Practice 5

Psychology (Bachelor of Science)

Program Faculty: Dr. Erin Mueller, Dr. Catherine Skaggs

Purpose

The emphasis of the psychology major is to equip students with a strong foundation in psychological science. Students will study the scientific study of biological, social, and psychological factors; apply psychology to everyday experiences; learn to read, think, and write critically; and consider psychological science from a Christian perspective.

Purpose for the Forensic Psychology Concentration

In addition to the Purpose in the Bachelor of Science in Psychology, the purpose of this concentration is to prepare undergraduate students who are interested in pursuing graduate education in forensic psychology or related fields.

Objectives

Graduates of this program will:

1. Demonstrate a working knowledge base of psychology.
2. Demonstrate scientific inquiry and critical thinking skills.
3. Apply ethical standards to evaluate psychological explanations and practices and adopt values that build community in a diverse world.
4. Demonstrate effective communication skills in a variety of formats.
5. Apply psychological knowledge, skills, and values in occupational pursuits.
6. Apply Christian faith to an understanding of psychological science.

Objectives for the Forensic Psychology Concentration

In addition to the objectives for the Psychology major, graduates of this concentration will:

1. Demonstrate a working knowledge base of psychological principles as applies to the criminal justice system.
2. Demonstrate knowledge of forensic psychological evaluations and assessment in criminal cases.

Program Requirements

Course Prerequisites

- ❑ MATH 105 Introduction to College Mathematics or higher

Major Prerequisites

- ❑ PSY 200 General Psychology

Forensic Psychology Concentration Prerequisites

  - ❑ ANTH 210 Cultural Anthropology or SOC 200 Introduction to Sociology
  - ❑ CJ 201 Introduction to Criminal Justice

Major Requirements

- ❑ Requirements for Psychology Major 36-39
  - ❑ MATH 315 Applied Statistics 3
  - ❑ PSY 320 Human Development 3
  - ❑ PSY 340 Social Psychology 3

- ❑ PSY 350 Research Methods 3
- ❑ PSY 370 Cognition 3
- ❑ PSY 390 Behavioral Neuroscience 3
- ❑ PSY 420 Neurodiverse Psychology 3
- ❑ PSY 499 Senior Capstone 3
- ❑ Choose one of the additional requirements options below 12-15

❑ **Psychology** without a Concentration 12

- ❑ PSY 330 Psychology of Learning 3
- ❑ PSY 380 Theories of Personality 3
- ❑ Choose six other PSY credits 6

❑ **Forensic Psychology** Concentration 15

- ❑ PSY 315 Forensic Psychology 3
- ❑ Choose six credits from the following 6

  CJ 330 Corrections in the 21st Century
  CJ 331 Law and Criminal Procedure
  CJ 340 Criminal Investigation
  CJ 353 Criminology
  CJ 420 Juvenile Justice System
  CJ 440 Victimology

- ❑ Choose six credits from the following 6

  PSY 211 Cross-Cultural Psychology
  PSY 380 Theories of Personality
  PSY 414 Psychology of Human Sexuality
  PSY 430 Psychology of Addictive Behaviors
  PSY 465 Introduction to Counseling Skills
  PSY 475 Psychology of Trauma

Minor in Psychology

Prerequisites

- ❑ PSY 200 General Psychology

Minor Requirements

❑ Requirements for Psychology Minor 18

- ❑ PSY 320 Human Development 3
- ❑ PSY 340 Social Psychology 3
- ❑ PSY 370 Cognition 3
- ❑ PSY 420 Neurodiverse Psychology 3
- ❑ Choose six other PSY credits 6

Teacher Education (Bachelor of Science)

Program Faculty: Dr. Brian Kaelin, Mr. Ray Ricks, Dr. Marilyn Williams, Ms. Jenée Cázares, Dr. Susan Inman

Purpose

Consistent with this mission of Bushnell University, the elementary and secondary education majors are offered online in an environment that is student-centric and faith-oriented. The curriculum is designed to integrate a broad Christian liberal arts academic preparation with research-based education methods and relevant field experiences in a purposeful and explicit fashion. Preparation addresses the needs and priorities of elementary and secondary teachers for today and in the future. The Oregon Teacher Standards and Practices Commission accredits the Bushnell University teacher preparation program.

Objectives

1) Standard 1:
   a) Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
   b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
   c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
2) Standard 2:
   a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content
   b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3) Standard 3:
   a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
   b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills and pedagogy, as well as learners and the community context.
   c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
4) Standard 4:
   a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the

effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being.

Program Requirements

Admission to the Teacher Education Program

Prior to admission to the teacher education program students must earn a "C-" or better in all EDUC prefix courses, as well as attain a cumulative GPA of 2.75.

In addition to the teacher education application, the following are required:

1. Official transcripts of all undergraduate coursework to date.
2. A minimum undergraduate GPA of 2.75.
3. A statement of purpose 2-3 pages double spaced that clearly indicates career history, professional goals and professional guiding principles.
4. Current resume.
5. One letter of recommendation that specifically addresses the academic ability, work performance and character of applicant.
6. Two disposition assessments
7. Personal interview with the Admissions Committee.

Students with a bachelor's degree who want to earn an additional bachelor's degree and Oregon licensure must complete additional credits in Bible per the catalog year. Post-baccalaureate students may complete the program for licensure only without the Bible requirement. Students are responsible to satisfy the conditions specified in the "Education Program" manual edition current for their catalog year.

Continuing Teacher Education Program Requirements

- Students must maintain a grade of B- or better in all major classes and must maintain an overall GPA of 2.75 or greater.
- All Teacher Education students must successfully pass all required Field Experiences; passing criteria are specified for each Field Experience, including field observations and evaluations from the Cooperating Teacher and Bushnell University Field Supervisor.

Elementary Concentration Prerequisites

- ❑ MATH 211 Mathematics for Elementary Teachers
- ❑ MATH 212 Mathematics for Elementary Teachers

Secondary Concentration Prerequisites

- ❑ MATH 105 Introduction to College Mathematics or higher

Major Requirements

- ❑ General Requirements for Education Major 36
  - ❑ EDUC 302 Foundations of Education and Diversity 2
  - ❑ EDUC 322 Classroom Management, Diverse Populations, & Exceptional Learners 3
  - ❑ EDUC 353 Connecting Curriculum, Instruction, and Assessment..... 2

- ❑ EDUC 415 Faith Integration Seminar 2
- ❑ EDUC 435 Minor Field Experience 2
- ❑ EDUC 437A EdTPA Support Seminar 2
- ❑ EDUC 437B EdTPA Support Seminar 1
- ❑ EDUC 475 Major Field Experience 2
- ❑ EDUC 496 Student Teaching 8
- ❑ Choose one of the required concentrations listed below 12

❑ **Elementary** Concentration 12

- ❑ EDUC 331 Child Development & Learning Theory 3
- ❑ EDUC 332 Interdisciplinary Methods 3
- ❑ EDUC 342 Elementary Literacy Methods 3
- ❑ EDUC 372 Elementary Math and Science Methods 3

❑ **Secondary** Concentration 12

(Required in addition to content endorsement classes)

- ❑ EDUC 360 Literacy Methods for All Content Areas 3
- ❑ EDUC 371 Adolescent Development & Learning Theory 3
- ❑ Choose one Methods Course 3

  EDUC 362 Secondary Language Arts Methods
  EDUC 367 Secondary Mathematics Methods
  PHED 429 PE Methods for All Grades

- ❑ Choose one Methods Course 3

  EDUC 324 Secondary Health Methods
  EDUC 366 Secondary Science Methods
  EDUC 368 Secondary Social Studies Methods

Endorsements

Each online endorsement requires additional coursework. To be certified and recommended to the state by the school for licensure with an endorsement, students must take the required coursework listed for their respective endorsement area(s) or work with their faculty advisors to map out an approved alternative academic plan. Check each course for prerequisites.

❑ Physical Education 8

- ❑ PHED 383 Introduction to Movement 2
- ❑ PHED 384 Adaptive Physical Education 2
- ❑ PHED 429 PE Methods for All Grades 2
- ❑ PHED 485 Physical Education Practicum 2

❑ Special Education 18

- ❑ SPED 301 Foundations of Special Education I 1
- ❑ SPED 302 Foundations of Special Education II 1
- ❑ SPED 303 Foundations of Special Education III 1
- ❑ SPED 310 Interventions for Accessibility and Functional Skills 2
- ❑ SPED 320 Assessment and Evaluation in Special Education 2
- ❑ SPED 330 Advanced Classroom and Behavior Management 2

- ❑ SPED 340 Special Education History and Current Issues 2
- ❑ SPED 350 Academic Instructional Supports and Universal Design for Learning 2
- ❑ SPED 395 Special Education Field Experience I..... 1
- ❑ SPED 396 Special Education Field Experience II..... 1
- ❑ SPED 495 Special Education Field Experience III..... 3

Dual Degree Pathway Requirements

Bachelor of Science in Teacher Education + Master of Education, or Bachelor of Science in Teacher Education + Graduate Certificate

1. Maintain 3.0 GPA.
2. Meet with their Teacher Education Faculty Mentor at least once per semester for the duration of the pathway.
3. Once students have been formally admitted to the dual pathway major and reach senior status (at least 90 credits) they may take two graduate courses (up to 8 credits) as an undergraduate. Students would need to be currently enrolled in at least 12 undergraduate credits that semester in order to add a graduate course to their schedule.*
4. Once the student has completed their undergraduate degree, they would officially move automatically into Graduate School for the remainder of their pathway. No additional enrollment steps are required in the pathway.

Dual Degree Pathway Substitution List*

Undergraduate Course	Graduate Course Substitution
EDUC 380 School Law	EDUC 581 Advanced School Law
EDUC 326 Exceptional Learner	EDUC 525 Exceptional Learner
ESOL 310 Second Lang. Acquisition & Applied Ling.	ESOL 510 Second Lang. Acquisition & Applied Ling.
ESOL 415 English Grammar and Syntax	ESOL 615 English Grammar and Syntax
ESOL 420 Theory, Methods, and Assessment I	ESOL 520 Theory, Methods, and Assessment I
ESOL 425 Theory, Methods, and Assessment II	ESOL 625 Theory, Methods, and Assessment II
PHED 383 Introduction to Movement	PHED 583 Introduction to Movement
PHED 384 Adaptive Physical Education	PHED 584 Adaptive Physical Education
PHED 429 PE Methods for All Grades	PHED 629 PE Methods for All Grades

Graduate Programs

Areas of Study

Business Administration (MBA) Artificial Intelligence Business Analytics Cybersecurity Finance Healthcare Administration Management & Leadership	Leadership (MA) Business Administration Church Leadership Higher Education Leadership Interdisciplinary Non-Profit
Clinical Mental Health Counseling (MA)	Mental Health and Human Behavior (MA)
Education (M.Ed.) English for Speakers of Other Languages Physical Education Reading Intervention Special Education	Philosophy (M.Phil)
	School Counseling (MA)
	Sports Management (MA)
	Theology & Culture (MA)
	Teaching (MA)

Coursework in the Clinical Mental Health Counseling Program, School Counseling Program, and Master of Education program is completed onsite with classes offered in the evenings and online. *Practica* and internship experiences, in addition to coursework, are part of the counseling programs. Master of Arts in Theology and Culture has a two-week residency in the summer semesters.

Master of Business Administration (MBA)

Program Faculty: Dr. Peter Diffenderfer, Ms. Shelly Hartzell

Purpose

The purpose of the Master of Business Administration (MBA) Program is to assist students in the study and integration of business administration theory. The 12-month online program is designed for those who want to expand their knowledge, skills, and abilities in business. In addition, the program's intent is to also complement the student's work experiences and expand their career opportunities.

As the capstone for the program, students are required to develop a Business Portfolio over the duration of the 12 offered courses. Near graduation time, the final aggregated project will be evaluated by business faculty. Once the project is approved and signed off, the student will receive their diploma.

Objectives

Upon completion of the Master of Business Administration Program, candidates will be able to demonstrate:

1. Students will be able to analyze the advanced concepts of the core areas of business.
2. Students will be able to apply ethical principles and Christian values to organizational challenges.
3. Students will be able to employ advanced thinking to make appropriate decisions to solve complex business problems.
4. Students will be able to proficiently employ professional communication skills required to effectively present complex information to diverse audiences.
5. Students will be able to discuss the varied impacts of globalization on business decision making.
6. Students will be able to evaluate sustainable practices in a business environment.

Requirements

Program Requirements

- ❑ Master of Business Administration 36
  - ❑ ACTG 510 Fundamentals of Accounting 3
  - ❑ BUS 501 Organizational Behavior 3
  - ❑ FIN 610 Fundamentals of Finance 3
  - ❑ BUS 625 Business Ethics 3
  - ❑ BUS 665 Strategy and Managerial Decision Making 3
  - ❑ ECON 555 Managerial Economics 3
  - ❑ LSHP 610 Stewardship of Financial Resources 3
  - ❑ Choose three credits from the following 3
    - BUS 695 Internship
    - BUS 698 Executive Leadership Research Capstone
  - ❑ Choose a Concentration 12

- ❑ **Artificial Intelligence** Concentration 12
  - ❑ AIMBA I Generative AI for Managers 3
  - ❑ AIMBA II Business Use Cases for AI 3
  - ❑ AIMBA III AI Governance and Ethics 3
  - ❑ AIMBA IV Managing AI Projects 3
- ❑ **Business Analytics** Concentration 12
  - ❑ BZMBA I Storytelling with Data 3
  - ❑ BZMBA II Spreadsheet Modeling for Decision-Making 3
  - ❑ BZMBA III Python for Business Analytics 3
  - ❑ BZMBA IV Managing AI Projects 3
- ❑ **Cybersecurity** Concentration 12
  - ❑ CYMBA I Information Governance, Risk Management, and Compliance 3
  - ❑ CYMBA II Network Architectures for Cyber Managers 3
  - ❑ CYMBA III Cyber Risk Management and Strategy 3
  - ❑ CYMBA IV Executive Cyber Defense 3
- ❑ **Finance** Concentration 12
  - ❑ BUS 550 Managerial Finance 3
  - ❑ BUS 663 International Financial Management 3
  - ❑ FIN 620 Personal Finance Accounting 3
  - ❑ FIN 640 Investment Analysis and Portfolio Management 3
- ❑ **Healthcare Administration** Concentration 12
  - ❑ HAMBA I Structure and Economics of the US Healthcare System 3
  - ❑ HAMBA II Management of Healthcare Organizations 3
  - ❑ HAMBA III Data Analysis for Healthcare Management 3
  - ❑ HAMBA IV Healthcare Finance 3
- ❑ **Management & Leadership** Concentration 12
  - ❑ BUS 525 Leadership Strategies 3
  - ❑ BUS 530 Marketing Strategy 3
  - ❑ BUS 610 Operations and Service Management 3
  - ❑ BUS 615 Human Resource Management 3

Master of Arts (MA) in Clinical Mental Health Counseling

Program Faculty: Dr. Marilyn Montgomery, Dr. Darleen Dempster, Dr. Ashley Jackson, Rebecca Tsuchiya, Dr. Angela Burdick-McPhee, Dr. Gene. James.

Purpose

The Master of Arts in Clinical Mental Health Counseling degree trains students in the art and science of counseling. The program is approved by CACREP (Counsel for Accreditation of Counseling and Related Educational Programs) and fulfills the educational requirements of the Oregon Board of Licensed Professional Counselors and Therapists. Together with a Christian frame of reference and Christian faculty, our program is distinctive in several important ways.

First, students gain a solid foundation of counseling skills, procedures, and theories based on current research. Building upon that base, students are encouraged to develop a theoretical orientation to counseling that matches their own interests and value system. Students implement and refine their personal approach to counseling in their second year, seeing clients while undergoing clinical supervision in Bushnell University's onsite counseling training center or in the community.

Additionally, students individualize their own program through electives and their choice of internship site and focus on a special population, clinical issue, and evidence-based treatment modality. Thus, students gain a balance between a broad perspective of counseling and training in an area of interest.

Graduates of the program meet the educational and experience requirements leading to Oregon licensure as a professional counselor (LPC). LPCs offer counseling services to individuals, groups, and organizations in public, private or other settings. These services may be in the areas of personal-social concerns, mental health challenges, educational programs, and career decisions. Counseling services include the use of culturally informed, evidenced based counseling techniques with individuals, families, and groups; diagnosis and assessment methods, and research activities.

The 60-credit curriculum consists of core coursework, an elective course in a specialty area, and fieldwork in applied clinical experience through both practicum and internship. Fieldwork consists of a minimum of 700 total clock hours and 280 direct service hours. The delivery format of coursework includes face-to-face, online, and hybrid (combination of face-to-face and online instruction). All program faculty are professional clinicians with diverse theoretical backgrounds and assist students in developing their clinical skills and a professional counselor identity.

As the capstone for the program, students are required to complete a final project. The project includes a comprehensive paper and public presentation of their approach to counseling, based on a hypothetical case, with recommendations to the field. Once the capstone project is approved by faculty and all program requirements have been met, the student is advanced to candidacy and may apply for graduation.

Objectives

Upon completion of the Master of Arts in Clinical Mental Health Program, candidates will be able to:

1. Develop and exhibit a professional identity as a clinical mental health counselor, as evidenced by active preparation for licensure, other counseling credentials, and membership in relevant professional associations.
2. Articulate a personal model of counseling for individual, family, career, and group work informed by counseling theory and research.
3. Conduct a comprehensive mental health assessment including a diagnostic impression, cultural assessment, risk assessment, and other assessments relevant to a case.
4. Formulate and monitor the effectiveness of developmentally relevant, trauma-informed, and culturally sustaining biopsychosocial treatment plans with measurable outcomes for the clients.
5. Model professional dispositions, ethical practices, and adherence to legal requirements for counselors in relationships with clients, peers, supervisors, other professionals, and self.
6. Employ awareness of social, spiritual, and cultural factors impacting counselors and clients while engaging in client-centered counseling practices with diverse client populations.
7. Develop strategies and resources for interfacing with integrated behavioral health care professionals and networks within the continuum of care.

Requirements

Personal Growth Requirement

All Clinical Mental Health students are required to participate in a minimum of 10 sessions of individual counseling as a client during the clinical training sequence (e.g., enrollment in CMHC 520 and/or Fieldwork courses). This requirement reflects the belief that it is important for developing counselors to experience counseling first-hand from a client perspective while in the role of a counselor. Additionally, this requirement promotes ongoing personal identity development and increasing self-awareness, both of which are critical in the work of counseling.

Group Counseling/Facilitation Requirement

All Clinical Mental Health Counseling students are required to lead or co-lead a minimum of three (3) counseling or psychoeducational group sessions, conducted in-person or virtually, during the course of their internship. This requirement reflects the belief that it is important for developing counselors to gain direct experience in facilitating group processes and dynamics. Additionally, this requirement promotes the development of clinical competence, collaboration skills, and confidence in leading groups, competencies that are critical in the work of counseling.

Professionalism Requirement

All CMHC students must be evaluated by faculty as meeting or exceeding all criteria for *Counseling Dispositions and Behaviors* described in the Counselor Competencies Scale – Revised (CCS-R) during their final Fieldwork course.

Program Requirements

- ❑ Master of Arts in Clinical Mental Health Counseling 60
  - ❑ CMHC 500 Professional Orientation 3
  - ❑ CMHC 507 Special Topics 2
  - ❑ CMHC 511 Counseling Theories and Applications 3
  - ❑ CMHC 520 Helping Relationships 3

- ❑ CMHC 530 Ethical and Legal Issues 3
- ❑ CMHC 540 Counseling Research and Program Evaluation 3
- ❑ CMHC 550 Group Counseling and Group Dynamics 3
- ❑ CMHC 560 Human Growth and Development 3
- ❑ CMHC 570 Career Counseling and Development 3
- ❑ CMHC 590 Counseling in a Multicultural Society 3
- ❑ CMHC 601 Family Counseling 3
- ❑ CMHC 611 Clinical Diagnosis in Counseling 3
- ❑ CMHC 612 Assessment and Appraisal 3
- ❑ CMHC 620 Addiction Issues in Counseling 3
- ❑ CMHC 630 Crisis, Grief, and Trauma Counseling 3
- ❑ CMHC 640 Psychopharmacology and Advanced Practice Issues 3
- ❑ CMHC 685 Clinical Practicum 3
- ❑ CMHC 695 Clinical Internship I 3
- ❑ CMHC 696 Clinical Internship II 3
- ❑ CMHC 699 Capstone 2
- ❑ Choose two credits from the following 2

  Additional CMHC 507 Special Topics

  CMHC 697 Clinical Internship Continuation

Master of Education (M.Ed.)

Program Faculty: Dr. Brian Kaelin, Mr. Ray Ricks, Dr. Marilyn Williams, Ms. Jenée Cázares, Ms. Tammara Bovee, Dr. Susan Inman

Purpose

The purpose of the Master of Education program is to strengthen the educator's professional practices and perspectives. The program is designed to support highly qualified teachers who exemplify high standards of leadership, professionalism, scholarship and ethical behavior within the framework of best educational practices. The program provides practical strategies to encourage active engagement, innovative practice, and foster unity within diverse classrooms and communities.

Objectives

The Master of Education program candidates will be able to demonstrate:

1. Advanced knowledge of the teaching/learning process and demonstrate an exemplary level of competence in all aspects of teaching.
2. Increased knowledge of content information.
3. Commitment to professional excellence and professional leadership.
4. Ethical and professional responsibilities of teachers and an understanding of the teacher's role as a leader in the community.
5. Multicultural competencies and advocacy in relation to diversity, equity, opportunity and achievement in student learning and development.
6. Strengthened professional identity of each teacher to include the habits of scholarship (use and evaluation of research, participation in research, evaluation of programs).

Requirements

Limitations

- No P/NP grading option is allowed in certificate programs except in those courses in which P/NP is the only grading option.
- No certificate requirements can be earned through the use of CLEP or Prior Learning Assessment (PLA) credits.
- A minimum of three quarters of the certificate coursework must be completed through Bushnell University coursework.
- Time limit: three years. After three years have elapsed from the time of initial matriculation in the University, the student must apply for readmission unless the student has been in continuous attendance, is pursuing an additional program, and remains within the time limit for that program (e.g. a student pursuing a degree and a certificate at the same time may complete within the allotted timeframe for the degree).

Reading Intervention and Special Education Concentrations Pre/Co-requisites

- ❑ EDUC 326/525 Exceptional Learners

Program Requirements

- ❑ Master of Education 30-31
  - ❑ EDUC 555 Research Methods 3
  - ❑ EDUC 575 Ethics, Values and Faith Within the Education Setting 2

- ❑ EDUC 665 Action Research 3
- ❑ Choose a Concentration 22-23

❑ **English for Speakers of Other Languages** (ESOL) Concentration 23

- ❑ EDUC 500 Graduate Writing Seminar 1
- ❑ EDUC 580 Curriculum Design and Instruction 3
- ❑ EDUC 581 Advanced School Law 2
- ❑ EDUC 680 Advanced Technology as an Instructional Tool 3
- ❑ EDUC 685 ESOL Practicum 2
- ❑ ESOL 510 Second Language Acquisition and Applied Linguistics 3
- ❑ ESOL 520 Theory, Methods, and Assessment I 3
- ❑ ESOL 615 English Grammar and Syntax 3
- ❑ ESOL 625 ESOL Theory, Methods, and Assessment II 3

❑ **Physical Education** (P.E.) Concentration 22

- ❑ EDUC 500 Graduate Writing Seminar 1
- ❑ EDUC 525 Exceptional Learner 2
- ❑ EDUC 565 Culturally Responsive Teaching 3
- ❑ EDUC 580 Curriculum Design and Instruction 3
- ❑ EDUC 581 Advanced School Law 2
- ❑ EDUC 680 Advanced Technology as an Instructional Tool 3
- ❑ PHED 583 Introduction to Movement 2
- ❑ PHED 584 Adaptive Physical Education 2
- ❑ PHED 629 PE Methods for All Grades 2
- ❑ PHED 685 Physical Education Practicum 2

❑ **Reading Intervention** Concentration 23

- ❑ EDUC 680 Advanced Technology as an Instructional Tool 3
- ❑ EDUC 581 Advanced School Law 2
- ❑ READ 501 Foundations and Current Issues in Literacy 3
- ❑ READ 510 Best Practices in Reading and Writing 3
- ❑ READ 515 Culturally Responsive Literacy 2
- ❑ READ 520 Emergent Literacy 2
- ❑ READ 530 Reading and Writing in Content Areas 2
- ❑ READ 525 Diagnostic Assessment and Application of Reading Research 3
- ❑ READ 685 Reading Practicum 2
- ❑ READ 690 Reading Interventionist Practices 1

❑ **Special Education** Concentration 22

- ❑ EDUC 500 Graduate Writing Seminar 1
- ❑ EDUC 565 Culturally Responsive Teaching 3
- ❑ SPED 501 Foundations of Special Education I 1
- ❑ SPED 502 Foundations of Special Education II 1
- ❑ SPED 503 Foundations of Special Education III 1

- ❑ SPED 510 Interventions for Accessibility and Functional Skills 2
- ❑ SPED 520 Assessment and Evaluation in Special Education 2
- ❑ SPED 530 Advanced Classroom and Behavior Management 2
- ❑ SPED 540 Special Education History and Current Issues 2
- ❑ SPED 550 Academic Instructional Supports and Universal Design for Learning 2
- ❑ SPED 595 Special Education Field Experience I..... 1
- ❑ SPED 596 Special Education Field Experience II..... 1
- ❑ SPED 695 Special Education Field Experience III 3

Master of Arts (MA) in Leadership

Purpose

The Master of Arts in Leadership (MA) embodies the essence of Bushnell University's mission to foster wisdom, faith, and service. This program is designed for seasoned leaders and aspiring leaders to engage with principles of best practice, to sharpen their own self-understanding as leaders, and to sharpen their skill set for more effective leadership in the groups and organizations where they serve. The program builds upon the strengths of Bushnell University's own senior leadership team and provides students the opportunity to focus their studies upon areas of leadership that are of particular interest to them.

Objectives

Graduates from the MA in Leadership Studies will be equipped to:

1. Facilitate personal growth and leadership effectiveness.
2. Integrate wisdom, faith, and service in the leadership of complex organizations.
3. Impact positive change and empower mission fulfillment.
4. Nurture, mentor, develop leadership skills in other members of the organization.
5. Navigate complex social & cultural systems on a local and global spectrum.
6. Practice principled stewardship of organizational resources (people & systems).

Requirements

- ❑ Master of Arts in Leadership 36
  - ❑ LSHP 510 Leadership, Wisdom, Faith and Service 3
  - ❑ LSHP 520 Leadership, Self-assessment and Self-care 3
  - ❑ LSHP 550 Leadership, Diversity and Globalization 3
  - ❑ LSHP 570 Leadership and Mission Fulfillment 3
  - ❑ LSHP 610 Stewardship of Financial Resources 3
  - ❑ Choose three credits from the following 3
    - BUS 501 Organizational Behavior
    - LSHP 540 Organizational Leadership
  - ❑ Choose three credits from the following 3
    - BUS 525 Leadership Strategies
    - LSHP 560 Leadership and Management
  - ❑ Choose three credits from the following 3
    - LSHP 695 Internship
    - LSHP 698 Executive Leadership Research Capstone
  - ❑ Choose a Concentration 12
- ❑ **Business Administration** Concentration 12
  - ❑ Choose 12 credits of graduate ACTG, BUS, or ECON courses 12
- ❑ **Church Leadership** Concentration 12
  - ❑ CHL 610 Biblical Theology of Leadership 3
  - ❑ CHL 620 Ministry as Mission—Church Leadership in Changing Times 3
  - ❑ Choose six credits of graduate ACTG, BUS, ECON, NPFL, or HEDL courses 6

- ❑ **Higher Education Leadership** Concentration 12
  - ❑ HEDL 610 History of Education and Current Practices 3
  - ❑ HEDL 620 Programs and Function of College Student Personnel 3
  - ❑ HEDL 630 Law and Ethics in Higher Education 3
  - ❑ Choose three credits from the following 3

    HEDL 640 Vocational Calling
    Any graduate ACTG, BUS, ECON, or NPFL course
- ❑ **Non-Profit** Concentration 12
  - ❑ BUS 530 Marketing Strategy 3
  - ❑ NPFL 610 Volunteer Leadership 3
  - ❑ NPFL 620 Legal and Ethical Issues for Non-Profit Organizations 3
  - ❑ Choose three credits from the following 3

    Any Business Administration Concentration course
    Any graduate ACTG, BUS, CHL, ECON, or HEDL course
- ❑ **Interdisciplinary** Concentration 12
  - ❑ Choose 12 credits of graduate ACTG, BUS, CHL, ECON, HEDL, or NPFL courses .12

Master of Arts (MA) in Mental Health and Human Behavior

Program Faculty: Dr. Marilyn Montgomery, Dr. Darleen Dempster, Dr. Ashley Jackson, Rebecca Tsuchiya, Dr. Angela Burdick-McPhee, Dr. Gene James

Purpose

The Master of Arts in Mental Health & Human Behavior program is designed for behavioral sciences, education, psychology, or social services professionals seeking to advance in their field and those pursuing careers serving public or private social and behavioral services settings. The program emphasizes ethical and multicultural considerations and presents a range of individual and community-based issues associated with human behavior and the advocacy, education, and leadership knowledge and skills to use to address them. **This degree program is not designed to meet licensure requirements for the counseling, psychology, or social work professions.** Students enter this program through Clinical Mental Health Counseling Faculty recommendation or requirements.

The 38-credit required curriculum consists of core coursework in counseling theories and approaches, courses in the specialty area of Mental Health & Human Behavior. Classes are geared to practical application. The delivery format of coursework includes face-to-face, online, and hybrid (combination of face-to-face and online instruction). Once the coursework is completed and signed off by MHHB faculty, MHHB students are eligible to be advanced to candidacy and may apply for graduation.

Objectives

Upon completion of the Master of Arts in Mental Health and Human Behavior, candidates will be able to:

1. Demonstrate an understanding of social science theories and foundations of human behavior.
2. Model professional ethical practices and adhere to legal requirements for members of the helping profession.
3. Demonstrate an awareness of current social issues affecting clients, including substance abuse, crime and violence, homelessness and unemployment, child and elder abuse, and sexual abuse.
4. Demonstrate tolerance and respect for differences among people and be able to work with a variety of individuals from diverse cultural and socioeconomic backgrounds.
5. Collaborate with community networks, treatment teams, medical doctors, and referral resources to establish continuity of care for clients.

Requirements

- ❑ Master of Arts in Mental Health and Human Behavior 38
  - ❑ CMHC 500 Professional Orientation 3
  - ❑ CMHC 511 Counseling Theories and Applications 3
  - ❑ CMHC 530 Ethical and Legal Issues 3
  - ❑ CMHC 540 Counseling Research and Program Evaluation 3
  - ❑ CMHC 550 Group Counseling and Group Dynamics 3
  - ❑ CMHC 560 Human Growth and Development 3

- ❑ CMHC 570 Career Counseling and Development 3
- ❑ CMHC 590 Counseling in a Multicultural Society 3
- ❑ CMHC 601 Family Counseling 3
- ❑ CMHC 611 Clinical Diagnosis in Counseling 3
- ❑ CMHC 620 Addiction Issues in Counseling 3
- ❑ CMHC 630 Crisis, Grief, and Trauma Counseling 3
- ❑ CMHC 699 Capstone 2

Master of Philosophy (M.Phil.)

Program Faculty: Dr. Agametochukwu Iheanyi-Igwe

Purpose

The M.Phil. provides an opportunity for students with advanced graduate standing to complete a rigorous research degree program in an area of focus, personal interest, theology, or another area of the humanities. Upon acceptance into the program, M.Phil. candidates will work under the supervision and mentorship of an approved Bushnell University faculty member to develop and conduct a course of substantial, original research culminating in a master's thesis. Primarily, the program will accommodate students who have completed some level of graduate studies in theology or another area of the humanities and who 1) have not yet completed a graduate degree in theology; or 2) wish to complete an additional degree to enhance career and/or education opportunities; or 3) simply wish to continue their pursuit of life-long learning.

Objectives

Graduates of the M.Phil. will:

1. Demonstrate expertise in original research and writing at the graduate level by producing a master's thesis of publishable quality.
2. Contribute substantively to their respective professions (specifically) and to the discipline of humanities (in general) through conducting original and innovative research.
3. Gain new opportunities for personal and professional advancement.

Requirements

- ❑ Master of Philosophy:..... 21 Credits (Minimum)
  - ❑ BTM 507 Foundation Studies * (determined on an individual basis)..... 6-12 Credits
  - ❑ PHL 651 Supervised Research 3
  - ❑ PHL 652 Supervised Research 3
  - ❑ PHL 653 Supervised Research 3
  - ❑ PHL 654 Supervised Research 3
  - ❑ PHL 690 M.Phil. Thesis..... 3

*BTM 507 Foundation Studies may be satisfied by appropriate courses in other areas of the humanities as approved by the faculty supervisor.

Master of Arts (MA) in School Counseling

Program Faculty: Mr. Ray Ricks, Ms. Shirley Lathrop

Purpose

Bushnell University offers a Master of Arts degree in school counseling, which trains students to become successful school counselors in K-12 public or private schools. The program is accredited by the Teacher Standards and Practices Commission (TSPC) in conjunction with the Oregon Educational Act for the 21st Century. Together with a Christian frame of reference and Christian faculty, this program provides students with a solid foundation of counseling skills and theories to promote the academic, social, and emotional development of children based on current research. Building upon that base, students learn to develop a comprehensive school counseling program and a professional identity as a school counselor that reflects their values as to the welfare of children, quality of academic performance, and safety in schools.

Additionally, students individualize their own program through choices of topics on papers and presentations in their required coursework and through choice of authorization level (early childhood/elementary or middle level/high school) and internship site. Track I is designed for students who hold a valid teaching license and can provide documentation for two, or more, years for full-time teaching experience. Track II is designed for students who do not hold a valid teaching license or hold a valid teaching license and have less than two years of documented full-time teaching experience.

Objectives

Upon completion of the Master of Arts in School Counseling Program, candidates will:

1. Demonstrate ethical and legal consideration specifically related to the practice of school counseling.
2. Demonstrate knowledge of theories and processes of effective counseling and wellness programs for individual students and groups of students.
3. Demonstrate multicultural competencies and advocacy in relations to diversity, equity and opportunity in student learning and development.
4. Understand the influence of multiple factors that may affect the personal, social, and academic functioning of students and the use of various forms of assessments for these.
5. Demonstrate how to critically evaluate research relevant to the practice of school counseling and apply those research findings to the field.
6. Understand and evaluate programs designed to enhance student academic, school to work transition, career planning, social and emotional development.
7. Know strategies and methods for collaborating with school staff, parents, families and community members to empower them to act on behalf of their children.
8. Understand the school counselor's role in student assistance programs, school leadership, curriculum and advisory meetings.

Requirements

*Prerequisites**

- ❑ PSY 320 Human Development (or an equivalent upper division course in human development and behavior)

  *This course may be taken concurrently in the first semester of coursework.

- ❑ Master of Arts in School Counseling (Track I) 51

  Track I is designed for students who hold a valid teaching license and can provide documentation for two, or more, years for full-time teaching experience.

  - ❑ SCOUN 510 Child/Adolescent Development and Mental Health 3
  - ❑ SCOUN 518 Introduction to the Counseling Profession 3
  - ❑ SCOUN 520 Counseling Theories and Skills I 3
  - ❑ SCOUN 530 Counseling Theories and Skills II 3
  - ❑ SCOUN 540 Ethical and Legal Issues in Counseling 3
  - ❑ SCOUN 560 Crisis Management 3
  - ❑ SCOUN 570 Group Counseling 3
  - ❑ SCOUN 580 Counseling Diverse Populations 3
  - ❑ SCOUN 620 Substance Abuse and Violence Prevention 3
  - ❑ SCOUN 622 Early Childhood/Elementary Counseling 3
  - ❑ SCOUN 624 Middle School/High School Counseling 3
  - ❑ SCOUN 630 Introduction to Family Systems 3
  - ❑ SCOUN 660 Career Development and Counseling 3
  - ❑ SCOUN 670 Academic/Behavioral Appraisal and Intervention 3
  - ❑ SCOUN 680 Research and APA Writing 3
  - ❑ SCOUN 695 Internship/Group Supervision 6

- ❑ Master of Arts in School Counseling (Track II) 57

  Track II is designed for students who do not hold a valid teaching license or hold a valid teaching license and have less than two years of documented full-time teaching experience.

  - ❑ SCOUN 510 Child/Adolescent Development and Mental Health 3
  - ❑ *SCOUN 515 Instructional Strategies and Classroom Management 2
  - ❑ *SCOUN 516 Curriculum Development and Technology 1
  - ❑ *SCOUN 517 Student Teaching Practicum 3
  - ❑ SCOUN 518 Introduction to the Counseling Profession 3
  - ❑ SCOUN 520 Counseling Theories and Skills I 3
  - ❑ SCOUN 530 Counseling Theories and Skills II 3
  - ❑ SCOUN 540 Ethical and Legal Issues in Counseling 3
  - ❑ SCOUN 560 Crisis Management 3
  - ❑ SCOUN 570 Group Counseling 3
  - ❑ SCOUN 580 Counseling Diverse Populations 3
  - ❑ SCOUN 620 Substance Abuse and Violence Prevention 3
  - ❑ SCOUN 622 Early Childhood/Elementary Counseling 3

- ❑ SCOUN 624 Middle School/High School Counseling 3
- ❑ SCOUN 630 Introduction to Family Systems 3
- ❑ SCOUN 660 Career Development and Counseling 3
- ❑ SCOUN 670 Academic/Behavioral Appraisal and Intervention 3
- ❑ SCOUN 680 Research and APA Writing 3
- ❑ SCOUN 695 Internship/Group Supervision 6

*These courses are required for Track II students who do not hold a valid teaching license or hold a valid teaching license but have less than two years full-time documented teaching experience.

Master of Arts in Sports Management

Program Faculty: Dr. Peter Diffenderfer

Purpose

The Master of Arts in Sports Management prepares students for executive careers in events and facility management, sports marketing, athlete representation, sports analytics, sports media and the sporting goods industry, working with professional teams and leagues, leading school district programs, working with non-profit or community athletics, and in collegiate athletics. The program is designed to prepare graduates for careers in this rapidly expanding field. Students will learn to recognize issues facing sports industry leaders and make sound, ethical business decisions; identify revenue streams and expenses for sports organizations; understand legal terms, operational structure and contract clauses; and apply analytic and research skills to solve problems and increase performance for sports-related businesses.

Objectives

1. Upon completion of the Master of Arts degree, students will:
2. Acquire skills and knowledge necessary to perform in a variety of sport roles.
3. Develop an in-depth understanding of sport management.
4. Receive preparation for diverse employment opportunities
5. Utilize ethics when making decisions concerning professional and personal behaviors.
6. Utilize research for problem-solving.
7. Apply practical skills needed in the sports management arena including strategy, budgeting, personnel, legal, and planning.
8. Demonstrate understanding of the profession through case studies, internships, or other practical applications.

Requirements

- ❑ Master of Arts in Sports Management 36
  - ❑ BUS 610 Operations & Service Management 3
  - ❑ BUS 625 Business Ethics 3
  - ❑ SPMGT 510 Sports Management & Society 3
  - ❑ SPMGT 520 Sports Law 3
  - ❑ SPMGT 530 Coaching Fundamentals 3
  - ❑ SPMGT 540 Sports Budgeting and Fundraising 3
  - ❑ SPMGT 550 Sports Data Analytics 3
  - ❑ SPMGT 560 Current Topics in Sports Management 3
  - ❑ Choose one of the following 3

    SPMGT 695 Sports Management Internship
    SPMGT 699 Research Capstone
  - ❑ Choose three of the following 9

    BUS 501 Organizational Behavior
    BUS 525 Leadership Strategies
    BUS 530 Marketing Strategy

(Continued on next page)

BUS 550 Managerial Finance
BUS 615 Human Resource Management
BUS 665 Strategy and Managerial Decision Making

Master of Arts (MA) in Theology and Culture

Program Faculty: Dr. A.J. Swoboda

Purpose

The Master of Arts in Theology and Culture is designed to equip Christian leaders, pastors, and laity with a theologically historic and orthodox approach to worldview, formation, and discipleship for the express purpose of supporting ministry in an evolving 21st-century. While the program will serve pastors as one of its core constituencies, it also provides the theological and pastoral formation needed by lay and non-paid pastoral leaders in a post-Christian context.

Objectives

Graduates of this program will:

1. Articulate the biblical basis for historic Christian theology and explain its contemporary relevance amid competing ideas.
2. Provide a clear, bold, and compassionate response to current cultural issues, drawing upon scriptural interpretation and theological reflection.
3. Demonstrate relational skills that foster a nurturing community environment, through cohort-based collaborative projects and constructive peer feedback.
4. Demonstrate ongoing personal spiritual formation and discipleship informed by deep theological reflection.
5. Synthesize critical theological insights with cultural exegesis to advance Christian mission and witness for our time.

Requirements

- ❑ Master of Arts in Theology and Culture 36
  - ❑ THEO 510 Biblical and Theological Orthodoxy 3
  - ❑ THEO 520 Scripture and Canon 3
  - ❑ THEO 530 Trinity 3
  - ❑ THEO 540 Christology 3
  - ❑ THEO 550 Pneumatology 3
  - ❑ THEO 620 Cultural Exegesis and Engagement 3
  - ❑ THEO 630 Identity, Sexuality, and Gender 3
  - ❑ THEO 640 Politics 3
  - ❑ THEO 650 Justice, Race, and a Flourishing World 3
  - ❑ THEO 660 Mission and Evangelism 3
  - ❑ THEO 690 Thesis 6

Master of Arts in Teaching (MAT)

Program Faculty: Dr. Brian Kaelin, Mr. Ray Ricks, Dr. Marilyn Williams, Dr. Susan Inman

Purpose

The Bushnell University School of Education and Counseling Master of Arts of Teaching (MAT) is a fully online master's program designed for those seeking a master's degree and initial teaching licensure in the State of Oregon, with specialized synchronous sessions for practical activities in some courses. The courses and standards have been outlined and approved by TSPC. We will provide a strong foundation in ethical thinking needed by licensed teachers in serving diverse children, families, and educational communities. The program is offered in one-year or two-year schedules, for Secondary or Elementary tracks. Students in the program will be required to attend an in-person one-day orientation which will be a part of their initial Connecting Curriculum, Instruction and Assessment course.

Faculty in the program are experienced classroom teachers who support the philosophy that students construct their learning as they grow and develop. With this philosophy in mind, candidates will be able to apply additional skills to enhance the teaching and learning process in their own classrooms.

In this program, you will learn to implement strong classroom management, best teaching practices, well-crafted lesson plans, and useful assessment tools. You will also get a strong understanding of what is expected of teachers and students for state standards and benchmarks. All this takes place in a liberal arts Christian university where your knowledge is broadened, your faith is deepened, and your ethics are grounded.

Objectives

1) Standard 1:
   a) Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
   b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
   c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
2) Standard 2:
   a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content
   b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3) Standard 3:
   a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
   b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills and pedagogy, as well as learners and the community context.
   c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
4) Standard 4:
   a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
   b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being.

Requirements

- ❑ Master of Arts in Teaching 36
  - ❑ EDUC 500 Graduate Writing Seminar 1
  - ❑ EDUC 502 Foundations of Education & Diversity 2
  - ❑ EDUC 521 Classroom Management, Diverse Populations, & Exceptional Learners 3
  - ❑ EDUC 553 Connecting Curriculum, Instruction, & Assessment 2
  - ❑ EDUC 615 Faith Integration Seminar 2
  - ❑ EDUC 635 Minor Field Experience 2
  - ❑ EDUC 637A EdTPA Support Seminar 2
  - ❑ EDUC 637B EdTPA Support Seminar 1
  - ❑ EDUC 695 Major Field Experience 2
  - ❑ EDUC 696 Student Teaching 8
  - ❑ Choose Concentration 11
- ❑ **Elementary** Concentration 11
  - ❑ EDUC 530 Child Development & Learning Theory 2
  - ❑ EDUC 531 Elementary Interdisciplinary Methods 3
  - ❑ EDUC 541 Elementary Literacy Methods & Children's Literature 3
  - ❑ EDUC 572 Elementary Math and Science Methods 3
- ❑ **Secondary** Concentration 11
  - ❑ EDUC 561 Literacy Methods for All Content Areas 3
  - ❑ EDUC 570 Adolescent Development & Learning Theory 2
  - ❑ Choose one Methods Course 3

    EDUC 562 Secondary Language Arts Methods

EDUC 567 Secondary Mathematics Methods
PHED 629 PE Methods for All Grades

- ❑ Choose one Methods Course 3
  - EDUC 524 Secondary Health Methods
  - EDUC 566 Secondary Science Methods
  - EDUC 568 Secondary Social Studies Methods

Endorsements

Each endorsement requires additional coursework. In order to be certified and recommended to the state by the school for licensure with an endorsement, students must take the required coursework listed for their respective endorsement area(s) or work with their faculty advisors to map out an approved alternative academic plan. Check each course for prerequisites.

- ❑ English for Speakers of Other Languages (ESOL) 14
  - ❑ EDUC 685 ESOL Practicum 2
  - ❑ ESOL 510 Second Language Acquisition and Applied Linguistics 3
  - ❑ ESOL 515 English Grammar and Syntax 3
  - ❑ ESOL 520 ESOL Theory, Methods, and Assessment I 3
  - ❑ ESOL 625 ESOL Theory, Methods, and Assessment II 3
- ❑ Physical Education 8
  - ❑ PHED 583 Introduction to Movement 2
  - ❑ PHED 584 Adaptive Physical Education 2
  - ❑ PHED 629 PE Methods for All Grades 2
  - ❑ PHED 685 Physical Education Practicum 2
- ❑ Special Education 18
  - ❑ SPED 501 Foundations of Special Education I 1
  - ❑ SPED 502 Foundations of Special Education II 1
  - ❑ SPED 503 Foundations of Special Education III 1
  - ❑ SPED 510 Interventions for Accessibility and Functional Skills 2
  - ❑ SPED 520 Assessment and Evaluation in Special Education 2
  - ❑ SPED 530 Advanced Classroom and Behavior Management 2
  - ❑ SPED 540 Special Education History and Current Issues 2
  - ❑ SPED 550 Academic Instructional Supports and Universal Design for Learning 2
  - ❑ SPED 595 Special Education Field Experience I 1
  - ❑ SPED 596 Special Education Field Experience II 1
  - ❑ SPED 695 Special Education Field Experience III 3
- ❑ Reading Endorsement 18
  - ❑ READ 501 Foundations and Current Issues in Literacy 3
  - ❑ READ 510 Best Practices in Reading and Writing 3
  - ❑ READ 515 Culturally Responsive Literacy 2
  - ❑ READ 520 Emergent Literacy 2
  - ❑ READ 525 Diagnostic Assessment and Application of Reading Research 2

- ❑ READ 530 Reading and Writing in Content Areas 3
- ❑ READ 685 Reading Practicum 2
- ❑ READ 690 Reading Interventionist Practices 1

Post–Baccalaureate Programs of Study

Accelerated Bachelor of Science in Nursing (BS)

Program Faculty: Ms. Janet Welch, Ms. Katy Lemieux

Purpose

The purpose of this program is to prepare:

- Ethical nurse leaders who function to the full extent of their education and scope of practice.
- Professional, competent, compassionate, respectful, and skillful nurses who positively impact the health of individuals, families, communities, and populations.
- Nurses grounded in the arts, sciences, knowledge, and values of the nursing discipline.

Objectives

Graduates of this program will be able to:

1. Integrate nursing knowledge and ways of knowing along with knowledge from the liberal arts and sciences into nursing practice.
2. Demonstrate clinical judgment in the provision of holistic, socially just, compassionate, ethical, evidence-based, person-centered care to diverse populations across the age continuum.
3. Implement knowledge of social determinants of health, principles of health promotion, and disease management to advance emergency preparedness, equitable health policy, and local, national, and global population health outcomes.
4. Apply knowledge of the ethical research process, and critique of research to integrate best evidence and advance the scholarship of nursing practice.
5. Integrate emerging principles of safety and quality improvement science in care delivery to improve health outcomes and contribute to a culture of client, provider and environmental safety.
6. Communicate and collaborate intentionally and effectively across professions and with care team members, individuals, families, and communities to optimize care and strengthen health outcomes.
7. Provide ethical leadership within complex health care systems to identify areas of inequity, encourage innovation and evidence-based practice, and optimize cost effective care.
8. Use information and informatics processes, and communication and healthcare technologies, to manage information, support decision making, and deliver safe, high quality health care.
9. Explain how healthcare policy, ethical comportment, and economic, legal, regulatory, and socio-cultural factors impact healthcare and the complex considerations in the scope of nursing practice.
10. Develop a professional nursing identity that embraces the Bushnell University School of Nursing Behaviors Implying the Presence of Professional Values.

Requirements

Eligibility and Academic Progress

- Students must maintain current clinical entry requirements, including but not limited to American Heart Association Basic Life Support certificate, current health insurance, and all immunizations.
- Students must regularly participate in all nursing classroom, online, skills lab, and clinical courses. In the absence of extenuating circumstances *and* communication with course or clinical faculty, a student who does not participate in any of their courses for two consecutive weeks may be academically withdrawn or dropped.
- Students must receive a grade of a C (73%) or better in all ABSN courses.
- Students may repeat two different nursing courses *one time* on a space available basis. Students who do not achieve a C (73%) or better for any repeated nursing course will be dismissed from the ABSN program.
- Tutoring and other academic support services may be encouraged when a student's cumulative GPA falls below 2.0 and/or course grade(s) fall below 73% (C).

Clinical Practice

- Students will have the opportunity to participate in learning activities in a variety of settings. These may be in acute care hospitals, clinics, schools, specialty hospitals, and community-based care settings. Assigned clinical rotations may be any day of the week and any hour of the day, including traditional day, evening, and night shifts, and may be at sites up to 75 miles from the Bushnell University campus. Students are responsible for their own transportation.

Requirements for Practice-Based Courses

Students enrolling in a nursing course will, at their own expense, obtain and submit proof of the following in preparation for their capstone practice experience:

1. Criminal Background Check to include social security number trace, state/national criminal background history, sex offender registry check, and Office of the Inspector General List of Excluded Individuals and Entities (OIG LEIE) check performed by Advanced Reporting.
2. Clean Substance Abuse 10 Panel Urine Drug Screen + Alcohol
    a. The Criminal Background Check and Substance Abuse 10 Panel + Alcohol Urine Drug Screen will be completed no more than 3 months prior to the first semester and no later than week 4 of the first session a student is enrolled in.
3. All students will submit proof of the following a minimum of three weeks prior to the start date of NURS 367P: Chronic and Mental Health Clinical.
    a. Current American Heart Association Basic Life Support certification
    b. Immunizations (seasonal flu, hepatitis B, varicella, measles, mumps, rubella, tetanus, diphtheria, pertussis, and full vaccination against COVID-19)
    c. 2-step PPD test OR QuantiFERON-TB Gold for TB screening
    d. Signed Prior Training or Education Attestation Form.
    e. Other required healthcare organization or community agency specific documents.
4. A registration hold will be placed when required documents are not received as outlined above and/or students will be withdrawn from their practice-based courses.

- ❑ Accelerated Bachelor of Science in Nursing Major 44
  - ❑ NURS 360 Pathophysiology and Pharmacology for Nurses 3
  - ❑ NURS 362 Health Assessment Across the Lifespan** 2
  - ❑ NURS 364 Nursing Skills Lab I 1
  - ❑ NURS 366 Nursing Care & Management of the Chronically Ill Theory 3
  - ❑ NURS 367P Chronic and Mental Health Clinical 4
  - ❑ NURS 368 Mental Health Nursing Theory 2
  - ❑ NURS 370 Nursing Knowledge & Scholarship** 3
  - ❑ NURS 460 Population Health Nursing & Wellness Theory 3
  - ❑ NURS 461P Population Health and Childbearing Family Clinical 4
  - ❑ NURS 462 Nursing Care of Complex & Acute Adults Theory 3
  - ❑ NURS 462P Acute Clinical 3
  - ❑ NURS 464 Nursing Skills Lab II 2
  - ❑ NURS 468 Nursing Leadership & Management of Care** 3
  - ❑ NURS 470 Nursing Care of Childbearing Families & Children Theory 3
  - ❑ NURS 472P Transition to Professional Nursing Practice 5

** Meets General Education Bible and Christian Ministry Studies hours

English for Speakers of Other Languages (ESOL) Certificate

Program Faculty: Ms. Jenée Cázares

Purpose

Faculty members work together to prepare highly qualified, culturally competent educators who possess the skills to teach English Language Learners. Educators are prepared to teach reading, writing, listening and speaking as an ELD/ESL specialist or in the mainstream classroom.

Objectives

1. Content Knowledge
    a. Are knowledgeable in English grammar and syntax.
    b. Demonstrate excellent reading, writing, listening and speaking skills in English.
    c. Apply major language teaching methods in the field of ESL/classroom and current teaching practices.
    d. Apply linguistics knowledge to create lesson plans.
    e. Compare historical and modern immigration patterns.
    f. Understand the benefits of bilingualism.
    g. Are knowledgeable in ELL education laws and policies.
2. Best Practices
    a. Apply major language teaching methods in the field of ESL/classroom and current teaching practices.
    b. Apply linguistics knowledge to create lesson plans.
    c. Design lesson plans using ESOL teaching strategies.
    d. Evaluate ELL levels and abilities and create appropriate instruction.
    e. Apply strategies to help students maintain their native/heritage language.
3. Cultural Competency
    a. Respect students from all cultures, languages and backgrounds.
    b. Compare historical and modern immigration patterns.
    c. Are knowledgeable about culture and the factors that affect it.
    d. Recognize factors that affect ELL students inside and outside the classroom.
    e. Understand the benefits of bilingualism.
    f. Apply strategies to help students maintain their native/heritage language(s) and culture(s).
4. Applied Linguistics
    a. Respect students from all cultures, languages and backgrounds.
    b. Analyze and assess spoken English through applied linguistics.

Limitations

1. No P/NP grading option is allowed in certificate programs except in those courses in which P/NP is the only grading option.
2. No certificate requirements can be earned through the use of CLEP or Prior Learning Assessment (PLA) credits.
3. A minimum of three quarters of the certificate coursework must be completed through Bushnell University coursework.
5. Time limit: three years. After three years have elapsed from the time of initial matriculation in the University, the student must apply for readmission unless the student has been in

continuous attendance, is pursuing an additional program, and remains within the time limit for that program (e.g. a student pursuing a degree and a certificate at the same time may complete within the allotted timeframe for the degree).

- ❑ ESOL Certificate 14
  - ❑ EDUC 685 ESOL Practicum 2
  - ❑ ESOL 510 Second Language Acquisition and Applied Linguistics 3
  - ❑ ESOL 520 Theory, Methods, and Assessment I 3
  - ❑ ESOL 615 English Grammar and Syntax 3
  - ❑ ESOL 625 ESOL Theory, Methods, and Assessment II 3

Physical Education (P.E.) Certificate

Program Faculty: Ms. Tammara Bovee

Purpose

The purpose of the Physical Education Certificate is to prepare teachers and/or teacher candidates with the skills to teach physical education for grades PreK – 12. This program includes an understanding of movement and incorporates strategies to inspire students to be active, in the general education setting as well as adaptive PE settings.

Objectives

Teacher Candidates will:

1. Demonstrate an understanding of physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person.
2. Demonstrate an understanding of how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social and emotional development.
3. Demonstrate the ability to use differentiated instruction for diverse learners by demonstrating an understanding of how individuals differ in their approaches to learning and create appropriate instruction opportunities adapted to individual differences.
4. Demonstrate the ability to understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
5. Demonstrate the ability to use a variety of developmentally appropriate instructional strategies to develop physically educated individuals.
6. Demonstrate the ability to use formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity.
7. Demonstrate the ability to reflect and evaluate the effects of her or his actions on others.
8. Demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.
9. Demonstrate the ability to foster relationships with colleagues, parents and guardians and community agencies to support learner's growth and well-being.

Limitations

1. No P/NP grading option is allowed in certificate programs except in those courses in which P/NP is the only grading option.
2. No certificate requirements can be earned through the use of CLEP or Prior Learning Assessment (PLA) credits.
3. A minimum of three quarters of the certificate coursework must be completed through Bushnell University coursework.
4. Time limit: three years. After three years have elapsed from the time of initial matriculation in the University, the student must apply for readmission unless the student has been in continuous attendance, is pursuing an additional program, and remains within the time limit for that program (e.g. a student pursuing a degree and a certificate at the same time may complete within the allotted timeframe for the degree).

Requirements

Certificate Requirements

- ❑ Physical Education Certificate 8
  - ❑ PHED 583 Introduction to Movement 2
  - ❑ PHED 584 Adaptive Physical Education 2
  - ❑ PHED 629 PE Methods for All Grades 2
  - ❑ PHED 685 Physical Education Practicum 2

*These courses are also a part of the Master of Arts in Teaching (graduate level) and BS in Teacher Education (undergraduate level) and can be used to meet either of those degrees as well as the P.E. endorsement.

Reading Intervention Certificate

Program Faculty: Mr. Ray Ricks

Purpose

The Reading Intervention Endorsement program is designed to prepare teachers to become reading specialists and improve their knowledge and skills in teaching reading. Students in this program will be prepared with the ability to diagnose reading difficulties, improve reading instruction to individual students as well as work to collaborate to create an enriched school wide reading program. This program promotes the mission and vision of Bushnell by fostering the application of wisdom, faith, and service to the field of Education.

Objectives

Graduates of this program will:

1. Gain experience in the understanding and teaching of reading and writing.
2. Develop holistic pedagogical knowledge and practices for literacy instruction and intervention.
3. Develop the skills and dispositions for literacy leadership.

Limitations

1. No P/NP grading option is allowed in certificate programs except in those courses in which P/NP is the only grading option.
2. No certificate requirements can be earned through the use of CLEP or Prior Learning Assessment (PLA) credits.
3. A minimum of three quarters of the certificate coursework must be completed through Bushnell University coursework.
4. Time limit: three years. After three years have elapsed from the time of initial matriculation in the University, the student must apply for readmission unless the student has been in continuous attendance, is pursuing an additional program, and remains within the time limit for that program (e.g. a student pursuing a degree and a certificate at the same time may complete within the allotted timeframe for the degree).

Requirements

Program Requirements

- ❑ Reading Intervention Certificate 18
  - ❑ READ 501 Foundations and Current Issues in Literacy 3
  - ❑ READ 510 Best Practices in Reading and Writing 3
  - ❑ READ 515 Culturally Responsive Literacy 2
  - ❑ READ 520 Emergent Literacy 2
  - ❑ READ 525 Diagnostic Assessment and Application of Reading Research 2
  - ❑ READ 530 Reading and Writing in Content Areas 3
  - ❑ READ 685 Reading Practicum 2
  - ❑ READ 690 Reading Interventionist Practices 1

School Counseling Certificate

Program Faculty: Mr. Ray Ricks, Dr. Susan Inman

Purpose

Bushnell University offers a certificate in school counseling, which trains students to become successful school counselors in K-12 public or private schools. The program is accredited by the Teacher Standards and Practices Commission (TSPC) in conjunction with the Oregon Educational Act for the 21st Century. Together with a Christian frame of reference and Christian faculty, this program provides students with a solid foundation of counseling skills and theories to promote the academic, social, and emotional development of children based on current research. Building upon that base, students learn to develop a comprehensive school counseling program and a professional identity as a school counselor that reflects their values as to the welfare of children, quality of academic performance, and safety in schools. Additionally, students individualize their own program through choices of topics on papers and presentations in their required coursework and through choice of authorization level (early childhood/elementary or middle level/high school) and internship site.

Objectives

Upon completion of the School Counseling Certificate, candidates will:

1. Demonstrate ethical and legal consideration specifically related to the practice of school counseling.
2. Demonstrate knowledge of theories and processes of effective counseling and wellness programs for individual students and groups of students.
3. Demonstrate multicultural competencies and advocacy in relations to diversity, equity and opportunity in student learning and development.
4. Understand the influence of multiple factors that may affect the personal, social, and academic functioning of students and the use of various forms of assessments for these.
5. Demonstrate how to critically evaluate research relevant to the practice of school counseling and apply those research findings to the field.
6. Understand and evaluate programs designed to enhance student academic, school to work transition, career planning, social and emotional development.
7. Know strategies and methods for collaborating with school staff, parents, families and community members to empower them to act on behalf of their children.
8. Understand the school counselor's role in student assistance programs, school leadership, curriculum and advisory meetings.

Requirements

Prerequisites

- ❑ *PSY 320 Human Development or an equivalent upper division course in human development and behavior.

  *This course may be taken concurrently in the first semester of coursework.

Certificate Requirements

- ❑ School Counseling Certificate 33
  - ❑ SCOUN 510 Child/Adolescent Development and Mental Health 3
  - ❑ SCOUN 515 Instructional Strategies and Classroom Management 2
  - ❑ SCOUN 516 Curriculum, Development and Technology 1
  - ❑ SCOUN 517 Teaching Practicum 3
  - ❑ SCOUN 518 Introduction to the Counseling Profession 3
  - ❑ SCOUN 540 Ethical and Legal Issues in Counseling 3
  - ❑ SCOUN 622 Early Childhood/Elementary Counseling 3
  - ❑ SCOUN 624 Middle School/High School Counseling 3
  - ❑ SCOUN 670 Academic/Behavioral Appraisal and Intervention 3
  - ❑ SCOUN 660 Career Development and Counseling 3
  - ❑ SCOUN 695 Internship/Group Supervision (Elementary) 3
  - ❑ SCOUN 695 Internship/Group Supervision (Secondary) 3

Special Education Certificate

Program Faculty: Mr. Ray Ricks

Purpose

The Special Education certificate promotes the mission of Bushnell University by fostering an attitude of service and recognizing the contribution of all learners for the betterment of the whole. The curriculum is aligned with the Oregon Teacher Standards and Practices Commission (TSPC) and the Council for Exceptional Children (CEC) and prepares graduates to incorporate safe and effective practices in special education.

Objectives

Graduates of this program will:

1. Understand the current issues surrounding special needs students and families.
2. Be culturally competent and integrate cultural responsiveness to all students and families.
3. Be able to identify a broad range of disabilities and provide an environment that promotes equal access and learning.
4. Practice and implement effective teaching strategies based on accepted philosophies and research.
5. Learn to collaborate and build partnerships within the school community, families, and other advocates.

Limitations

1. No P/NP grading option is allowed in certificate programs except in those courses in which P/NP is the only grading option.
2. No certificate requirements can be earned through the use of CLEP or Prior Learning Assessment (PLA) credits.
3. A minimum of three quarters of the certificate coursework must be completed through Bushnell University coursework.
4. Time limit: three years. After three years have elapsed from the time of initial matriculation in the University, the student must apply for readmission unless the student has been in continuous attendance, is pursuing an additional program, and remains within the time limit for that program (e.g. a student pursuing a degree and a certificate at the same time may complete within the allotted timeframe for the degree).

Requirements

Certificate Requirements

- ❑ Requirements for Special Education Certificate 18
  - ❑ SPED 501 Foundations of Special Education I 1
  - ❑ SPED 502 Foundations of Special Education II 1
  - ❑ SPED 503 Foundations of Special Education III 1
  - ❑ SPED 510 Interventions for Accessibility and Functional Skills 2
  - ❑ SPED 520 Assessment and Evaluation in Special Education 2
  - ❑ SPED 530 Advanced Classroom and Behavior Management 2
  - ❑ SPED 540 Special Education History and Current Issues 2

- ❑ SPED 550 Academic Instructional Supports and Universal Design for Learning 2
- ❑ SPED 595 Special Education Field Experience I..... 1
- ❑ SPED 596 Special Education Field Experience II..... 1
- ❑ SPED 695 Special Education Field Experience III 3

Course Descriptions

Accounting

ACTG 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

ACTG 211 Principles of Accounting I (3) This course examines the basic concepts and principles underlying preparation and use of financial statements, including income determination, cash flow analysis and asset valuation, and the interrelationships between financial statements.

ACTG 212 Principles of Accounting II (3) This course continues to review basic concepts and principles of accounting, including paid-in capital, partnership issues, management accounting, job order costing, CVP analysis, ABC analysis, and budgeting. Prerequisite: ACTG 211.

ACTG 341 Intermediate Accounting I (3) This course provides an in-depth look at financial statements and the information found on them. Various accounting issues are examined with emphasis on assets, liabilities, and problem-solving techniques. Prerequisite: ACTG 212.

ACTG 342 Intermediate Accounting II (3) This course is a continuation of Intermediate Accounting I with an emphasis on equities, problem solving techniques, and ethical issues in accounting. Prerequisite: ACTG 341.

ACTG 345 Cost Accounting (3) This course provides a study of the basic cost accounting concepts and procedures, with emphasis on the development, interpretation, and application of managerial accounting information for planning, control, and decision making. Prerequisite: ACTG 211.

ACTG 370 Accounting Data Analytics (3) Ultimately, business success depends on the organization's ability to make the best use of their data. This course focuses on collecting, cleaning and delivering high quality data that executives can use to make strategic decisions. In this course, students will gain experience working with data and building dashboards using both Excel and Tableau. This course also covers Google Analytics and data attribution modeling. Prerequisites: CIS 101 and MATH 315.

ACTG 430 Federal Income Tax (3) This course examines the basic federal income tax laws as they relate primarily to individuals. Prerequisite: ACTG 212.

ACTG 431 Federal Income Tax – Corporations, Partnerships, Estates, & Trusts (3) An introduction to federal income taxation of business corporations. The course reviews the tax considerations relevant to the various life cycles of a corporation, from incorporation through liquidation. The course also introduces tax laws pertaining to flo-through entities such as S-corporations and partnerships and a review of tax laws as they apply to estates and trusts. Prerequisite: ACTG 430.

ACTG 440 Auditing I (3) In this course students are exposed to the philosophy and environment of the profession, with special attention focused on the nature and economic purpose of auditing

and assurance services, professional standards, professional ethics and conduct, audit planning, internal control, and audit sampling and documentation. Prerequisite: ACTG 212.

ACTG 495 Internship (2-16) Field internships provide an opportunity for students to gain practical work experience in accounting. Internship students work at a designated business or public organization under close supervision of a faculty advisor. Pass/no pass grading option only. Repeatable for up to 16 credits.

ACTG 499 Advanced Accounting Capstone (3) This capstone course is a study of consolidation accounting, foreign transactions issues, the SEC, and other special topics, including a capstone project. Prerequisite: ACTG 342.

ACTG 510 Fundamentals of Accounting (3) This course explores the use of accounting tools as a source of data for managerial decision-making including cash flow, general accounting ledgers, income, financial position, cash, receivables, investments, inventories, liabilities, reconciliations, and financial statements. It will review what accounting information is, how it is developed, how it is used, and what it means.

ACTG 645 Strategic Cost management (3) This course focuses on the concepts and processes of managerial accounting with a focus on the application of decision and control models, ethics, relevant costs, cost-volume-profit analysis, target costing, performance measurement and management control.

ACTG 667 Attestation and Assurance Services (3) This course provides a study of current auditing theory and techniques including audit planning and procedures, role of internal control, risk, ethics, and reporting.

ACTG 680 Advanced Financial Accounting Theory and Practice (3) This course examines and analyzes statements and pronouncements of the Financial Accounting Standards Board, the International Accounting Standards Board, the American Institute of Certified Public Accountants, the American Accounting Association, the Securities and Exchange Commission, and the Government Accounting Standards Board as they relate to accounting practices and financial reporting. Advanced theory in mergers, acquisitions, and international accounting procedures are also studied. Prerequisite: ACTG 342.

Anthropology

ANTH 210 Cultural Anthropology (3) An introduction to cultural anthropology, including definitions and terminology. This includes such ideas as culture, anthropological methodology, and general categories of culture. This course meets diversity study requirements.

ANTH 310 Ethnographic Interview (3) This course prepares students to explore socio-cultural situations they encounter in the U.S.A. and throughout the world by enabling them to help people they encounter to become aware of what they know about language and culture. The techniques of ethnographic interviewing can help bring knowledge into focus, making that knowledge explicit. Prerequisites: ANTH 210 or SOC 200 or PSY 200.

ANTH 460 Cross-cultural Issues (3) This course focuses on cross-cultural issues and problems involved in working in foreign contexts. Emphasis will be on international development, humanitarian aid and ministry. Prerequisite: ANTH 210, COMM 220.

Art

ART 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

Astronomy

ASTR 101 Introductory Astronomy (3) A survey of our solar system, our galaxy, and the universe. Emphasis is given to the fundamental ideas that form the foundation of our understanding of planets, stars, and galaxies; in addition, there will be opportunity to reflect on the implications of these ideas for an appreciation of humanity's place in the wider scheme of reality. Co-requisite: ASTR 101L.

ASTR 101L Introductory Astronomy Lab (1) An examination of the processes by which we gain understanding of our solar system, our galaxy, and the universe. Exercises involve observation, laboratory studies of optics and spectra, computer-based simulations of astronomical observations, and analysis of observations. Co-requisite: ASTR 101.

Bible, Theology and Mission

BTM 100 The Book of books (2) This course is designed to provide students with a basic working knowledge of the Bible as a foundation for further engagement in other Bible courses. Students will become familiar with the basic structure and makeup of the Bible, its timeline and geography, its major events, its primary personalities, and its prominent themes. Pass/No Pass grading option only.

BTM 101/102 Engaging With the Bible: How to Read the Bible in the 21st Century (3, 3) This course is designed for first-year students as a foundation for subsequent studies in the Bushnell University Bible and General Education Core. Spanning an entire year, Engaging with the Bible provides students with an overview of biblical content by highlighting key biblical themes.

BTM 110 Introduction to Bushnell and Biblical Studies (3) This course is an introduction to the Bible, both Old and New Testament. It is designed to explore the structure, content, and teachings of the Bible. Students will be exposed to the biblical text in its literary, historical and cultural setting. Students will be contemporaneously oriented to online learning at Bushnell.

BTM 111 Sacred Stories: Exploring the Spiritual and Theological Depth of the Old Testament (3) An overview of the Old Testament that gives attention to the purpose of the authors, the storyline, historical and cultural context, literary genres, themes, persons, events, and their significance for Christian thought and practice. Permitted Course Populations: Online Program and Non-Degree Seeking. Repeat course of BTM 101.

BTM 112 Jesus and the Subversion of Empires: History and Theology of the New Testament (3) An introduction to the life and teachings of Jesus, the growth of the early church in the Greco-Roman

world, the letters of Paul, the general letters, and the book of Revelation. The student will study the people, places and events in their historical context; their contribution to God's redemptive, and their significance for Christian thought and practice. Permitted Course Populations: Online Program and Non-Degree Seeking. Repeat course of BTM 102.

BTM 117 Bible Seminar (1) Students will engage with the Bushnell University Bible faculty and with other students and community participants in discussion and research related to set topics of biblical and theological studies. Repeatable for up to 3 credits maximum. Pass/No Pass grading option only.

BTM 201 Life of Christ (2) This course studies the life of Christ through the Synoptic Gospels and John, examining the historical, geographical, political, Middle-Eastern cultural and chronological stage as well as the story line of Palestine. The insights will be integrated into active discipleship of the student and the life of the Church. Prerequisites: BTM 101 and 102.

BTM 203 Great Hebrew Stories (2) This course explores the narrative art of selected Hebrew stories, focusing on the development of close reading skills. Prerequisite: BTM 101.

BTM 204 Introduction to Missions (3) A course designed to introduce the student briefly to the major elements in the church's cross-cultural ministries. This course also addresses an analysis of how a church structures and organizes itself to do cross-cultural ministries.

BTM 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

BTM 212 Acts: Early Christian History (2) This course explores Luke's description in Acts of the formative period of Christian history. It will take special notice of the Pauline itinerary presented in the second half of the book relating this to the various letters written by Paul and thus provide a framework for the study of individual Pauline letters. Prerequisites: BTM 101 and 102.

BTM 213 Christian Doctrine (3) This course introduces the student to the basic doctrines of the Christian faith. Prerequisites: Instructor approval, BTM 101 and 102.

BTM 230 Archaeology and the Bible (2) A study of archaeological methods and discoveries in Bible lands that have important bearings on the history, literature, and religion of the Old Testament. Prerequisites: BTM 101 and 102.

BTM 240 Christianity in America (2) This course is designed to help students examine their own personal experience of the Christian Church within the context of the rich theological diversity of Christianity in America as a whole. Students will explore the theological and historical roots of the particular Christian denomination with which they identify most closely, and they will engage in dialogue with other Christian traditions represented on this campus and in the broader community.

BTM 245 History and Theology of the Stone-Campbell Movement (2) This course explores the historical context and the theological foundations of the Stone-Campbell Movement. Emphasis will be placed on reading and analysis of key primary source material.

BTM 250 Building Wisdom for Vocational Living (2) This course is a study of the wisdom literature of the Old Testament with a specific focus on calling and work. Building on the understanding that everyone is gifted and called, the course is a theological exploration of vocation that facilitates stewardship of one's life.

BTM 300 The Prophets (3) A study of the Israelite prophetic writings of the classical period (8th to 5th centuries BCE). Special attention is given to understanding the prophets as both bearers and interpreters of prophetic tradition, and proclaiming God's message in particular historical circumstances. Prerequisite: BTM 101.

BTM 302 Book of Genesis (3) This course focuses on selected texts from the first book of the Bible, viewed from a variety of different perspectives. Specific perspectives include comparative ancient Near Eastern mythology, Jewish and Christian interpretation history, and historical-critical interpretation. Prerequisite: BTM 101.

BTM 310 Wonder & Creation Care in the Scriptures and the 21st Century (3) In this course we will examine Genesis, the Psalms, and other texts that speak of the origins, purpose, stewardship and protection of creation. We will examine the lives of a number of modern Christians who have been instrumental in Creation Care through their efforts in establishing the conservation movement in America such as John Muir, Theodore Roosevelt, and Gifford Pinchot. We will also examine the writings and teachings of St. Augustine, Maximus the Confessor, Tertullian, St. Francis of Assisi, and Pope Francis as they clarify the value of Creation. We will be learning to first develop a wonder and awe of God's creative genius through careful observation and quiet contemplation in nature. The vocational outcome is to prepare students to lead people to appreciate creation and develop ministries promoting conservation, preservation and restoration. Prerequisites: BTM 101 and 102.

BTM 315 Justice in the Bible (3) This course explores the concept of biblical justice underpinned by textual and theological reflection as found in the entire gamut of the scriptures with special attention given to the Prophets and the Gospels. Such reflection gives strong attention to redemptive practices directed toward (though not limited to) such matters as race, gender, poverty, and genocide. Prerequisite: BTM 101 and 102 or instructor's permission.

BTM 317 Christianity in Global Perspective (3) This course offers a window on the understanding of world Christianity from the perspective of church history and contemporary church life in non-Western settings and cultures. The focus of the course changes routinely to address Christianity in Africa, Asia, Latin America, and Eastern Europe, respectively. Repeatable for credit if in a different topic. Prerequisites: BTM 101 and 102.

BTM 320 Romans (3) This course is an exegetical study of Paul's epistle to the Romans. Special attention is given to the important theological themes which appear in the epistle such as the relation between the gospel and the law, faith and righteousness, sin and salvation, the letter and the spirit, and Jews and Gentiles. Prerequisites: BTM 101, 102, and 212.

BTM 322 Epistle to the Hebrews (3) This course examines the background and content of the book of Hebrews. The major doctrinal themes in the book are emphasized. Special attention is given to the use of the Old Testament in Hebrews including the way the author interprets and applies it to both Christ and the Christian life. Prerequisites: BTM 101 and 102.

BTM 324 History of Theology (3) This course surveys the history of Christian theology from the 2nd century through the 20th century by focusing on the major theologians who shaped this history. Prerequisite: BTM 213.

BTM 328 Theological Problems (3) This course will treat various issues in theological studies such as the doctrine of the Trinity, Christology. The specific topic to be studied will be announced each time the course is offered. Repeatable for credit. Prerequisite: BTM 213.

BTM 335 Connecting With a Skeptical World (3) This class will help students to become conversant with the New Atheists, questions regarding the authority of scripture, genocide, science & faith, the role of the church. Much of the training in this class will be developing a relational attitude, not a combative nature, along with deep scholarships that will open doors of conversation. The class will involve debates on major issues bringing in guest speakers from divergent views. We will study individuals such as C.S. Lewis, who remained an agnostic until his 30's; Anthony Flew and his latter views, the leading Atheists, as well as studying scholars as Bart Ehrman's with his concerns about the integrity of Scripture. The vocational outcome will be to prepare students to be intellectually honest, ready, kind and missional about their faith whether in the context of the local church, as a youth pastor training students for the Secular Academy, or Mission workers headed off the areas of divergent views from Christianity. Prerequisites: BTM 101 and 102.

BTM 346 Orality: 50 Biblical Stories Essential for Ministry (3) This course develops oral communication skills for ministry contexts, focusing on biblical storytelling, drama and visual arts as alternatives to text-based approaches. Students examine orality in biblical texts, study pedagogical frameworks, and analyze field case studies. Course requirements include mastery of 50 biblical narratives and storytelling demonstrations to diverse audiences. Emphasis on cross-cultural applications and training lay leaders as gospel communicators. Prerequisites: BTM 101 and 102.

BTM 350 Johannine Literature (3) This course examines the literature in the New Testament traditionally associated with the apostle John: the Gospel, Epistles, and Apocalypse. The approach is an exegetical and historical exploration of the way this literature presents the story of Jesus and understands the nature of a life lived in relation to that story. Prerequisites: BTM 101 and 102.

BTM 365 History of the Bible (2) This course will explore the history of the Christian Bible, in particular the history of English translations. The time period from the original writing of the Biblical books to the present will be considered. Students will become familiar with key themes, personalities, and historical developments involved in this history. Familiarity with the basic structure of the Bible (e.g. Testaments, books in the Bible), as well as research writing skills will be assumed. Prerequisites: BTM 101 and 102.

BTM 370 The Book of Psalms (3) A study of selected portions of the Hebrew Psalter with special attention given to their literary genre and their life setting in ancient Israel. Prerequisite: BTM 101.

BTM 380 Preaching (3) A course in sermon preparation and delivery, including wedding and funeral sermons. Students will explore homiletical techniques with an emphasis in worship leadership and proclamation. Prerequisites: BTM 213 and COMM 212.

BTM 410 Spiritual Formation (3) This course explores the theory and practice of Christian discipleship, examining how believers grow in Christ-likeness. Students will investigate the theological and biblical foundations of spiritual formation while engaging with historic spiritual disciplines of the church, such as prayer, fasting, silence, solitude, community, and contemplation. The course combines doctrinal study with practical application, equipping students to both understand and personally engage in transformative spiritual practices that have shaped Christian faith across the centuries. Prerequisites: BTM 213

BTM 450 Pastoral Ministry (3) This class will explore the roles and responsibilities of pastors in the local church, providing an overview along with practical experience in the diverse responsibilities inherent to the pastoral ministry. Special attention will be given to the minister's role in spiritual formation of the congregation. Prerequisites: BTM 101 and 102.

BTM 470 Leadership Skills for Ministry (3) This course examines the theories and practice of pastoral leadership, including a focus on church administration and ministerial ethics. Attention will be given to biblical models of leadership, staff relations, financial oversight, risk management, and conflict resolution. Prerequisite: BTM 213.

BTM 495 Internship (2-16) Pass/no pass grading option only. Prerequisites: BTM 101 and 102. Repeatable for up to 16 credits.

BTM 499 Senior Capstone (2) Students will work with their respective advisors to develop a project of research and writing that reflects their own areas of interest and integrates significant strands of their previous undergraduate studies, service learning activities, and professional internships. Students will present their oral project before faculty and peers at ACE Day. Limited to students in their senior year. Prerequisites: BTM 101 and 102.

BTM 507 Foundation Studies (6-12 credits) To be determined by research focus requirements and individual student needs or deficiencies.

Biology

BIOL 100 Medical Terminology (2) This course introduces elements of medical terminology, such as the etymology of words used to describe the human body and proper terminology for major pathological conditions. This course identifies and explains the terms used for the integumentary, respiratory, nervous, reproductive, endocrine, urinary, digestive, lymphatic, hematic, immune, and musculoskeletal systems, as well as describing the function of each of these body systems. The course is designed primarily as independent online study, but an instructor will be available to assist students and monitor progress.

BIOL 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to

satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

BIOL 111 Principles of Living Organisms (3) An introduction to the fundamental principles of life, including the similarity and diversity of living things; the structure and function of cells; the chemical and genetic basis of life; and evolution. Co-requisite: BIOL 111L.

BIOL 111L Principles of Living Organisms Lab (1) Laboratory to accompany Principles of Living Organisms. Co-requisite: BIOL 111.

BIOL 112 Principles of Biodiversity (3) Basic principles of biodiversity as explored through eukaryotic kingdoms. Topics include the structure and function of plant cells and the plant body, structure and physiology of vertebrates as well as natural history and ecology of the different organisms. Co-requisite: BIOL 112L.

BIOL 112L Principles of Biodiversity Lab (1) Laboratory to accompany Principles of Biodiversity. Co-requisite: BIOL 112.

BIOL 200 General Biology I (3) Introduces students to the generalized human cell including its structure, function, basic genetics and reproduction. The chemistry of the cell and its components will be examined through the course. Co-requisite: BIOL 200L.

BIOL 200L General Biology I Lab (1) Laboratory to accompany General Biology. Co-requisite: BIOL 200.

BIOL 201 Introduction to Scientific Literature (1) A theme topic will be discussed and reviewed using different types of biological articles, starting with general audience material, review articles, and peer-reviewed primary research articles. Students will give both oral and written critiques and summaries of assigned articles.

BIOL 205 General Biology II (3) A survey of the basic concepts of diversity and ecological biology. This course introduces students to evolution, systematics, taxonomy, and the biology of representatives from the domains of Eubacteria (true bacteria), Archaea (methanogenic bacteria), and Eukarya (protists, fungi, plants, and animals). This course is designed for students who intend to major in the sciences. Co-requisite: BIOL 205L.

BIOL 205L General Biology II Lab (1) Laboratory to accompany General Biology. Co-requisite: BIOL 205.

BIOL 240 Integration of Faith and Science (3) Firstly, this course is designed to help us examine how to integrate our understanding of the Two Books of God: The Book of Scripture and The Book of Nature. What do we do when our interpretations of scripture and science seem to be in conflict? How should the Two Books inform our understanding of one another? Secondly, we will address the questions of how to find meaning and purpose in the work we do and how to pursue a sense of calling. Prerequisites: BTM 302 and BIOL 200, or Instructor Approval.

BIOL 310 Genetics (3) An introduction to classical Mendelian and contemporary molecular genetics. Topics include Mendelian patterns of inheritance, transmission genetics, chromosome

structure and function, genetic mutation, chromosomal aberrations, the structure, function and control of genes, techniques in genetics and model organisms, cell-cycle dynamics, recombinant DNA mechanisms, population genetics. Prerequisites: BIOL 200/200L and CHEM 221/221L.

BIOL 311 Human Anatomy and Physiology I (3) A study of the structure and function of the human body using a systems approach combined with case studies and critical thinking applications. The following systems will be covered: cells, tissues, integument, nervous, endocrine, and reproductive. Prerequisites: BIOL 200/200L with a grade of C- or higher. Co-requisite: BIOL 311L.

BIOL 311L Human Anatomy and Physiology I Lab (1) Laboratory to accompany Human Anatomy and Physiology I. Co-requisite: BIOL 311.

BIOL 312 Human Anatomy and Physiology II (3) A study of the structure and function of the human body using a systems approach combined with case studies and critical thinking applications. The following systems will be covered: skeletal, muscular, circulatory, lymphatic, respiratory, digestive, and urinary systems. Prerequisite: BIOL 311. Co-requisite: BIOL 312L.

BIOL 312L Human Anatomy and Physiology II Lab (1) Laboratory to accompany Human Anatomy and Physiology II. Co-requisite: BIOL 312.

BIOL 320 Cell Biology (3) A study of processes common to life at the cellular level. This course deals primarily with the structure and function of eukaryotic cells and their organelles. Prerequisites: BIOL 200/200L.

BIOL 330 Microbiology (3) A medically oriented survey of bacteria, viruses and other microorganisms, body defenses, immunology, sterilization and disinfection, and a discussion of representative infectious diseases. Prerequisite: BIOL 200. Co-requisite: BIOL 330L.

BIOL 330L Microbiology Lab (1) Laboratory to accompany Microbiology. Co-requisite: BIOL 330.

BIOL 341 Bioregulation (3) The endocrine system, nervous system and immune system each secretes its own chemical Bioregulators: hormones, neurocrines and cytocrines. This course will provide students with an overview of Chemical Bioregulation by introducing them to the specialized fields of endocrinology, neurobiology and immunology and then considering the interactions of these systems as they regulate one other. Prerequisites: BIOL 200/200L.

BIOL 350 Ecology (3) A study of the interactions between environment, flora and fauna at the population, community and ecosystem levels, including current theory and application. Prerequisite: BIOL 200/200L.

BIOL 365 Developmental Biology (3) An in-depth study of the processes of vertebrate development and reproduction. Gametogenesis, fertilization, cleavage, gastrulation, organogenesis and histological differentiation are discussed. Prerequisites: BIOL 200/200L and BIOL 205/205L.

BIOL 410 Advanced Molecular Biology (3) This course introduces students to advanced concepts of molecular biology. One of the larger goals of modern molecular biology is to elucidate the connections between the genotype (the sequence of nucleotide base-pairs in the organism's

genome) and the phenotype (observable traits and behaviors) of all organisms in terms of a general and comprehensive molecular theory. Topics include molecular structure of genes and chromosomes, transcriptional and post-transcriptional control of gene expression, cell signaling, metabolism of proteins and lipids, apoptosis, cancer, molecular genetic techniques. Prerequisite: BIOL 310.

BIOL 420 Advanced Organismal Biology (3) Organismal biology is the study of structure, function, ecology, and evolution at the level of the organism and plays a central role in answering conceptual questions about both ecology and evolution. This course addresses the underlying molecular and environmental bases of individual variation and the consequences of phenotypic variation for fitness and organismal interactions. Prerequisite: BIOL 310.

BIOL 495 Internship (2-16) The internship is designed to give students practical work in a professional setting. Required only for biology majors not completing BIOL 496 Research. Repeatable for up to 16 credits.

BIOL 496 Research (3) Involves the participation of the students with a Bushnell University faculty member, or a Bushnell University approved research mentor, in a supervised, faculty monitored individual investigative project in one of the many fields of biology. A contract form must be completed prior to registering. Students are responsible for securing the research position with a faculty member. Prerequisites: BIOL 200/200L. Pass/no pass grading option only.

BIOL 499 Senior Capstone (3) Students will work with their biology program advisor to select a research topic that integrates significant strands of their undergraduate studies in biology. Students will do extensive research on the topic, write a literature review paper on the selected topic, and give an oral presentation before faculty and peers on ACE Day. Limited to students in their senior year.

Business

BUS 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

BUS 110 Small Business Management (3) This award winning, online course uses innovative features to introduce students to the basic topics and issues of small business management. Using an educational novel as the primary text, students follow the main character's learning curve to gain enough knowledge to resolve the central dilemma of the story. Using web-based resources and a workbook, students explore issues of leadership, business ethics and social responsibility, economics, legal forms of business, accounting, finance, marketing, e-commerce, operations and human resource management, and communication.

BUS 120 Introduction to Business and Entrepreneurship (3) The learning outcome of this course is the student's development of an entrepreneurial mindset centered in Christian values culminating in a project to solve contemporary social issues in a globally connected world. Using an educational novel as the primary text, students study those innovative individuals throughout history who have acted as catalysts to human progress. Using web-based resources and a

workbook, students explore issues of entrepreneurship, business ethics, social responsibility, economics, historical development of western capitalism and its financial sectors, legal forms of business, and the innovative use of information technology in a globalized environment.

BUS 219 Global Business Management (3) This course explores topics related to managing an organization in a global, multinational environment. Special areas to be examined include the social, cultural, economic, and political environments, as well as ethical and legal issues. Matters dealing with trade, business operations, and monetary systems will also be explored.

BUS 240 Business as Mission (3) This course presents business as a God-given vocation and institution in society, which benefits people, communities, and societies. It also examines the historical and contemporary role of business in world missions. The course will explore the theology of work, business and 'business as mission', as well as the practical issues related to creating or managing a business that advances the cause of Christ at home or abroad. Students will also develop and present to class their own ideas for a Business as Mission company.

BUS 310 Principles of Management and Leadership (3) This course provides an analysis of the organizational environment and the processes of management, including leadership concepts, in business enterprises. The course focuses on the concepts, methods, and techniques of the planning, organizing, directing, and controlling functions of the modern manager and the impact of these processes upon effective interpersonal relations, global matters, and ethical issues.

BUS 315 Human Resource Management (3) The focus of this course is on the policies and practices of recruitment, selection, training, development, and compensation of employees. Special attention is given to employee relations, including Equal Employment Opportunity and affirmative action legislation and requirements. Prerequisite: BUS 310.

BUS 325 Sports & Recreation Management (3) In the rapidly growing and changing industries of sports and recreation, knowledge of the application of business and management skills is becoming increasingly important. This course serves as an overview of the advanced concepts and applications in management of sports and recreation organizations and programs. The course explores the development of the sports and recreation industries, current status, and future trends, covering domestic and global events, amateur and professional sports, and leisure and recreation facilities and activities.

BUS 331 Marketing Strategy (3) A course designed to focus on the importance of modern organizations being market driven and globally competitive. The course examines the role of marketing through the discussion of comprehensive marketing concepts and case analysis better equipping managers to make decisions.

BUS 360 Management of Information Systems (3) The focus of this course is how to manage information systems in today’s global environment. Topics include technology (hardware and software), applications (end user, operations, managerial decision-making, and strategy), and the development and management of information systems in business situations, including ethical considerations and the global environment.

BUS 370 Legal and Ethical Issues in Business & Management (3) This course focuses on the legal and ethical issues related to businesses and organizations. Students will examine how

government, business, and society interact by reviewing the forms of business organizations, business transaction laws, employment laws, international trade treaties, and corporate and social responsibility.

BUS 410 Operations Management (3) This course examines planning and control of production and operations with respect to products/services, processes, technology, and personnel. Topics include strategy, quality, forecasting, capacity, location, layout, the supply chain, Just-in-Time manufacturing, and inventory activities. Prerequisites: BUS 310 and MATH 315.

BUS 415 Group and Organizational Behavior (3) This course examines issues related to individual and group behavior in complex organizations. Topics include the influence of motivation, organizational situations, and management practices on individual and group work behavior with special emphasis on situational leadership models.

BUS 450 Managerial Finance (3) This course surveys the financial problems associated with the life cycle of a business and with personal finance needs. Topics covered include financial analysis, financial planning, capital budgeting, cost of capital, the sources and uses of business funds, and the instruments utilized in raising funds. Prerequisite: ACTG 211.

BUS 495 Internship (2-16) Field internships provide an opportunity for students to gain practical work experience in management or marketing, depending on the student's concentration area. Internship students work at a designated business or public organization under close supervision of a faculty advisor. Pass/no pass grading option only. Repeatable for up to 16 credits.

BUS 499 Business Strategy and Policy (3) This capstone business course examines the interdependence of the different functions of a business. Through the use of computer simulations, students gain a comprehensive and integrated view of business operations and the role of top management in analyzing the environment, setting goals, and implementing plans with special emphasis on ethical issues. Business students take this course in the final semester of their senior year. Prerequisites: BUS 310.

BUS 501 Organizational Behavior (3) This course will present a comprehensive approach to the way in which total organizational effectiveness is conceptualized, measured, and realized in practice through the understanding of individual and team behavior/effectiveness. It will also explore how improvement can be initiated, managed, and sustained throughout the organization.

BUS 507 Special Topics (3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

BUS 525 Leadership Strategies (3) Provides students an opportunity to investigate, analyze, and apply various theories of leadership and associated concepts. These include, but are not limited to, effective leadership qualities and human relations, power of vision, leadership ethics, communication and empowerment of personnel through goal-oriented professional development.

BUS 530 Marketing Strategy (3) A course designed to focus on the importance of modern organizations being market driven and globally competitive. The course examines the role of marketing through the discussion of comprehensive marketing concepts and case analysis better equipping managers to make decisions.

BUS 550 Managerial Finance (3) This course will use financial management as a tool for observing current financial positions of an organization through the analysis of financial data such as cash flow, profit & loss reports, and financial statements. This course is also designed to assist managers while strategically making decisions to improve the future financial position of an organization using tools such as the time value of money, risk and rates of return, stocks, and budgeting.

BUS 610 Operations and Service Management (3) Operational aspects of both manufacturing and service organizations will be explored in this course. Issues to be examined include strategy, production processes, technology, capacity planning, facility location and layout, production planning systems, and quality management. Specific quantitative tools will also be examined, including quality control, forecasting, inventory methods, and project management.

BUS 615 Human Resource Management (3) This course provides an overview that addresses challenges such as recruitment and selection, training and development, as well as performance appraisals and compensation administration. Additionally, this course incorporates a manager's perspective of HRM relative to the strategic planning process.

BUS 625 Business Ethics (3) This course focuses on legal and ethical aspects of business and will examine the meaning of ethics through the review of several philosophical approaches. Students will identify internal and external stakeholders affected by ethical decision making. Students will examine the connection between ethics and business laws, employment laws, treaties, and corporate social responsibility. The course seeks to help develop an awareness and appreciation for ethical consideration in personal and professional decision making, expanding critical thinking to analyze how decision-making affects society.

BUS 663 International Financial Management (3) This course covers topics that involve the theories and analytical tools used in the business community to make informed financial decisions. It encompasses a range of topics including foreign exchange rates and risk management, foreign investment strategies, effective management of short-term and long-term capital, and international accounting and taxation principles. Prerequisite: BUS 550.

BUS 665 Strategy & Managerial Decision Making (3) This course will expose the learner to the examination of strategic processes that influence and determine the direction of an organization. Students will analyze the organizational mission and objectives, identify organizational strengths and environmental opportunities, examine the components of competitive advantage, and develop strategies and policies to achieve the organization's mission. Students will complete analysis of current organizations and/or case studies.

BUS 695 Internship (1-3) This internship is designed to enhance student learning in the areas of communication skills, critical thinking, integration & application, values & ethics, and career development. Students will seek out or be matched with a professional firm and will put in 45 hours per credit of on-the-job management experience (in-person or remotely) to fulfill the

requirements of this course. A reflective essay is required upon completion of the class, which will include the student's self-assessment of the program objectives. Students need to determine which option they plan to pursue when they enter the graduate program.

BUS 698 Executive Leadership Research Capstone (3) - The capstone project for the MBA is the final step in the MBA program and requires students to apply and integrate the business concepts and skills they have learned. It involves analyzing a strategic challenge or question facing a real or simulated organization and developing solutions-based recommendations. Student signature assignments will be used as background research for this project. The average length of the research capstone project is an equivalent of 25 pages.

Chemistry

CHEM 221 General Chemistry I (4) The purpose of this course is to introduce the concepts of general chemistry. Students will learn how to solve problems using the scientific method. Critical thinking and quantitative understanding of chemistry are emphasized. The topics covered include the fundamental quantities and measurements, atoms, sub-atomic particles, chemical bonding, reactions, states of matter, stoichiometry, solution chemistry, gas laws, and acid and base chemistry. Co-requisite: CHEM 221L.

CHEM 221L General Chemistry I Lab (1) Laboratory to accompany General Chemistry I. Co-requisite: CHEM 221.

CHEM 223 General Chemistry II (4) This course is a continuation of CHEM 221. The topics covered include intermolecular forces, kinetics, equilibrium, thermodynamics, electrochemistry and nuclear chemistry. Prerequisite: CHEM 221/221L with a grade of C- or better or permission of instructor. Co-requisite: CHEM 223L.

CHEM 223L General Chemistry II Lab (1) Laboratory to accompany General Chemistry II. Prerequisite: CHEM 221/221L with a grade of C- or better. Co-requisite: CHEM 223.

CHEM 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

CHEM 321 Organic Chemistry I (3) This course covers the nomenclature, structure, relativity, and stereochemistry of the important classes of aliphatic and aromatic compounds. Elementary theoretical organic chemistry will be discussed with an emphasis on reaction mechanisms, synthesis, and analysis. Students must enroll in a concurrent laboratory section. Prerequisite: CHEM 223/223L with a grade of C- or better or permission of instructor. Co-requisite: CHEM 321L.

CHEM 321L Organic Chemistry I Lab (1) Laboratory to accompany Organic Chemistry. Prerequisite: CHEM 223/223L with a grade of C- or better or permission of instructor. Co-requisite: CHEM 321.

CHEM 322 Organic Chemistry II (3) Continues the Organic Chemistry series with emphasis on the preparation, reactions, and identification of carbonyls, carboxylic acids and their derivatives,

aromatics, and alkyl and acyl amines, with emphasis on reaction mechanisms and syntheses routes. Students must enroll in a concurrent laboratory section. Prerequisite: CHEM 321/321L with grade of C- or better or permission of instructor. Co-requisite: CHEM 322L.

CHEM 322L Organic Chemistry II Lab (1) Laboratory exercises provide students with hands-on applications of organic chemistry reactions discussed in lecture, applying the laboratory skills and techniques introduced in CHEM 321L. Prerequisite: CHEM 321/321L with grade of C-minus or better or permission of instructor. Co-requisite: CHEM 322.

CHEM 415 Biochemistry (3) This one-semester course provides a survey of the major areas of biochemistry. Topics include structure and action of nucleotides, proteins, lipids, and carbohydrates; enzyme kinetics and mechanisms; membranes and transport; and metabolism and energy conversion. Prerequisites: CHEM 223/223L.

Christian Ministry

CM 100 Chapel. Pass/no pass grading option only.

CM 107-307 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

CM 240 All Are Gifted, All Are Called (2) This class will consider several aspects of vocation, with special attention given to the relationship between work and calling. Building on the foundation that “All are gifted, all are called,” students will be encouraged to explore questions such as, “What is God’s call for my life, and how do I discern that call? How can I understand my career as ministry? How do I live out my call in the face of difficult moral challenges? How can I use my life to impact the world in a meaningful way?” Prerequisite: FYS 101.

CM 315 Church Planting and Turning Around Hurting Churches (3) Working closely with Church planting organizations, we will walk the students through the process of assessment to become a church planter, and the steps for funding and finding a team to start congregations both rural and urban. We will also work with “Turn Around” experts on how to help struggling churches regain spiritual health and vitality. The vocational outcome will be preparing students for jobs in planting and replanting churches, networking them into fields of employment with actual placement during the class in new churches and turn around churches. Prerequisites: BTM 101 and 102.

CM 360 Principles of Youth Ministry (3) Considers the basic guidelines for establishing a strong ministry to the youth of the church. Attention will be focused on the beginning years of youth ministry and to responding appropriately when pastoring to teens in crisis. Topics include the youth minister’s spiritual foundation, building relationships, resolving conflict, working with volunteers, evaluating curriculum, and identifying church and community resources for troubled teenagers. Prerequisite: BTM 213.

CM 430 Small Groups and Discipleship (3) Actively explores small group theory and effective application for faith renewal, evangelism, inductive Bible studies, recovery/healing groups and leadership development. Experiencing a small group with a defined purpose is a high priority in this course. Prerequisite: BTM 213.

CM 440 Grief and Loss (3) A study of the process of grieving in association with traumatic events such as death, accidents, and loss of job or relationships. Attention will be given to dealing effectively with the emotional, psychological, and physical aspects of bereavement from the point of view of various helping professions. Prerequisites: BTM 213 and PSY 200.

CM 495 Internship (2-16) This is designed to give opportunity for supervised practice of various phases of Christian ministry in a local church. Required for Christian ministry majors. Others must have the consent of the instructor. Pass/no pass grading option only. Repeatable for up to 16 credits.

CM 499 Senior Capstone (2)

Christian Worship

CW 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

CW 225 The Worshipping Community (2) This course will explore the meaning of worship in relation to God and to one's calling in the world, focusing upon different traditions of worship, liturgical renewal in the 20th century, worship and the arts (music, drama, dance), worship and the occasional services, and worship in the context of evangelism.

CW 335 Worship Leadership, Theology and Planning (3) This course integrates theology, liturgy, critical thinking, and practical leadership skills to equip students for comprehensive worship ministry within church and cultural contexts. Students will develop competencies in leading congregational singing, designing meaningful worship experiences, and shepherding worship teams while cultivating personal practices that sustain authentic ministry. Emphasis is placed on planning church services and concerts for various seasonal celebrations and worship settings.

CW 375 History of Worship in the Church (2) A survey of the history of worship in the church from inception to present day. Through an examination of biblical, historical, and social contexts the student will gain an understanding of how practices developed and changed throughout history. Students will also be exposed to the ecumenical diversity that exists in the worship of the church.

CW 401 Advanced Worship Leadership (2) A senior-level course designed to equip students with the relational and organizational competencies required for effectively leading worship ministry in the local church. Building upon foundational principles of worship leadership, this course emphasizes the development of healthy team culture, servant-hearted leadership, and Spirit-led communication across both stage and technical production environments. Students will engage with best practices for rehearsal, soundcheck, and worship service execution, with particular attention given to the interpersonal dynamics that shape team cohesion and longevity. Through applied projects, peer critique, and reflective practice, students will demonstrate readiness to lead worship ministries with theological integrity, relational maturity, and practical excellence. Prerequisite: CW 335.

CW 495 Internship (2-16). Pass/no pass grading option only. Repeatable for up to 16 credits.

CW 499 Senior Capstone (1-2). Repeatable for credit.

Church Leadership

CHL 610 Biblical Theology of Leadership (3) This course explores the rich storehouse of biblical wisdom with regard to effective leadership. The foundation of a theology of leadership begins with a study of God as 'leader', as expressed in terms such as "king, lord, teacher, shepherd." Special focus is given to the wisdom literature of the Old Testament and the New Testament in the way that this "experiential wisdom" provides a theological context for effective leadership.

CHL 620 Ministry as Mission: Church Leadership in Changing Times (3) The social context of North America and beyond is increasingly becoming a mission field and a stranger to the church of past decades. This cultural shift requires effective leaders to address new challenges in creative new ways. Ministry as Mission is designed to help church leaders discover new ways to think outside the box in assisting their churches to convert these cultural and societal challenges into opportunities for mission and growth.

Clinical Mental Health Counseling

CMHC 500 Professional Orientation (3) This course provides an overview of the clinical mental health counseling profession, including the history, roles, and functions of counselors in settings including mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare. Students will be introduced to other counselor roles including collaboration and consultation, and community outreach. Students learn about professional organizations, licensure, legislation, and credentialing and develop their own professional development plans. Regulatory processes and Oregon law pertaining to counselors is emphasized. Finally, students are introduced to advocacy models, including advocacy for clients and the profession.

CMHC 507 Special Topics (1, 2) These courses emphasize a specific counseling modality or skills that build upon on the practices and microskills learned in CMHC 511 and CMHC 520. Examples include but are not limited to: Play Therapy and Experiential Techniques, CBT Techniques and Practice, Human Sexuality in Counseling, Couples Counseling, and Advanced Issues in Diagnosis and Documentation. Because the specific topic changes for each course offering, this course may be repeated for credit. Prerequisites: CMHC 500, CMHC 511, and CMHC 530.

CMHC 511 Counseling Theories and Applications (3) This course explores the origin, progression, and current application of major theories and models of counseling and associated strategies and techniques used to facilitate client change, including adaptations for clients from diverse cultural backgrounds. Students will develop critical thinking and reasoning applied to clinical judgement in the counseling process and will explore processes for developing a personal model of counseling grounded in theory and research.

CMHC 520 Helping Relationships (3) Students' preparation for clinical experience begins with this course. Students practice interviewing, attending, and listening skills in the counseling process, as well as counseling strategies and techniques used to facilitate the client change such as goal consensus and collaborative decision-making. Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships will be practiced in simulated sessions

through role-play. Strategies for adapting and accommodating counseling to client culture, context, abilities, and preferences will be explored and implemented. Students must successfully complete this course prior to any clinical fieldwork experience. Prerequisites: CMHC 500, CMHC 511, CMHC 530, and CMHC 590.

CMHC 530 Ethical and Legal Issues (3) This course is designed to expose students to the many ethical issues that arise in counseling settings as well as legal requirements of counselors. Topics include privacy and confidentiality, duty to warn, abuse reporting procedures, licensure and certification, marketing, boundaries in therapeutic relationships, and counselor health and welfare. Oregon statutes, regulatory processes, laws, and rules pertaining to counselors are introduced. The ACA Code of Ethics is explored as the guiding framework for ethical practice. Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice are explored. Students must successfully complete this course prior to any clinical fieldwork experience.

CMHC 540 Counseling Research and Program Evaluation (3) In this course students learn to be critical consumers of research that informs counseling theories, interventions, and practice. Introductory statistical concepts, hypothesis testing and concepts that inform evidence-based practice are reviewed. Students are introduced to basic research methodology as well as to current outcome studies as the basis of evidence-based practice. They gain familiarity with counseling research journals, learn to conduct literature searches, and apply research to clinical cases and clinical treatment dilemmas.

CMHC 550 Group Counseling and Group Dynamics (3) This course introduces students to theoretical foundations of group counseling. The ethical and legal considerations in group therapy and dynamics of group process and group development are explored. Students will learn approaches to member selection and group formation, practice applying culturally sustaining methods in group counseling, and explore techniques for working with groups. Students practice facilitating groups and participating as group members in an in-class activity for a minimum of 10 hours to gain an awareness of their own personal process in a group setting. Prerequisite: CMHC 520 Co-requisite: CMHC 685.

CMHC 560 Human Growth and Development (3) This course is an advanced review of theories of development across the lifespan, including theories of psychological and neurobiological development. Intra-personal influences including biological, neurological, and physiological factors, as well as broader systemic, cultural, and environmental factors are examined for their impact on lifespan development, functioning, behavior, resilience and overall wellness. Models of optimal development, resilience, and wellness across the lifespan are compared. Students will also examine the impact of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan.

CMHC 570 Career Counseling and Development (3) This course is designed to provide an overview of career development, counseling, and approaches for conceptualizing the inter-relationships among and between work and wellness. Students learn theories and models of career development as well as strategies for facilitating career decisions (e.g., assessment tools, technology, labor market information resources). Related topics such as career exploration at

various developmental levels, career counseling with multicultural populations, and special issues in career development are explored.

CMHC 590 Counseling in a Multicultural Society (3) In this course students investigate the influence of heritage, cultural identities, attitudes, values, beliefs, and acculturative experiences on individuals' worldviews and their help-seeking and coping behaviors. Particular emphasis will be placed upon spiritual, historical, and cultural perspectives and the impact current views have on the counseling relationship. Students will be encouraged to expand their points of view of diverse populations leading toward successful therapeutic relationships and an acceptance of all persons. Prerequisite: CMHC 530

CMHC 601 Family Counseling (3) This course explores family development across the lifespan and the nature of family systems. Students will explore models of assessment (including genograms) and case conceptualization from a family systems perspective. Students gain experience with a variety of theory-based intervention techniques for families and couples, including communication and conflict resolution skills. Pre-requisite: CMHC 685.

CMHC 611 Clinical Diagnosis in Counseling (3) In this course students begin the process of developing mastery in the assessment and diagnosis of psychopathology. Biological, psychological, cultural, and systemic factors are considered in the assessment, and treatment of various disorders. This course covers diagnostic processes such as differential diagnosis and the application of current diagnostic classification systems. Students also learn to recognize and assess common mental health challenges and neurodiverse experiences, building a foundational understanding of diagnostic reasoning and clinical decision-making. Prerequisite: CMHC 530

CMHC 612 Assessment and Appraisal (3) This course is an introduction to the principles of assessment and testing in counseling, including basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, reliability and validity of instruments, and culturally sustaining considerations for selecting, administering, and interpretating assessments are explored. Students will learn to write a detailed mental health assessment and treatment plan as part of clinical documentation. Procedures for using assessment results for referral and consultation will be examined. Prerequisite: CMHC 611

CMHC 620 Addiction Issues in Counseling (3) This course explores the nature of addiction, both chemical and behavioral. Areas of focus include theories and neurobiological etiology of addiction, the impact of addiction on family systems and spiritual issues in addiction, treatment, and recovery. Procedures to identify substance use, addictions, and co-occurring conditions are emphasized. Students will learn to evaluate substance use severity, stages of change, and risk and protective factors for substance use disorders. Students will explore recovery support tools and systems, including strategies for interfacing with other professionals to support the recovery process.

CMHC 630 Crisis, Grief, and Trauma Counseling (3) This course explores how crises, disasters, stress, grief, and other trauma-causing events impact individuals across the lifespan. The impact of current events as well as cultural and multigenerational trauma are explored. Procedures for assessing clients' experiences of grief and trauma are introduced. Students will learn strategies for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicidality. Students also learn how to utilize trauma-informed strategies when interfacing with

community emergency management systems for crisis intervention and implementation of disaster mental health strategies. Theories and models of culturally appropriate, trauma-informed, evidence-based assessment and counseling during and after traumatic events are explored. Prerequisite: CMHC 520

CMHC 640 Psychopharmacology and Advanced Practice Issues (3) This course introduces students to the basic classifications, effects, and indications of commonly prescribed psychopharmacological medications. Attention is given to supporting clients with appropriate referrals for medication evaluations. Students also learn strategies for integrating care with other health professionals, management of acute mental health issues, best practices for interfacing with the legal system, and other advanced practice issues. Prerequisites: CMHC 611.

CMHC 685 Clinical Practicum (3) This course creates the bridge between training and professional practice. Clinical practicum experiences involve students as counselors-in-training working under close supervision of faculty supervisors. Students meet with their site supervisor for one hour of individual or triadic supervision each week and participate in 1.5 hours of weekly group supervision with a faculty supervisor. Students learn to conceptualize cases, consider ethical and legal implications, and to apply their foundational coursework. Students' counseling performance and ability to integrate and apply knowledge and conduct themselves with professional dispositions are evaluated and feedback is provided. Students must log 100 total hours, 40 of which are direct service (client contact) hours. Students must complete one semester of Practicum prior to Internship. Prerequisites: CMHC 520, CMHC 560, CMHC 590, CMHC 611, and CMHC 612.

CMHC 695 Clinical Internship I (3). The clinical internship is the culminating field experience for CMHC students. After successful completion of Practicum, students complete 600 hours of supervised counseling in roles and settings with counseling clients in their Internship courses. This course builds upon the experiential application of counseling skills learned in Practicum, with a focus on advanced clinical and ethical case conceptualization and practice. Students gain experience in a program-approved on-site placement in a mental health setting. In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group during Internship. Students receive clinical supervision on site but also are monitored closely by a faculty supervisor in communication with the site supervisor. Students' counseling performance and ability to integrate and apply knowledge and conduct themselves with professional dispositions are evaluated by both field and faculty supervisors. Prerequisite: CMHC 685.

CMHC 696 Clinical Internship II (3). Internship II is the culminating field experience for CMHC students. The focus of this course is the continued application of counseling skills practiced in Internship I, with a focus on advanced clinical and ethical case conceptualization and practice. Students continue gaining experience in their CMHC program-approved on-site placement in a mental health setting. In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group during Internship. Students receive clinical supervision on site and are also monitored closely by a faculty supervisor in communication with the site supervisor. Students' counseling performance and ability to integrate and apply knowledge and conduct themselves with professional dispositions are evaluated by both field and faculty supervisors. Prerequisite: CMHC 695.

CMHC 697 Clinical Internship Continuation (2). This elective clinical internship course is designed for students who have not yet reached the required clinical hours for CMHC program completion (360 indirect service hours and 240 direct client contact hours; total 600 hours). The course continues student's experiential application of counseling skills learned in earlier courses, with a focus on clinical and ethical case conceptualization and practice. Students continue to gain experience in an approved on-site placement in a mental health setting. Students receive clinical supervision on site and are monitored closely by a faculty supervisor. Students' counseling performance and ability to integrate and apply knowledge and conduct themselves with professional dispositions are evaluated by both field and faculty supervisors. This course may be repeated until program requirements for clinical hours are met. Prerequisite: CMHC 696.

CMHC 699 Capstone (2) This course provides students with processes for developing a personal model of counseling grounded in theory and research. Students will articulate their theoretical orientation in a one-hour public oral defense. The student presentation will incorporate how their theoretical orientation evolved throughout the program and how it serves clients. Additionally, students must address limitations and strengths of their approach, provide a succinct literature review, a case presentation, and provide recommendations for future research. Prerequisite: CMHC 685.

Communication

COMM 102 Expressive Reading & Storytelling (2) A performance class focused on oral interpretation of literature and expressive delivery of spoken narrative, with emphasis on extemporaneous delivery.

COMM 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

COMM 201 Communication as a Calling (2) An examination of how training in Communication Studies prepares students to discern and pursue God's call(s) on their lives. Begins with exploration of the theology of calling, then proceeds to biographical accounts of Communication degree holders' pursuit of God's call, then culminates in each student's own reflections on how they will attempt to discern and answer God's call.

COMM 210/410 Family Communication (3) This course will explore a variety of theoretical perspectives for examining communication in family systems, including systems theory, dialectical approaches, and narrative views. Students will learn to synthesize theory and research on family interaction and relate concepts to their past, present, and future family relationships. Students will also consider how cultural expectations of family shape the way we enact and experience family life in the United States.

COMM 212 Public Speaking (3) Students will learn how to prepare and deliver effective public speeches. Development of speaking, critical thinking, clarity of ideas, articulation of content, listening, and adaptation to the audience will be emphasized. (Satisfies the communication elective requirement in the General Education Core.)

COMM 213 Relational Communication (3) This course seeks to develop the student's understanding of, and ability to use, interpersonal communication skills. While emphasizing the fulfilling nature of intimate communication, the course will lead students to understand the nature of communication within relationships. (Satisfies the communication elective requirement in the General Education Core.)

COMM 215 Instructional Communication (3) This course seeks to develop the student's understanding of, and ability to use, public address and interpersonal communication skills in instructional contexts. The course will lead students to understand the nature of communication with students, parents of students, adult learners, and fellow instructors. (Satisfies the communication elective requirement in the General Education Core for students who are teacher education majors.)

COMM 216 Interpersonal Health Communication (3) This course seeks to develop the student's understanding of, and ability to use, interpersonal communication skills in health care settings. The course will lead students to understand the nature of communication within professional relationships.

COMM 220 Intercultural Communication (3) A study in the problems of effective communication of concepts across cultural barriers, values and world views.

COMM 225 Argumentation and Debate (3) Students will learn how to generate and refute arguments. Students will participate in many debates, beginning with informal and playful encounters and proceeding to more formal, research-driven debates. Students will also learn how to evaluate the arguments of opposing sides in a debate, declare a winner, and explain the decision.

COMM 240 Communication Theory (3) A survey of entire theories of communication, drawn from interpersonal, public, organizational, mass, and intercultural communication. This course includes attention to the characteristics of different kinds of theory as well as criteria for judging theories. Prerequisite: COMM 211 or 212 or 213 or instructor's consent.

COMM 310 Foundations of Public Relations (3) Introducing the field of public relations in profit and non-profit organizations with an overview of the challenges and responsibilities of public relations professionals.

COMM 311 Speechwriting (3) An introduction to the speechwriting profession, followed by a writing-intensive sequence of assignments with emphasis on writing for listeners, not for readers. Prerequisite: COMM 212 or instructor approval.

COMM 312 Advanced Public Speaking (3) Building on the skills introduced in COMM 212, students will deliver specialized speeches that are specific to the needs of particular subject areas, as well as longer speeches, speeches with question-and-answer sessions, and speeches to audiences from outside the university. Prerequisite: COMM 212 or instructor approval.

COMM 314 Copy Writing for Media (3) Focuses on shaping students' creative input to media writing projects, as well as format and channel constraints of written work delivered through mass media channels. Includes both individual and group work. Teaches foundations for development

of effective advertising: problem definition, strategic development, and conceptual idea generation through tangible executions.

COMM 315 Methods of Public Relations Research (3) Introduces the methods of data collection used in professional public relations practices. Includes practical work collecting and interpreting various types of data, incorporating data into message construction, and evaluating data quality. Uses a variety of quantitative and qualitative methods including focus groups, surveys, content analysis, and marketing-specific research such as online behavior and consumer behavior reports. Prerequisite: COMM 310.

COMM 316 Strategic Communication (3) Explores how and why research is conducted and used by public relations and advertising professionals to formulate strategic campaigns and evaluate their effectiveness. Examines the concepts and established techniques organizations use to inform and influence their publics, including disseminating ideas and building relationships. Addresses both theoretical and practical aspects of strategic communication, with special attention to ethics. Prerequisite: COMM 310.

COMM 318 International Public Relations (3) Explores the structure and function of public relations and communication organizations in international settings. Considers development, culture, and geopolitical variables affecting public relations and communication organizations. Analyzes national and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies. Prerequisite: COMM 310.

COMM 319 Communication and Sport (3) An introduction to the interpersonal communication dynamics of sports contexts. Topics include relational development (coach-player, team chemistry), intercultural communication, conflict management, listening and social support, and nonverbal communication. Prerequisite: COMM 212 or 213 or 215 or 216.

COMM 320 Advanced Intercultural Communication (1-3) Students will deepen their understanding of principles and techniques of intercultural communication through field research during a study abroad trip. Students will write in response to country-specific assigned readings, as well as write narrative accounts of intercultural encounters. Prerequisite: COMM 220. Corequisite: Participation in a study abroad program. Repeatable up to three credits.

COMM 321 Competitive Speech and Debate (2) Designed to give students practical instruction and skill in clearly articulating eloquent argument. Prerequisite: Earning junior status in forensic competition. Can be repeated for up to 4 credits.

COMM 342 Survey of Communication Theory (3) A comprehensive examination of the enduring major theoretical work done in different areas of the Communication field, including relationships, persuasion and social influence, group and organizational behavior, and gender and culture. Students will synthesize the various theories and review recent applications of the theories. Prerequisite: Admission to Online Program or instructor approval.

COMM 360 Mass Media Law and Ethics (3) A brief overview of mass media issues and the influence media has on audiences. Students study mass media law and ethics in terms of movies,

newspapers, radio, television, magazines, and the Internet. Christian ethics are applied to pop cultural trends as well as our use of media in communication.

COMM 370 Listening Behavior (3) An in-depth examination of past and present research into listening. This course includes a detailed analysis of the listening process, as well as projects and skill work to enhance each student's ability to listen without succumbing to distraction or misunderstanding.

COMM 380 Communication & Conflict (3) An introduction to the expression and resolution of conflict in interpersonal communication. Students will learn to recognize, understand, fully analyze, and manage conflict in personal and professional relationships.

COMM 401 Crisis and Emergency Management Communication (3) Introduces the key elements of crisis response before, during and after the crisis. Also introduces the elements of effective crisis management: prevention, preparation, response, and aftermath. Reviews case studies involving major crises and issues affecting corporations. Examines management actions and communications before, during, and after a crisis. Prerequisites: COMM 310 and COMM 314.

COMM 402 Campaigns and Special Event Publicity (3) Applies theory, skills, and a team-based approach to researching, planning, presenting, and implementing a campaign for a client. Pairs students with community organizations and/or campaigns to create content and construct message projects. Students establish measurable objectives and then collect data to determine whether the objectives were met. Professional portfolios presented and reviewed. Prerequisites: COMM 310, COMM 314, and COMM 315.

COMM 413 Advanced Relational Communication (3) Development of in-depth understanding and skills with regard to the complex features of interpersonal communication within relational and professional contexts. Prerequisites: COMM 213 and COMM 240.

COMM 421 Competitive Speech and Debate (2) Designed to give students practical instruction and skill in clearly articulating eloquent argument. Prerequisite: Instructor's consent. May be repeatable for up to 4 credits.

COMM 428 Team Leadership (3) This course examines leadership and its impact on team development, communication, quality of decision-making and performance. Course activities and discussion explore types of teams, leadership roles, member selection, team development and culture, trust and collaboration, barriers to performance, performance feedback and leading global teams.

COMM 430 Nonverbal Communication (3) (offered every other year) Introducing students to practical applications of research findings and theories of nonverbal communication with particular emphasis on how they influence visual, vocal, temporal, and spatial cues. Prerequisite: COMM 213 or COMM 240.

COMM 441 Rhetorical Criticism (3) Students enrolling in this course will learn both classical and contemporary approaches to rhetorical criticism. Discussions focus on both written and oral forms of persuasion. Prerequisite: COMM 240 or instructor permission.

COMM 450 Persuasion (3) This class takes a social science approach to construction and receipt of persuasive messages. Students will learn how to encourage attitude and behavior change one-on-one, in small groups and in public presentations. Students will also learn to recognize and, when appropriate, resist persuasive messages from other communicators.

COMM 470 Research Methods in Communication (3) An introduction to social science research methods in interpersonal communication, both quantitative and qualitative. Students will design and carry out a small-scale study. Prerequisites: COMM 240.

COMM 495 Internship (2-16) This course is designed to give students practical work in a professional setting. Required of communication majors, others must have consent of instructor. Pass/no pass grading option only. Repeatable for up to 16 credits.

COMM 498 Pre-Capstone (1) Students are guided through preparatory phases of the senior capstone. Projects include preparing a portfolio, selecting a capstone topic, authoring a review of literature, framing a working hypothesis, designing a method and securing IRB approval.

COMM 499 Senior Capstone (2) Prerequisite: COMM 498.

Computer Information Sciences

CIS 100 Computer Competency Exam (0) This exam covers computer topics and specifically Microsoft Office: Word, Excel & PowerPoint. On successful completion of the exam, the student's computer competency requirement will be met.

CIS 101 Introductory and Intermediate Excel (1) Spreadsheets are applicable for practical and research data structuring, processing, analyzing, and presenting in a wide variety of fields, including business, hard science, and social science. This course provides initial introductory knowledge of spreadsheet software (Microsoft Excel®) along with more advanced spreadsheet skills. Covered topics include basic software functionality, creative spreadsheet design and use, and how to apply specifics such as: formatting and conditional formatting, relative, absolute, and three-dimensional cell referencing, range naming, autofill, data tables, charting, views, more advanced functions (e.g. statistical, financial, logical, lookup, text, and date/time), and other tools (e.g. filtering, sorting, data validation, pivot tables, what-if analysis, solver, and documentation).

CIS 102 Introduction to Word Processing and Presentations Software (1) Word processing and presentation tools are applicable for practical and research reporting in a wide variety of fields, including business, hard science, and social science. This course provides an introductory skill level in both word processing (Microsoft Word®) and presentation (Microsoft PowerPoint®) software applications. Covered word processing topics include basic software functionality and how to apply the software to create complex documents including: reports, resumes, brochures, and newsletters. Presentation topics also include basic software functionality as well as how to create robust, multimedia presentations by adding multimedia elements to slides – including animations, audio, and video.

CIS 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

CIS 124 Advanced Office Systems (3) This course provides an intermediate to advanced level of proficiency in some of the most popular word processing, spreadsheets, presentation graphics, and database software applications used in the U.S. These include: MS 365, Google Workspace, SharePoint, and Apple iWork. The emphasis will be on applications for business, non-profits, education and government: such as letters, memos, newsletters, reports, manuals, and presentations skills, as well as the processing and analyzing of data for hard science and social science research.

CIS 140 Introduction to Computer Science (3) This course introduces students to the field of computer science, covering the history of computing, web development basics, fundamental computer science concepts and innovative technologies such as AI.

CIS 450 Emergent Technologies (3) This course explores innovative technologies including GitHub, AI and Confluence, teaching students to build real applications, understand industry impacts and stay updated in the fast-paced tech world. Prerequisite: SFTE 130.

Contemporary Music Industry

CMI 118 Music Technology (2) This course provides a student with an opportunity, through group instruction and hands-on experience, to study current applications of live production and music technology in a comprehensive MIDI/audio studio. Students will be introduced to the audio concepts required to begin mixing for a live band. They will also study music production software including Garage Band, Logic, Digital Performer, Sibelius and Finale. Students will learn basic MIDI concepts, sequencing, digital audio recording, plug-ins, and digital mixing systems. Students will work in the studios a minimum of 2 hours per week outside of class.

CMI 150 Survey of Critical Technologies in Worship Ministry (2) This course provides a comprehensive survey of the essential audio, video, and lighting (AVL) technologies that create a cohesive and immersive Sunday morning worship environment. Students will explore the principles of sound reinforcement, cover the practical application of video presentation software, such as ProPresenter, and examine how strategic lighting design contributes to the desired atmosphere and visual focus. Student will learn to unify all AVL elements to a professional standard that supports the ministry's mission.

CMI 210 Rhythm Section Methods (2) This course will provide opportunity for the student to observe, learn and discuss the way a rhythm section contributes to contemporary music bands and ensembles. Prerequisite: MUS 100 or instructor approval.

CMI 141/241/341/441 The Grove Collective Practicum: Live Production (1) Students will learn to plan, produce, and assess required technological components related to the presentations and performances of The Grove Collective, including live sound engineering, videography, and lighting. They will participate in chapel, campus events, general University programming, off-campus music leadership, and touring. Repeatable up to two credits per level.

CMI 310 Live Sound Production (2) Students will learn signal flow of audio through a variety of system configurations, as well as acoustics and the use of sound reinforcements. Hands on equipment diagnosis and repair will be demonstrated. At the end of this course, students will be

able to run, mix and trouble shoot audio for many settings on industry standard equipment. Prerequisite: CMI 118. Course fee required.

CMI 320 Lighting & Design (2) This course will provide student's basic practices and theories of theater and stage lighting. Topics will include stage lighting design, color and texture; focusing, moving lights, and more. Prerequisite: CMI 118. Course fee required.

CMI 330 Video Production I (2) This course is an introduction into the basic practices used in video production. Students will be given experience in operating video equipment while performing a variety of production roles. Videotape editing and audio will be emphasized. Prerequisite: CMI 118. Course fee required.

CMI 340 Studio Techniques I (2) This course provides fundamentals of studio recording and multi-track studio production techniques are developed through class discussion and project assignments. Topics will include microphone design and technique, MIDI technology and its integration into music production. Prerequisite: CMI 118. Course fee required.

CMI 350 Studio Techniques II (2) This course is an advanced study of studio recording and multi-track studio production techniques developed through class discussion and project assignments as a continuation of Studio Techniques I. Topics include advanced techniques within Digital Audio Workstations (DAW's), focusing on experience in Pro Tools. Prerequisite: CMI 340. Course fee required.

CMI 360 Music Arranging & Producing (2) Students will become familiar with and learn both the principles and design behind virtual instruments and DAW relevant to contemporary music industry standards. Attention will be placed on contemporary ensemble arranging and orchestration. Prerequisites: CMI 118 and MUS 101. Course fee required.

CMI 430 Video Production II (2) This course will focus on video postproduction skills. Students will be given experience in video editing, color grading, sound design, and visual effects. Prerequisite: CMI 330.

CMI 495 Internship (2-16). Repeatable for up to 16 credits. Pass/no pass grading option only.

CMI 499 Senior Capstone (1-2). Repeatable for credit.

Co-operative Work Experience

CWE 200 Co-operative Work Experience I (3) This course introduces students within the Online Program to the concept of assessing and integrating academic learning and on the job experience. Heavy emphasis will be placed on the development of learning objectives utilizing Bloom's Taxonomy. Additional topics include communication skills that specifically impact work, soft and hard skills on the job, Bushnell's mission of Wisdom, Faith and Service as applied to work life and finding the 'Why' in career and calling. Students will set learning objectives with the course instructor and engage in guided reflection activities along with a final reflection paper. Prerequisite: WR 123. Pass/no pass grading option only.

CWE 201 Cooperative Work Experience II (1-6) As continuation of the CWE 200 course, students will use the concepts learned to create new learning objectives to assess and integrate academic

learning and on the job experience. A collaborative approach between the instructor, student, and student supervisor will be used in this assessment. A student must take at least 3 additional residential credits in the semester while enrolled in this course. This course may be repeated for a maximum of 12 credits. Prerequisites: WR 123 and CWE 200. Pass/no pass option only. Only available for degree-seeking students in the Online Program.

Criminal Justice

CJ 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

CJ 201 Introduction to Criminal Justice (3) This course provides students with an understanding of criminological, systematic and environmental theories of crime and criminal behavior. The historic development of law enforcement, courts, corrections and the modern operations of law enforcement agencies will be covered.

CJ 320 Issues in Ethics in Criminal Justice (3) This course provides an in-depth examination of ethical and decision-making dilemmas facing law enforcement and criminal justice professionals. Professional standards of behavior are identified and discussed in regards to law enforcement unethical behavior.

CJ 330 Corrections in the 21st Century (3) This course focuses on the different types of correctional institutions, the residents, programs and the management of these facilities. Discussion will include the special problems associated with corrections and the correctional institutions. History, philosophy and development of adult and juvenile probation, and parole will also be addressed.

CJ 331 Law and Criminal Procedure (3) This course offers an overview of the theoretical issues and functions of the law involved in the controlling of criminal behavior in society. Historical foundations and the limits of the law will be covered with a correlation of constitutional law.

CJ 340 Criminal Investigation (3) This course will focus on the student's ability to accomplish a myriad of criminal investigations upon learning the facts of cases and the evidence as presented. Students will understand the relevant components of a successful and ethical investigation and be able to summarize evidentiary procedure by articulating their information in various investigative reports. Upon completion of this course, students will be prepared to train in the field with experienced training investigators. They will be able to recognize and evaluate evidence and generate a complete written report ready for the judicial system.

CJ 350 Police Administration (3) This course focuses on the variety of police functions, organizational structures, resources management, operational techniques, professional ethics, leadership principles and their implications for generalized and special units.

CJ 353 Criminology (3) This course examines the major criminological issues. This would include definitions of crime and development of theories of crime causation relative to legal, social, political, and psychological perspectives.

CJ 420 Juvenile Justice System (3) This course introduces the theoretical foundations of delinquency causation. This course will trace the American juvenile justice system and study the rationale of the court system, its jurisdiction, police interaction with juveniles, and the correctional strategies for young offenders.

CJ 431 Comparative Justice (3) This course will examine various crimes on an international level. Students will identify, analyze and compare the criminal justice systems nationally with those in other countries. This course will explain the various philosophies of law and justice, the arrangements for crime prevention and law enforcement, to include the methodology of identifying the judges and juries around the world.

CJ 440 Victimology (3) This course introduces students to the world of crime victims. Students will explore policy developments and practical applications which stem from the concern over victims. They will examine the progression from a criminal to the victim justice system. This course will also present an overview of conceptual and substantive issues in victim-centered theory and research, including the impact of crimes upon the victim and the role of the victim.

Economics

ECON 201 Microeconomics (3) This course is an introduction to microeconomics, both business and personal. Topics include opportunity cost, the market system, supply and demand, cost, competition, monopoly, oligopoly, labor markets, and public goods.

ECON 202 Macroeconomics (3) This course is an introductory course in macroeconomics. Topics of business and personal concern including business cycles, inflation, unemployment, banking, monetary and fiscal policy, the balance of payments, and economic growth are examined.

ECON 355 Managerial Economics (3) This course helps business students become architects of business strategy, and is meant to review concepts of managerial economics and introduce the students to new ways of thinking, enhancing overall analytical skills.

ECON 555 Managerial Economics (3) This course helps business students become architects of business strategy, and is meant to review concepts of managerial economics and introduce the students to new ways of thinking, enhancing overall analytical skills.

Education

EDUC 110 Foundations of Education (3) This course is a comprehensive overview of the history of education and curriculum development and design. It is a course investigating historical, economic, legal, and philosophical foundations to provide pre-service teachers with a clear understanding of the events and leaders who preceded the issues and controversies confronting American education today. Course content will include an examination of curriculum foundations and the theory of a variety of curricular models. Bushnell University's service learning is embedded in this course, and students complete 15 hours of service in area schools as part of the course grade.

EDUC 107-407 Special Topics (1-12) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be

used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

EDUC 210 School Diversity (3) This course is designed to be an introduction to understanding the complex and diverse communities represented in our contemporary schools. This class facilitates student growth in intercultural skills. It is designed to lead students through a program that provides ample opportunity for exposure to a variety of educational settings and perspectives. The projected outcome is a student who engages in effective interactions with people from diverse cultures. The means for assessing and evaluating student performance in this class consists of active participation in class, a narrative log of experiences in a variety of settings, and critical response papers to readings and guest speakers from representatives of diverse cultures. Documentation of student growth in cultural competence is through the development of a reflective journal.

EDUC 230 Technology for Teaching and Learning (3) This course provides information and develops skills in selecting, producing and integrating technology to support teaching and learning. Primarily an online course, students learn how to support reading, writing, and math instruction in an educational setting. Students learn to critically review student and teacher software applications and identify Internet resources to support curriculum and instruction.

EDUC 302 Foundations of Education & Diversity (2) This survey course provides an overview of the major laws and principles regarding the historical and contemporary purposes, roles and functions of education in American society as well as an overview of the major concepts, theories and research related to curriculum, instruction and assessment. Effective instructional strategies that ensure active and equitable participation of all learners, as well as modifications for diverse learners with exceptionalities are introduced.

EDUC 313 Curriculum, Instruction and Assessment (3) This course is designed to guide future teachers to develop skills in designing and organizing lessons and curricular units that involve students in developmentally appropriate learning activities. Students learn and practice a variety of instructional structures, methods, and models including direct instruction and co-operative learning strategies. A study of informal and formal assessment methods includes the cycle of reflective teaching inherent in pre-and post-assessment of learning goals. Students apply the basic components of the work sample by developing a modified work sample. Students become knowledgeable about the Oregon Standards and Benchmarks and create an original unit of study. Prerequisite: Teacher Education major.

EDUC 321 Classroom Relations & Management (3) Classroom management approaches and techniques for elementary, middle and high school students are taught with an emphasis on relational factors that contribute to behavior changes. The logistics of managing transitions and learning spaces, preventative strategies supported by classroom routines and protocols, and problem solving methods are presented. Students review social skills curriculum and approaches to character education. Advisory programs, classroom meetings, and peer mediations are some of the constructs taught as additional supports at the secondary level. Students learn to communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities. Students develop a

"Classroom Management Plan" as a precursor to this work sample component. Prerequisite: Teacher Education major.

EDUC 322 Classroom Management, Diverse Populations, & Exceptional Learners (3) Classroom management approaches and techniques for elementary, middle and high school students are taught with an emphasis on relational factors that contribute to behavior changes. The logistics of managing transitions and learning spaces, preventative strategies supported by classroom routines and protocols, and problem solving methods are presented. Students review social skills curriculum and approaches to character education. Advisory programs, classroom meetings, and peer mediations are some of the constructs taught as additional supports at the secondary level. Students learn to communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities. Students develop a "Classroom Management Plan" as a precursor to this work sample component. This course provides an overview of the major educational practices, theories, and research regarding diverse learners with disabilities. Prerequisite: Teacher Education major.

EDUC 324 Secondary Health Methods (3) This course provides middle and high school teacher candidates with a wide range of skills and concepts specifically directed towards teaching health education. The course aims to expand teacher candidates' knowledge of methods, materials, assessment strategies, and motivational tools to enhance their ability to teach health. The course emphasizes research-based teaching and evaluation methods aligned with the State Standards. Prerequisite: Teacher Education major.

EDUC 325 First Year Experience (1) Students observe, expand, and extend upon the elements of curriculum and learner outcomes as these are presented in area classrooms at their respective authorization level. Focused assignments are presented in classes and must be completed during this field experience. The use of personal reflection to critically analyze theory in relation to practice is emphasized. Prerequisite: Teacher Education major. Pass/no pass grading option only.

EDUC 326 Exceptional Learners (2) This survey course provides an overview of the major educational practices, theories, and research regarding diverse learners with disabilities. Emergent issues and best practices including Response to Intervention (RTi), differentiated instruction, curricular adaptations and modifications, compliance with laws, ethical concerns, and characteristics and needs of learners with disabilities will be examined. Principles of effective collaborative and interdisciplinary teaming, positive behavior supports, and inclusive educational programming are addressed.

EDUC 330 Educational Psychology & Development (3) This course is designed to introduce students to developmental perspectives of elementary age and early adolescent children and the learning theories as they apply to different ages. Personal, social, moral, and cognitive development is explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk

and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

EDUC 331 Child Development & Learning Theory (3) This course is designed to introduce students to developmental perspectives of elementary age and early adolescent children and the learning theories as they apply to different ages. Personal, social, moral, and cognitive aspects of development are explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

EDUC 332 Interdisciplinary Methods (3) This methodology course emphasizes a cross-curricular approach to content-based instruction through critical thinking skills, basic analysis skills, study skills and specific teaching strategies and methodology for active forms of learning. The process of interrelation of ideas and information within and across social studies, health and physical education utilizing the academic content standards is emphasized. Included in this course is the integration of reading, writing, listening and speaking across content areas. Instruction is aligned to the state adopted content standards (K-8) and the language needs of all learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied. Technology for teaching and learning is integrated in the course.

EDUC 340 Elementary Literacy Methods and Children's Literature (3) This course provides methods and materials for language arts teaching in the areas of reading and writing, with an emphasis of decoding using phonics, syntax, and morphology, fluency, and comprehension with special attention given to student performance and learning needs. In addition, students will review children's literature from literary and social perspectives through a variety of topics, such as folklore, oral literature, fantasy, allegory, Newberry and Calecott medalists, and literature. Prerequisite: Teacher Education major.

EDUC 342 Elementary Literacy Methods (3) This course provides methods and materials for language arts teaching in the areas of reading and writing, with an emphasis of decoding using phonics, syntax, and morphology, fluency, and comprehension. Special attention is paid to the assessment of student performance and learning needs. Pre-service teachers will determine developmentally appropriate content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery. Prerequisite: Teacher Education major.

EDUC 350 Elementary Math & Science Methods (3) This course examines and utilizes national standards and Oregon state standards for mathematics and science at the elementary authorization level. A large portion of the course will focus on developmentally appropriate practices to enhance conceptual knowledge, process skills, and application of concepts. Prerequisite: Teacher Education major.

EDUC 353 Connecting Curriculum, Instruction, and Assessment (2) This course is designed to guide future teachers to develop skills in designing and organizing lessons and curriculum with appropriate learning activities. Students learn how to design lessons and units, writing appropriate learning objectives, using a variety of instructional strategies and assessments. A study of formative and summative assessment methods includes the cycle of reflective teaching inherent in the teaching and learning cycle. Students become knowledgeable about the Oregon Standards and Benchmarks and create an original unit of study.

EDUC 360 Literacy Methods for All Content Areas (3) Students learn strategies for teaching the language arts with emphasis on reading and writing in the content areas. Students learn methods for integrating instruction in support of inferential and evaluative comprehension. Prerequisite: Teacher Education major.

EDUC 362 Secondary Language Arts Methods (3) Apprises middle and high school teacher candidates with a wide range of skills and concepts specifically supportive in teaching language arts. Expands teacher candidates' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enhance their ability to teach language arts. Emphasizes research-based teaching and evaluation methods, such as the Smarter Balanced exam, and studies Common Core Standards.

EDUC 366 Secondary Science Methods (3) This course introduces beginning educators to the standards, strategies, resources and technology appropriate to science curriculum and instruction at the secondary level. Particular emphasis is placed on state standards, research-based teaching and evaluation methods, and issues regarding the safe management of a laboratory classroom. Prerequisite: Teacher Education major.

EDUC 367 Secondary Math Methods (3) This course examines and utilizes national standards and Oregon state standards for mathematics and science at the secondary school authorization level. Prerequisite: Teacher Education major.

EDUC 368 Secondary Social Studies Methods (3) It is the intent of this course to help prospective teachers build a perspective for judging the appropriateness of social studies teaching activities and to develop, teach, and evaluate social studies courses at the middle and high school levels. The essential question addressed in the course is, "How do you teach social studies?" Teaching strategies are presented that help learners work through the interplay of facts, concepts, and main understandings that enable them to learn knowledge in social studies. Prerequisite: Teacher Education major.

EDUC 370 Adolescent Learners (3) This course is designed to introduce students to developmental perspectives of middle and high school age children and the learning theories as they apply to different ages. Personal, social, moral, and cognitive developments are explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

EDUC 371 Adolescent Development & Learning Theory (3) This course is designed to introduce students to developmental perspectives of middle and high school age children and the learning theories as they apply to different ages. Personal, social, moral, cultural, and cognitive aspects of development are explored. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners.

EDUC 372 Elementary Math and Science Methods (3) This course provides methods and materials for math and science teaching for elementary authorization level. Students will align instruction and assessment methods with the Common Core State Standards as well as developmentally appropriate practices to enhance conceptual knowledge, skill and concepts. Prerequisite: Teacher Education major.

EDUC 380 School Law (3) Students study the levels of influence on schools with attention to the factors that promote or create potential barriers to teaching and learning. Primary emphasis is on school law including student and teacher rights, teacher licensure requirements, and special education law. The implications of the First Amendment will be explored. The Oregon state definition of a competent and ethical educator will be examined in depth. Discussions will include professional standards to interact constructively with colleagues, administrators, support personnel, and parents. Pre-service teachers will become aware of, and act in accordance with, school policies and practices. Prerequisite: Teacher Education major.

EDUC 415 Faith Integration Seminar (2) Students network each week to share and support each other in the development and implementation of their second (major) work sample. This course also provides the support and encouragement and involves the search of a personal definition of the integration of faith and teaching in a public setting as an integral part of curriculum. Students replicate professional work by designing typical communicative materials expected of first-year teachers. Prerequisite: Teacher Education major.

EDUC 420 Diversified Methods (3) This course is designed to assist students in developing integrated curricula based on concepts drawn from social studies, the fine arts and a comprehensive physical education program. Students will develop differentiated lesson plans for exceptional learners and students with varying cultural, social, linguistic, and socio-economic backgrounds. Particular emphasis will be placed on identifying appropriate school studies methods and strategies for integrated and differentiated instruction which support Oregon standards and benchmarks. This course also covers the physical education curriculum, developing levels, teaching strategies, lesson planning, observations, and classroom management. Additional context is provided around theories of movement in education, and the role of health and nutrition as part of a physical education program.

EDUC 430 Visual Arts & Social Studies Methods (2) Fine Arts Methods is designed to assist students in developing integrated curricula that are based on concepts drawn from social studies and the fine arts. Students will develop differentiated lesson plans for exceptional learners, and for students with varying cultural, social, linguistic and socio-economic backgrounds. Special emphasis will be placed on identifying appropriate social studies methods and strategies for

integrated and differentiated instruction, which support the Oregon Standards and Benchmarks. Prerequisite: Teacher Education major.

EDUC 435 Minor Field Experience (2) This school-based practicum takes place in the student's second age-authorization level and extends classroom instruction through the development of a minor work sample with supervised support. Students will use a variety of research-based educational practices that reflect how students learn and are sensitive to individual differences and diverse cultures. Course may be taken multiple times for credit. Prerequisite: Teacher Education major. Pass/no pass grading option only.

EDUC 437A EdTPA Support Seminar (2) This course is designed to assist future teachers to apply the curricular, instructional and assessment strategies learned in previous courses as the student develops and implements their first (minor) work sample. Students learn about the learning needs of special populations in today's schools including special needs students, talented and gifted learners, and learners who are speakers of other languages. Work sample development will reflect adaptations for students with varying cultural, social and linguistic backgrounds to forward the equitable application of a variety of instructional strategies, assessment methods, and classroom management systems with regard to the demographics of classroom and school communities. Prerequisite: Teacher Education major.

EDUC 437B EdTPA Support Seminar (1) This course is designed to assist future teachers to apply the curricular, instructional and assessment strategies learned in previous courses as the student develops and implements their first (minor) work sample. Students learn about the learning needs of special populations in today's schools including special needs students, talented and gifted learners, and learners who are speakers of other languages. Work sample development will reflect adaptations for students with varying cultural, social and linguistic backgrounds to forward the equitable application of a variety of instructional strategies, assessment methods, and classroom management systems with regard to the demographics of classroom and school communities. Prerequisite: Teacher Education major.

EDUC 475 Major Field Experience (2) Starting the school year and continuing in a single classroom, students provide small group and whole class instruction and participate in building-level activities, staff development experiences, and parent-teacher conferences. Pre-service teachers work to emphasize instructional techniques that promote critical thinking and problem solving and that encourage divergent, as well as convergent, thinking. Students are required to teach a minimum of three whole group lessons. Course may be taken multiple times for credit. Prerequisite: Teacher Education major. Pass/no pass grading option only.

EDUC 485 ESOL Practicum (2) In this school-based practicum, the student will work closely win an ESOL certified teacher and create a minor work sample with supervised support. Students will use a variety of research-based educational practices that reflect how students learn and that are sensitive to individual differences and diverse cultures. This practicum may be waived if the student is able to fit ESOL placement into their practicum or student teaching experience. Prerequisite: Teacher Education major. Pass/no pass grading option only.

EDUC 495 Major Field Experience (2) Starting the school year and continuing in a single classroom, second year students provide small group and whole class instruction and participate in building-level activities, staff development experiences, and parent-teacher conferences. Pre-

service teachers work to emphasize instructional techniques that promote critical thinking and problem solving and that encourage divergent, as well as convergent, thinking. Students are required to teach a minimum of three whole group lessons. Course may be taken multiple times for credit. Prerequisite: Teacher Education major. Pass/no pass grading option only.

EDUC 496 Student Teaching (8, 10) This class is a continuation of EDUC 495 including the gradual responsibility for classroom instruction. This culminating experience provides a demonstration of students' knowledge and skill in the preparation, implementation, and assessment of instruction that includes a positive classroom environment that employs developmentally appropriate practices and the use of technology. Pre-service teachers will monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives. Prerequisite: Teacher Education major. Pass/no pass grading option only.

EDUC 500 Graduate Writing Seminar (1) The writing instruction focuses on APA manuscript style and methods for strengthening academic writing. Because good writing reflects clear, logical, and critical thinking, this course is aimed at developing students' ability to frame an idea in a clear, succinct fashion and integrate support for that idea with current research literature.

EDUC 502 Foundations of Education & Diversity (2) This survey course provides an overview of the major laws and principles regarding the historical and contemporary purposes, roles and functions of education in American society as well as an overview of the major concepts, theories and research related to curriculum, instruction and assessment. Effective instructional strategies that ensure active and equitable participation of all learners, as well as modifications for diverse learners with exceptionalities are introduced.

EDUC 507-607 Special Topics (3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

EDUC 521 Classroom Management, Diverse Populations, & Exceptional Learners (3) Classroom management approaches and techniques for elementary, middle and high school students are taught with an emphasis on relational factors that contribute to behavior changes. The logistics of managing transitions and learning spaces, preventative strategies supported by classroom routines and protocols, and problem solving methods are presented. Students review social skills curriculum and approaches to character education. Advisory programs, classroom meetings, and peer mediations are some of the constructs taught as additional supports at the secondary level. Students learn to communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities. Students develop a "Classroom Management Plan" as a precursor to this work sample component. This course provides an overview of the major educational practices, theories, and research regarding diverse learners with disabilities. Prerequisite: graduate teacher education major.

EDUC 524 Secondary Health Methods (3) This course provides middle and high school teacher candidates with a wide range of skills and concepts specifically directed towards teaching health

education. The course aims to expand teacher candidates' knowledge of methods, materials, assessment strategies, and motivational tools to enhance their ability to teach health. The course emphasizes research-based teaching and evaluation methods aligned with the State Standards. Prerequisite: Teacher Education major.

EDUC 525 Exceptional Learners (2) This survey course provides an overview of the major educational practices, theories, and research regarding diverse learners with disabilities. Emergent issues and best practices including Response to Intervention (RTi), differentiated instruction, curricular adaptations and modifications, compliance with laws, ethical concerns, and characteristics and needs of learners with disabilities will be examined. Principles of effective collaborative and interdisciplinary teaming, positive behavior supports, and inclusive educational programming are addressed.

EDUC 530 Child Development & Learning Theory (2) This course is designed to introduce students to developmental perspectives of elementary age and early adolescent children and the learning theories as they apply to different ages. Personal, social, moral, and cognitive aspects of development are explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

EDUC 531 Elementary Interdisciplinary Methods (3) This methodology course emphasizes a cross-curricular approach to content-based instruction through critical thinking skills, basic analysis skills, study skills and specific teaching strategies and methodology for active forms of learning. The process of interrelation of ideas and information within and across social studies, health and physical education utilizing the academic content standards is emphasized. Included in this course is the integration of reading, writing, listening and speaking across content areas. Instruction is aligned to the state adopted content standards (K-8) and the language needs of all learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied. Technology for teaching and learning is integrated in the course.

EDUC 541 Elementary Literacy Methods & Children's Literature (3) This course provides methods and materials for language arts teaching in the areas of reading and writing, with an emphasis of decoding using phonics, syntax, and morphology, fluency, and comprehension. Special attention is paid to the assessment of student performance and learning needs. Pre-service teachers will determine developmentally appropriate content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery. Prerequisite: Graduate Teacher Education major.

EDUC 553 Connecting Curriculum, Instruction, & Assessment (2) This course is designed to guide future teachers to develop skills in designing and organizing lessons and curriculum with appropriate learning activities. Students learn how to design lessons and units, writing

appropriate learning objectives, using a variety of instructional strategies and assessments. A study of formative and summative assessment methods includes the cycle of reflective teaching inherent in the teaching and learning cycle. Students become knowledgeable about the Oregon Standards and Benchmarks and create an original unit of study.

EDUC 555 Research Methods (3) Students will examine the traditions, theories and use of quantitative and mixed methods research. Includes evaluation of methods, data findings and implication of research studies in education. Students will produce and critique scholarly writing. Presents the substance of qualitative research as well as the methods. By examining the traditions and theories of qualitative research, students will explore the principal methods, research techniques and critical issues, applying their knowledge to their own research plans.

EDUC 561 Literacy Methods for All Content Areas (3) Students learn strategies for teaching the language arts with emphasis on reading and writing in the content areas. Students learn methods for integrating instruction in support of inferential and evaluative comprehension. Prerequisite: Graduate Teacher Education major.

EDUC 562 Secondary Language Arts Methods (3) Apprises middle and high school teacher candidates with a wide range of skills and concepts specifically supportive in teaching language arts. Expands teacher candidates' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enhance their ability to teach language arts. Emphasizes research-based teaching and evaluation methods, such as the Smarter Balanced exam, and studies Common Core Standards.

EDUC 565 Culturally Responsive Teaching (3) In this course students will explore pedagogies and instructional strategies for educating culturally diverse students in various educational settings (e.g., suburban, urban, rural). Topics will include, but are not limited to, culturally relevant pedagogy, equity pedagogy, and culturally responsive teaching. Specific attention will be given to how race, class, and gender (as cultural identities) impact the teaching and learning process. Since the course is designed to inform teacher practice, course material will include teacher and student narratives and focus on teaching for social justice as a way to provide equity in education for all students.

EDUC 566 Secondary Science Methods (3) This course introduces beginning educators to the standards, strategies, resources and technology appropriate to science curriculum and instruction at the secondary level. Particular emphasis is placed on state standards, research-based teaching and evaluation methods, and issues regarding the safe management of a laboratory classroom. Prerequisite: Graduate Teacher Education major.

EDUC 567 Secondary Math Methods (3) This course examines and utilizes national standards and Oregon state standards for mathematics instruction at the basic and advanced levels. Mathematical reasoning and problem-solving are emphasized. Prerequisite: Graduate Teacher Education major.

EDUC 568 Secondary Social Studies Methods (3) This course incorporates multiple perspectives for teaching the social sciences: historic, geographical, economic, political, and cultural through the use of essential questions (e.g. what has humankind done and thought?). Teaching strategies are presented that help learners work through the interplay of facts, concepts, and main

understandings that enable them to understand and use the social sciences. Prerequisite: Graduate Teacher Education major.

EDUC 570 Adolescent Development & Learning Theory (2) This course is designed to introduce students to developmental perspectives of elementary age and early adolescent children and the learning theories as they apply to different ages. Personal, social, moral, and cognitive aspects of development are explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

EDUC 572 Math and Science Methods for Elementary Teachers (3) This course provides methods and materials for math and science teaching for elementary authorization level. Students will align instruction and assessment methods with the Common Core State Standards as well as developmentally appropriate practices to enhance conceptual knowledge, skill and concepts. Prerequisite: Graduate Teacher Education major.

EDUC 575 Ethics, Values and Faith within the Education Setting (2) This course examines how belief structures undergird the methods educators use to motivate people to learn. Through the light of ethical theory, students examine how organizational leaders respond to the situations they face. Students also reflect on and apply their own values and ethical understanding to shed light on case studies that represent situations they often face as educational leaders.

EDUC 580 Curriculum Design and Instruction (3) This course will focus on designing curriculum units and instructional plans for a standards-based curriculum while utilizing research-based best practices for teaching, learning and assessment. There will be an emphasis on the development and implementation of an integrated interdisciplinary unit for the candidate's specific teaching or educational assignment that utilizes concept-based curriculum strategies and instructional techniques to "teach beyond the facts for the thinking classroom." In addition, students will be participating in a Professional Learning Community that will focus in on a data collection cycle to inform and evaluate practice. Students will develop assessment instruments and procedures that relate to their own disciplines. Current methods of formative assessment - including portfolios, rubrics, and other forms of authentic assessment - will guide and inform discussions.

EDUC 581 Advanced School Law (2) This course on Education Law is a survey course which will examine federal statutory and Constitutional law governing schools and schooling in the US, as well as representative state statutory and case law, principally focusing on the K-12 context. Much of our in- class activities will center on discussion and problem-solving. We will consider such topics as governance, funding, special education, privacy, curriculum, freedom of speech & religion, equal protection, and school safety and discipline. Major themes we will encounter throughout this class include balancing public and private interests in education; federalism; and the role of education in our society.

EDUC 615 Faith Integration Seminar (2) Students network each week to share and support each other in the development and implementation of their second (major) work sample. This course also provides the support and encouragement and involves the search of a personal definition of

the integration of faith and teaching in a public setting as an integral part of curriculum. Students replicate professional work by designing typical communicative materials expected of first year teachers. Prerequisite: Graduate Teacher Education major.

EDUC 635 Minor Field Experience (2) This school-based practicum takes place in the student's second age-authorization level and extends classroom instruction through the development of a minor work sample with supervised support. Students will use a variety of research-based educational practices that reflect how students learn and are sensitive to individual differences and diverse cultures. Course may be taken multiple times for credit. Prerequisite: Graduate Teacher Education major. Pass/no pass grading option only.

EDUC 637A EdTPA Support Seminar (2) This course is designed to assist future teachers to apply the curricular, instructional and assessment strategies learned in previous courses as the student develops and implements their first (minor) work sample. Students learn about the learning needs of special populations in today's schools including special needs students, talented and gifted learners, and learners who are speakers of other languages. Work sample development will reflect adaptations for students with varying cultural, social and linguistic backgrounds to forward the equitable application of a variety of instructional strategies, assessment methods, and classroom management systems with regard to the demographics of classroom and school communities. Prerequisite: Teacher Education major.

EDUC 637B EdTPA Support Seminar (1) This course is designed to assist future teachers to apply the curricular, instructional and assessment strategies learned in previous courses as the student develops and implements their first (minor) work sample. Students learn about the learning needs of special populations in today's schools including special needs students, talented and gifted learners, and learners who are speakers of other languages. Work sample development will reflect adaptations for students with varying cultural, social and linguistic backgrounds to forward the equitable application of a variety of instructional strategies, assessment methods, and classroom management systems with regard to the demographics of classroom and school communities. Prerequisite: Teacher Education major.

EDUC 665 Action Research (3) Introduction to the principles and processes of action research, a form of self-reflective inquiry by practitioners used to improve and enrich educational settings. Students develop skills in data literacy such as data collection, analysis and interpretation. Students will produce scholarly writing.

EDUC 680 Advanced Technology as Instructional Tool (3) Explores current applications and concepts of technology to enhance learning, communicating, and collaborating for personal and professional growth. Particular emphasis on the use of technology in educational contexts.

EDUC 685 ESOL Practicum (2) In this school-based practicum, the student will work closely win an ESOL certified teacher and create a minor work sample with supervised support. Students will use a variety of research-based educational practices that reflect how students learn and that are sensitive to individual differences and diverse cultures. This practicum may be waived if the student is able to fit ESOL placement into their practicum or student teaching experience. Prerequisite: Graduate Teacher Education major. Pass/no pass grading option only.

EDUC 693 First Year Experience (1, 2) Starting the school year and continuing in a single classroom, pre-service teachers provide small group and whole class instruction and participate in building-level activities, staff development experiences, and parent-teacher conferences. Through varied teaching experiences, pre-service teachers work to emphasize instructional techniques that promote critical thinking and problem solving and that encourage divergent, as well as convergent, thinking. Course may be taken multiple times for credit. Students are required to teach a minimum of one whole group lesson. Prerequisite: Graduate Teacher Education major. Pass/no pass grading option only.

EDUC 695 Major Field Experience (3) Starting the school year and continuing in a single classroom, pre-service teachers provide small group and whole class instruction and participate in building-level activities, staff development experiences, and parent-teacher conferences. Through varied teaching experiences, pre-service teachers work to emphasize instructional techniques that promote critical thinking and problem solving and that encourage divergent, as well as convergent, thinking. Course may be taken multiple times for credit. Students are required to teach a minimum of one whole group lesson. Prerequisite: Graduate Teacher Education major. Pass/no pass grading option only.

EDUC 696 Student Teaching (8) This field experience requires at least nine weeks of full-time teaching, including 3 weeks of full-time teaching for multiple subjects and/or classes. This culminating teaching experience provides a demonstration of students' knowledge and skill in the preparation, implementation, and assessment of instruction that includes a positive classroom environment that employs developmentally appropriate practices and the use of technology. Pre-service teachers will monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives. Course may be taken multiple times for credit. Prerequisite: Graduate Teacher Education major. Pass/no pass grading option only.

English

ENG 201 Introduction to Literature (3) This course is a survey of literature, including poetry, drama, and prose, and a study of literary devices. Students will analyze texts for both form and content.

ENG 202 Introduction to Literature and Film (3) This course will consider the art of narrative storytelling in film and focus on symbols, themes, and other literary devices used in movies.

ENG 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

ENG 211 Survey of American Literature (3) Studies in American literature from Native American folk tales to contemporary times. Focuses for the course may include topics such as banned/censored literature, the definition of freedom, religious beliefs.

ENG 212 Survey of British Literature (3) This course offers a broad view of literature produced in Great Britain—from Beowulf to current writings. Emphasis will be placed on major literary movements and those works that make British literature unique.

ENG 217/417 Studies in American Literature (3) This course will focus on a particular time period (colonial, 19th century, modern, and contemporary literature) or topic (rags to riches, war, women's literature.) in American Literature. Course may be repeated for credit with a different time period or theme.

ENG 315 English Grammar and Syntax (3) Students in this course will study the syntax of English, focusing on the structure of the language, linguistic analysis, stylistics and usage. A basic knowledge of critical language functions is explored with a view to improvement in grammar and style in writing and applying this knowledge to the teaching of English--either for second-language learners or K-12 students--or to the strengthening of students' own writing and editing skills. Prerequisite: WR 121

ENG 320 The Bible as/in Literature (3) Students will analyze the art of narrative and poetry in English translations of the Old and New Testament as well as the use of the Bible in literature.

ENG 325 Christianity and Literature (3) This course considers Christianity as it is presented by some of the Christian faith's best storytellers. We will explore the intersection of Christianity and literature and analyze Christian themes and theology in writers such as Dante, John Bunyan, Fyodor Dostoevsky, and Flannery O'Connor.

ENG 340 World Literature (3) This course covers a range of texts from diverse time periods and cultures. Context—intellectual, historical, and social—will especially be emphasized.

ENG 345 Multiethnic American Literature (3) This course will emphasize the diverse voices who have shaped American Literature. We will study writers from a wide range of ethnic backgrounds, such as Toni Morrison, Sandra Cisneros, Jhumpa Lahiri, and Louise Erdrich.

ENG 427 Studies in British Literature (3) This course will focus on a particular topic (Arthurian legends, quests.) or time period (English Renaissance, Victorian, modern.) in British Literature. Course may be repeated for credit if time period or theme changes.

ENG 450 Mythology (3) This course analyzes ancient mythologies and literature. Study of the Greco-Roman gods will be the primary emphasis, though we will also study Egyptian, Mesopotamian, and Native American myths.

ENG 495 Internship (2-16) The English Internship is designed to give students practical experience using the skills they have gained through the English Program. Pass/no pass grading option only. Repeatable for up to 16 credits.

ENG 499 Senior Capstone (3) This guided research project culminates in a presentation to the graduating class and faculty near the end of the student's final semester. Offered annually. Prerequisite: Open only to majors in their final year.

English for Speakers of Other Languages

ESOL 310 Second Language Acquisition and Applied Linguistics (3) An introduction to second language acquisition including first and second language acquisition theory and the field of applied linguistics. A study is made of SLA topics including learner and linguistic factors, age, culture, first language impact on learning and phonetic analysis.

ESOL 415 English Grammar and Syntax (3) Students in this course will study the syntax of English, focusing on the structure of the language, linguistic analysis, stylistics and usage. A basic knowledge of critical language functions is explored with a view to improvement in grammar and style in writing and applying this knowledge to the teaching of English either for second-language learners or K-12 students, or to the strengthening of students' own writing and editing skills. Prerequisites: WR 121, EDUC 313.

ESOL 420 ESOL Theory, Methods, and Assessment I (3) A foundational course of the ESOL program that focuses on theory and methods of teaching English to speakers of other languages and the assessment of English Language Learners. A study is made of major language acquisition approaches, techniques and assessments in teaching listening, speaking, reading, and writing. Prerequisites: ESOL 310, ESOL 415, and EDUC 313 or EDUC 353. Education majors only.

ESOL 425 ESOL Theory, Methods, and Assessment II (3) The second of a two course series covering the foundations of ESOL theory, methods and assessment emphasizing the specific techniques and assessments used in teaching listening, speaking, reading, writing, vocabulary and grammar for English Language learners. Prerequisite: ESOL 420. Education majors only.

ESOL 510 Second Language Acquisition and Applied Linguistics (3) An introduction to second language acquisition including first and second language acquisition theory and the field of applied linguistics. A study is made of SLA topics including learner and linguistic factors, age, culture, first language impact on learning and phonetic analysis.

ESOL 520 Theory, Methods, and Assessment I (3) A foundational course of the ESOL program that focuses on theory and methods of teaching English to speakers of other languages and the assessment of English Language Learners. A study is made of major language acquisition approaches, techniques and assessments in teaching listening, speaking, reading, and writing. Prerequisites: ESOL 510, ESOL 615, and EDUC 580 or EDUC 553. Education majors only.

ESOL 615 English Grammar and Syntax (3) Students in this course will study the syntax of English, focusing on the structure of the language, linguistic analysis, stylistics and usage. A basic knowledge of critical language functions is explored with a view to improvement in grammar and style in writing and applying this knowledge to the teaching of English either for second-language learners or K-12 students, or to the strengthening of students' own writing and editing skills.

ESOL 625 Theory, Methods, and Assessment II (3) The second of a two course series covering the foundations of ESOL theory, methods and assessment emphasizing the specific techniques and assessments used in teaching listening, speaking, reading, writing, vocabulary and grammar for English Language learners. Prerequisite: ESOL 520. Education majors only.

Exercise Science

EXSC 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

EXSC 210 Functional Anatomy and Physiology (3) This course introduces students to the function and structure of the human body. This introductory course will cover movement, maintenance, control and anatomy including skeletal, muscular, circulatory, and respiratory systems. Prerequisite: BIOL 111 or BIOL 200.

EXSC 210L Functional Anatomy and Physiology Lab (1) The purpose of this course is to provide functional anatomy students with the foundation of knowledge of functional anatomy through a hands-on experience in a lab setting. Prerequisite: BIOL 111. Co-requisite: EXSC 210.

EXSC 310 Kinesiology (3) Introductory class for students with a basic knowledge of anatomy and physiology. Human movement will be related to anatomical structure and mechanical principles; kinesiological analysis by means of a motor skills classification system and an outline for a systematic analysis that includes description, evaluation, and prescription will be explored. Emphasis will be on the respiratory, cardiovascular and neuromuscular systems in terms of their involvement during exercise and their adaptation to different types of training. Prerequisites: BIOL 211 or BIOL 311, and BIOL 200, CHEM 221, CHEM 223.

EXSC 320 Exercise Physiology and Neuromuscular Conditioning (4) Basic principles and foundations of physiology as related to fitness and performance. Biochemical pathways of metabolism as related to exercise, fuel selection, body temperature regulation and acid base balance, exercise programs for special populations, training for performance, neuromuscular conditioning, in-depth analysis of muscle structure and function, and adaption of muscle to weight training, endurance training. Additional concepts such as flexibility, muscle regeneration, and muscle reaction to injury will be explored. Prerequisites: BIOL 200, BIOL 312, CHEM 223.

EXSC 330 Health Methods for the Exercise Science Professional (3) This course will introduce the most common activities in personal training and coaching. Topics covered: assessment, cueing, and technique for strength training, cardiovascular fitness, gait, balance, flexibility, fitness class organization, and sports and games. Students will learn how to adapt each activity for individuals with disabilities. Corequisite: EXSC 210 or 310. Prerequisites: BIOL 111.

EXSC 340 Injury Care and Prevention (3) This course is designed to provide entry-level knowledge regarding the prevention and treatment of athletic injuries. This includes the recognition of signs and symptoms of injuries that occur during exercise, physical activity or athletic participation. Prerequisites: BIOL 312 or EXSC 210.

EXSC 410 Biomechanics (3) Mechanical laws and principles will be applied to motion of the human body: forms of motion, linear and angular kinematics and kinetics. Topics include analyses of projectile-related activities, aerodynamics in sport, balance related activities, throw and push patterns, and qualitative and quantitative analysis of sport activities. Prerequisites: BIOL 200, BIOL 311, BIOL 312, CHEM 221, CHEM 223, PHYS 201.

EXSC 420 Exercise Testing and Prescription (3) Fitness principles and techniques for fitness assessments including cardiovascular endurance, blood pressure, joint flexibility, body composition, muscular strength, and endurance. Topics include health screening, informed consent, field test protocols, data interpretation, and exercise prescription. Practical experience in assessing fitness levels and developing appropriate exercise prescription for healthy individuals as well as special populations. Prerequisites: EXSC 210 or EXSC 310.

EXSC 435 Sport Nutrition (2) Training and nutrition are key elements of athletic performance. This class blends nutrition and exercise physiology. It examines the energy expenditure required by exercise as well as the nutrient intake that is vital to support athletic activities. Scientifically sound and evidence based principles will be presented and literature will be discussed critically. Prerequisites: CHEM 223 and NUTR 220.

EXSC 495 Internship (2-16). Pass/no pass grading option only. Repeatable for up to 16 credits.

Finance

FIN 175 Personal Finance (1) This course is an overview of Biblical Financial Wisdom that can transform you. Learn biblical stewardship by learning 3 keys to financial contentment. You will learn 5 biblical principles and a process to understand and prioritize your financial decisions.

FIN 495 Internship (2-16) Pass/no pass grading option only. Repeatable for up to 16 credits.

FIN 610 Fundamentals of Finance (3) This course offers an introduction to the fundamental principles of finance. Topics include essential financial knowledge and skills needed to make informed decisions, evaluate financial opportunities, and contribute effectively to your organization's success.

FIN 620 Personal Finance Analysis (3) This course provides the informational and decision-making tools needed for planning and implementing a successful personal financial program. Topics include money management techniques, consumer finance considerations, preparation of personal financial statements, retirement planning strategies, investment principles, insurance options, education planning, as well as retirement and estate planning. Prerequisite: BUS 550.

FIN 640 Investment Analysis and Portfolio Management (3) This course examines the techniques employed for evaluating the value of securities and the strategies employed in managing investment portfolios. Stocks and bonds are discussed in terms of valuation, risk-return measurement, diversification, and other aspects of portfolio theory. Students will integrate market research findings and utilize electronic information sources to create optimal investment strategies. Prerequisite: FIN 610

First-Year Seminar

FYS 101 First-Year Seminar (1) This course is designed to help students adjust to their new educational environment and to lay the foundation for a productive and successful educational program at Bushnell University. This course addresses academic preparedness and transitional issues for first-year university students.

FYS 175 Honors: Critical University Studies (1) This course explores the origins and rationale for the modern university. Students investigate elements such as the Carnegie Unit, academic disciplines, core curriculum, majors and minors, and grading systems. Students develop proposals and strategies to maximize learning over and against what higher education bureaucracy incentivizes.

Geography

GEOG 210 Cultural Geography (3) Study of interrelationships between cultures, political units, and geographical boundaries. A comprehensive worldwide coverage with particular attention given to problem areas in world politics.

Geology

GEOL 110 Introduction to Geology (3) This course explores how rocks and minerals are made, how the earth is structured, and how plates interact to cause earthquakes, volcanoes, and mountain building. Lab work typically includes describing minerals and rocks, using earthquake data, and interpreting simple geologic structures and geologic maps. Co-requisite: GEOL 110L. Student must enroll in a concurrent laboratory section.

GEOL 110L Introduction to Geology Lab (1) Laboratory to accompany Introduction to Geology. Co-requisite: GEOL 110.

GEOL 210 Historical Geology (2) A survey of the history of the earth throughout geologic time. Topics covered include sedimentation, fossils and fossilization (along with the geologic history of North America), recognizing fossils, interpreting age relationships, using geologic maps and cross-sections as tools to interpret earth history.

Global Studies

GLST 295 Study Abroad (1) This course is designed to guide and assist students who are planning a study abroad experience as part of their undergraduate education. May be repeated for credit. Pass/no pass grading option only.

Graphic Design and Digital Media

DMG 100 Photography & Lighting (3) This course provides an introduction to various forms of photography and lighting techniques. Students will learn basic photographic principles such as composition and balance, lighting techniques and equipment. This course utilizes several different photographic exercises for clients.

DMG 110 Motion Graphics (3) In this course, students will learn how to create broadcast quality animation and graphics. This course focuses on the Adobe After Effects program.

DMG 120 Visual Communication (3) This course examines the principles of visual communication. Students will learn how to create images that communicate clearly and inspire action.

DMG 130 Digital Audio (3) In this course, students will write, produce and design audio content for video, podcast and broadcast purposes. Throughout this class, students will become proficient in Adobe Audition and will produce several audio pieces.

DMG 140 Digital Storytelling (3) This course combines the narrative and structure of storytelling with digital principles. Students will understand how to create a compelling and cohesive story across digital platforms.

DMG 150 History of Graphic Design (3) This course focuses on the history of communication and graphic design from the printing press through the Internet. Emphasis on building visual literacy, understanding design as communication and persuasion, and recognizing how historical precedents inform contemporary practice.

DMG 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

DMG 200 Design Thinking/Principles of Graphic Design (3) This course provides an introduction to graphic design principles. Students will learn the fundamentals of design including composition, color theory, typography, symmetry and proportion. Students will engage in several projects where they create graphic design pieces for clients.

DMG 210 Introduction to Creative Cloud (3) This course introduces students to the main industry standard graphic design applications including Photoshop, Illustrator and In-Design. Through project-based learning students will become familiar with Photoshop for image editing, Illustrator for vector graphics, and InDesign for layout design. This course will prepare students for advanced graphic design courses.

DMG 220 Color Theory (3) Introduction to color principles and applications for designers. Students learn to identify and create color harmonies, understand color systems and terminology, and apply color strategically to solve design problems. Students will become familiar with the Color wheel, color terminologies, color schemes, and the psychology of color through hands on creation of color swatches and pigment mixing techniques. Course covers color perception, mixing, and relationships while developing practical skills in creating professional color palettes for branding, digital design, and publication.

DMG 230 Introduction to Drawing (3) In this class students will develop observational drawing skills, learn perspective and spatial reasoning, and practice sketching techniques for rapid ideation and concept development. Emphasis on drawing as a thinking tool for designers. This class is a foundational studio course in drawing from observation. Students develop skills in line, value, form, perspective, and composition using various drawing media. Emphasis on visual perception, technical proficiency, and building confidence in drawing as a fundamental visual communication tool.

DMG 300 Digital Design Tools (3) In this course, students will learn to use multiple software programs to create digital design pieces. Using a variety of programs, they'll create website layout, digital display ads and social media campaigns. They will also learn how to solve design problems through various technological applications. Corequisite: DMG 300L.

DMG 300L Multimedia Lab (1) To be taken with DMG 300 Digital Design Tools course. Corequisite: DMG 300.

DMG 310 Digital Graphic Design for the Web (3) Students will learn the fundamentals of designing for the web. They will learn how to create graphic design for several web applications including websites, banner ads and infographics.

DMG 320 User Interface and Experience (3) This course introduces students to user interface design. Students will learn how to design interfaces that are easy to access, simple to use and easy to understand.

DMG 340 Typography (3) This hands-on learning course progresses from fundamental letterform principles through advanced typographic applications. Students begin with type anatomy, classification, hierarchy, and spacing fundamentals, then advance to complex multi-page systems, brand typography, and experimental typographic expression.

DMG 350 Digital Illustration and Image Manipulation (3) This course develops advanced skills in creating original digital artwork and manipulating photographic imagery for professional design applications. Students will explore various digital illustration techniques including vector illustration, digital painting, character design, and conceptual illustration while building a personal artistic style. The curriculum covers photo editing, compositing, retouching, and advanced image manipulation techniques for advertising, editorial, and multimedia projects.

DMG 360 Editorial Publication Design, Layout, Print, and Production (3) This course explores the principles and practices of designing publications for print and digital media along with preparing files for print and production. Students will learn typographic hierarchy, grid systems, and layout composition while creating and producing editorial content. This course also focuses on providing comprehensive knowledge of the print production process from design to finished product.

DMG 410 Logo and Package Design (3) Students will learn the complete logo design process from research and conceptual sketching to refinement and final execution, exploring ways to distill complex brand concepts into simple, memorable visual symbols that work across all media and scales. This course also examines package design with emphasis placed on storytelling through design, understanding target audiences, and creating memorable brand experiences at the point of purchase.

DMG 420 Design Systems and Information Design (3) This course examines the creation and implementation of scalable design systems while exploring methods for visualizing complex information. Students will learn to develop complete design systems including component libraries, style guides, documentation, and governance protocols that ensure consistency across digital and print platforms. In parallel, students will study information design methodologies for transforming data and abstract concepts into clear, engaging visual communications.

DMG 495 Internship (3 – 16) Field internships provide an opportunity for students to gain practical work experience in digital media and graphic design. Internship students work at a designated business or public organization under close supervision of a faculty advisor. Pass/no pass grading option only. Repeatable for up to 16 credits.

DMG 499 Capstone (3) The Capstone course is a culmination of all of the graphic design courses. Students will utilize what they have learned to create an entire brand identity for a client in the community. This course will provide several elements for the student's portfolio.

Greek

GRK 301/302 Elementary Greek (4/4) An introductory study of the forms, grammar, and syntax of New Testament (Koiné) Greek. Exercises and readings will be taken primarily from Mark and John. Students will begin to build vocabulary and to translate simple texts from the New Testament.

GRK 401 Greek Exegesis (3) Readings from the Septuagint, the New Testament, and assorted other writings, designed to develop intermediate-level competence in Koiné Greek. Prerequisites: GRK 301 and 302. (May be repeated for credit.)

Higher Education Leadership

HEDL 610 History of Education and Current Practice (3) Students will be introduced to a historical survey of the theories of student development theory from ancient times to the current day and how these past events inform current issues and practice.

HEDL 620 Programs and Functions of College Student Personnel (3) This course provides an overview of college programs and services within college student personnel including a historical context of higher education, program formats and standards, essential competencies and techniques and emerging opportunities.

HEDL 630 Law and Ethics in Higher Education (3) This course examines guiding law and both legal and ethical issues being addressed in a higher education setting. This will include an overview of federal regulations, mandates, and liability.

HEDL 640 Vocational Calling (3) Students will be introduced to theoretical approaches, resources, and techniques to assist them in identifying their own gifts, strengths and vocational calling, as well as helping them to assist others with vocational discernment. This will include techniques for effective advising, coaching and mentoring.

Hebrew

HEB 301/302 Classical Hebrew for Beginners (4/4) A study of classical Hebrew grammar, vocabulary in context, and biblical use of words with readings in the Masoretic text.

HEB 401 Hebrew Exegesis (3) Readings from the Hebrew Bible and ancient inscriptions, designed to develop intermediate-level competence in classical Hebrew. Prerequisites: HEB 301 and 302. (May be repeated for credit.)

History

HIST 151/152 History of Western Civilizations, I and II (3/3) Historical development of the Western world; major changes in value systems, ideas, social structures, economic institutions, and forms of political life and religious traditions. HIST 151: Ancient Middle East and Mediterranean to Early Modern; HIST 152 Early Modern to the Present.

HIST 161/162 World History, I and II (3/3) Historical survey of world cultures and civilizations with respect to value systems, ideas, social structures, economic institutions, forms of political life and religious traditions. Includes a study of intercultural relations between different cultures and various forms of imperialism. HIST 161: Prehistoric to 1500; HIST 162: 1500 to Present.

HIST 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

HIST 210 Telling True Stories: Podcasting Studio (3) Introduction to the principles and techniques of historical scholarship through the medium of podcasting. Attention given to research methods, primary sources, historical scholarship, developing an argument, and oral communication skills. No background in podcasting or expertise in technical skills are required. Useful for non-majors. Required of majors and minors.

HIST 240 History of the Pacific Northwest (3) A study of the history of the Pacific Northwest including Native American peoples, problems, and patterns of white movement to the area, acquisition by the U.S., the road to statehood and the ongoing impact of the region on the life of the nation.

HIST 250 History of Africa (3) This course introduces students to the diverse histories of Africa from prehistoric times to the present, exploring the social, economic, political, and religious developments on the continent. The first part of the course will focus on African kingdoms and empires before the sixteenth century, and the second will examine African interaction, response, and development with societies outside of Africa from the sixteenth century to the present.

HIST 305a Reading and Conference course for HIST 331 (1). This course is a historical survey of Christianity from the beginning of Christianity to the pre-Reformation period.

HIST 305b Reading and Conference for HIST 332 (1) This course provides an additional credit hour to HIST 332 and focuses on the legacy of the life, work, and thought of Martin Luther.

HIST 310 Women in United States History (3) This class seeks to explore the idea that women's history is United States history. As we survey the history of the U.S., we will use primary and secondary source material to explore how women experienced and shaped important moments and events in U.S. history as well as how women's historical experiences have been shaped by social categories such as race, class, gender, and religion.

HIST 217/317 Studies in American History (3) This course will focus on a particular time period (colonial, 19th century, modern, and contemporary history) and/or topic (constitutional history, art/music/culture, economic inequality, war, and international relations.) in American history. Course may be repeated for credit with a different time period or theme.

HIST 227/327 Studies in European History (3) This course will focus on a particular time period (ancient, medieval, early modern, modern, contemporary) and/or topic (religion, government, philosophy, art/music/culture, war, and international relations.) in European history. Course may be repeated for credit with a different time period or theme.

HIST 331 History of Christianity I (3) An historical survey of Christianity from early beginnings through the Medieval Church period. This course may be used to fulfill an elective in the Bible & Theology major.

HIST 332 History of Christianity II (3) An historical survey of Christianity from the Reformation to modern developments. This course may be used to fulfill an elective in the Bible & Theology major.

HIST 135/335 Studies in Christian History (3) This course will focus on a particular time period (ancient, Byzantine, Reformation, modern) and/or topic (geographic region, denomination, movement, theology, gender) in Christian history. Course may be repeated for credit with a different time period or theme.

HIST 237/337 Studies in World History (3) This course will focus on a particular time period (ancient, medieval, early modern, modern, contemporary) and/or topic (empires, non-western religions/philosophies, colonialism/imperialism, globalism, art/music/culture, war, and international relations.) in world history. Course may be repeated for credit with a different time period or theme.

HIST 140/340 Race, Ethnicity, and Gender in American Culture (3) This course explores the ways that race, ethnicity, and gender have intersected to shape American identity and history of different groups of Americans. From pre-Columbian times to the present, the course will explore and analyze the experiences, contributions, and interconnectedness of African, Asian, European, Latino, and Native American peoples.

HIST 370 Ancient Near East (3) This course focuses on the political, social, cultural, religious, and intellectual history of the ancient Near East, including Assyria, Babylon, Egypt, Israel, Mesopotamia, and Persia. The class looks from 3,500-300 BCE and includes primary source material that considers archaeological evidence, women in antiquity, and environmental geography and concludes with a research project.

HIST 175/375 Ancient Rome (3) This course is a survey of Roman history from the founding of the city in the eighth century BC to the collapse of the Western Empire in the fifth century AD. The social, cultural, religious, and political developments of the Roman Empire will provide the context for an examination of class, gender, and the rise of Christianity.

HIST 410 History of the Arab-Israeli Conflict (3) This course is an intensive study of the historical roots and contemporary realities of the Arab-Israeli conflict.

HIST 221/421 History of Modern East Asia (3) Historical examination of prominent East Asian countries (e.g., Japan, Korea, China, and Vietnam) from the late 18th century to the present. Each is studied with reference to its own unique identity and with respect to the overlapping histories within the region.

HIST 230/430 History of American International Relations (3) The purpose of this course is to examine the history of America's international relations in the period from the Revolution to the present with attention to the important events, persons, and ideologies that have shaped American foreign policy and practice.

HIST 245/440 Latin American Civilization (3) Beginning with the European encounter with indigenous civilizations in the Americas and continuing through the colonial, independence, early national, modern and contemporary periods, the course traces the political, economic, social, religious, intellectual and aesthetic developments which produced in Latin America a unique contribution to world civilizations.

HIST 450 Women in the Early Church (3) In this course we will examine the lives and roles of women in the early church as we analyze the development of Christianity from house church to basilica. Students will be immersed in primary sources from the Greco-Roman world and the origins of Christianity to help them participate in scholarly conversations. A variety of methods (literary, archeological, historical, socio-cultural, theological) will be used to help students explore both the historical and contemporary significance of our sources, which will culminate in a final research project.

HIST 495 Internship (2-16) This course is designed to give history majors practical work in a professional setting. Required of all history majors. Pass/no pass grading option only. Repeatable for up to 16 credits.

HIST 499 Senior Capstone (3)

Interdisciplinary Studies

IDS 090 Academic Success (1) This course is designed to help students lay a foundation for a productive and successful educational experience at Bushnell University. Topics considered include, but are not limited to: academic skill building, goal setting, and learning styles with a focus on mental health. Course is remedial and will not count for graduation requirements.

IDS 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

IDS 175 The Purposeful Graduate: Career Exploration and Planning (2) Provides an introduction and overview to purposeful career development. Through hands-on activities, students will explore and engage in the career planning and decision-making process by completing various career assessments, researching potential occupations, and understanding career trends and theories. In addition, students will create a professional resume and cover letter and develop effective interviewing and networking skills in order to prepare for a successful internship, job, or graduate school search.

IDS 220 Studies in Work, Labor, and Vocation (3) Theoretical and practical issues in the interdisciplinary study of work, labor, and vocation. Considers the political, cultural, and technological factors that define the form and meaning of work. Explores the historical and contemporary role of labor movements and their impact on national and global politics and economics. Particular attention is given to division of work according to a variety of diverse social categories such as nativity, race, and gender. Emphasizes the role of work in personal vocation, encouraging students to consider their own working life in light of the changing social, economic, and technological landscape.

IDS 495 Internship (2-16) This course is designed to give students practical work in a professional setting. Required of IDS and humanities majors. Pass/no pass grading option only. Repeatable for up to 16 credits.

IDS 499 Senior Capstone (3) Students work with a designated professor to develop a research project and written paper that reflects one or more areas of academic concentration in the IDS major and integrates a significant amount of their previous coursework, service learning, and internship experience.

Leadership

LSHP 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

LSHP 215 Introduction to Coaching (3) This course is designed to introduce the foundations of coaching and team management at any level. The course aims to explore issues related to medical, social, physical, and physiological elements of coaching. Through the course students will examine coaching methodology and develop skills for practical application. Topics covered will include but are not limited to: coaching techniques, leadership, team and athlete development, team management, ethics in athletics, athletic administration, injury care and prevention, and first aid.

LSHP 275 Student Leadership (2) The purpose of this course is to provide leadership training for those that are currently in or aspiring to be in formal leadership roles. The course is designed to provide students with the knowledge and skills necessary to address the issues from holding a formal leadership role. Leadership Theory, core understanding of strengths, time management, delegation, goalsetting, resume development, communication, conflict resolution, self-care, emotional intelligence, relationship building, team dynamics, and mentorship will be discussed. Students are given opportunities for self-discovery and reflection.

LSHP 296 Christian Leadership Practicum (1) Under supervision of departmental faculty, students will engage in an on-campus leadership role. The experience requires 45 hours of approved practicum experience (per credit), including reflection and reporting experiences. Variable credit. Repeatable for credit. Pass/no pass grading option only.

LSHP 310 Coaching II (3) This course explores approaches to coaching through examining tools and techniques around the following areas: team management, goal setting and evaluation, communication strategies, motivation, ethics, and competitiveness.

LSHP 350 Leadership, Diversity, & Globalization (3) This course will examine leadership through a lens of social justice and diversity. Students will be introduced to the conceptual framework of cultural proficiency that may inform leadership practices in respect to intercultural communication, leading across cultures, international perspectives in business and education, and intergenerational perspectives.

LSHP 351 Leadership of US Presidents (3) This is a historical survey of the relationships between historical context and definitions of political leadership in the United States.

LSHP 510 Leadership, Wisdom, Faith and Service (3) This course addresses Bushnell University's commitment to the integration of faith and learning within the context of leadership studies. Students will be guided and challenged to reflect theologically on the concept of leadership as 'vocation' and how this relates to their individual 'callings' as leaders.

LSHP 520 Leadership, Self-assessment and Self-care (3) Students will review and participate in a variety of self-assessment exercises calling for an examination of personal and team strengths in relation to vocation and calling, self-care, and exploration of self-identify, beliefs and values.

LSHP 540 Organizational Leadership (3) This course will examine multiple elements of leading positive organizational change. Students will learn about the challenges involved when dealing with change and why people can be resistant. A variety of models will be shared including the experiences of the students in the class. Topics will include organizational behavior, change management strategies, alignment of organizational systems and theories, effective organizational communication, and project management.

LSHP 550 Leadership, Diversity, & Globalization (3) This course will examine leadership through a lens of social justice and diversity. Students will be introduced to the conceptual framework of cultural proficiency that may inform leadership practices in respect to intercultural communication, leading across cultures, international perspectives in business and education, and intergenerational perspectives.

LSHP 560 Leadership and Management (3) This purpose of this course is to equip students with the knowledge, strategies and skills in Leadership management. Topics to be covered include the legal and ethical issues faced in managerial leadership, employee training and development, human resource management, team leadership, team building, financial leadership and conflict management.

LSHP 570 Leadership and Mission Fulfillment (3) Students in this class will be equipped with the ability to implement long term strategy in planning and implementation to fulfill the missions of the organizations that they serve. Topics to be covered include vision casting, strategic planning, foresight in planning, succession planning, project management and negotiation.

LSHP 610 Stewardship of Financial Resources (3) This course covers the responsibilities of leaders within an organization as it pertains to stewardship and financial resources. It will cover both internal and external prospectives for both established organizations as well as startups. Topics include fundraising, grant writing and resources, responsible financial planning, strategic organizational budgeting, and facilities.

LSHP 695 Internship (1-3) This internship is designed to enhance student learning in the areas of communication skills, critical thinking, integration & application, values & ethics, and career development. Students will seek out or be matched with a professional firm and will put in 45 hours per credit of on-the-job management experience (in-person or remotely) to fulfill the requirements of this course. A reflective essay is required upon completion of the class, which will include the student's self-assessment of the program objectives. Students need to determine which option they plan to pursue when they enter the graduate program.

LSHP 698 Executive Leadership Research Capstone (3) - The capstone project for the MAL is the final step in the MAL program and requires students to apply and integrate the leadership concepts and skills they have learned. It involves analyzing a leadership challenge facing a real or simulated organization and developing a recommended leadership approach and strategy. Student signature assignments will be used as background research for this project. The average length of the research capstone project is an equivalent of 25 pages.

Marketing

MKTG 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

MKTG 230 Intro to Marketing (3) This course introduces the study of price, product/service, promotion, and place. Also studied are the basic principles and practices involved in the distribution of goods and services, market surveys, salesmanship, advertising, as well as ethical considerations in all areas of marketing.

MKTG 235 Digital Marketing (3) This course provides an introduction to digital marketing, a rapidly growing and evolving area of new media. This course examines the role of digital marketing and many of the areas this terminology has grown to encompass. A practical approach is adopted in this course.

MKTG 340 Social Media Marketing Campaigns (3) In this course students will first learn how to create a solid social media strategy based on an organization's goals and later focus on tactics for each platform. They'll also develop an understanding of how different platforms serve different business goals. Topics include conducting social media research, content analysis and tactics, learning how to create policies and deliver the brand promise while growing audiences and increasing an organization's visibility. They'll also learn the secrets of creating content that builds connections with customers and donors. Prerequisite: MKTG 230 and MKTG 235.

MKTG 350 Content Marketing and SEO (3) The course is designed to help marketing students learn about what content marketing is, including guidance on developing a content marketing plan and content marketing strategy. You'll also learn about content syndication, how to optimize content, contend-driven link building and how to create great, relevant content that will improve your search engine optimization (SEO) Prerequisite: MKTG 230 and MKTG 235.

MKTG 360 Digital Analytics (3) Ultimately, the success of digital marketing programs depends on the organization's ability to make the best use of their data. This course focuses on collecting, cleaning and delivering high quality data that executives can use to make strategic decisions. In this course, students will gain experience working with data and building dashboards using both Excel and Tableau. This course also covers Google Analytics and data attribution modeling. Prerequisites: CIS 101, MATH 315.

MKTG 370 Multimedia Communication (3) In this course, students will learn how to create and produce a robust set of media including social media posts, newsletters, podcasts and videos.

Students will also learn about the basics of sound and lighting and how to create a professional-looking video. Students will become acquainted with programs including Adobe Photoshop, Adobe Illustrator, Adobe Premiere Pro, and Adobe Audition.

MKTG 370L Multimedia Communication Lab (1) To be taken at the same time as with MKTG 370 Multimedia Communication. Lab activities will occur in the MAC innovation lab. Co-requisite: MKTG 370.

MKTG 381 Paid Media (3) This is a skills development course for Digital Marketing Majors. Students will create an effective paid media strategy. They will also learn how to leverage individual channels to create a cohesive strategy to further a client's goals. Prerequisite: MKTG 235.

MKTG 382 Email Marketing (3) This is a skills development course for Digital Marketing Majors. Students will create an email marketing strategy that builds relationships and drives organizational goals. The course focuses on segmentation, growing subscriber lists and setting up automation series. Prerequisite: MKTG 235.

MKTG 383 Customer Acquisition (3) This is a skills development course for Digital Marketing Majors. Students will understand the different channels used to acquire customers and then put together a customer acquisition strategy. They will understand how to put together a strategy on a tight budget.

MKTG 420 Digital Communications for Community Good (3) For Digital Marketing Majors. It has been said, "He who tells the best story wins". This is especially true for organizations focused on social good. With limited resources but important causes, organizations must understand how to effectively communicate their messages in the digital world. Topics in this course include storytelling, fundraising and donor management, and creating compelling content and strategy for newsletters and the web.

MKTG 431 Marketing Research (3) Provides insight into the nature and assumptions of marketing research conducted by corporations and commercial research companies. Provides practical experience in planning and implementing marketing research. Covers the sale of marketing research in business management; survey research and questionnaire design; scientific marketing research design and planning; data collection; basic statistical tools for analysis; and report writing and communication of research results. Prerequisite: MKTG 230.

MKTG 432 Branding, Advertising, and Promotion (3) Students examine the major areas of marketing promotion in this course, including such topics as advertising, media selection, packaging forms of sales promotion, and business ethics. Prerequisite: MKTG 230.

MKTG 433 Sales Strategy and Management (3) Behavioral aspects of personal selling, retail sales and sales management are studied in this course with a focus on recruiting, selection, training, motivation, compensation, control, ethics, and the strategy of matching the sales effort to the sales task. Prerequisite: MKTG 230.

MKTG 434 Consumer Behavior (3) Provides an in-depth look at consumer behavior and its role in marketing in for profit and non-profit organizations. Examines consumer behavior in terms of internal influences, external influences, the consumer decision-making process and consumers and culture. Students also learn qualitative and quantitative research methods utilized in attempts to understand consumer behavior. Prerequisite: MKTG 230.

MKTG 436 Sports Marketing (3) One of the greatest challenges that businesses in the sports industry face is successfully creating and delivering value to satisfy the needs of this industry's final customers – sports fans. This course focuses on the concepts and tools applied in the product, branding, pricing, distribution, and promotion strategies applied to attract and delight sports industry customers (including sponsors), relating to sports at the professional, collegiate, and special event levels. Additional topics include sports innovation, athlete sponsorship, globalization of sport, event marketing, media involvement, fantasy sports, sports innovations, and trends in sports fan behavior.

MKTG 481 Conversion Optimization (3) This is a skills development course for Digital Marketing Majors. Students will learn the basics of conversion optimization including validating hypotheses through A/B testing and multivariate testing. Prerequisite: MKTG 350.

MKTG 495 Internship (3 - 16) Field internships provide an opportunity for students to gain practical work experience in digital marketing. Internship students work at a designated business or public organization under close supervision of a faculty advisor. Pass/no pass grading option only. Repeatable for up to 16 credits.

MKTG 499 Senior Capstone (3) The capstone is a culmination of all of the marketing courses. Each student will work with a client and be responsible for their digital marketing. This begins with goal setting and objectives and continues through execution and evaluation of efforts. There will be weekly meeting time for students to go over ideas and questions with an advisor. Each student will graduate with a portfolio of their work.

Mathematics

MATH 105 Introduction to College Mathematics (3) Survey of applications of mathematics, including set theory, probability, statistics, study of growth with applications to finance, exponential and logarithmic functions, and mathematical modeling.

MATH 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

MATH 110 College Mathematics (4) Survey of applications of mathematics, including logic, set theory, probability, statistics, finance, geometry, and exponential and logarithmic functions with applications to finance, exponential growth and decay using mathematical modeling.

MATH 111 College Algebra (3) This course is a continuation of topics from Intermediate Algebra. Topics will include algebraic equations, radicals and exponents, linear, quadratic, polynomial, exponential and logarithmic functions, conic sections, and systems of equations. Additional topics

may include sequences and probability. This course fulfills the general education math requirement and serves as a preparatory course for MATH 130 Precalculus. A graphing calculator is required.

MATH 130 Precalculus (3) Equations and graphs; polynomial, exponential, and logarithmic functions; elementary topics from modeling; basic analytical geometry and trigonometry.

MATH 211/212 Mathematics for Elementary Teachers (3/ 3) The mathematics elementary teachers need to understand. Topics include: problem-solving, sets, numeration systems, whole numbers, algorithms for operations, rational and real numbers, axioms, plane and solid shapes and surfaces, and probability. A two-semester sequence.

MATH 251/252 Calculus I, II (4/ 4) A two-semester sequence that focuses on the study of differential and integral calculus. Topics include differentiation, the fundamental theorem of calculus, techniques of definite integration, sequences and series, including Taylor's theorem. Applications to the sciences throughout. Prerequisite: MATH 130 or equivalent.

MATH 315 Applied Statistics (3) A study of basic descriptive and inferential statistics with emphasis on applications in business and the social sciences. Topics include the role and use of statistics; tables and graphs; numerical descriptive methods; probability; discrete, continuous, and sampling distributions; confidence intervals; hypothesis testing; analysis of variance; contingency tables, and simple linear regression. Prerequisite: MATH 105 or higher.

MATH 320 Linear Algebra (3) Topics include systems of linear equations and matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors.

MATH 325 Differential Equations (3) Introduction to ordinary differential equations with emphasis on first and second order equations. Also included are systems of linear differential equations, Laplace transforms, and numerical methods. Some partial differential equations may be introduced. Prerequisite: MATH 252. Recommended: MATH 320.

MATH 331 Topics in Discrete Mathematics (3) Topics may include sets, logic, induction, modular arithmetic, combinatorics, discrete probability, relations, functions, and graph theory. Prerequisite: MATH 130 or equivalent.

MATH 340 Advanced Geometry (3) Topics in Euclidean and post-Euclidean geometry, including compass and straightedge constructions, coordinatization, transformations, and projective and hyperbolic geometry. Proofs throughout. Prerequisite: MATH 252 or consent of instructor.

MATH 355 Multivariable Calculus (4) A study of calculus in more than one variable, including functions in three-dimensional space. Topics include analytical geometry, vectors, dot product, cross product, partial differentiation, maxima-minima problems, gradients, optimization, multiple integrals, curl and divergence, line and surface integrals. Prerequisite: MATH 252.

MATH 365 History of Mathematics (3) A study of mathematics as it has developed over time, from ancient to modern. Emphasis on key concepts and people in the development of mathematics throughout the world. Prerequisite: MATH 252.

MATH 420 Topology (3) An introduction to fundamental concepts in point-set topology. Topics include open and closed sets, continuity, connectedness, compactness, separability, and metric spaces. Prerequisite: MATH 445.

MATH 430 Applied Data Analytics (3) The modern realities of globalization, technology, and big data demand increasing cross-discipline understanding of the implications and analysis of data - with applications in varied fields of science, social science, and business. This class builds upon a foundation in introductory descriptive and inferential (predictive) statistics, touching upon such topics as: research and experiment design and modeling, empirical sampling methods and data mining, methods for categorical data, multiple linear and nonlinear regression analysis, analysis of variance, non-parametric methods, and game theory. Extensive computer use (including advanced Excel methods as well as introductions to other software) is applied to analysis and reporting of data sets relevant to varied areas of study - including handling of non-numeric data and ethical considerations. Prerequisite: MATH 315.

MATH 450 Complex Variables (3) Complex numbers and functions of a complex variable. Topics include limits, differentiability; Cauchy's theorem; power series, Laurent series, residue theorem with applications, maximum modulus theorem, conformal mapping and applications. Prerequisite: MATH 355.

MATH 460 Mathematical Proofs and Reasoning (3) This course introduces elements of mathematical proof, including discussions of mathematical notation, forms, methods, and strategies in constructing proofs. Selection of topics may include geometry or abstract algebra. Prerequisite: MATH 251.

MATH 495 Internship (2-16) Students will work in business, industry, government, or other agencies applying mathematics tools to problems. Pass/no pass grading option only. Repeatable for up to 16 credits.

MATH 499 Senior Capstone (3) Students work with designated mathematics professor to write a paper that reflects an area of interest and may integrate material from their previous courses.

Music - Class Guitar

MCG 101 Class Guitar (2) An introduction to acoustic guitar which focuses on basic chording and strum patterns. Provides limited training in reading musical notation. Size limit: 4-6 students.

Music - Class Piano

MCP 101 Class Piano (2) An introduction to piano designed to train students to read and play piano music with hands together. Provides training in reading musical notation, ear training, performance and keyboard technique. Size limit: 4-6 students. Prerequisite: MUS 100.

Music - Class Voice

MCV 100 Class Voice (1) Students will be taught as a group about basic vocal techniques that will improve the quality of their singing voices. They will receive basic instruction on diction, musicality, expression, posture, breath management, vocal projection and resonance, and the basic anatomy of the singing voice. They will also learn how to cope with the fear of singing in

front of others. No musical background is needed to take this class. May be repeated for up to 4 credits.

Music - Private Guitar

MG 181/281/283/285/381/481 Private Guitar (1-2) Private guitar instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.

MG 182/282/284/286/382/482 Private Guitar (1-2) Private guitar instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.

Music Industry - Private Lessons

MI 181/281/283/285/381/481 Private Composition (1-2) Private instruction in a sequence for music majors. Prerequisite: consent of instructor.

MI 182/282/284/286/382/482 Private Composition (1-2) Private instruction in a sequence for music majors. Prerequisite: consent of instructor.

Music - Private Lessons

ML 181/281/283/285/381/481 Private Lessons (1-2) Private instruction in a sequence for music majors. Students are placed at a jury level by audition with their instructor, and advance only by passing a jury at the end of the semester. Students who choose not to jury will remain at the same level. This private lesson category is for instruments not specifically listed in the catalog. Course may be repeated for credit for different instruments.

ML 182/282/284/286/382/482 Private Lessons (1-2) Private instruction in a sequence for music majors. Students are placed at a jury level by audition with their instructor, and advance only by passing a jury at the end of the semester. Students who choose not to jury will remain at the same level. This private lesson category is for instruments not specifically listed in the catalog. Course may be repeated for credit for different instruments.

Music - Private Piano

MP 181/281/283/285/381/481 Private Piano (1-2) Private piano instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.

MP 182/282/284/286/382/482 Private Piano (1-2) Private piano instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.

Music

MUS 99 Music Fundamentals Competency Exam (0) Students may enroll in this course upon successful completion of the MUS 100-Music Fundamentals Test-Out Exam. Consult MUS 100 instructor and academic advisor.

MUS 100 Music Fundamentals (2) A study of the basic elements of music including notation, major and minor scales, time classifications, key signatures, intervals, primary triads and basic music terminology. No previous music training is necessary. The course prepares students for MUS 101 Music Theory.

MUS 101 Music Theory I (3) This course is a theoretical study of the basic elements of diatonic harmonic materials. It includes a review of the fundamentals of music, diatonic triads in all positions, harmonic progression, analysis, harmonization of melodies and original composition. Prerequisite: MUS 100 or equivalent or instructor approval.

MUS 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

MUS 111 Ear Training and Sight-reading I (1) This course is a lab experience in correlated sight singing and aural perception. Sight singing, interval study, melodic and rhythmic dictation work is given as well as supporting work in the music computer lab. Material covered includes singing with solfege in major key with syncopated 8th notes and some 16th note rhythms. Introduction to solfege in minor keys. Writing dictation of rhythms up to syncopated 16th notes, dictation of diatonic single line melodies to syncopated 8th notes. Introduction to chord dictation. This course is taken concurrently with MUS 101 Music Theory I. Prerequisite: MUS 100.

MUS 120/220/320/420 University Choir (1) Preparation and performance of music from a variety of styles and historical periods. Students will be taught proper choral/vocal technique as well as sight reading and interpretive skills. Non-music majors will be allowed up to four hours toward graduation. Prerequisites: audition and consent of instructor. Course can be repeated twice for each level.

MUS 125/226/326/426 Bushnell Chorale (1) Preparation and performance of collegiate music from a variety of styles and historic periods. Students will be taught proper choral/vocal techniques as well as sight reading and interpretive skills. Participation in University Choir is required. The Bushnell Chorale will perform in the fall and spring music department concerts. Prerequisite: audition and consent of instructor.

MUS 132/232/332/432 Bushnell Acting Ensemble (1) Study, preparation, and performance of musical and non-musical theatrical works from a variety of styles and historical periods. Repeatable for credit.

MUS 133/233/333/433 Grove Lab (1) Grove Lab is an extension of our campus worship arts team, Grove, a Worship Arts performance group dedicated to corporate worship and the revelation of our triune God through the arts. Grove Lab serves the university through weekly chapel events, including Tuesday Morning Chapel, Night Chapel, and unique community events. Course can be repeated twice for each level.

MUS 141/241/341/441 The Grove Collective (1) The primary Bushnell University musical worship leadership ensemble, open to all instrumentalists and vocalists, and requiring highest levels of musical proficiency, spiritual maturity, and relational integrity. The Grove Collective participates in

chapel, campus events, general University programming, off-campus music leadership and touring. Audition required. Course can be repeated twice for each level. Co-requisite: MUS 150/250/350/450 or MUS 120/220/320/420.

MUS 150/250/350/450 University Band (1) The University's top instrumental ensemble specializing in the performance of Black American Music and other adjacent genres through the jazz perspective. Performs regularly throughout the Willamette Valley. Course can be repeated twice for each level. Prerequisite: Audition only.

MUS 201 Music Theory II (3) A continuation of MUS 101. The study includes a thorough investigation of harmonic practices in jazz and contemporary music, including chord construction and analysis, melodic and motivic development and principles of voice leading. Prerequisite: MUS 101.

MUS 211 Ear Training and Sight-reading II (1) A continued course in correlated sight singing and aural perception. Sight singing, interval study, melodic and rhythmic dictation work is given as well as supporting work in the music computer lab. Material covered includes chromaticism, minor keys and dictation with multiple lines of music in preparation to be able to “chart” melodies, drums and bass parts of a band by listening. Sight singing of contemporary melodies. This course is taken concurrently with MUS 201 Music Theory II. Prerequisite: MUS 111.

MUS 240 The Christian Artist (2) Examining the role of the artist in light of scripture will provide the student with a Christian lens from which to view their role as an artist. An examination of biblical text and a survey of Christian artists throughout history will provide the student with insight on how to thrive as a Christian Artist.

MUS 244 Jazz History (3) An exploration of the origins of jazz from the transatlantic slave trade through blues, ragtime, early jazz, swing, bebop, free jazz, and so on, studying artists such as Louis Armstrong, Mary Lou Williams, Duke Ellington, Miles Davis, John Coltrane, etc. Students will be familiar with historical, biographical, and social elements of jazz through group critical listening, engagement with jazz scholars, and attending live performances at local venues.

MUS 261 Percussion Techniques (1) Elementary instruction in pedagogy and performance of various instruments. Prerequisite: MUS 100 or instructor permission.

MUS 262 String Techniques (1) Elementary instruction in pedagogy and performance of various instruments. Prerequisite: MUS 100 or instructor permission.

MUS 263 Brass Techniques (1) Elementary instruction in pedagogy and performance of various instruments. Prerequisite: MUS 100 or instructor permission.

MUS 264 Woodwinds Techniques (1) Elementary instruction in pedagogy and performance of various instruments. Prerequisite: MUS 100 or instructor permission.

MUS 275 Survey of Music Business (2) This course will provide the student with an overview of the music business industry from a Christian worldview. It explores various job roles, an understanding of the revenue streams, standard contract guidelines, artist management, concert riders, promotion and booking.

MUS 305 Music Theory III (3) Study of western harmony in continuation of MUS 201 with focus on common composition techniques of the Romantic era. Prerequisite: MUS 201.

MUS 313 Ear Training and Sight-reading III (1) Study and practice of sight singing and transcription in continuation of MUS 211 with focus on western harmony and melodic figures of the Romantic era. Prerequisite: MUS 211.

MUS 315 Songwriting (2) This course teaches the foundations of storytelling through song. Topics include song structure, how to use metaphor, avoiding cliches, choosing strong words, cadence and rhythm in songwriting, crafting melodies, basic chord theory and composition tools, as well as tips and tricks. The entire course is tailored to serving the Church through original worship.

MUS 321 Survey of Music History (3) A survey of music from the earliest times to the present, with an emphasis on music of the church. Students will research and present topics as well as perform and listen to musical masterworks. Prerequisite: MUS 100 or instructor approval.

MUS 351 Rehearsal Pedagogy and Leadership (2) A hands-on workshop class covering all the basic skills needed to rehearse vocalists, a choir and a band. Includes conducting techniques, rehearsal skills, introductory worship planning, and motivational techniques. Prerequisite: MUS 101.

MUS 361 Counterpoint (2) Explores the mechanics of basic contrapuntal technique, focusing on the horizontal aspects of composition; in other words, how melodies interact with one another. Through the study of harmonic counterpoint in the music of J. S. Bach and other composers from different time periods, students will strengthen their music listening and writing skills through hands-on writing activities. Prerequisite: MUS 201.

MUS 364 Composition I (2) Introduction to composition through study of form, harmony, and public performance of works. Prerequisite: MUS 305.

MUS 401 Music Theory IV (3) Study of musical styles of the 20th century. Students learn harmonic and formal techniques of the impressionist, post-tonal, atonal, and minimalist eras, along with those of other cultural movements in the 20th century. Prerequisite: MUS 305.

MUS 413 Ear Training and Sight-reading IV (1) Study and practice of sight singing and transcription of post-tonal/atonal music. Students use the Modus Novus to learn 20th Century melodic sight singing. Prerequisite: MUS 313.

MUS 451 Advanced Conducting (2) A hands-on workshop class developing advanced rehearsing techniques for vocal and orchestral music. Includes conducting methods, rehearsal skills, and motivational techniques. Prerequisite: MUS 351.

MUS 460 Orchestration (2) Study of orchestral instrumentation and arranging for various chamber ensembles (string quartet, woodwind quintet, brass quintet) through score study and public performance of works. Prerequisite: MUS 305.

MUS 464 Composition II (2) Continuing study of composition for larger ensembles with development of thorough knowledge of harmony, form, and idiomatic orchestration. Prerequisite: MUS 364.

MUS 495 Internship (2-16). Pass/no pass grading option only. Repeatable for up to 16 credits.

MUS 498 Portfolio (1) Students will creatively assemble a collection of their best work as it pertains to music performance. The portfolio will include artifacts that demonstrate attainment of learning objectives throughout the course of study. The portfolio should serve as a professional resource for career advancement in music performance and will be completed in the final year of study.

MUS 499 Senior Capstone (1-2). Repeatable for credit.

Music - Private Voice

MV 181/281/283/285/381/481 Private Voice (1-2) Private voice instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Audition required for placement to be done during orientation week or the first week of classes.

MV 182/282/284/286/382/482 Private Voice (1-2) Private voice instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Audition required for placement to be done during orientation week or the first week of classes.

Non-Profit Leadership

NPFL 610 Volunteer Leadership (3) This course covers the critical topic of leading and managing both large and small teams of volunteers. This course will cover the legal and ethical issues around volunteer management as well as how to secure long term commitment through effective leadership. Other topics to be covered include non- profit governing boards and the key components of building community partners for sustainability and organizational effectiveness.

NPFL 620 Legal and Ethical Issues for Non-Profit Organizations (3) This class covers the topic of earning and maintaining the public's trust in a nonprofit through the ethical principles it is committed to. Creating a culture committed to accountability and transparency is required. Topics to be covered include, risk management, conflicts of interest, documentation, fundraising, and the development and implementation of policy.

Nursing

NURS 350 Ethics in Nursing (3) Students will examine ethical/bioethical theories, principles and decision-making, codes of ethics, moral distress and moral resilience, and the practice of nursing as a ministry within the context of ethical obligations, client rights and the duty to deliver care. Students will develop in-depth knowledge of and reflect on core ethical issues of including beneficence, nonmaleficence, autonomy, justice, moral authority, and sanctity of life in a variety of ethical situations that traverse the lifespan. Pre/co-requisite: NURS 310.

NURS 360 Pathophysiology & Pharmacology for Nurses (3) This course examines common disruptions of normal physiological states and their manifestations. Pharmacokinetics, pharmacodynamics, pharmacotherapeutics, nursing's role and responsibilities, clinical judgment,

and clinical decision making are examined. Students develop knowledge of elements related to pain and understand pain management along with the nurse's role in optimizing patients' health status. This course is a required pre/co requisite for Accelerated Baccalaureate in Nursing (Bachelor of Science) courses. Assessment Technology Institute Fee: $1250.

NURS 362 Health Assessment Across the Lifespan (2) This course provides foundational knowledge of health assessment and communication skills nurses need to obtain a holistic health history and conduct comprehensive and focused physical, mental, and spiritual assessments, health literacy, trauma-informed care of individuals across the lifespan. Students examine ways to adapt assessment skills to special and diverse populations and explore principles of health promotion, prevention, and disease detection. Pre/co-requisite: NURS 360.

NURS 364 Nursing Skills Lab I (1) This course provides students the opportunity to acquire and apply theoretical knowledge along with other fundamental cognitive, affective, psychomotor, and technical skills necessary for entry-level nursing practice. Students will demonstrate skills learned in a variety of ways. Pre/co-requisite NURS 360. Course Fee: $400.

NURS 366 Nursing Care & Management of the Chronically Ill Theory (3) This course focuses on nursing care and management of chronically ill patients and their families across the lifespan. Students examine nursing theories and frameworks, health promotion and education, care delivery systems, quality, safety, implicit bias, principles of person-centered care, and interprofessional collaboration in the management of the chronically ill. Pre/co-requisite: NURS 360. Co-requisite: NURS 367P.

NURS 367P Chronic and Mental Health Clinical (4) This 180-hour practice experience provides students with the opportunity to provide nursing care for clients and families experiencing chronic illness and mental health disorders in a variety of clinical practice settings. The 180 practice hours are a combination of skills lab, simulation, and clinical experiences. Students will develop and apply entry-level theoretical knowledge, select cognitive, affective, and other nursing skills including professional and therapeutic communication, care planning, time management, medication administration, documentation, and nursing assessment, intervention, evaluation, and education. Students will also identify the implications of the Christian worldview as it relates to a nurse's call to care and caring in relationships with people. Co-requisites: NURS 360, NURS 366, and NURS 368.

NURS 368 Mental Health Nursing Theory (2) This course provides students opportunity to develop knowledge and understanding of select mental health disorders including nursing care, management, interventions, and evaluation of patients with mental disorders. Therapeutic communication and relationships, mental health assessments, illness prevention, and management, interprofessional collaboration, advocacy, health policy, and system processes impacting care coordination and transition of care for the mentally ill are explored. Pre/co-requisite: NURS 360. Co-requisite: NURS 367P.

NURS 370 Nursing Knowledge & Scholarship (3) This course introduces students to established and evolving disciplinary nursing knowledge and ways of knowing along with knowledge from other disciplines and nursing scholarship. Students examine ethics in relation to the conduct of scholarly activities, ethical frameworks and principles, the Codes of Ethics for Nurses, basic principles of the research process, how to critique research, and incorporate best evidence into

practice that is inclusive of patient preferences, values, and clinical expertise. Students will also identify the implications of the Christian worldview of a nurse's call to care and as it relates to environment and health. Prerequisites: NURS 360, 362, 364, 366, 367P, and 368.

NURS 410 Population Health in Nursing (3) This course examines factors influencing the health of populations and communities with a focus on the role of the nurse to assess, implement, and evaluate culturally appropriate, community-based efforts aimed at promoting and maintaining health. Pre/co-requisite: NURS 310. Prerequisite: Active, unencumbered RN License.

NURS 430 Research in Nursing (3) This course assist students to develop a spirit of inquiry and to act as an evolving scholar. How evidence is developed, the basic elements of the research process including quantitative and qualitative processes, and the ethical conduct of research will be studied. Methods for locating, retrieving, communicating, and critiquing health and other relevant research literature and sources of evidence will be explored. Prerequisite: MATH 105 or higher. Pre/co-requisite: NURS 310.

NURS 460 Population Health Nursing & Wellness Theory (3) This course provides students opportunity to develop knowledge and understanding of select diseases, illnesses, natural and other disasters, public health emergencies, and other health related events that present themselves in populations and communities. Students explore social determinants of health and their impact on health disparities and inequities within health care, populations and communities. Assessment skills and nursing practices related to health promotion and preventions, accessing care, advocacy, and advancement of equitable population health policies are examined. Prerequisites: NURS 360, 362, 364, 366, 367P, 368. Co-requisite: NURS 461P.

NURS 461P Population Health and Childbearing Family Clinical (4) This 180-hour practice experience provides students with the opportunity to apply knowledge and understanding of nursing care for populations, communities, childbearing families, and children within a variety of community-based and acute care settings. The 180 practice hours are a combination of skills lab, simulation, and clinical experiences. Students will apply new and build upon prior theoretical knowledge, cognitive, affective, medical-surgical, and other nursing skills. Students will demonstrate advanced ability to assess, evaluate, educate, and advocate for communities, diverse populations, women, newborns, and children as well as communicate effectively with health care professionals, families, and community members. Co-requisites: NURS 460 and NURS 470.

NURS 462 Nursing Care of Complex & Acute Adults Theory (3) This course provides students the opportunity to develop knowledge and understanding of a wide range of adult and geriatric medical/surgical health problems and other acute physical illnesses. Medical/surgical issues, management, and evidence-based nursing care of these patients are explored. Students continue to build upon and advance their assessment, communication, clinical judgment, clinical thinking, advocacy, and information technology skills. Prerequisites: NURS 370, 460, 461P, 464, 470. Co-requisite: NURS 462P.

NURS 462P Acute Clinical (3) This 135-hour practice experience provides students with the opportunity to apply their theoretical knowledge and skills to provide nursing care to adult and geriatric patients experiencing complex and/or acute medical and surgical disruptions and other

acute physical illness. The 135 practice hours are achieved in a variety of clinical experiences. Students demonstrate the ability to provide holistic, evidence-based, person-centered, and advanced nursing care and skills while caring for complex, acute adult patients in a variety of settings. Co-requisite: NURS 462.

NURS 464 Nursing Skills Lab II (2) This course builds on and advances students' prior theoretical knowledge and cognitive, affective, psychomotor, and technical skills needed to provide nursing care to increasingly complex patients across the lifespan and in a variety of care settings. Students demonstrate advanced nursing skills learned in a variety of ways. Prerequisites: NURS 360, 362, 364, 366, 367P, 368. Course Fee: $400.

NURS 468 Nursing Leadership & Management of Care (3) This course provides students the opportunity to develop knowledge and understanding of effective nursing leadership and management. The students will examine select leadership and management principles, theories, and styles, systems thinking, emotional intelligence, team collaboration, and how health care finances, regulatory requirements, and a just culture impacts quality, safety, and other health outcomes. Ways to lead with a different kind of authority in light of nursing as a profession and ministry are explored. Prerequisites: NURS 370, 460, 461P, 462, 462P, 464.

NURS 470 Nursing Care of Childbearing Families & Children Theory (3) This course provides students the opportunity to develop knowledge and understanding of childbearing and childrearing families. Normal physiological and acute and chronic disease processes experienced by women, newborns, and children from infancy through adolescence are examined within the family as context with an emphasis on health promotion and health maintenance. Nursing care for the dying child and the child's family will be explored. Co-requisites: NURS 370, 464. Pre-requisites: NURS 460.

NURS 472P Transition to Professional Nursing Practice (5) This 225-hour theory and practice immersion experience provides students with the opportunity to advance disciplinary nursing knowledge and skills learned in previous courses. Professional nursing concepts emphasized include care coordination, health care policy, informatics and health technologies, viewing nursing caring through a Christian lens, and the importance of lifelong learning. Students will demonstrate leadership, flexibility, healthy self-care behaviors, and develop their professional identity as a nurse and member of the interdisciplinary team. Students will also identify implications of a Christian worldview as it relates to the health outcomes of care and the nursing practice of caring. Prerequisites: NURS 370, 460, 461P, 462, 462P, 464, 470. Pre/Co-requisite: NURS 468.

NURS 499 Nursing Capstone (3) Theories, concepts, and knowledge learned in prior BSN course work are integrated into a Project Based Experiential Learning Experience (PBELE) carried out within the context of an organization or community agency. The PBELE includes direct care experiences; is based on an identified health problem or issue; involves interaction with other providers and/or individuals, families, groups, communities, or populations and; allows for transition of student competencies to the baccalaureate level of proficiency. Prerequisites: Active, unencumbered RN license and successful completion of eight of the following courses: NURS 310, 320, 330, 340, 350, 410, 420, 430, or 440. Co-requisite (one of the following): NURS 320, 330, 340, 350, 410, 420, 430, or 440.

Nutrition

NUTR 220 Nutrition (3) A study of how the body takes in and uses the nutrients from food. Food sources, functions, and requirements of the following are discussed: carbohydrates, proteins, fats, vitamins, minerals and water. In addition, digestion, absorption and metabolism of all nutrients are covered. Skills are developed for improving personal eating habits and for evaluating nutrition information in the mass media.

NUTR 320 Nutrition for Performance: Ergogenic Acids (3) This course examines ergogenic aids that are used in sport and exercise. Students will study legal methods such as carbohydrate doping and nutritional supplementation as well as illegal methods such as (but not limited to) growth hormone, erythropoietin, and anabolic steroids) athletes use to improve performance. Effectiveness and ethical issues as well as the safety of the specific ergogenic aids will be discussed. Prerequisites: NUTR 220 and BIOL 311 or EXSC 210.

Philosophy

PHL 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

PHL 201 Logic and Critical Thinking (3) Logic at Bushnell University takes the form of a writing intensive and critical thinking course. Through a variety of exercises and writing experiences students will discover how to identify and evaluate arguments, analyze assumptions, justify claims with reasons, avoid confused or dishonest reasoning, apply common patterns of reasoning in everyday contexts, and write cogent complex arguments. Prerequisite: WR 121.

PHL 210 Ethics (3) This introductory course in ethics surveys the history of ethical thought in Western culture. Attention is given to such important movements as utilitarianism, deontology, egoism, and virtue ethics. Some attention is given to contemporary moral problems.

PHL 260 World Philosophies - A Multicultural Perspective (3) This class engages ideas and values of selected cultures from around the world, viewing these as rooted in historical time and geographical place. The focus is on several world philosophies, including ancient China, India, Korea, and Japan; as well as African philosophies and some Indigenous philosophies. Ancient texts from different historical contexts will be examined, and the significance for their cultures explored. A cross-cultural goal for the course is to compare insights shared with Western philosophies and ethics.

PHL 301 History of Ancient and Medieval Philosophy (3) A study of major philosophical works in the Western tradition from the beginnings of philosophy in ancient Greece to the end of the medieval period, culminating in Aquinas.

PHL 302 History of Modern and Contemporary Philosophy (3) A study of major philosophical works in the Western tradition from Descartes through Hegel in the modern period, and Heidegger, Sartre, Russell, Wittgenstein, et.al. in the contemporary period.

PHL 315 Bioethics (3) An in-depth examination of contemporary bioethical issues, such as the definition if a person, determination of life and death, euthanasia, doctor-assisted suicide, abortion and maternal-fetal conflict, prenatal diagnosis and intervention, problems in the physician-patient relationship, new reproductive technologies, research on animals, genetic engineering, and human cloning.

PHL 320 Philosophy of Religion (3) A conceptual and analytical survey of the important questions linking philosophy and religion. Students will consider the chief contemporary approaches to justifying religious belief, as well as various non-theistic challenges to that belief. The following questions will be discussed: Are religious claims subject to rational evaluation? What can reason tell us about the nature of God? Can we prove that God exists? Why would a maximally perfect being permit evil and suffering? Is belief in miracles well founded? Is the idea of human survival after death a coherent one? This course may be used to fulfill an elective in the Bible & Theology major.

PHL 420 Christian Ethics and Social Responsibility (3) This course examines Christian ethics and Christian responsibility in their socio-political and economic arenas. In addition to general theories of ethics, students are expected to become familiar with the ethical teachings of the Hebrew prophets, Jesus, and Paul as well as modern thinkers such as Bonhoeffer, Reinhold Niebuhr, and Stanley Hauerwas. This course may be used to fulfill an elective in the Bible & Theology major.

PHL 651/652/653/654 Supervised Research (3 credits each/12 credits total) Working under the supervision and mentorship of an assigned faculty supervisor, students will engage in an individualized program of research related to their preapproved research topic. Students are expected to initiate contact with their respective supervisors on a weekly basis to report progress and to seek critical feedback on their research activities. Assessment of each consecutive module will be based in part upon a formal presentation to faculty in the School of Christian Ministry. Pass/no pass grading option only.

PHL 690/691 M.Phil. Thesis (3, 1) Upon completion of the Supervised Research modules, students will enroll for Thesis. The M.Phil. Thesis is the culmination of the research degree. The thesis committee will be comprised of three members, including Bushnell University faculty supervisor (chair), one other Bushnell University faculty member, and one external committee member. Upon completion of the Thesis, students will defend the thesis before the thesis committee in a public forum to include Bushnell University faculty and student peers. The thesis grade will be assigned by the Thesis Committee, based upon the originality and integrity of the project, the quality of research and writing, and upon the defense.

Physical Education

PE 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

PE 110 Jogging (1) This course gives basic instruction in jogging and is designed to promote overall physical health. Repeatable once for credit.

PE 115 Personal Health and Wellness 101 (1-2) This course will focus on seven core areas of personal health and wellness. These include nutrition, movement, engaging the outdoors, rest, hydration, moderation, and peace of mind. Students will develop a greater awareness for each of these areas. They will examine how each core area can affect their personal lifestyle habits, participate in active exercises that focus on attaining balance, and achieve a more holistic outlook for their own life.

PE 125 Yoga (1) This course gives basic instruction in Yoga techniques and is designed to promote overall physical health. Repeatable once for credit.

PE 126 Aerobics (1) A low impact aerobics class using movement to upbeat music. This course is designed to strengthen the body through overall conditioning techniques. Repeatable once for credit.

PE 161 Fitness Conditioning (1) This class is designed to provide a start into a fit lifestyle. Students will learn how to lift weights safely and to incorporate cardiovascular exercises into their workout. The combination of lifting weights with aerobic workouts will keep the heart and lungs in shape, improve energy, and increase the overall quality of life. Individual classes may focus more on specific areas of fitness and conditioning (e.g. running). Repeatable once for credit.

PE 162 Ice Skating (1) This course provides instruction in general physical fitness (mind, body, health) including an ice skating fitness emphasis. Cardiovascular conditioning through ice skating exercise activities and other exercise activities will be required. Repeatable once for credit.

PE 163 Water Fitness (1) This class provides a high intensity workout using the resistance of water. Instruction will be in the deep water using flotation belts so there will be no impact or strain on any joints. The workout will improve muscle tone, aerobic capacity, flexibility, strength, and endurance. This class is for all levels from the beginner to the elite athlete and can be used to generally improve level of fitness, as part of a weight loss program, for injury rehabilitation or prevention, or as a method of cross training. Repeatable once for credit.

PE 164 Weightlifting (1) Weight training will provide the student a general knowledge of resistance activities for a healthy lifestyle. The course will provide direction and safe progression with a focus on proper technique enabling the student to continue with these activities throughout life. Repeatable once for credit.

PE 166 Strength and Flexibility (1) This course introduces students to concepts and movements designed to increase both strength and mobility through the use of weight bearing exercises and activities requiring flexibility. Strength and flexibility training is a valuable tool for lifelong health and wellness. Repeatable once for credit.

PE 175 CPR/First Aid (1) This course is an opportunity for students to become CPR/AED and First Aid certified through the Health & Safety Institute (HSI). At the end of the course students will be able to recognize an emergency situation, know what actions to take based on a variety of emergency situations, know how to activate emergency medical services, be able to perform the skills needed to give care to a suddenly injured or ill person, and know how to physically and legally protect themselves when providing care.

PE 495 Internship (2-16) Internships provide students an opportunity to apply their classroom learning and gain practical experience in a counseling or social service agency in the community. Students are supervised by professionals in the field and average nine hours per week at their chosen site. Students should consult with their advisor during the semester prior to registration of internship credits. Prerequisites: Majority of psychology requirements and at least second-semester junior standing. Pass/no pass grading option only. Repeatable for up to 16 credits.

Physical Education – Teaching

PHED 383 Introduction to Movement (2) This course introduces students to the function and structure of the human body. This introductory course will cover movement, maintenance, control and anatomy including skeletal, muscular circulatory, and respiratory systems.

PHED 384 Adaptive Physical Education (2) This course will provide students with an overview of typical physical growth and development of PreK-12th grade students and atypical development. Students will gain differentiated skills necessary in teaching students with disabilities, and/or behavioral challenges.

PHED 429 PE Methods for All Grades (3) This course guides students in the investigation of the many facets of a comprehensive physical education program. Emphasis is on the content of the physical education curriculum, developmental levels, teaching strategies, lesson planning, observations and classroom management. Additional context is provided around theories of movement in education, and the role of health and nutrition as part of a physical education program.

PHED 485 Physical Education Practicum (2) This practicum is a 90 hour school-based practicum requiring the student to work closely with a PE certified teacher. Students will create and teach an edTPA learning segment with supervised support. Students will use a variety of research-based educational practices that reflect how students learn and that are sensitive to individual differences and diverse cultures. This practicum will be evaluated collaboratively with the co-operating PE teacher and Bushnell University field supervisor. Pass/no pass grading option only.

PHED 583 Introduction to Movement (2) This course introduces students to the function and structure of the human body. This introductory course will cover movement, maintenance, control and anatomy including skeletal, muscular circulatory, and respiratory systems.

PHED 584 Adaptive Physical Education (2) This course will provide students with an overview of typical physical growth and development of PreK-12th grade students and atypical development. Students will gain differentiated skills necessary in teaching students with disabilities, and/or behavioral challenges.

PHED 629 PE Methods for All Grades (2-3) This course guides students in the investigation of the many facets of a comprehensive physical education program. Emphasis is on the content of the physical education curriculum, developmental levels, teaching strategies, lesson planning, observations and classroom management. Additional context is provided around theories of movement in education, and the role of health and nutrition as part of a physical education program.

PHED 685 Physical Education Practicum (2) This practicum is a 90 hour school-based practicum requiring the student to work closely with a PE certified teacher. Students will create and teach an edTPA learning segment with supervised support. Students will use a variety of research-based educational practices that reflect how students learn and that are sensitive to individual differences and diverse cultures. This practicum will be evaluated collaboratively with the co-operating PE teacher and Bushnell University field supervisor. Pass/no pass grading option only.

Physics

PHYS 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

PHYS 110 Fundamentals of Physics (3) This class combines elements of mechanics, electricity and magnetism, as well as the principles of waves and sound. Emphasis is on everyday phenomena and conceptual understanding more than calculations. Co-requisite: PHYS 110L.

PHYS 110L Fundamentals of Physics Lab (1) Laboratory to accompany Fundamentals of Physics. Co-requisite: PHYS 110.

PHYS 122 Meteorology and Astronomy (3) This course will analyze fundamental physical processes of the atmosphere; their relationships to the daily weather pattern and weather forecasting in the U.S. weather systems; and atmospheric temperature, pressure, and humidity. In the second part of the course, astronomy as a science will be introduced. The fundamental physics concepts underlying stellar astronomy will be investigated. Topics include the sun and its place in our galaxy, exploration of the nature of stars, super novae and stellar black holes.

PHYS 201 Introduction to Mechanics (4) A study of the basic concepts of physics. Topics include vector algebra, kinematics of motion, Newton's laws, dynamics of single and many-particle systems, work, energy, momentum, conservation laws, rotational and translational motion, fluid mechanics, thermal equilibrium, temperature, and the laws of thermodynamics. Prerequisite: MATH 130 or MATH 251. Co-requisite: PHYS 201L.

PHYS 201L Introduction to Mechanics Lab (1) Laboratory to accompany Introduction to Mechanics. Co-requisite: PHYS 201.

PHYS 202 Introduction to Electromagnetism (algebra-based) (3) This course introduces the basic laws of electricity and magnetism, basic circuits, and optics. Topics include electrical force, electric potential, circuits, magnetism, electromagnetic waves, magnetic fields, inductance, reflection, refraction and diffraction. Prerequisite: MATH 130 or MATH 251 and PHYS 201/L. Co-requisite: PHYS 202L.

PHYS 202L Introduction to Electromagnetism Lab (1) Laboratory to accompany Introduction to Electromagnetism. Prerequisite: MATH 130 or MATH 251 and PHYS 201/L. Co-requisite: PHYS 202.

Prior Learning Assessment

PLA 205 (3 credits): Prior Learning Analysis and Portfolio Development. This course provides an in-depth study of the Kolb method for assessing adult learning at the college level. Students will gain an understanding of the options available to them for gaining credit through the experiential essay and through technical training based on the use of the ACE National Guide for College Credit for Workforce Training. This is a writing intensive course resulting in the creation of a Portfolio which may be submitted to the PLA Coordinator for additional PLA credits. Prerequisites: WR 121 and WR 123. Pass/no pass grading option only.

PLA 206 (0 credits earned): Prior Learning Related to Specific Courses. Students who successfully complete PLA 205 may continue to seek college-level credits from experiential learning. Each student receives individualized guidance by the professor of PLA 206. Together, they will identify specific Bushnell University courses that relate to the student's prior learning. Students may write up to six experiential essays for each semester of enrollment in PLA 206. Credit is granted upon successful completion of each experiential essay as determined by the parameters of the PLA essay requirements. Prerequisites: PLA 205. Pass/no pass grading option only.

Psychology

PSY 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

PSY 200 General Psychology (3) An introduction to the scientific study of behavior and mental processes. Specific areas studied are history and systems, research methods, perception, human development, personality, learning, memory, emotion, cognition, psychological disorders, and social behavior. (Satisfies a social science requirement in the General Education Core.)

PSY 211 Cross-Cultural Psychology (3). This course is an introduction to the theories and research in the field of cross-cultural psychology. Students will explore research on and applications of the influence of culture on behaviors and thoughts, which include sensation, perception, consciousness, intelligence, human development, emotion, motivation, social perception, interaction, psychological disorders and religious beliefs. Prerequisite: PSY 200.

PSY 240 Vocational Exploration and Psychology (3) This course integrates faith and psychological science, introduces research findings from the psychology of vocation, and includes self-assessment of values, strengths, weaknesses, biases, and interests to inform and guide students in their discernment of calling as it relates to their meaning, purpose, and direction in life and work.

PSY 315 Forensic Psychology (3). An introduction to psychological principles and the legal system. This course includes, but is not limited to, topics such as evaluation and treatment of offenders, victim services, juvenile justice, family services and law, police psychology, risk assessment, and correctional psychology. Prerequisite: PSY 200.

PSY 320 Human Development (3) This course investigates human development from conception through death. Topics include physical, cognitive, perceptual language, social, and moral development across the lifespan. Prerequisite: PSY 200.

PSY 330 Psychology of Learning (3) This course is a survey of learning theories and applications to everyday experiences. Topics include classical conditioning, operant conditioning, and social learning. Prerequisite: PSY 200.

PSY 331 Psychology of Sport (3) This course will review the influence of psychological factors on involvement and performance in sport, exercise and physical education settings. This will include an extensive exploration of the field of sport and exercise psychology, mental skills that can be examined and training to improve athletic and physical performance. Prerequisite: PSY 200.

PSY 340 Social Psychology (3) This course is a study of the social behavior of individuals and groups. Topics include conformity, social influence, conflict, justice, altruism, aggression, prejudice, and attitudes. Prerequisite: PSY 200.

PSY 350 Research Methods (3) This course is an introduction to basic research design. Topics include ethical guidelines, experimental design, correlational design, sample selection, questionnaire construction, reliability and validity of measurements, internal and external validity, and qualitative research. Students learn APA formatting to communicate in various ways. Prerequisites: PSY 200 and MATH 315.

PSY 370 Cognition (3) A course about mental processes including perception, attention, memory, reasoning, problem solving, decision making, and language. Prerequisite: PSY 200.

PSY 380 Theories of Personality (3) A survey of historical and contemporary theories on personality. Major theoretical approaches include psychoanalytic, behavioral, cognitive, dispositional, social, and humanistic-existential. Prerequisite: PSY 200.

PSY 390 Behavioral Neuroscience (3) This course is designed to introduce students to neuroanatomy, brain mechanisms, and the physiological bases of behavior related to sensory systems, movement, sleep, learning, memory, and psychological disorders. Prerequisites: PSY 200.

PSY 391 Introduction to Neuropsychological Assessment (3) This course introduces students to the assessment, diagnosis, and treatment of individuals with brain illness or injury and how they are connected to brain structures and functions. Prerequisite: PSY 390

PSY 414 Psychology of Human Sexuality (3). This course is an overview of human sexuality from a biopsychosocial perspective. The course will be taught using scientific and research-based information, as well as considerations from Christian perspectives, to understand human sexuality. Prerequisite: PSY 200 and junior/senior standing or instructor approval.

PSY 420 Neurodiverse Psychology (3) In this course, students are introduced to the scientific study of mental illness including, but not limited to, diagnostic criteria and evidence-based therapies. Prerequisite: PSY 200 and junior/senior standing or instructor approval.

PSY 430 Psychology of Addictive Behaviors (3) This course is designed to provide a basic understanding of the nature of addiction, including progressive stages and the accompanying "system of denial," the impact of chemical dependency/behavioral addiction on individual users, families and communities, and to explore prevention and intervention strategies and treatment resources. Prerequisite: PSY 200 and junior/senior standing or instructor approval.

PSY 440 Psychology of Religion (3) An introduction to empirical approaches in the study of religion from the psychological perspective which includes studying the developmental, psychobiological, and cultural influences that affect beliefs and behaviors. Further, the roles of religion in psychopathology and well-being will be discussed. The course will be taught using a scientific foundation to understand religion. Prerequisite: PSY 200 and junior/senior standing or instructor approval.

PSY 465 Introduction to Counseling Skills (3) This course is designed to introduce basic interviewing skills to students who anticipate future work in Christian ministry, teaching, counseling, or other related fields. While this course involves students' practice of basic listening, empathy, and rapport-building skills, it is not intended to prepare students for clinical practice. Prerequisites: PSY 200 and PSY 420.PSY 200 and junior/senior standing or instructor approval.

PSY 475 Psychology of Trauma (3) This course is an introduction to the scientific study of trauma. Topics include, but are not limited to, the effect of trauma on the brain and behavior, evidence-based treatments, and post-traumatic growth, including the role of faith in healing. Prerequisite: PSY 200 and junior/senior standing or instructor approval.

PSY 490 Research Practicum (1-6) Research practicum provides research experience to undergraduate students. The student may develop their own or assist faculty on a research project that results in a paper, presentation, and/or publication. Students need permission from the faculty member to register for credit. Prerequisites: PSY 350, majority of psychology requirements, and at least second-semester junior standing. Repeatable for credit.

PSY 495 Internship (2-16) Internships provide students an opportunity to apply their classroom learning and gain practical experience in a counseling or social service agency in the community. Students are supervised by professionals in the field and average nine hours per week at their chosen site. Students should consult with their advisor during the semester prior to registration of internship credits. Prerequisites: Majority of psychology requirements and at least second-semester junior standing. Pass/no pass grading option only. Repeatable for up to 16 credits.

PSY 499 Senior Capstone (3) Students have several options for writing the required APA formatted paper: a literature review or original research report (the latter requires advanced planning with instructor assistance). Students also prepare an oral presentation. Limited to senior psychology majors. Prerequisites: PSY 350 and MATH 315.

Public Health

PUBH 495 Internship (3) Internships provide students an opportunity to apply their classroom learning and gain practical experience in a local public health agency in the community. Pass/no pass grading option only. Repeatable for up to 16 credits.

PUBH 499 Capstone (3) Students have several options for writing the required APA formatted paper: a literature review or original research report (the latter requires advanced planning with instructor assistance). Students also prepare an oral presentation. Limited to senior public health majors. Prerequisites: PSY 350 and MATH 315.

Reading Intervention

READ 501 Foundations and Current Issues in Literacy (3) This course examines current theories; looks at the implications of various literacy theories and how they impact decision making. Through reading and discussion, students develop a personal understanding of literacy processes. The course will also focus on issues related to school-based concerns about literacy learning. Discussion will lead to research-based applications that can be translated into classrooms at the elementary, middle, or high school level.

READ 510 Best Practices in Reading and Writing (3) This course examines the major components of reading and writing. Shared, guided, and independent reading and writing is also explored.

READ 515 Culturally Responsive Literacy (2) This course explores language development and acquisition related to cultural and linguistic diversity to create a literate environment for all PreK-12 students. This course also examines students with specific learning needs to apply research based instructional practices by differentiating process, product, and context.

READ 520 Emergent Literacy (2) Students in this course will explore the major components of reading including phonemic awareness, phonics, word identification, vocabulary and background knowledge, fluency, and comprehension strategies. Students will also explore the stages of reading from emergent, early, transitional, and fluent readers.

READ 525 Diagnostic Assessment and Application of Reading Research (3) Students in this course will explore current research and best practices in literacy assessment and instruction. Content includes diagnostic, formative, and summative assessments to determine students' literacy strengths and needs, as well as how to plan and carry out effective instruction to advance the language and literacy development of all learners.

READ 530 Reading and Writing in Content Areas (2) This course focuses on literacy strategies in all content areas with emphasis on middle and high school grades. Teaching critical reading and writing strategies will be included as well as assessment tools.

READ 685 Reading Practicum (2) Practicum candidates work in a classroom focused on reading instruction and assessment. As part of the practicum, candidates are assigned a Cooperating Teacher and a Bushnell Field Supervisor. The teacher candidate will work closely with the Reading endorsed certified teacher to create and implement a minor work sample focused on students in need of reading intervention. Students will use a variety of research-based educational practices that reflect how students learn and that are sensitive to individual differences and diverse cultures. This practicum is a minimum of 90 hours. Pass/no pass grading option only.

READ 690 Reading Interventionist Practices (1) Students in the Reading Practicum will meet to discuss the organization and management of a reading program within a school wide K-12

program. Discussion will include textbook/literacy adopted programs, communication with school colleagues and parents and the supervision of reading assistants. Co-requisite: READ 685.

Religious Studies

RELS 210 The Abrahamic Faiths of Judaism, Christianity, and Islam (2) This course explores the monotheistic traditions of Judaism and Islam, giving attention to historical and phenomenological perspectives. These traditions will be examined from their inception to their modern expressions. At the end of the course, students should have a level of religious literacy for understanding the traditions in question. This course may be used to fulfill an elective in the Bible & Theology major.

RELS 230 World Religions (3) An introduction to the origins, teachings, rituals, practices, and contemporary trends of the major religions of the world including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. The course will explore their interaction with common themes of the human experience and will explore critical and theoretical approaches to thee study of religion. This Course satisfies diversity study requirements. This course may be used to fulfill an elective in the Bible and Theology major.

School Counseling

SCOUN 510 Child/Adolescent Development and Mental Health (3) This course examines physical, social, and cognitive development of infants, elementary school-age children, middle school-age children and adolescents, with special consideration of spiritual and moral development. Development from early childhood through adolescence as it relates to adjustment in an educational setting is emphasized, as is an emphasis on children with physiological, intellectual, and social risk factors. Students will have the opportunity to develop skills and techniques for counseling children in schools. Students will also look in-depth at mental health disorders that are common in schools and will explore how best to serve these students.

SCOUN 515 Instructional Strategies and Classroom Management (2) The focus of this course will be an examination of curriculum development, instructional strategies and classroom management strategies for those students in Track II of the School Counseling Program. Students will learn and practice a variety of strategies for curriculum development for large and small groups that will culminate in the production of the state required work sample or unit of study. Frequently, school counselors will organize school-wide programs, present individual classroom lessons, or other presentations as needed in the school setting. This course is designed to provide an opportunity for school counseling students to study techniques in classroom management, classroom or large group transitions, learning environments, co-operative learning and assessment. In addition, school counselors work closely with administration and teachers, which requires application of collaboration skills, mediation, and cooperation.

SCOUN 516 Curriculum Development (1) The focus of this course is to provide technical and instructional assistance to school counselors at the K-12 level as they develop individual work samples based upon Student Teaching Practicum placements. Each student will use the information from SCOUN 515 to design and prepare the required series of lessons in preparation for student teaching. The students select topics aligned with the Guidance and Counseling Framework and state standards. Pass/no pass grading option only.

SCOUN 517 Student Teaching Practicum (3) The classroom practicum is an abbreviated student teaching experience offered during the second semester of the program. This supervised practicum consists of a minimum of 200 clock hours in a regular classroom in an accredited school. The experience consists of 75 clock hours of full responsibility for directing learning with a work sample illustrating the ability to foster student learning. Pass/no pass grading option only.

SCOUN 518 Introduction to the Counseling Profession (3) This required forum allows students the opportunity to explore the many questions that surface in their training. It is also intended to be an opportunity to build cohesion within the student cohort by offering an informal forum to discuss common issues, receive feedback from others, meet professionals in the community, and relate to faculty outside a structured setting. Issues such as professional identity, continued education, supervision, portfolios, licensure procedures, and career opportunities are topics of discussion. Students learn the process for compiling their professional portfolio.

SCOUN 520 Counseling Theories and Skills I (3) This course introduces students to theories of counseling from a historical-chronological perspective. Specific orientations include psychoanalytic, Adlerian, person-centered, humanistic-existential, and a variety of cognitive-behavioral approaches to counseling. As students are exposed to these models, they are encouraged to incorporate their own values about the human change process and their faith with these theories in order to begin to define their own theoretical orientation to counseling.

SCOUN 530 Counseling Theories and Skills II (3) Students' preparation for *practica* experience begins with this course. Students learn the basic microskills of counseling, including attending behavior, listening and structuring skills, and reflecting skills, and practice those skills in simulated counseling sessions built around role-plays. Students integrate knowledge from the Theories of Counseling course and develop a personal theory of counseling and a conception of how the skills fit into that model.

SCOUN 540 Ethical and Legal Issues in Counseling (3) This course is designed to expose students to the myriad of ethical issues that surface in counseling settings as well as legal requirements of counselors. Topics include privacy and confidentiality, duty to warn, abuse reporting procedures, licensure and certification, marketing, boundaries in therapeutic relationships, and counselor health and welfare.

SCOUN 560 Crisis Management (3) This course is intended to enable students to identify and diffuse crisis situations to minimize the possibility of clients doing harm to themselves or others. Students learn to identify suicidal ideation and intent and assess levels of potential violence in both face-to-face approaches and via telephone contact. Students learn about professional and community resources available to deal with various levels of crisis and gain an understanding about when and how to refer individuals to those resources. An introduction to critical incidence debriefing is also included in this course.

SCOUN 570 Group Counseling (3) This course is intended to introduce students to the ethics of group counseling, the dynamics of group process, and a variety of techniques for working with specific groups. Students practice facilitating groups in simulated sessions and gain an awareness of their own personal process in a group setting as they take part as members in those simulated group sessions. In and of itself, it is not intended to equip students to conduct counseling groups independently.

SCOUN 580 Counseling Diverse Populations (3) In this course, students investigate attitudes and perspectives regarding gender, race, ethnicity, sexual orientation, age, and other cultural differences. Particular emphasis will be placed upon biblical, historical, and cultural perspectives and the impact current views have on the counseling relationship. Students will be encouraged to expand their points of view of diverse populations leading toward successful therapeutic relationships and an acceptance of all persons.

SCOUN 620 Substance Abuse and Violence Prevention (3) This course is designed to introduce students to issues associated with the use and abuse of drugs and alcohol. Students learn to recognize the abuse or potential abuse of substances, how to screen for the level of abuse, and where and how to refer for treatment. While it is not the intended purpose of the course to equip students for substance abuse counseling, information is presented to expose students to the impact of substance abuse on physiology, the therapeutic relationship, interpersonal relationships, functioning in work and school settings, and counseling outcome.

SCOUN 622 Early Childhood/Elementary Counseling (3) This course is designed to express issues and practice specific to students in this educational level. Theories and skills will be expanded to enhance delivery models in the schools. Particular focus will be placed on the Oregon Framework.

SCOUN 624 Middle/High School Counseling (3) This course is designed to explore issues and practices specific to students in this educational level. Theories and skills will be expanded to enhance delivery models in the schools. Particular focus will be placed on the Oregon Framework.

SCOUN 630 Introduction to Family Systems (3) This course is designed to serve as an introduction to family systems theories and enable students to investigate family issues that surface in counseling. Topics include changing American families, alternative families, family boundaries, domestic violence, physical and sexual abuse, and marital discord.

SCOUN 660 Career Development and Counseling (3) This course is designed to investigate the concept of career by providing an overview of the career development field and the practice of career guidance in elementary and secondary school settings. Students learn theories of career development relevant to children and adolescents, as well as strategies, information, and resources to assist with career decisions (assessment tools, technology, and labor market information). Students will investigate the concept of career as a process that continues throughout the lifespan.

SCOUN 670 Academic/Behavioral Appraisal and Intervention (3) This course is an introduction to the principles of assessment, including reliability and validity of instruments, selection, administration, scoring, and interpretation of selected tests, and the ethics of the use of those instruments, especially with special populations. Types of tests explored include intelligence and general ability tests, achievement and aptitude tests, career and interest inventories, and personality measurements. This course is also designed to assist school counselors with the skills, information and research necessary to advocate on behalf of adolescents with special academic needs. The focus of the course is how counselors participate in developing elementary, middle school or high school educational programs that enhance all students' learning.

SCOUN 680 Research and APA Writing (3) This course presents basic methods of quantitative and qualitative research and program evaluation. It prepares students to be critical consumers of educational research. They learn to conduct research in an educational setting and how to assist school staff in evaluating educational programs.

SCOUN 695 Internship/Group Supervision (3) Students apply knowledge and skills gained from previous coursework in an educational setting. Students work under supervision of a school counselor, with assistance from a faculty supervisor. They also prepare a professional portfolio that reflects their graduate experiences. Students begin their internship during fall semester of their second year of study and continue into the spring semester. Students in Track I and Track II must document a minimum of 600 clock hours, averaging about 20 hours per week, during their internship. Faculty supervisors visit students at their assigned school regularly during each semester. Pass/no pass grading option only. Repeatable for up to 6 credits.

Sociology

SOC 200 Introduction to Sociology (3) An introduction to basic concepts and terminology; human behavior in groups, family, education, religion, government; ecology; social deviancy. This course meets diversity study requirements.

SOC 210 Global Issues (3) A survey of selected global issues and problems. This course includes conceptual and analytical tools, exploration of various issues, and various Christian responses to issues. Prerequisites: ANTH 210 and SOC 200.

SOC 250 Career and Life Planning (3) This course is designed with the philosophy that you will make better career (and life) decisions, the better you know yourself and the world of work. Thus, this class focuses on self-assessment, and self-awareness; career exploration and researching career options; decision-making and goal setting. It is the focused and flexible approach to career planning—as you focus to plan and pursue your goals, you are flexible as new opportunities and opinions arise. This class is intended both for those exploring their first career, as well as those in career transition.

Software Engineering

SFTE 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

SFTE 130 Programming for Everyone I (3) This course provides a comprehensive introduction to programming with Python, focusing on core concepts such as decision-making, loops, data structures, and basic data analysis techniques.

SFTE 201 Programming for Everyone II (3) This course builds on foundational Python skills to explore object-oriented programming, web services, and database design, teaching students how to leverage the internet for data and create applications using SQL. Prerequisite: SFTE 130.

SFTE 300 Web Development (3) This course covers front end web technologies including HTML5, CSS and JavaScript to teach students how to build interactive, accessible, and responsive web sites from scratch. Prerequisite: CIS 140.

SFTE 355 Computer Systems (3) This course examines both computer architecture and operating systems built on top. It also guides students in learning C programming, understanding microprocessors and computer hardware, and translating code into machine language, with hands-on projects. Prerequisite: CIS 140.

SFTE 495 Internship (2-16) Pass/no pass grading option only. Repeatable for up to 16 credits.

SFTE 499 Senior Capstone (3) Theories, concepts, and skills learned in prior course work are integrated into a project based capstone that will result in the production of a software product. Students will work with faculty to develop individualized projects reflecting specific interests of the student. Project that will demonstrate Program outcomes serve as a portfolio work example.

Spanish

SPAN 101 First-year Spanish I (3) The first course in a two-semester sequence designed for students with 0 to 3 years of high school Spanish or equivalent. Placement into courses is based on the Bushnell University Spanish Placement test or previous credits earned. SPAN 101 covers present indicative of regular and irregular verbs, basic vocabulary (colors, numbers, days, months, weather, time) and introduction to Spanish culture.

SPAN 102 First-year Spanish II (3) The second course in a two-semester sequence designed for students with 0 to 3 years of high school Spanish or equivalent. Placement into courses is based on the Bushnell University Spanish Placement test or previous credits earned. SPAN 102 covers preterit, imperfect and present subjunctive, direct and indirect object pronouns and vocabulary (clothes, food, family). Classes emphasize oral communication and listening comprehension in a cultural context. Prerequisite: SPAN 101 or equivalent.

SPAN 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

SPAN 201 Second-year Spanish I (3) The first course in a two-semester sequence that emphasizes oral communication and listening comprehension in a culturally authentic context. Special attention is given to the integration of advanced grammar in the development of more complex and authentic native expressions by students. Prerequisite: SPAN 102 or equivalent.

SPAN 202 Second-Year Spanish II (3) The second course in a two-semester sequence that emphasizes oral communication and listening comprehension in a culturally authentic context. Special attention is given to the integration of advanced grammar in the development of more complex and authentic native expressions by students. Prerequisite: SPAN 201 or equivalent.

SPAN 310 Advanced Spanish Conversation and Composition (3) This course focuses on the development of both interactive communication and written skills through the practice of advanced functions, including stating and defending opinions, reading and responding to texts,

summarizing and writing essays. Students will be exposed to a wide register of both written and spoken Spanish, including idiomatic expressions, colloquialisms and slang. Taught in Spanish. Prerequisite: SPAN 202 or equivalent.

SPAN 315 Introduction to Spanish Literature (3) An introduction to Latin American and Spanish literature that introduces students to selected works of literature from different authors, periods, and genres with an emphasis on matters of faith as revealed in the pieces studied. Taught in Spanish. Prerequisite: SPAN 310 or equivalent.

SPAN 321 Hispanic Culture and Civilization (3) An overview of the major influences in Hispanic culture and civilization, covering pre-Columbian cultures, the conquest and colonization by Spain, the independence of the Americas and 20th century history. Taught in Spanish. Prerequisite: SPAN 202 or equivalent.

SPAN 340 Latino Society and Culture in the U.S. (3) An historic and social survey of the Hispanic influences in the United States from both the American and Latin perspective. Attention will be given to Hispanic culture in politics, religion, and education and the arts. Prerequisite: SPAN 202.

SPAN 350 Spanish Vocabulary and Usage (3) This course builds students' Spanish vocabulary through guided practice, readings, games, dialogues and other activities. Taught in Spanish. Prerequisite: SPAN 202 or equivalent.

SPAN 400 Spanish Cinema (3) This course focuses on the development of listening and writing skills through watching, discussing and analyzing Spanish-language films. Students will be exposed to a wide register of spoken Spanish and a variety of Hispanic cultures throughout the Spanish-speaking world. Taught in Spanish. Prerequisite: SPAN 310 or 350 or equivalent.

SPAN 420 Spanish Translating and Interpreting (3) This course teaches the skills necessary to translate and interpret English to Spanish and Spanish to English in a variety of settings. Prerequisite: SPAN 310 or 350 or equivalent.

SPAN 470 Teaching World Language Methods (3) This course is designed to instruct teachers on how to implement the latest methodology to teach world languages. Prerequisite: SPAN 310 or SPAN 350 or equivalent.

SPAN 570 Teaching World Language Methods (3) This course is designed to instruct teachers on how to implement the latest methodology to teach world languages. Prerequisite: SPAN 310 or SPAN 350 or equivalent.

Special Education

SPED 301 Foundations of Special Education I (1) This course introduces students to the Special Education endorsement program. Students will explore requirements, planning tools, effective strategies, and resources available to support students to complete the Special Education endorsement program. The course will also introduce topics related to the integration of faith, professional, and ethical practices in the teaching community. Students will also cultivate a professional learning community through discussion and group assignments with faculty and peers.

SPED 302 Foundations of Special Education II (1) This course is designed to develop knowledge and skills related to implementing collaborative and consultative models of special education including (a) building day-to-day working relationships across students, school staff, families, and community partners; (b) establish IEPs and other support plans that are technically adequate (e.g., legal, comprehensive), and contextually appropriate (e.g., functional, culturally responsive); and (c) knowledge of effective and research-based interventions for meeting student's needs.

SPED 303 Foundations of Special Education III (1) This course is designed to develop knowledge and skills related to organization and management of student case files across a variety of special education settings (e.g., self-contained, integrated, pull-out services). Students will explore strategies for managing time and resources to provide (a) consultation, training, and coaching to colleagues; (b) development and implementation of IEPs and BSPs; (c) coordinating assessment, data analysis, problem-solving meetings, and progress modifications across multiple students receiving special education services; and (d) communication of relevant information to students, families, school staff, administrators, and service providers for integrated or wrap-around supports.

SPED 310 Interventions and Accessibility and Functional Skills (2) This course focuses on evidence-based practices for designing, adapting, delivering, and monitoring instruction related to functional life skills and accessibility to general curriculum. Students will explore the pre-skills and deficits that may prevent a student from accessing general curriculum. Students will develop skills related to alignment of goals, routines, and functional skill instruction with common core standards. Students will explore a range of assistive technologies, practices, and strategies to evaluate and adopt appropriately based upon student needs.

SPED 320 Assessment and Evaluation in Special Education (2) This course is designed to develop knowledge and skills related to the assessment and evaluation of students within the special education context. Students will learn about assessment and evaluation measures and strategies that are commonly used by teachers and specialists within the field of education to gather information across adaptive, personal-social, communication, motor, and cognitive domains. Students will gain direct experience with the implementation of standardized measures, design of measures, and analysis of measure results. Students will explore strategies for using assessment measures collaboratively with children, families, and service providers who are linguistically and culturally diverse including the communication of sensitive results.

SPED 330 Advanced Classroom and Behavior Management (2) This course is designed to develop knowledge and skills to support individual and/or groups of students whose social behavior is preventing appropriate access to general classroom settings or instruction. Students will build fluency with principles of behavior analysis and a tiered model of positive behavioral interventions and supports. Students will develop skills needed to (a) identify and assess problem behavior using basic functional behavioral assessment (FBA) methods, (b) design and implement basic positive behavioral interventions that match the intensity of the problem, (c) design learning environments that prevent and reduce problem behaviors, and (d) apply behavioral procedures systematically and systemically. Emphasis will be placed on the outcomes, data, systems, and practices related to providing individual students with severe learning and behavioral problems. Prerequisite: EDUC 322/521.

SPED 340 Special Education History and Current Issues (2) This course is designed to survey the range of exceptionalities of individuals, birth through 21 and the current issues surrounding special education. Course content is organized in three areas: (a) historical foundation and context of education for individuals with disabilities; (b) characteristics, definitions, and educational considerations for individuals with disabilities; and (c) current philosophies, legal issues, research, and practices in special education. Prerequisite: EDUC 331/530.

SPED 350 Academic Instructional Supports and Universal Design for Learning (2) This course focuses on evidence-based practices for designing, adapting, delivering, and monitoring academic instruction for students receiving special education services. Students will explore the pre-skills and deficits that may prevent a student from accessing general curriculum and also the alignment of goals, routines, and functional skill instruction with common core standards. Students will explore a range of assistive technologies, practices, accommodations, and strategies to evaluate and adopt appropriately based upon student needs. Students will also demonstrate understanding of the principles of Universal Design for Learning (UDL) that foster student engagement by presenting information in multiple ways and allow for broader access to general curriculum. Prerequisite: EDUC 340/541 or EDUC 370/570.

SPED 395 Special Education Field Experience I (1) This course provides an initial opportunity for students to explore a variety of school-based settings that serve students with disabilities as well as demonstrate knowledge and skills in the preparation, implementation, and assessment of instruction that includes a positive social and instructional environment and employs developmentally appropriate practices and use of technology. Pre-service teachers will monitor the engagement of students in learning activities and the progress they are making to determine whether the pact or content of instruction needs to be modified to assure each student progresses toward individual as well as classroom learning goals. Pass/no pass grading option only.

SPED 396 Special Education Field Experience II (1) This course explores a variety of school-based settings that serve students with disabilities as well as demonstrate knowledge and skills in the preparation, implementation, and assessment of instruction that includes a positive social and instructional environment and employs developmentally appropriate practices and use of technology. Pre-service teachers will monitor the engagement of students in learning activities and the progress they are making to determine if the pacing or content of instruction needs to be modified to assure each student progresses toward individual as well as classroom learning goals. Pass/no pass grading option only.

SPED 495 Special Education Field Experience III (3) This course provides student teachers with a culminating demonstration of knowledge and skills in providing instruction, implementation, and assessment of students who receive special education services within a school setting. Student teachers will (a) prepare a positive instructional setting that employs developmentally and culturally appropriate practices, (b) monitor the behavior and academic engagement of students in learning activities as well as progress toward IEP goals; (c) identify and communicate specific problems or barriers to instruction; and (d) determine if modifications (e.g., pacing, content, accommodations) are needed to ensure that the student(s) achieve appropriate progress toward short- and long-term IEP goals. Pass/no pass grading option only.

SPED 501 Foundations of Special Education I (1) This course introduces students to the Special Education endorsement program. Students will explore requirements, planning tools, effective strategies, and resources available to support students to complete the Special Education endorsement program. The course will also introduce topics related to the integration of faith, professional, and ethical practices in the teaching community. Students will also cultivate a professional learning community through discussion and group assignments with faculty and peers.

SPED 502 Foundations of Special Education II (1) This course is designed to develop knowledge and skills related to implementing collaborative and consultative models of special education including a) building day-to-day working relationships across students, school staff, families, and community partners; b) establish IEPs and other support plans that are technically adequate (e.g., legal, comprehensive), and contextually appropriate (e.g., functional, culturally responsive); and c) knowledge of effective and research-based interventions for meeting student's needs.

SPED 503 Foundations of Special Education III (1) This course is designed to develop knowledge and skills related to organization and management of student case files across a variety of special education settings (e.g., self-contained, integrated, pull-out services). Students will explore strategies for managing time and resources to provide a) consultation, training, and coaching to colleagues; b) development and implementation of IEPs and BSPs; c) coordinating assessment, data analysis, problem-solving meetings, and progress modifications across multiple students receiving special education services; and d) communication of relevant information to students, families, school staff, administrators, and service providers for integrated or wrap-around supports.

SPED 510 Interventions and Accessibility and Functional Skills (2) This course focuses on evidence-based practices for designing, adapting, delivering, and monitoring instruction related to functional life skills and accessibility to general curriculum. Students will explore the pre-skills and deficits that may prevent a student from accessing general curriculum. Students will develop skills related to alignment of goals, routines, and functional skill instruction with common core standards. Students will explore a range of assistive technologies, practices, and strategies to evaluate and adopt appropriately based upon student needs.

SPED 520 Assessment and Evaluation in Special Education (2) This course is designed to develop knowledge and skills related to the assessment and evaluation of students within the special education context. Students will learn about assessment and evaluation measures and strategies that are commonly used by teachers and specialists within the field of education to gather information across adaptive, personal-social, communication, motor, and cognitive domains. Students will gain direct experience with the implementation of standardized measures, design of measures, and analysis of measure results. Students will explore strategies for using assessment measures collaboratively with children, families, and service providers who are linguistically and culturally diverse including the communication of sensitive results.

SPED 530 Advanced Classroom and Behavior Management (2) This course is designed to develop knowledge and skills to support individual and/or groups of students whose social behavior is preventing appropriate access to general classroom settings or instruction. Students will build fluency with principles of behavior analysis and a tiered model of positive behavioral

interventions and supports. Students will develop skills needed to a) identify and assess problem behavior using basic functional behavioral assessment (FBA) methods, b) design and implement basic positive behavioral interventions that match the intensity of the problem, c) design learning environments that prevent and reduce problem behaviors, and d) apply behavioral procedures systematically and systemically. Emphasis will be placed on the outcomes, data, systems, and practices related to providing individual students with severe learning and behavioral problems. Prerequisite: EDUC 322/521.

SPED 540 Special Education History and Current Issues (2) This course is designed to survey the range of exceptionalities of individuals, birth through 21 and the current issues surrounding special education. Course content is organized in three areas: a) historical foundation and context of education for individuals with disabilities; b) characteristics, definitions, and educational considerations for individuals with disabilities; and c) current philosophies, legal issues, research, and practices in special education. Prerequisite: EDUC 331/530.

SPED 550 Academic Instructional Supports and Universal Design for Learning (2) This course focuses on evidence-based practices for designing, adapting, delivering, and monitoring academic instruction for students receiving special education services. Students will explore the pre-skills and deficits that may prevent a student from accessing general curriculum and also the alignment of goals, routines, and functional skill instruction with common core standards. Students will explore a range of assistive technologies, practices, accommodations, and strategies to evaluate and adopt appropriately based upon student needs. Students will also demonstrate understanding of the principles of Universal Design for Learning (UDL) that foster student engagement by presenting information in multiple ways and allow for broader access to general curriculum. Prerequisite: EDUC 340/541 or EDUC 370/570.

SPED 595 Special Education Field Experience I (1) This course provides an initial opportunity for students to explore a variety of school-based settings that serve students with disabilities as well as demonstrate knowledge and skills in the preparation, implementation, and assessment of instruction that includes a positive social and instructional environment and employs developmentally appropriate practices and use of technology. Pre-service teachers will monitor the engagement of students in learning activities and the progress they are making to determine whether the pact or content of instruction needs to be modified to assure each student progresses toward individual as well as classroom learning goals. Pass/no pass grading option only.

SPED 596 Special Education Field Experience II (1) This course explores a variety of school-based settings that serve students with disabilities as well as demonstrate knowledge and skills in the preparation, implementation, and assessment of instruction that includes a positive social and instructional environment and employs developmentally appropriate practices and use of technology. Pre-service teachers will monitor the engagement of students in learning activities and the progress they are making to determine if the pacing or content of instruction needs to be modified to assure each student progresses toward individual as well as classroom learning goals. Pass/no pass grading option only.

SPED 695 Special Education Field Experience III (3) This course provides student teachers with a culminating demonstration of knowledge and skills in providing instruction, implementation, and

assessment of students who receive special education services within a school setting. Student teachers will a) prepare a positive instructional setting that employs developmentally and culturally appropriate practices, b) monitor the behavior and academic engagement of students in learning activities as well as progress toward IEP goals; c) identify and communicate specific problems or barriers to instruction; and d) determine if modifications (e.g., pacing, content, accommodations) are needed to ensure that the student(s) achieve appropriate progress toward short- and long-term IEP goals. Pass/no pass grading option only.

Sports Management

SPMGT 510 Sports Management & Society (3) This course is designed to acquaint students with the principles and applications of social issues within the sport industry. The course will use sociological research and critical thinking to investigate the links between many of the major issues facing sports organizations today. Specifically, we will assess the intersection of race and sports, gender and sports, the treatment and behavior of athletes in sport, as well as the major social issues facing youth, college and professional sports in American society.

SPMGT 520 Sports Law (3) The NCAA, the NAIA, its rules, and its regulations: In-depth study of professional sport leagues, their constitution, by-laws, regulations, collective bargaining agreements, standard player contracts; legal issues involving sport agents.

SPMGT 530 Coaching Fundamentals (3) Upon successful mastery of this course, you will be able to: Define the principles and foundational skills of coaching; Describe the process of giving and receiving effective feedback and the benefits it brings to an organization; Describe emotional intelligence and identify your personal skills through a self-assessment.

SPMGT 540 Sports Budgeting and Fundraising (3) Financial operations and economic impact of scholastic, intercollegiate, and professional sport administration; concepts of budgeting, auditing, reporting, and computer use; current developments in the field. This course is designed to provide a comprehensive overview for fundraising, development, and donor relations with the understanding of different needs in various sport organizations. Students will learn basic principles and techniques to raise money through sales and other financial means.

SPMGT 550 Sports Data Analytics (3) This course will introduce students to data analytics (e.g. finding meaningful patterns within data sets) and how it is used in sport, across a variety of different applications. Students will learn how to critically appraise technologies used to capture common data types in sport. Students will be introduced to a range of analysis techniques and will discover how to analyze data from a range of sources including athlete tracking systems (e.g. GPS), match statistics and wellbeing questionnaires.

SPMGT 560 Current Topics in Sports Management (3) A study of contemporary topics selected from recent developments in the field.

SPMGT 695 Sports Management Internship (1-6) Students who choose this course will have a supervised internship practicum where they are able to put what they learned into practice. Students will be required to compile a learning portfolio. Overseen by the course instructor. (1 credit = 45 hours of internship.) Repeatable for up to 6 credits.

SPMGT 699 Research Capstone (3) Students who choose this course will complete a sports management research project overseen by their course instructor. This project will integrate and apply newly acquired knowledge and skills relevant to the field of sport management.

Study Abroad

SA 207/307/407 Study Abroad

Theology

THEO 510 Biblical and Theological Orthodoxy (3) An exploration of the core doctrines and theological concepts that are fundamental to Christian orthodoxy. Emphasis is placed on theological methods, the formulation of doctrine, and the examination of historical developments and major creeds. Students will critically reflect on biblical theology's interrelation with systematic theology, ultimately fostering a robust and nuanced understanding of orthodox Christian beliefs.

THEO 520 Scripture and Canon (3) A study of the formation, recognition, and authority of the Biblical Canon. Special attention will be paid to the inspiration and interpretation of Scripture as well as the historical process of canonization, theological implications, and the role of tradition and community in discerning canonical texts. Students will examine the criteria for canonicity and explore the interrelation between Scripture and Christian doctrine and practice. Prerequisite: THEO 510

THEO 530 Trinity (3) A study of the doctrine of God and the Trinitarian nature of God. Students will explore the historical development, biblical foundations, and theological significance of the doctrine of the Trinity. Emphasis will be on understanding the relational dynamics of the Father, Son, and Holy Spirit and the implications of Trinitarian theology for Christian life and thought. The course will also consider contemporary challenges and the application of Trinitarian doctrine in various cultural contexts. Prerequisite: THEO 510

THEO 540 Christology (3) The person and work of Christ. Students will delve into the dual nature of Christ, the incarnation, atonement theories, and the resurrection. The course will facilitate critical dialogue on contemporary Christological issues and their relevance to Christian formation, worship, and witness. Prerequisite: THEO 510

THEO 550 Pneumatology (3) Pneumatology explores the person and work of the Holy Spirit within Christian theology. This course will investigate biblical teachings, historical developments, and contemporary issues related to the Holy Spirit. Special emphasis will be given to the Spirit’s role in regeneration, sanctification, empowerment, and the life of the church. Students will reflect on the interconnection between Pneumatology, ecclesiology, and other theological disciplines. Prerequisite: THEO 510

THEO 620 Cultural Exegesis and Engagement (3) This course equips students to analyze and engage with contemporary culture from a theological perspective. Students will explore methodologies for cultural exegesis, assess cultural trends, and reflect theologically on the interaction between Christianity and culture. Emphasis is placed on developing strategies for contextualized ministry and witness, fostering dialogue, and contributing to cultural transformation from a biblical worldview. Prerequisite: THEO 510

THEO 630 Identity, Sexuality, and Gender (3) Students will examine these crucial aspects of human existence from a theological and biblical perspective. The course encourages students to engage with contemporary discussions on identity formation, gender roles, and human sexuality. Through thoughtful analysis and reflection, students will explore the implications of Christian theology for understanding and navigating issues related to identity, sexuality, and gender in contemporary society. Prerequisite: THEO 510

THEO 640 Politics (3) This course investigates the intersection of theology and politics, exploring the role of Christian faith in political engagement. Students will examine biblical principles, historical developments, and contemporary debates related to Christianity and political life. The course aims to equip students with a nuanced understanding of political theology and to foster reflection on the implications of Christian witness in the public square. Prerequisite: THEO 510

THEO 650 Justice, Race, and a Flourishing World (3) In this transformative course, students will engage with theological and ethical reflections on justice, race, and human flourishing. The course explores biblical foundations for justice and racial reconciliation and examines historical and contemporary issues related to race and justice in various contexts. Students will be challenged to consider practical implications and to contribute to the ongoing dialogue on racial justice and equality from a theologically informed perspective. Prerequisite: THEO 510

THEO 660 Mission and Evangelism (3) A study of the biblical basis, historical development, and contemporary models of Christian mission and evangelism. Emphasis is placed on contextualization, intercultural communication, and strategies for sharing the Gospel in diverse settings. The course seeks to cultivate a missionary vision and to equip students with practical tools for evangelistic outreach and discipleship. Prerequisite: THEO 510

THEO 690 Thesis (3,6) This capstone course requires students to synthesize and apply their theological learning in a substantial research or practical ministry project. Students will identify a specific theological topic, cultural issue, or ministry context; conduct extensive research, and present their findings in a well-organized and coherent thesis. Students may also develop and implement a program that addresses a specific theological or cultural issue as informed by research. The course is designed to cultivate research skills, critical thinking, and theological reflection, preparing students for advanced academic study or ministerial application. Prerequisite: THEO 510

Varsity Sports

VS 100/102/200/202/300/302/400/402 Varsity Sports (1) Credit may be earned through satisfactory participation in the following sports: baseball, softball, basketball, cross country, golf, soccer, indoor track and field, outdoor track and field, volleyball, and beach volleyball. Pass/no pass grading option only.

Writing

WR 100 Introduction to College Writing (2) An introductory course that stresses the connection between reading, writing, and study skills. Reading skills, vocabulary building, and ease with the writing process are emphasized. The student will move from personal writing to academic writing. The style goal is clarity; the mechanics goal understanding basic sentence patterns. Pass/no pass grading option only.

WR 107-407 Special Topics (1-3) Special Topics courses are offered from time to time to address subject matter that is not routinely covered in other regular course offerings and may be used to satisfy graduation or elective requirements. Because the specific topic changes for each course offering, this course may be repeated for credit.

WR 121 English Composition (3) This course prepares the student for academic writing by emphasizing the analytic skills that underlie formal essay writing: making claims, using evidence, and drawing logical conclusions. The course will also focus on correct mechanics and the construction of unified, cohesive paragraphs. Passing grade for graduation requirements is "C-" or better.

WR 123 Research and Writing (3) The second in the series of composition courses. The skills and practices of research writing are practiced, emphasizing correct and effective use of quotations, paraphrases, and summaries and the ability to find and evaluate sources. Students demonstrate these skills by writing a researched position paper of substantive length. Passing grade for graduation requirements is "C-" or better. Prerequisite: WR 121 or equivalent.

WR 151 Honors Grammar and Composition (3) An alternate to WR 121, this course in composition and rhetoric is designed for the student who has already mastered basic writing skills. Its goals are to develop the ability to read and think critically, to employ discussion and writing as a means of exploring and refining ideas, and to express those ideas in effective prose. By invitation only.

WR 152 Honors Research Skills (3) An alternate to WR 123, this course in composition, rhetoric, and research is the second in the honors series of First-year composition. Students continue the work of WR 151 by applying the skills of argumentation and critical thinking to advanced work in research essay writing. This course seeks to develop the ability to analyze primary and secondary sources, to synthesize the ideas and conclusions of others, and to support and sustain a thesis in an extended research project. By invitation only.

WR 311 Business and Professional Writing and Communication (3) This course emphasizes the skills necessary for appropriate, effective, and persuasive writing in business and professional situations. Genres include emails, memos, presentations, proposals, e-portfolios, and grants. Prerequisite: WR 123

WR 332 Creative Writing (3) Students will be introduced to the fundamentals of writing fiction and poetry. Students will study published masters of the craft and practice their own writing in a workshop style.

WR 351 Creative Non-Fiction Writing (3) In this course, students will practice writing in a variety of non-fiction creative genres, such as memoir, nature writing, travel writing, and spiritual autobiography. They will study strong examples of the genre and will workshop their writing, building toward a final portfolio.

WR 410 Advanced Writing (3) Students will complete a major creative project of their choice. They will have the option to write a screenplay, work on a novel, create a full-length non-fiction piece, such as a memoir, write lyrics for a music portfolio, complete a collection of short stories or poems, create and maintain a regular blog or creative website, complete a major research paper,

or other projects deemed appropriate by the instructor. Prerequisite: WR 332 or WR 351 or instructor permission.

WR 501 Graduate Research and Writing (3) The writing instruction focuses on APA manuscript style and methods for strengthening academic writing. Because good writing reflects clear, logical, and critical thinking, this course is aimed at developing students' ability to frame an idea in a clear, succinct fashion and integrate support for that idea with current research literature. The course also provides an overview of qualitative and quantitative research designs and methodology.

Portage Course Descriptions

*BIOL 101 Essential Biology I w/Lab (4) This course will provide students with an introduction to the fundamental laws, theories, and concepts of biology. Topics include chemical principles and the biological chemistry associated with cellular structure and function; taxonomy and the organization of life; the structure and function of macromolecules; the basic structure of cells; energy and cellular respiration; the genetic basis of cellular division, regulation, and the means of inheritance; the mechanistic approaches to cellular signaling; microbiology and the mechanisms employed by both foreign and host defenses. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced instructor. Prerequisites: High school biology and high school chemistry or equivalent (recommended, but not required).

*BIOL 102 Essential Biology II w/Lab (4) A continued examination of the fundamental laws, theories, and concepts of biology. Topics include genetics, the molecular basis of replication, transcription, translation, and gene regulation; the effects of mutations on gene expression; endocrine signaling and the associated disease states; neuron action potentials and signaling cascades; muscle contraction and reflexes; principles of homeostasis and the associated feedback mechanisms relative to blood osmolarity, blood pressure and thermal regulation; an introduction to pharmacology, pharmacokinetics, and the process of clinical trials; epidemiology, and the global impact, surveillance, and investigation of infectious diseases. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced instructor. Prerequisites: BIOD 101 Essential Biology I w/Lab or equivalent.

*BIOL 103 Medical Terminology (3) A systematic approach to learning the language required to practice in a medically related field. The course will provide the ability to identify, build, and recognize terminology used to describe the human body as well as representative pathological processes, procedures, conditions, and diseases that may affect it. Prerequisites: General biology (recommended, but not required).

*BIOL 121 Nutrition (3) This course will provide the student with the fundamentals of nutrition, both in theory and application. The digestion, absorption, metabolism, and functional importance of nutrients are emphasized. Basic principles of applied nutrition such as energy balance, weight control, and the role of nutrition from birth to death are discussed. The mechanisms and onset of disease states as a result of insufficient nutritional intake are examined. Case studies encourage students to apply the information and prepare them for healthy living. Upon course completion,

students will be able to apply nutrition principles to their own lives and be able to make informed nutrition choices. Prerequisites: General biology and general chemistry or equivalent (recommended, but not required).

*BIOL 210 Genetics (3) This course is designed to teach the basic concepts of both classic and modern genetics. Students will study the functions and structures of chromosomes and their importance in genetic transmission to offspring. They will learn the fundamental process of genetic information transfer from DNA to functional protein products. This course will discuss the importance of genetics in understanding inheritable human diseases, including discussions of how heredity and the environment play a role in affecting our genetic constitutions and the development of disease. Prerequisites: BIOD 101 Essential Biology I w/Lab and BIOD 102 Essential Biology II w/Lab or equivalent.

*BIOL 251 Human Anatomy & Physiology I w/Lab (4) This is the first course in a sequence of two covering human anatomy and physiology. Human Anatomy and Physiology I introduces basic concepts of human anatomy and physiology and discusses several major concepts, including various tissue types in the body and the structure and function of the integumentary, skeletal, muscular, nervous, endocrine, and sensory systems. Case studies throughout the course provide experience applying these concepts to real-world scenarios. In addition, the laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced instructor. Prerequisites: General biology and general chemistry or equivalent (recommended, but not required).

*BIOL 252 Human Anatomy & Physiology II w/Lab (4) This is the second course in a sequence of two covering human anatomy and physiology. Human Anatomy and Physiology II covers the anatomy and physiology of several systems in the body, including the circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems, in addition to discussing homeostatic mechanisms. Case studies throughout the course provide experience applying these concepts to real-world scenarios. In addition, the laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced instructor. Prerequisites: BIOD 151 Essential Human Anatomy & Physiology I w/Lab or equivalent.

*BIOL 271 Microbiology w/Lab (4) A systematic examination of the microbial world, with an emphasis on pathogens. Topics covered include morphology, physiology, and genetics as well as the metabolic and enzymatic reactions associated. Strategic techniques for the growth, isolation, and visualization of microbes are included as are microscopic and diagnostic methods. The causative agents and treatment strategies for various pathologies are emphasized. Viral composition, replication, and the associated disease states are also covered. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced microbiologist. Prerequisites: General biology and general chemistry or equivalent (recommended, but not required).

*BIOL 322 Neuroscience (3) This course is designed to cover the basic principles and concepts related to the structure and function of the nervous system. The course will begin with a discussion of the structure of the nervous system and neurons, including how neurons communicate with one another. Specific methodologies related to neuroscience research will

also be covered. Further modules in the course will cover sensory systems, motor movement, motivation, homeostasis, emotion, stress, learning, and memory. Finally, diseases and pathology related to the nervous system will be discussed. Prerequisites: General biology and general chemistry.

*BIOL 331 Pathophysiology (3) A systematic examination of the dynamics between functional adaptations, disruptions and compensatory mechanisms during abnormal physiological processes. Analysis of the sequences of changes leading to various disease states within the main body systems will be coupled to the specific principles of prevention, diagnosis and treatments. Prerequisites: Anatomy & Physiology required.

*BIOL 351 Pharmacology (3) This course provides a comprehensive overview to pharmacology. This course will begin by covering basic pharmacology principles and move quickly into therapeutics. The goal is to introduce common pathophysiology associated with each body system as well as the associated mechanisms of drug therapies used to target specific disease states. Prerequisites: General biology and general chemistry or equivalent.

*CHEM 103 General Chemistry I w/Lab (4) This course comprehensively covers foundational concepts essential to understanding chemistry, emphasizing measurement and problem-solving through dimensional analysis. It covers matter's phases, atomic theory including atomic structure and symbolism, and the Bohr model. Quantum theory is explored with electron configurations and periodic variations in elemental properties, tracing the historical development of the periodic table. Ionic and molecular compounds are introduced, along with bonding principles and chemical nomenclature. Students learn Lewis symbols, molecular geometry, and properties such as polarity. The course details chemical formulas, the mole concept, and solution concentrations, emphasizing practical applications. It covers chemical equations, precipitation, acid-base reactions, and oxidation-reduction reactions, as well as gas laws, stoichiometry, and the Kinetic-Molecular Theory. Energy concepts like calorimetry and enthalpy are explored alongside ionic and covalent bond characteristics. The properties of liquids, solids, and colloids are comprehensively examined, including intermolecular forces and phase transitions. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced chemist. Prerequisites: High school chemistry or equivalent (recommended, but not required).

*CHEM 104 General Chemistry II w/Lab (4) This course integrates essential topics in chemistry, including an introduction to thermodynamics, emphasizing concepts of spontaneity, entropy, and the second and third laws, as well as the relevance of free energy in chemical processes. It further explores chemical equilibria, encompassing discussions on equilibrium constants, Le Châtelier’s principle, and the dynamics of precipitation and dissolution reactions. An extensive examination follows on acids and bases, covering theories, strengths, hydrolysis, polyprotic species, buffers, and titrations, with a focus on practical calculations. Electrochemistry is then explored in depth, encompassing redox reactions, galvanic cells, electrode potentials, batteries, corrosion mechanisms, and electrolysis applications. The course delves into kinetics, discussing factors affecting reaction rates, rate laws, collision theory, reaction mechanisms, and catalytic processes. Periodicity is also covered, highlighting the properties and roles of various elements and coordination chemistry. Additionally, nuclear chemistry is explained, addressing nuclear structure, radioactive decay, transmutation processes, nuclear energy, and applications of

radioisotopes. Finally, organic and biochemistry are introduced, encompassing hydrocarbons, functional groups, IUPAC nomenclature, and fundamental biochemistry concepts pertaining to macromolecules. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced chemist. Prerequisites: CHEM 103 General Chemistry I w/Lab or CHEM-I equivalent.

*CHEM 121 Foundations of General Chemistry w/Lab (4) A single-semester, comprehensive exploration of the fundamental laws, theories, and mathematical concepts of inorganic, organic, and biological chemistry designed to contain comprehensive information needed for health professions study. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced chemist. Prerequisites: High school chemistry or equivalent (recommended, but not required).

*CHEM 210 Biochemistry (3) An exploration of Biochemistry relative to the dynamic relationship between the structure and function of biomolecules and metabolism. Chemical and cellular foundations are explored including cell organization, organic chemistry, and aqueous systems. The structure and function of biomolecules, including amino acids, proteins, carbohydrates, lipids, and nucleic acids, are examined. Finally, the metabolism and energy transformation of biomolecules is covered. Prerequisites: General biology and general chemistry or equivalent (recommended, but not required).

*CHEM 212 Biochemistry w/Lab (4) An exploration of Biochemistry relative to the dynamic relationship between the structure and function of biomolecules and metabolism. Chemical and cellular foundations are explored including cell organization, organic chemistry, and aqueous systems. The structure and function of biomolecules, including amino acids, proteins, carbohydrates, lipids, and nucleic acids, are examined. Finally, the metabolism and energy transformation of biomolecules is covered. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced chemist. Prerequisites: General biology and general chemistry or equivalent (recommended, but not required).

*CHEM 219 Principles of Organic Chemistry w/Lab (4) This course is a one-semester study of the major topics and concepts of organic chemistry. The course will focus on the element carbon and compounds formed by carbon and other elements of interest. The course will explore and characterize organic compounds classified into families or groups according to the constitution of the hydrocarbon skeleton and functional groupings of heteroatoms. Specifically, for each class or family of compound, the course will explore the nomenclature, properties, reactivity, and preparation of (by synthesis or other means) that class or family of molecule. The laboratory portion of the course will focus on the skills and techniques common to the organic chemistry lab for the isolation, purification, and characterization or organic compounds. Selected synthetic methods for the preparation of organic compounds will also be explored focusing on foundational reaction types and synthetic methodologies. The laboratory component is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced chemist. Prerequisites: General Chemistry w/Lab.

*CNSL 503 Statistics (3) This graduate course provides an introduction to descriptive and inferential statistics. The course is designed to help students gain an understanding of several

different types of statistical approaches and skills in being able to discern the most appropriate statistical test to run on a given dataset. Students will also have the opportunity to directly apply the knowledge of these statistical procedures through statistical software in the applied projects component of the course. Topics include descriptive and inferential statistics, hypothesis testing, z-scores, t tests, ANOVA, correlational analysis, linear regression, and chi-square analysis. Prerequisites: MATH 110 Introduction to Statistics or equivalent.

COMM 180 Foundations of Public Speaking (3) Foundations of Public Speaking is designed to help students develop effective presentation skills through an understanding of both communication theory and practice. Throughout this course, students will explore such topics as: ethics and public speaking, the power of language, credibility, speaker confidence, how to adapt a presentation for different occasions, purposes, and audience, speech design and organization, research, and methods of delivery. Civility, ethical speech making, and audience centered communication are the foundations of this course. **Five required speeches.** Prerequisites: Students should have a basic understanding of the conventions of standard, written English. Students should be proficient in using English as a spoken language.

*ENGL 101 English Composition I (3) The ability to write well is a key contributor in achieving a high degree of success in academic, business, and medical fields. To be able to effectively communicate one's ideas through a logical and methodical writing process is a necessary skill in today's competitive world. English Composition I (ENGL 101) will help you, the student, to generate effective compositions using various modes of writing. The course will focus on developing your ability to utilize critical thinking, organize your thoughts, and clearly express those thoughts in standard, written English. Prerequisites: Students should have a basic understanding of the conventions of standard, written English. Students should be proficient in using English as a spoken language.

*ENGL 102 English Composition II (3) English Composition II enhances the writing practices and skills acquired in English Composition I. You will read a wide variety of texts and engage in writing activities that promote critical thinking, literary analysis, and the ability to create argumentative essays that establish a position supported by evidence. You will read and write about genres in American, British, and World Literature, including 1) poetry, 2) prose fiction, 3) drama, 4) historical fiction, 5) thematic short stories, 6) biography/autobiography, and 7) novel. At the end of the course, you will take a comprehensive final exam and write a final research paper in argumentative form with documentation. Prerequisites: Students should have a basic understanding of the conventions of standard, written English. Students should be proficient in using English as a spoken language.

*HIST 141 American History through 1877 (3) This course examines the birth of the United States of America from the pre-Columbian era through the time of Reconstruction following the Civil War. It examines political and social history, America's wars, westward expansion, and the role that minorities played in the founding and growth of the nation. This exploration of the past aims to help students understand the origins of the United States and probes its struggles and triumphs. While recounting the major events and people we know, the course also introduces lesser-known but important personalities and happenings that formed the United States into the nation that it is today.

*HIST 142 American History II 1877-Present (3) This course traces the historical development of the United States of America from the post-Reconstruction period through the early 2020s. It examines political, social, and cultural history, emphasizing industrialization, U.S. expansion, global conflicts, the Civil Rights movement, and the effects of social change. While recounting major events and the contributions of well-known historical figures, the course also introduces lesser-known but important personalities and happenings that formed the United States into the nation that it is today.

*HUMN 160 Global Religion & Culture (3) This course examines the intersection of religion, culture and globalization, particularly as they are manifested in the workplace (incl. for healthcare providers). It opens with a model of culture and the diversity of life-features that constitute culture, then presents central tenets and historical origins of the major religions present in the world today and how religious adherence manifests itself in different societies. It aims to help students understand essential doctrines and practices of the world's major religions and how the cultural contexts in which these religions have arisen (and are present today) need to be considered as increasing rates of interaction due to the intense globalization are affecting today's world. This course will specifically help students in health-related fields to be aware of, and considerate toward, the diverse beliefs and religious and cultural differences they can expect to encounter when providing medical care to patients. It will prompt them to reflect on their self-awareness and understanding, as well as to consider others with respect to the diversity of faiths and cultural practices that are present today in North America.

*MATH 101 College Algebra (3) A review of the basic principles of algebra and their applications, including unit conversions, solving equations, solving systems of equations, evaluating functions, graphing, and word problems. This is followed by an introduction to intermediate and advanced subjects including polynomials, factoring, conic sections, exponential functions, and logarithmic functions. Prerequisites: High school algebra (recommended, but not required).

*MATH 110 Introduction to Statistics (3) A general introduction to mathematical statistics as a tool used in the decision-making process. The course is designed to help students develop an understanding of summarized data in both descriptive and inferential statistical applications through the use of frequency distributions, measures of central tendency, measures of dispersion, probability distributions, random sampling, interval estimation, hypothesis testing, comparisons involving means, and regression analysis. Prerequisites: Algebra proficiency required (high-school algebra 2 or a college equivalent).

*MATH 181 Calculus 1 (4) This course introduces the concepts of limits and continuity and their role as the foundation of calculus. Using limits, students develop the definitions of the derivative and the definite integral. Differentiation techniques are introduced, and applications of derivatives include slopes of tangent lines, rates of change, optimization, and related rates. The course also covers indefinite and definite integrals, the Fundamental Theorem of Calculus, and applications of integration including area under a curve, work, arc length, and volumes of solids of revolution. Prerequisites: Precalculus, College Algebra and Trigonometry

*PHIL 120 Introduction to Ethics (Biomedical) (3) The goal of the course is to help students understand the principles of classical theoretical philosophical ethics with case studies designed to develop ways of understanding themselves and becoming enabled to apply those outlooks to

the care they expect to give in a medical context as health professionals. Prerequisites: Proficiency in written and spoken English is highly recommended.

*PHYS 165 Physics 1 (3) This course is an algebra-based introductory college-level physics course. It begins with a section of prerequisite math skills and how they apply to real world measurements and calculations, with special attention given to scientific notation, significant figures, rounding, accuracy, and precision. The course then explores Newtonian mechanics starting with linear motion, then rotational motion, and finally oscillatory motion. The course ends with a section on fluid statics. Prerequisites: College Algebra and HS physics

*PHYS 170 Physics 1 with Lab (4) This course is an algebra-based introductory college-level physics course. It begins with a section of prerequisite math skills and how they apply to real world measurements and calculations, with special attention given to scientific notation, significant figures, rounding, accuracy, and precision. The course then explores Newtonian mechanics starting with linear motion, then rotational motion, and finally oscillatory motion. The course ends with a section on fluid statics. Prerequisites: College Algebra and HS physics

*PHYS 175 Physics 2 with Lab (4) This course is a continuation of the algebra-based introductory college-level physics course. The course introduces fundamental principles of physics with application to biological systems and modern technology. Topics include fluids, thermodynamics, waves, electricity and magnetism, optics, and nuclear physics, with an emphasis on analyzing physical processes relevant to living systems and applied scientific contexts. Prerequisites: College Algebra and HS physics

*PSYC 101 General Psychology (3) An introduction to the scientific study of behavior and a systematic presentation of its basic concepts and methods. Prerequisites: Proficiency in written and spoken English is highly recommended.

*PSYC 140 Developmental (Lifespan) Psychology (3) This course studies human growth and development across the lifespan. From conception to death, physical, cognitive, and socioemotional development is examined. Prerequisites: PSYC 101 Introduction to Psychology or equivalent is strongly recommended.

*PSYC 210 Abnormal Psychology (3) This course offers a broad description of psychological disorders, including philosophical and diagnostic approaches to psychological disorders. Course structure follows the diagnostic and statistical manual of mental disorders (dsm-5) and covers the major diagnostic criteria for psychological disorders.Prerequisites: PSYC 101 Introduction to Psychology or equivalent is strongly recommended.

*SOCI 180 Introduction to Sociology (3) The primary purpose of this course is to introduce students to a way of seeing themselves, others, and the world. The hope is that they will come to be more discerning of the complexities of social living, while simultaneously understanding social life more fully. Prerequisites: Proficiency in written and spoken English is highly recommended.

*SPAN 103 (3) This introductory Spanish I course is designed for novice-level learners with little to no prior experience in the language. Through a fully online, asynchronous format, students will develop foundational skills in speaking, listening, reading, and writing, with an emphasis on real-world communication. The course integrates vocabulary, grammar, and cultural exploration to

support meaningful language use. Students will engage in structured practice, interactive activities, and applied assessments to build confidence and proficiency. By the end of the course, students will be able to communicate using simple sentences, understand basic spoken and written Spanish, and demonstrate cultural awareness across Spanish-speaking communities.

*Indicates a course offered through Portage Learning. See Courses Taken Through Portage Learning for more information.

Rize Course Descriptions

**AAI I Introduction to Generative AI (3) Provides a foundational understanding of generative AI technologies, including transformers and large language models, and teaches practical skills for deploying and fine-tuning AI solutions across various industries. Prerequisite: SFTE 130, SFTE 201, and COMPS V.

**AAI II Career Navigation and Exploration in Applied AI (3) Guides students through exploring AI career pathways, understanding job markets, developing professional skills, and building effective strategies to secure fulfilling and lucrative AI jobs. Prerequisites: SFTE 130, SFTE 201, and COMPS V.

**AAI III Predictive Modeling in AI (3) Teaches students how to analyze, interpret, and forecast complex data using AI tools, focusing on techniques like regression analysis and neural networks to build robust predictive models. Upper division course. Prerequisites: SFTE 130, SFTE 201, and COMPS V.

**AAI IV Prescriptive AI (3) Teaches advanced AI techniques like optimization and reinforcement learning to build intelligent systems for better decision-making, focusing on practical applications in business, robotics, and more. Upper division course. Prerequisites: SFTE 130, SFTE 201, and COMPS V.

**AIMBA I Generative AI for Managers (3) Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends.

**AIMBA II Business Use Cases for AI (3) Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. By the end of this course, students will address key challenges and solutions in AI implementation.

**AIMBA III AI Governance and Ethics (3) Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders.

**AIMBA IV Managing AI Projects (3) AI project can help predict trends and optimizes operations, allowing businesses to understand not just what *has* happened but what *will* happen—and what *should be done* about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders.

**BZMBA I Storytelling with Data (3) Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation.

**BZMBA II Spreadsheet Modeling for Decision-Making (3) Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data—and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts.

**BZMBA III Python for Business Analytics (3) Managers who hope to stay competitive in business analytics need to be able to scale their analytics—and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries—NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization—to use data to solve complex business problems.

** BZMBA IV Managing AI Projects (3) AI project can help predict trends and optimizes operations, allowing businesses to understand not just what *has* happened but what *will* happen—and what *should be done* about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders.

**COMPS V Data Structures (3) This course teaches the fundamentals of data structures, their properties, and operations and enables students to efficiently store, access and modify data in modern software applications. Upper division course. Prerequisites: SFTE 130 and SFTE 201.

**COMPS VI Algorithms (3) This course focuses on algorithm design and implementation using Python, teaching students' various algorithmic paradigms, runtime analysis, and practical applications to solve computational problems. Upper division course. Prerequisites: SFTE 130, SFTE 201, COMPS V, and MATH 130.

**COMPS IX Application Development I: Backend (3) This course equips students with the skills to build dynamic, database-driven web applications using backend technologies like NodeJS, focusing on API creation, middleware development, secure access control and full-stack integration. Upper division course. Prerequisites: SFTE 130 and SFTE 300.

**COMPS X Application Development II: Frontend (3) This course introduces students to advanced front-end development, equipping them with skills to build sleek, responsive web applications using frameworks like React and Angular, with a focus on state management, API integration, authentication, and cloud deployment. Upper division course. Prerequisites: SFTE 130, SFTE 300, and COMPS IX.

**COMPS XI Software Development (3) The course explores the entire software development lifecycle (SDLC) from idea to implementation, focusing on Agile methodologies, version control with Git, comprehensive testing, CI/CD pipelines, design patterns, and system architecture design to equip students with practical skills for managing software projects. Upper division course. Prerequisites: SFTE 130, SFTE 300, and COMPS IX.

**CYMBA I Information Governance, Risk Management, and Compliance (3) Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity.

**CYMBA II Network Architectures for Cyber Managers (3) In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk.

**CYMBA III Cyber Risk Management and Strategy (3) Cyberattacks today are inevitable—but the extent of the damage may rely on how much *you*, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.'

**CYMBA IV Executive Cyber Defense (3) To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives.

**FINAN I Excel for Business & Finance (3) Create accurate and well-organized financial analyses using standard tools and techniques to support informed business decision-making. Prerequisite: MATH 315.

**FINAN II Career Navigation and Exploration in Finance (3) Identify career opportunities in finance through frameworks that evaluate fulfillment and financial health. Prerequisites: ECON 201, ECON 202.

**FINAN III Financial Markets and Institutions (3) Analyze financial market dynamics and institutional business models to assess investment opportunities, interpret market behavior, and understand how real-world financial markets create value for participants. Upper division course. Prerequisites: ACTG 211, ACTG 212.

**FINAN IV Corporate Finance (3) Create financial recommendations grounded in time value of money, risk-return tradeoffs, and capital budgeting principles. Upper division course. Prerequisites: ACTG 211, ACTG 212.

**FINAN V Investments (3) Evaluate investment opportunities using risk-return analysis and standard valuation techniques to inform portfolio decision-making. Upper division course. Prerequisites: ACTG 211, ACTG 212, FINAN IV.

**FINAN VI Financial Modeling and Valuation (3) Create integrated financial models that forecast performance and evaluate strategic financial decisions under varying assumptions. Upper division course. Prerequisites: ACTG 211, ACTG 212, FINAN IV.

**FINAN VII – Portfolio Management (3) Create strategic financial solutions using advanced analytical techniques and contemporary industry practices to address complex business challenges. Upper division course. Prerequisites: ACTG 211, ACTG 212, ECON 201, ECON 202, FINAN IV, FINAN V, FINAN VI.

**FINAN VIII – Future of Finance (3) Create strategic financial solutions using advanced analytical techniques and contemporary industry practices to address complex business challenges. Upper division course. Prerequisites: ACTG 211, ACTG 212, ECON 201, ECON 202, FINAN III, FINAN IV, FINAN VI.

**FINAN IX – Advanced Corporate Finance (3) Create strategic financial solutions using advanced analytical techniques and contemporary industry practices to address complex business challenges. Upper division course. Prerequisites: ACTG 211, ACTG 212, FINAN IV.

**FINAN X Strategic Financial Analysis Capstone (3) Create comprehensive financial analyses and strategic recommendations using industry-standard valuation methodologies and risk assessment frameworks to guide complex business decisions. Upper division course. Prerequisites: ACTG 211, ACTG 212, ECON 201, ECON 202, MATH 315, FINAN I, FINAN III, FINAN IV, FINAN V, FINAN VI.

**HAMBA I - Structure and Economics of the US Healthcare System (3) Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids.

**HAMBA II - Management of Healthcare Organizations (3) Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on ethical leadership, collaboration, and quality assurance.

**HAMBA III - Data Analysis for Healthcare Management (3) Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in a healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems.

**HAMBA IV - Healthcare Finance (3) In health services organizations, bad financial management can cost more than money—it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs.

**PHM I – History of Public Health (3) Covid-19 has thrust Public Health into the spotlight, but the domain of public health includes many critical issues, including mental health, obesity, and gun violence. From the first quarantines to the modern movement towards universal health care, public health has fundamentally shaped societies. In this course, you'll learn the role of the state in public health, the importance of public health, and how it's provided and practiced.

**PHM II – Epidemiology (3) Epidemiology is the branch of medicine which deals with the incidence, distribution, and control of a disease. In this course, you will learn and apply key concepts of epidemiology to multiple domains of public health. By the end of this course, you'll be able to use epidemiology to better understand, characterize, and promote health at a population level. Upper division course. Prerequisite: MATH 315 and PSY 350.

**PHM III – Health Services (3) Health Services - the means by which healthcare is provided - is a critical concept in Public Health that impacts all of us. This course will introduce you to the modern history of healthcare in high, middle, and low income countries and explore the evolution

of health services. Students will evaluate the strengths and weaknesses of particular systems and policies and examine their ideal version of a health service in the context of current events. Upper division course.

**PHM IV – Public Health Studies I: Current Topics and Politics (3) This course is intended to provide students with a means of evaluating the health impact of political decisions and a broad knowledge base about the practice of Public Health today. Students will explore a range of current topics in public health - including COVID-19, HIV/AIDS, and the obesity epidemic. Students will also look at the impact of US politics on global public health, especially in developing nations. Furthermore, this course will explore key topics such as the WHO's Millennium Development Goals, the disastrous circumstances that can arise when Public Health Policies fail, and the conflict between data and political will that drives so much of Public Health policy decision making. This course culminates in a project in which students must plan a Health Impact Assessment of a current or proposed federal or state policy. Upper division course. Prerequisite: PHM I and MATH 315.

**PHM V – Public Health Studies II: Demographics, Geo-Spatial Mapping, and Qualitative Research (3) This course provides students with a variety of tools for understanding the impact that disease or other Public Health concerns may have on a population. Students will learn how to design effective surveys, analyze geographic data, and use qualitative information with the ultimate goal of gaining a better understanding of how events may affect the health of a particular population. This course will also require students to participate map development in order to help them build understanding of how geographic data is used in the practice of Public Health. Upper division course. Prerequisites: PHM I, PHM IV and MATH 315.

**PHM VI – Health Economics (3) The field of public health is driven by economics as much as it is by epidemiology. This course will teach you about health economics, which is the application of economic principles and techniques of analysis to health care in support of the public good. By the end of this course you will learn how to analyze the effectiveness of health policy outcomes through an economic lens, and how to use available resources to improve the quality of healthcare. Upper division course. Prerequisites: ECON 201.

**Indicates a course offered through Rize Education (See Courses Taken Through Consortiums)

Index

Academic Advising 56
Academic Calendars ii
Academic Grievance Policy 67
Academic Honesty Policy 66
Academic Honors 74
Academic Policies 63
Academic Probation Regulations 65, 66
Accessibility Services 56
Account Collections 40
Accounting (BS) 95, 155
Accreditation 5
Active Service Duty Policy 56
Add/Drop Policy 58
Administrative Drop 58
Administrative Withdrawal 58
Admissions 11, 19, 26
Advance Tuition Deposit 17
Advanced Placement (AP) 60
Appeal Process for Reinstatement of Eligibility ... 43
Articulation and Affiliation Agreements 60
ASBU 83
Associate of Arts 151
Athletics 85
Bible & Theology (BA) 97
Billing Statements 38
Biology (BS) 99
Block Transfers 16
Board of Trustees 10
Business Administration (BS) 101
Business Administration (MBA) 28
Campus Ministries 84
Campus Visits 18
Catalog Changes 75, 92, 150
Chapel 72
Christian Ministry (BA) 104
Class Load 63
Clinical Mental Health Counseling (MA) 29, 176
Code of Conduct 83
Commencement 73
Communication (BA) 106
Computer Access 81
Computer Science (BS) 109
Conditional Admission 15, 19, 28
Consortium Courses 58
Core Themes 1
Course Challenge 63
Course Descriptions 209
Course Sequencing 62
Course Withdrawal 58
Course Withdrawals 46
Credit by Examination 17
Credit by Prior Learning Assessment (PLA) 62
Credit Hour Definition 61
Credit Transfer 16
Criminal Justice Minor 159
D or F Grades 71
Delayed Enrollment 17
Deposits 38
Digital Marketing (BS) 111
Disbursing Financial Aid 48
Disclosure of Student Records 66
Dual Business Degrees Pathway 22, 23
Dual Major 45
Educational Leave 78
Educational Philosophy 6
Electronic Resources 81
Endorsements 145, 171
English (BA) 113
ESOL Certificate 200
Examination Programs 62
Faculty 9
Federal Tax Benefits 55
Final Credits 73
Final Examination Policy 70
Final Grades 69
Financial Aid 40
Financial Aid Disqualification 43
Financial Aid Offer 47
First Year Grade Forgiveness 68
First-Year Students 11
Fitness Center 85
Food Services 85
General Education Requirements 93, 153
Grade Appeal Process 71
Grade System and Grade Point Average 70
Graduate Certificates 30

Graduation 73
Graduation Application 73
Graduation Limitations 92, 150
Graduation Requirements 71, 92, 150
Grants 48
High School Non-graduates 13
History (BA) 115, 119, 160
History of Bushnell University 2
Home-Schooled Students 12
Honor Societies 6
Honors 74
Honors at Entrance 14
Honors Program 90
Incompletes 72
Interdisciplinary Studies (BA, BS) 122, 162
International Baccalaureate (IB) 61
International Students 13, 14, 26, 27
Internships 88
Introduction 1
Kinesiology (BS) 124
Leadership (MA) 30, 182
Library 78
Loans 52
Locations 8
Master of Business Administration (MBA) 174, 190
Master of Education (M.Ed) 30, 179, 192
Mathematics (BS) 128
Memberships 5
Mental Health and Human Behavior (MA) 184
Mission 1
Non-Discrimination Policy 68
Nursing, Accelerated (BS) 24, 25, 133, 197
Off Campus Study Programs 88
P.E. Certificate 202
P/N (Pass/No Pass) 71
Payment Methods 38
Philosophy (M.Phil) 32, 186
Portage Learning 59, 299
Post-Baccalaureate 67, 197
Postponed Admission 20, 28
Pre-Counseling Minor 136
President's Scholastic Award 74
Provisional Admission 19, 28
Psychology (BS) 137, 167
Reading Intervention Certificate 204
Readmission 14
Reenrollment 77
Registration 57
Remedial Courses 45
Repeat 45
Repeat Classes 73
Residence Life 86
Residence Requirements 20
Room and Board 37
Satisfactory Academic Progress 41
Scholarships 50
School Counseling (MA) 31, 187, 205
Sexual Assault 86
Song Nai Rhee Honors Program 90
Spanish (BA) 142
Special Education Certificate 207
Standardized Course Grading Scale 70
Standardized Test Policy 17
Student Billing Policies 37
Student Conduct and Grievance Procedure 86
Student Development Code of Conduct 83
Study Abroad 88
Teacher Education (BS) 143, 169
Teaching (MA) 32, 193
Title IX 86
Traditional Undergraduate Admissions 11
Transfer 59
Transfer Credit 20
Transfer Evaluation 59
Transfer Students 12
Tuition and Fees 35
Tuition Refund Policy 39
University Withdrawal and Recalculation of Financial Aid 46
Veteran Educational Benefits 54
Veterans 14, 20, 27, 59
Vision 1
Welcome v
Withdrawal from the University 76
Withdrawals 39
Work Opportunities 51