



BLUE MOUNTAIN COLLEGE

Graduate Catalog 2019 - 2020

201 W. Main Street, P.O. Box 160

Blue Mountain, Mississippi 38610

Telephone (662) 685-4771

Fax (662) 815-2919

Web site: <http://www.bmc.edu>

August 1, 2019

This catalog is the official announcement of the programs, requirements, and regulations for graduate studies at Blue Mountain College. Students enrolling are subject to the provisions stated herein. Statements regarding courses, when courses are offered, fees, and other provisions are subject to change without advance notice.

Inquiries concerning graduate study should be addressed to the Office of Graduate and Continuing Education, Blue Mountain College, P. O. Box 160, Blue Mountain, MS 38610, Telephone Number 1-800-235-0136, Extension 238 or email graduate@bmc.edu.

Non-Discrimination Statement

Blue Mountain College does not discriminate on the basis of sex, race, color, age, national origin, or ethnic group in the education programs and activities which it operates according to the Civil Rights Act of 1964, and Title IX of the Education Amendment of 1972, Public Law 92-318. Nor does the College discriminate against qualified handicapped persons, according to the requirements of Section 504 of the Rehabilitation Act of 1973, Public Law 93-112. This policy extends to both employment and admission to the College. Under Title VII of the Civil Rights Act of 1964 “religious organizations” and “religious educational institutions” are exempt from religious discrimination provisions. Blue Mountain College is both a “religious organization” and a “religious educational institution.”

Accreditation

Blue Mountain College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master’s degrees. Questions about the accreditation of Blue Mountain College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website (www.sacscoc.org).

Blue Mountain College is accredited or approved by the following:

- Mississippi Commission on College Accreditation
- Board of Trustees of State Institutions of Higher Learning
- Commission on Teacher and Administrator Education, Certification and Licensure and Development, Mississippi Department of Education

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ACADEMIC CALENDAR

2019-2020

FULL FALL SEMESTER, 2019

August 17-19, Saturday – Monday	First Year Experience
August 19, Monday	Transfer Orientation
	Registration (for applicants who did not meet early registration deadline)
August 20, Tuesday	Day classes begin (8:00 a.m.)
August 27, Tuesday	Last day to register
	Last day to change class schedule and receive tuition/fees adjustment
September 2, Monday	Labor Day - No classes
October 11, Friday	Mid-Semester grades due
October 17-18, Thursday -Friday	Fall Break
October 21, Monday	Scheduling for Spring 2020 opens for Seniors
October 23, Wednesday	Last day to drop a class and receive only a “W” grade—all grades after this date will be either “WP” or “WF”
October 28, Monday	Scheduling for Spring 2020 opens for Juniors
November 4, Monday	Scheduling for Spring 2020 opens for Sophomores and new students/readmits
November 11, Monday	Scheduling for Spring 2020 opens for Freshmen
November 13, Wednesday	Last day to drop a class or withdraw from school
November 22, Friday	Thanksgiving recess begins, end of class day
November 25-29, Monday - Friday	Thanksgiving Holidays
December 2, Monday	Classes resume (8:00 a.m.)
December 2-6, Monday – Friday	Dead Week
December 9, Monday	Final Examinations, 8:00 a.m. MWF classes (9:00 a.m.)
	Final Examinations, 8:00 a.m. TR classes (1:30 p.m.)
	Final Examinations, M night classes (5:00 p.m.)
December 10, Tuesday	Final Examinations, 9:00 a.m. MWF classes (9:00 a.m.)
	Final Examinations, 9:25 a.m. TR classes (1:30 p.m.)
	Final Examinations, T night classes (5:00 p.m.)
December 11, Wednesday	Final Examinations, 10:40 a.m. MWF classes (9:00 a.m.)
	Final Examinations, 10:50 a.m. TR classes (1:30 p.m.)
December 12, Thursday	Final Examinations, 11:40 a.m. MWF classes (9:00 a.m.)
	Final Examinations, 12:15 p.m. TR classes (1:30 p.m.)
	Final Examinations, R night classes (5:00 p.m.)
December 13, Friday	Final Examinations, 12:40 p.m. MW classes (9:00 a.m.)
	Final Examinations, 1:40 p.m. TR classes (1:30 p.m.)

FALL TERM I (8 WEEKS), 2019

August 20, Tuesday	Classes begin (see class schedule for times)
August 23, Friday	Last day to register
	Last day to change class schedule and receive tuition/fees adjustment
August 27, Tuesday	Last day to drop a class and receive only a “W” grade—all grades after this date will be either “WP” or “WF”
September 17, Tuesday	Last Day to drop a class or withdraw from school
October 15, Tuesday	Term I Classes End

FALL TERM II (8 WEEKS), 2019

October 16, Wednesday	Classes begin (see class schedule for times)
October 21, Monday	Last day to register
	Last day to change class schedule and receive tuition/fee adjustment
October 30, Wednesday	Last day to drop a class and receive only a “W” grade—all grades after this date will be either “WP” or “WF”
November 13, Wednesday	Last day to drop a class or withdraw from school
December 11, Wednesday	Term II Classes End

WINTER INTERSESSION, December 16, 2019 – January 12, 2020

December 16, Monday	Classes begin (see Class Schedule for times)
December 23, Monday	Last day to drop a class and receive only a “W” grade – all grades after this date will either be “WP” or WF”
December 26, Thursday	Last day to drop a class or withdraw from school
January 12, Sunday	Classes end

FULL SPRING SEMESTER, 2020

January 13, Monday	New Student Orientation (8:30 a.m.) Registration (for applicants who did not meet early registration deadline)
January 14, Tuesday	Day Classes begin (8:00 a.m.)
January 20, Monday	Service Day – No day classes
January 21, Tuesday	Last day to register Last day to change class schedule and receive tuition/fees adjustment
March 2, Monday	Scheduling for Fall 2020 opens for Seniors
March 6, Friday	Mid-semester grades due
March 9 -13, Monday-Friday	Spring Break - No classes
March 16, Monday	Scheduling for Fall 2020 opens for Juniors
March 17, Tuesday	Last day to drop a class and receive only a “W” grade – all grades after this date will be either “WP” or “WF”
March 23, Monday	Scheduling for Fall 2020 opens for Sophomores and for new students/readmits
March 30, Monday	Scheduling for Fall 2020 opens for Freshmen
April 9, Thursday	Last day to drop a class or withdraw from school
April 10, Friday	Good Friday Holiday
April 27 – May 1, Monday – Friday	Dead Week
May 4, Monday	Final Examinations, 8:00 a.m. MWF classes (9:00 a.m.) Final Examinations, 8:00 a.m. TR classes (1:30 p.m.) Final Examinations, M night classes (5:00 p.m.)
May 5, Tuesday	Final Examinations, 9:00 a.m. MWF classes (9:00 a.m.) Final Examinations, 9:25 a.m. TR classes (1:30 p.m.) Final Examinations, T night classes (5:00 p.m.)
May 6, Wednesday	Final Examinations, 10:40 a.m. MWF classes (9:00 a.m.) Final Examinations, 10:50 a.m. TR classes (1:30 p.m.)
May 7, Thursday	Final Examinations, 11:40 a.m. MWF classes (9:00 a.m.) Final Examinations, 12:15 p.m. TR classes (1:30 p.m.) Final Examinations, R night classes (5:00 p.m.)
May 8, Friday	Final Examinations, 12:40 p.m. MW classes (9:00 a.m.) Final Examinations, 1:40 p.m. TR classes (1:30 p.m.) Commencement practice: 2:00 p.m.
May 9, Saturday	Commencement: 10:00 a.m. Tentative Afternoon Commencement 1:00 p.m.

SPRING TERM I (8 WEEKS), 2020

January 14, Tuesday	Classes begin (see class schedule for times)
January 17, Friday	Last day to register Last day to change class schedule and receive tuition/fees adjustment
January 21, Tuesday	Last day to drop a class and receive only a “W” grade – all grades after this date will be either “WP” or “WF”
February 10, Monday	Last day to drop a class or withdraw from school
March 8, Sunday	Term I Classes End

SPRING TERM II (8 WEEKS), 2020

March 9, Monday	Classes begin (see class schedule for times)
March 12, Thursday	Last day to register Last day to change class schedule and receive tuition/fees adjustment
March 16, Monday	Last day to drop a class and receive only a “W” grade – all grades after this date will be either “WP” or “WF”

March 30, Monday Last day to drop a class or withdraw from school
May 3, Sunday Term II Classes end

FIRST TERM SUMMER, 2020

May 26, Tuesday Undergraduate Registration/Classes begin (7:30 a.m.)
May 27, Wednesday Last day to register as full-time student
 Last day to change class schedule and receive tuition/fees adjustment
May 28, Thursday Last day to register as part-time student
June 8, Monday Last day to drop a class and receive only a "W" grade—all grades after this date will be
 either "WP" or "WF"
June 11, Thursday Last day to drop a class or withdraw from school
June 19, Friday Final Examinations, 8:00 a.m. classes (8:30 a.m.)
 Final Examinations, 10:40 classes (11:00 a.m.)

SECOND TERM SUMMER, 2020

June 22, Monday Undergraduate Registration/Classes begin (7:30 a.m.)
June 23, Tuesday Last day to register as full-time student
 Last day to change class schedule and receive tuition/fees adjustment
June 24, Wednesday Last day to register as part-time student
July 8, Wednesday Last day to drop a class and receive only a "W" grade—all grades after this date will be
 either "WP" or "WF"
July 13, Monday Last day to drop a class or withdraw from school
July 16, Thursday Final Examinations, 1st period classes (8:30 a.m.)
 Final Examinations, 2nd period classes (11:00 a.m.)

FULL SUMMER TERM, 2020

May 26, Tuesday Undergraduate Registration/Classes begin (7:30 a.m.)
June 2, Tuesday Last day to register as a full-time student
 Last day to change class schedule and receive tuition/fees adjustment
June 23, Tuesday Last day to drop and receive only a "W" grade – all grades after this date will be either
 "WP" or "WF"
July 6, Monday Last day to drop or withdraw from school
July 16, Thursday Final Examinations, TBA

INTRODUCTION

Message from the President

Welcome to Blue Mountain College, an academic community of faculty, staff, students, and alumni committed to pursuing Christ-centered excellence in a grace-filled environment. Unapologetically Christian in its approach to teaching and learning, Blue Mountain College prepares students to become leaders in their chosen professions, in their churches, and in their communities. Thank you for choosing BMC! May God bless your time at this special place!

Barbara Childers McMillin

An Overview

Blue Mountain College is a Christian liberal arts institution supported by the Mississippi Baptist Convention. Deeply committed to the education of its students since its founding in 1873, the College has continued to attract capable, confident students who desire to pursue knowledge through a Christian worldview in a caring, person-centered environment.

Blue Mountain students vary in ages and backgrounds. Some come as freshmen; others transfer from nearby community colleges or universities; others enter the College as graduate students. Regardless of age or background, the individual student is of utmost value and importance at Blue Mountain College. Faculty and staff believe in the ability of the student to participate constructively in his/her educational development. In a family-like atmosphere, classes of five to fifteen are common so that students can develop confidence that will enable them to be meaningfully engaged in life.

A measure of the quality of the academic programs at Blue Mountain College is the accomplishments of its graduates. Alumnae and alumni of this College have achieved distinction in many fields, professions, scholarly disciplines, and artistic expressions.

Nestled in the hills of Northeast Mississippi, Blue Mountain provides an inspirational and tranquil setting in which to pursue a quality education. The knowledge that students gain in their studies and the application of that knowledge will shape the quality of contribution they will make to family, profession, and community.

To inform student's academic experience and planning, this *Graduate Catalog* presents information about educational programs and policies, faculty, and the campus community. Students should use this information to guide their planning at the College. Exceptional faculty also serve as knowledgeable guides and resources on each student's academic journey. The faculty are dedicated teachers, engaged in all aspects of the teaching and learning environment.

Location and Facilities

Blue Mountain College is located in Northeast Mississippi on Highway 15 approximately 35 miles from Tupelo and 65 miles from Memphis, Tennessee, in a small village, which bears the same name: *Blue Mountain*.

The College is located on a large hill which gets its name “Blue Mountain” because of the bluish tint of the pine-covered knoll in the early morning. It is natural beauty at its best.

Blue Mountain College operates and maintains physical facilities that adequately serve the needs of the institution’s educational programs, support services, and mission-related activities. The campus consists of 189.61 acres and includes 23 major buildings, an intramural softball/soccer field, tennis courts, an outdoor swimming pool, and a lake. The BMC Web site offers an interactive campus map.

Student Services and Residential Housing. The College can comfortably house 416 students on campus in the major residence halls -- Whitfield, Stevens, Cockcroft, the Southplex, the Southplex Annex, The Loft, and Mountain Village, along with a host of College-owned housing options.

Support Services Facilities. Broach Hall is a two-story structure that houses many of the Baptist Student Union activities. The Johnnie Armstrong Gal-ry contains the Campus Store and post office. Paschal Student Center houses the Office of Enrollment Services as well as vending machines, study areas, and recreational areas. Outdoor areas where students typically gather include a pier on the lake which features a lighted fountain, the Hearn Plaza, swings, and a waterfall.

Food Services Facilities. The food services program at BMC offers students a variety of healthy, nutritious options. The primary dining room, housed in Ray Dining Hall, was renovated in summer 2014 and seats approximately 250. Most student meals are served using the multiple serving stations. The Paschal Student Center, Coward-Martin Hall, and Fisher-Washburn Hall offer students options through vending services. Students may also purchase snacks from the Campus Store.

Athletic and Recreational Facilities. The College offers several recreational facilities. The College operates a **Disc Golf course** for use by students and faculty. The nine-hole course starts and finishes at the intramural field. Course layout as well as discs for use and purchase are available at the Campus Bookstore. **Wilfred C. Tyler Gymnasium** houses the basketball courts and weight rooms for athletes. As a result of a grant from Blue Cross Blue Shield Foundation of Mississippi, a **Wellness Center** was constructed in the summer of 2014. This 7,800 square foot addition contains fifty different pieces of exercise equipment giving students access to a variety of physical exercises. The building also houses the Kinesiology department, including three faculty offices, a classroom, and a classroom/laboratory. The College’s **Blue Motion Health and Wellness** facility features space for nutrition and healthy lifestyle classes.

BMC’s field of dreams became a reality in 2017, with the opening of the **Sportsplex**. The facility currently hosts baseball and softball and offers a golf driving range. Future plans for the facility include the addition of a soccer stadium as various sports become available through GROW BMC.

The BMC **Fitness Trail** leads runners and walkers through the beautiful wooded area and campus intramural facility, allowing an eastward view of the Sportsplex. The 5.2-mile trail was funded by Blue Cross/Blue Shield of Mississippi.

In 2014, the former gym located behind the Southplex residence hall was converted into an **indoor practice facility** for the baseball and softball teams.

Academic Facilities. **Fisher-Washburn Hall**, constructed in 2002, includes a tiered auditorium, computer lab, a conference room, spacious classrooms, and faculty offices. Approximately 44 different classes meet weekly in this facility. The building houses the Departments of Language and Literature, Social and Behavioral Sciences, Biblical Studies, and Business.

Lowrey Administration Building was constructed in the late 1920's, and renovation projects are ongoing. This facility provides classrooms and offices for the Department of Mathematics and Natural Sciences. Many of the day-to-day operations of the College are conducted on the first floor of the building where administrative offices are located. The Administration Building also houses the main 773-seat auditorium. The Teaching and Learning Center (TLC), located in the Lowrey Administration Building, provides 28 desktop computers along with areas for individual tutoring and group study.

Coward-Martin Hall, completed in 2012, houses five spacious classrooms, seven offices, and the Curriculum Library which provides twelve computers for student use. The building, which is mainly used for Education classes, is equipped with electronic access for an added layer of protection since it is located at the edge of the campus.

Garrett Hall of Fine Arts, located next door to Guyton Library, houses the performing arts auditorium and the Department of Fine Arts and Speech. The facility provides classrooms, music practice rooms, and faculty offices.

Guyton Library provides access to the primary book and periodical collection, electronic information, and learning resources for the entire campus; thirteen laptops which may be checked out by students, faculty, and staff; a small public museum of Chinese artifacts; and Alumni archives, including a doll collection.

The Wilfred C. Tyler Gymnasium houses one classroom, three faculty offices, and meeting areas for physical education classes and activities. Simmons Field House contains coaches' offices.

Each of these facilities provides space appropriate to meet general expectations of students, faculty, and staff.

Heritage

Blue Mountain College was founded in 1873 by General Mark Perrin Lowrey. A village preacher before the Civil War, General Lowrey was a man of vision who saw the importance of providing a thorough education for women. He and his two oldest daughters made up the faculty at what was then known as Blue Mountain Female Institute. Despite the fact that the education of women was not very popular in 1873 and the South was poor, General Lowrey and his daughters enrolled fifty students the first session.

Miss Modena Lowrey, who later became Mrs. Modena Lowrey Berry, served as "Lady Principal" and then as Vice-President from 1873 to 1934. It is believed that she served in these capacities longer than any other American woman has served as a major college official. She was the second woman in the state's history to be named to the Mississippi Hall of Fame.

The leadership of Blue Mountain College remained in the Lowrey family until 1960 when Dr. Wilfred C. Tyler, a twenty-four-year professor of Bible at the College, assumed the presidency and served until his death in 1965. Dr. E. Harold Fisher became the sixth president in 1965 and served until 2001. Dr. Bettie Rogers Coward, the seventh president, served from 2001-2012. The current president is Dr. Barbara Childers McMillin, who assumed office on August 1, 2012.

During the early 1950's, Blue Mountain College opened its doors to educating men who were called into the ministry. For the next five decades, hundreds of men received their bachelor degrees and paved the way to a historic moment in the life of the College when men received full access to all programs of the College. In 2005, the Board of Trustees of Blue Mountain College voted unanimously to take the College into full co-educational status. Since that time, the College's administration, faculty and staff have diligently worked to transition the College toward its new future.

Over the years Blue Mountain College has sought to prepare students for meaningful lives. Emphasis has been given to the development of strength of character and the ability to live creatively. Through

small classes, a close faculty-student relationship, and a focus on the importance of the individual, the College has endeavored to produce graduates who are well-prepared academically and spiritually to accept places of leadership in their profession, in their communities, and in the work of the denomination.

The Honor System and Honor Code

In addition to the academic program, personal honor and integrity are developed and emphasized at Blue Mountain College. The ultimate goals in student development are intellectual integrity, academic excellence, social consciousness, and Christian character.

Learning to live with others is an important part of a student's education at Blue Mountain College. We realize the importance of students' accepting responsibility for their actions and development. To assist in this process, the College has adopted an honor system based on the belief in the individual honor and trustworthiness of every student. To make clear just what is expected of each member of the student body, a formal statement of the obligation has been set forth in the honor code. The object of every provision of the honor code is to promote worthy individual conduct and to maintain a satisfactory system of government.

Besides the obligation of each student to keep the regulations and to report his/her own violations, he/she must use his/her influence with other members of the student body for their development as good citizens. Thus the code is an expression of the Christian spirit.

Each student is expected to accept responsibility to protect the honor system from actions and attitudes which may weaken it. The exercise of this responsibility involves an obligation for fellow students' relations to the college life. The unchanging obligation is to prevent the occurrence of detrimental actions and attitudes.

Honor Code

Accepting my responsibility in a Christ-like manner for my own conduct and for the welfare of my fellow students at Blue Mountain College, I do hereby pledge myself: To keep the rules of Blue Mountain College, to report my own violations, and to use my influence to induce other students to keep the rules of the College and to report their own violations.

The Principle of Honor: I will at all times develop and uphold high standards of honesty in thought, speech, and behavior.

The Principle of Self-Control: I will at all times control my personal desires in harmony with the social good of all, considering the interest of others to be of equal value with my own.

The Principle of Conformity: I will work at all times in accordance with the conventions of cultural society and the traditions of Blue Mountain College.

The Principle of Good Citizenship: I will at all times cooperate with the rules and policies of the college.

The Honor System is one of many ways students learn to live the disciplined life of a Christian. Blue Mountain College is exciting and challenging, but it's not for everyone.

Statements of Compliance

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972, Blue Mountain College does not discriminate on the basis of race, color, national origin, sex (including pregnancy), age, disability, military service, or genetic information in its programs, activities, and employment. Further, the College does not retaliate against a person because he or she complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. Blue Mountain College prohibits harassment because of a person's race, color, national origin, sex, age, genetic information or religion. The College may discriminate on the basis of religion in employment as it deems it is prudent to do so in order to achieve its mission.

Official grievance procedures have been established and copies may be obtained from and complaints filed with the Office of the President, Box 160, Telephone 662.685.4771 ext. 130, or the Title IX Officer, Box 160, Blue Mountain, MS 38610, Telephone 662.685.4771, ext. 136.

Family Education Rights and Privacy Act of 1974

Under this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Blue Mountain College will release information only with the student's written consent and will use "Directory Information" in the best interest of students.

Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

In accordance with Section 504 of the Rehabilitation Act of 1973, Blue Mountain College does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. If students need special accommodations due to learning, physical, psychological, or other disabilities, they should direct their inquiries to Blue Mountain College's Office of the Provost located in the Lowrey Administration Building. Telephone: 662.685.4771, ext. 136.

MISSION STATEMENT, IDENTITY STATEMENT, STATEMENT OF PURPOSE

Mission Statement

Blue Mountain College assists students in developing intellectual integrity, academic excellence, civility, and Christian character.

Identity Statement

Founded in 1873 as a Christian liberal arts college and since 1920 affiliated with the Mississippi Baptist Convention, Blue Mountain College assists students in developing integrity, academic excellence, social awareness, and Christian character. To accomplish the mission, the College recruits undergraduate and graduate students who are committed to scholarship, servant leadership, and service in church and community. The student-centered campus exhibits a climate of personal attention, respect, inclusion, and high expectations in all modes of delivery. Students are guided to reach their God-given potential with the leadership of professionals who share the common bond of Christian faith and who are committed to excellence.

Expanded Statement of Purpose

The purpose of Blue Mountain College is to prepare students for graduate school, the job market, and a more fulfilled life. Providing a sound general education foundation, the College offers an undergraduate liberal arts curriculum, pre-professional and professional programs, and opportunities for graduate study in selected fields. The College is committed to offering programs which provide opportunities for service. Students who can benefit from the academic programs and student services at the College are recruited primarily from Mississippi and other southeastern states.

Blue Mountain College is committed to excellence and creativity in teaching and learning. With a faculty and staff who share a common bond of Christian faith and with all of the departments functioning in close proximity to each other, continuity exists among the various programs. Each student is encouraged to grow as an individual, to adjust to his/her own uniqueness, and to take advantage of opportunities for service.

Blue Mountain College does not discriminate on the basis of race, color, national origin, sex (including pregnancy), age, disability, military service, or genetic information in its programs, activities, and employment. Further, the College does not retaliate against a person because he or she complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. Blue Mountain College prohibits harassment because of a person's race, color, national origin, sex, age, genetic information, or religion. The College may discriminate on the basis of religion in employment as it deems it is prudent to do so in order to achieve its mission.

The following POSITION has been designated to handle inquiries regarding nondiscrimination policies:

Provost, Blue Mountain College, P. O. Box 160, Blue Mountain, MS 38610

(662) 685-4771, Ext. 136

Goal Statements

I. **Academic Excellence.** Blue Mountain College will strive for excellence by employing qualified faculty, staff, and administrators; recruiting students who can benefit from the college experience; providing a productive learning environment that motivates students to excel by stimulating intellectual curiosity and independent thinking; and promoting scholarship, service, and cultural activities that advance knowledge.

II. **Curriculum.** The curriculum will prepare students for a lifetime of learning and instill basic skills, knowledge, and attitudes necessary for personal development and reasoned responses to a changing world. These goals will be accomplished through study in general education, specialized fields of undergraduate and graduate study, and related educational experiences.

III. **Image and Target Market.** Blue Mountain College will enhance its image as a Christian liberal arts college for students who wish to reach their God-given potential. The College will target prospective students (particularly those who are actively involved in Baptist churches) who have a commitment to scholarship, servant leadership, and service in church and community.

IV. **Faculty and Staff.** Blue Mountain College will employ and retain Christian faculty dedicated to teaching and advising and to improving themselves through professional development opportunities and staff and administrators who support these efforts. Service to the College and the greater community will characterize all those who work at the College. To the extent possible, the College will provide compensation and benefits which compare favorably with regional colleges of similar size and mission and each individual's level of accomplishment. The College will support professional development for all personnel.

V. **Student Development and Services.** Blue Mountain College will provide opportunities for personal growth and development of the individual student. The College will offer personal, career, and academic advising; lectures, programs, and activities; and student organizations.

VI. **Christian Setting.** Blue Mountain College will manifest Christian principles through its policies for students, faculty, staff, and administrators; through its promotion of a climate embracing personal attention, respect and inclusion; and through the encouragement of the development of Christian relationships among students, faculty, staff, and administrators.

VII. **Convention/Church.** Blue Mountain College will maintain strong ties with the Mississippi Baptist Convention and Baptist churches. Consistent with its mission and resources, the College will provide cultural, spiritual and/or recreational activities for constituents within its service area.

VIII. **Alumni.** In order to strengthen ties to their alma mater and to encourage their interest and investment in the institution, Blue Mountain College will communicate effectively with its alumnae/alumni and serve them in meaningful ways.

IX. **Fiscal Affairs and Fund Raising.** Blue Mountain College will secure and manage the resources necessary to provide for its academic programs and essential support services. While maintaining a sound financial base, the College will offer an affordable education for the greatest number of its applicants and remain competitive with peer institutions' costs. The College will enhance its fund-raising efforts, expand its endowment, carefully manage its facilities, and follow a master plan for capital improvements.

Strategic Directions

Great Expectations: A Strategic Plan for 2023

Strategic Direction I: Enhancing Our Image

The College will seek to **enhance its image** as a faith-based institution that prioritizes **Christ-centered** academic excellence resulting in significant learning while providing students with opportunities to develop a Christian Worldview in an atmosphere where faith and learning are integrated.

Strategic Direction II: Expanding Our Territory

The College will seek to **expand its territory** through curriculum development designed to meet the demands of the marketplace; facilities development designed to support a dynamic learning and living environment; campus expansions, including additional learning sites and alternative delivery models; recruiting that identifies students who will thrive in the BMC environment, including transfer, nontraditional, graduate and online students; retention initiatives that identify at-risk students and provide appropriate assistance; missions opportunities that reach the lost with the message of the Gospel; and successful athletic programs that earn regional recognition for the College.

Strategic Direction III: Enriching Our Culture

The College will seek to **enrich its culture** as a place where scholarship is rewarded, civility is taught, community is valued, service is modeled, leadership is developed, discipleship is practiced, communication is supported, safety is prioritized, and wellness is promoted.

Strategic Direction IV: Ensuring Our Sustainability

The achievement of each Strategic Direction will require the College to have in place strategies to support the long-term financial health of the institution while remaining affordable and accessible.

Strategic Direction V: Embracing the Needs of Constituents

The College will strive to cultivate a culture of service that benefits our students, our employees, our graduates, our denomination, and our community.

Blue Mountain College Values

In pursuit of this vision, the College will uphold the following values:

Truth	Knowledge	Relationship	Accountability	Faithfulness
Virtue	Affordability	Accessibility	Stewardship	Service

STUDENT LIFE

Blue Mountain College respects the integrity and maturity of each student. Rules and regulations are adopted to facilitate group living and are not intended to inhibit individual growth and development. As students bring to the College certain expectations concerning college life, the College expects its students to exhibit a level of conduct in keeping with the Christian mission of the institution. All policies regarding student life may be found on the BMC Web site at www.bmc.edu

General Regulations

Automobiles

All students are required to register any motor vehicle parked on campus with the Office of Student Services. A parking permit must be purchased at the time of registration. The parking permit decal must be displayed on the student vehicles at all times when a student is on campus.

Due Process

Blue Mountain College offers an appeals process to all students who feel the facts surrounding disciplinary action merit an appeal. The appeals process, outlined in *Policy 4.13: Student Judiciary*, is found on the BMC Website at www.bmc.edu. The *Blue Mountain College Handbook for Graduate Studies* offers recourse pertaining to disciplinary action.

Intellectual Property Rights (Policy 2.32)

The assumption at Blue Mountain College is that materials and innovations developed by faculty, staff or students using College resources belong to the College. If a faculty member, staff member, or student develops materials or innovations which are believed to be intellectual property, the President of the College shall be notified and a special committee appointed to establish ownership of such properties.

Student Concerns and Complaints

Student concerns are handled through the campus offices having responsibility for the area where the concern is directed. Formal complaints must be submitted in writing, signed, and sent to the member of the President's Cabinet responsible for the area where the complaint is directed. The College is not obligated to consider complaints that are not in writing, or which are anonymous.

Student Rights and Responsibilities

Students possess the privileges, responsibilities, and rights of several citizenships, including those of state, federal, and municipal governments. Membership in the Blue Mountain College community of citizens presents privileges beyond those available to all citizens at the partial expense of the Mississippi Baptist Convention. With these additional privileges come additional responsibilities.

Blue Mountain College seeks three sources of authority, in light of the College mission, for the behavioral expectations it places on students:

- Scripture (What does the Bible have to say about behavioral expectations?)
- Legal authority (Local, State, and Federal laws)
- Baptist life and Christian heritage (The life-style issues, roots, and values of evangelical Christians who find their authority in God's word and have stressed the need for a personal, redemptive, faith in Jesus Christ.)

The behavioral standards of Blue Mountain College are based on these three sources. As is the case with all communities, reasonable expectations (rules and regulations) are identified which

contribute to the common good of the community. Being a contributing member of a community requires that selfish individualism must give way to what is best for a caring, just, and orderly community. As a community, we continue to be committed to the Christian values on which Blue Mountain College was founded.

All students are required to abide by the laws of the local, state, national, and international governments and are subject to disciplinary action at the hands of the College and/or law enforcement agencies. The Graduate Council is responsible for all disciplinary action(s) pertaining to graduate students. The appeals process is outlined in the *Handbook for Graduate Studies*.

Emergency Notification

The College maintains a system to notify the campus immediately of “a significant emergency or dangerous situation” unless such notification will compromise efforts to contain the emergency. Emergency response procedures will be prepared, published, and publicized annually in a manner designed to reach students, faculty, and staff. Emergency response and evacuation procedures will be tested at least on an annual basis.

Housing

Housing for full-time graduate students under the age of 30 is offered based upon availability. Graduate students seeking campus housing must complete the housing application available through the Office of Student Services. Campus housing is available during the summer terms when age restrictions are removed. Housing for graduate students is governed by *Policy 4.14: Residential Life and Campus Housing Requirements*. This policy may be accessed in the Student Life section of the Blue Mountain College Web site at www.bmc.edu.

Student Services

Campus Store and Mail Services. The Johnnie Armstrong Gal-ry houses the campus store and post office.

Counseling. Blue Mountain College provides graduate students limited counseling services. Direct all inquiries to the Dean of Student Services.

Dining. Ray Dining Hall is the main facility where food services are provided for students at Blue Mountain College. Regular meals are provided for all resident students and are an option for commuter students.

Guests. Rooms are available on campus on a limited basis for relatives and friends of students and faculty for a nominal charge. Reservations must be made in the Office of Student Services. Guests are expected to respect residence hall regulations.

Health Services. Medical services, including hospitals, are located in both New Albany and Ripley. Any resident student who is ill enough to miss a meal, classes, or chapel is asked to report to the resident director. Any student needing medical attention while attending classes should report to the Office of Student Services or the Office of Business Affairs. The Health Service Coordinator will be contacted to provide the necessary service.

Laundry Facilities. All residence halls have fully equipped laundry rooms to meet student needs.

Library. Guyton Library provides graduate students adequate and appropriate material to support and strengthen the learning environment and physical space conducive to reading, research and study. The Curriculum Lab, located in Coward-Martin Hall 126, houses curriculum periodicals and other education resources for use by graduate students.

[Office of Graduate and Continuing Education](#). In the Office of Graduate and Continuing Education, graduate students may register and obtain academic advising.

[Office of the Registrar](#). The Office of the Registrar maintains graduate academic records, issues graduate transcripts, certifies veterans, and assists with applications for AA teacher certification.

[Placement and Career Services](#). The College provides graduate students assistance in pursuing positions. Job and career opportunities are publicized.

[Services for Students with Disabilities](#). Blue Mountain College services for students with disability are designed to meet the unique educational needs of regularly enrolled graduate students with a documented disability. The philosophy and mission of the program is to encourage independence, assist students in realizing their academic potential, and to facilitate the elimination of physical, programmatic, and attitudinal barriers.

The College will assist students in meeting their educational challenges. Students with disabilities should contact the Provost, who serves as the Disabilities Coordinator for Blue Mountain College, to discuss the appropriate procedures for accommodating documented disabilities.

[Technology Services](#). The Office of Information Technology Services provides for the coordination, repair, upgrading and maintenance of information services including computer software and hardware, copy and telephone service.

FINANCES

Blue Mountain College is a senior college supported by the Mississippi Baptist Convention. Students' payments of tuition and fees amount to approximately fifty percent of the total operating costs. For the remainder of its operating needs, the College depends primarily on the generous support of its alumni, friends, and the Mississippi Baptist Convention through the Cooperative Program. In effect, this added support makes it possible to keep tuition costs considerably below the national average for independent colleges.

Every possible effort is made to avoid tuition increases, but fluctuating economic conditions make it necessary for the College to reserve the right to revise its fee charges without notice at the beginning of any semester.

Please note that no financial information from the Office of Business Affairs can be released over the telephone. The student must request financial information in person.

Expenses--Graduate Students

Tuition per semester hour \$470

Master of Education: Elementary Education K-6

Master of Education: Literacy/Reading K-12

Master of Education: Secondary Education Biology

Master of Business Administration tuition per semester hour \$525

Housing for Full-Time Students (per semester hour)

Cockroft.....\$1,800

Stevens, Whitfield, and College Houses \$2,100

Southplex, Southplex Annex, Mountain Village, The Lodge & Loft.....\$2,400

19-Meal Plan (per week) \$1,650

15-Meal Plan (per week) \$1,250

Miscellaneous Fees

Graduation Fee \$110

Change in Schedule Fee..... \$35

Transcript Fee \$10

Course Audit Fee Same as Tuition

Deferred Payment Fee \$130

Minimum Payment

Payment is due at registration. A deferred payment plan is available through the Office of Business Affairs, but arrangements must be made prior to enrollment. With the approval of the Office of Business Affairs and upon payment of the deferred payment fee, monthly payment plans may be arranged.

Replacement Fees: Students will be charged \$35 for parking decal replacements. A charge of \$35 will also be assessed for replacement of Student IDs. Students should allow five days for production of IDs.

NOTE: All bills for room and board, tuition, and fees of every kind must be paid in full to the Office of Business Affairs before the student's official transcript can be released.

Refunds

Institutional Refunds for Tuition, Room and Board, and Fees. Refunds are made on tuition, room and board, and fees. No refund will be made to any student who leaves during the year without executing a Notice of Withdrawal form (see Policy 2.14: Withdrawal from the College). All withdrawals must be recorded in writing in the Office of the Registrar and be approved by the Provost before refund amounts are calculated.

Refunds due to Withdrawal. Refunds for students who withdraw from all coursework within a semester/term are based on the following formula:

For Withdrawal during Fall and Spring Semesters:

1 st week	100% Refund Credit
2 nd week	75% Refund Credit
3 rd week	50% Refund Credit
4 th week	25 % Refund Credit
5 th week	0% Refund Credit

For Withdrawal during Online and Summer Terms:

Registration and Next Day Credit:	100%
3 rd day	75%
4 th day	50%
5 th day	25%
6 th day	0%

All refunds, when applicable, will be computed from the date the student officially notifies the Registrar in writing of intention to withdraw.

Refunds for Federal Assistance Programs

Refund amounts for student financial assistance recipients will be distributed according to federal law and regulations [34 CFR Section 668.22] and will be distributed in the following order:

1. Unsubsidized FFEL/Direct Stafford Loan
2. Subsidized FFEL/Direct Stafford Loan
3. Perkins Loan
4. FFEL/Direct Plus Loan
5. Pell Grant
6. FSEOG
7. Other Title IV Programs
8. State sources of financial aid
9. Private sources of financial aid
10. Institutional sources of financial aid
11. The student

Refunds Due to a Credit Balance. When a student has a credit balance, the Office of Business Affairs pays the credit balance directly to the student no later than 14 days after the credit balance appears on the student's account. In case of a PLUS loan executed by a parent, the credit balance is paid as designated to the parent. An exception to payment of refunds is made when the College has the student's written permission to hold credit balances on his/her account.

No cash refunds will be made for any portion of a Blue Mountain College institutional or endowed scholarship in excess of the total billed amount. Funds awarded as such will be applied to the student account only to bring the account balance to zero. [See Policy 2.32: *Student Scholarships*.]

Refunds Due to Schedule Changes. Tuition and fee adjustments can only be made provided the student makes a change in his/her class schedule within the semester's/term's adjustment period. These deadlines are published on the annual academic calendar. All schedule changes made after the published adjustment period must be recorded in writing in the Office of the Registrar before refund amounts are calculated.

Refunds Due to Student Death. Upon knowledge of the death of a student, ALL charges for the current term will be reversed for that student. Refunds of federal or state funds will be in accordance with federal/state law and regulations. In the case of personal funds, the refund will be made to the parents, spouse, or estate of the deceased student.

Refunds Due to Vacating Student Housing. When a student vacates student housing during a semester but remains enrolled at the College, there will be a prorated charge per day based on the date the student makes appropriate notification to the Office of Student Services and actually vacates the residence hall. [See Policy 4.14: *Residential Life and Campus Housing Requirements*.]

Textbooks and Supplies

Textbooks may be ordered online through the Blue Mountain College Campus Store link on the BMC Web site at www.bmc.edu. Textbooks are not available in the Campus Store. Textbooks are available for purchase and should be ordered at least one month prior to the first day of class using a Visa, MasterCard, Discover, or American Express credit card or your book voucher coupon. The Office of Business Affairs will issue students who qualify a book voucher coupon. The voucher coupon should be used to order textbooks online and/or make purchases in the Campus Store. The Campus Store provides course support materials, school and office supplies, collegiate wear, and gifts. The voucher coupon is valid for purchasing textbooks and supplies prior to the beginning of the semester, and two weeks following. Textbooks may also be purchased through a book provider of the student's choice. A list of required textbook ISBNs is accessible through the BMC Campus Store link on the front page of the College Website.

Student Financial Aid

All matters concerning financial aid are administered by the Office of Financial Aid. The amount of aid awarded a student is based either upon scholarship or financial need. Students wishing to be awarded Federal Student Aid must complete the Free Application for Federal Student Aid (FAFSA), available at <http://www.fafsa.ed.gov>. Blue Mountain College (school code 002398) should be designated as a recipient of the FAFSA data. Questions pertaining to financial aid for graduate students should be directed to the Office of Financial Aid by phone at (662) 685-4771 ext.141 or by email financialaid@bmc.edu.

ACADEMIC INFORMATION

Academic Rights and Responsibilities/Student Records

All student educational records are housed in the Office of the Registrar and other appropriate locations. For information regarding student academic records, contact the Office of the Registrar. Blue Mountain College complies with all provisions of the Family Educational Rights and Privacy Act of 1974, as amended. In accordance with this law, students have the right to inspect and review their educational records, the right to obtain copies of these records, and the right to challenge the accuracy of the information on record. Any student wishing to review educational records should contact the registrar to set up an appointment at the appropriate time.

Blue Mountain College will not release any information from the student's educational records without the written consent of the student involved except to personnel within the institution, to accrediting agencies carrying out their accreditation function, to persons in compliance with judicial order, and to persons in an emergency situation to protect the health or safety of students or other persons. Within the Blue Mountain College family, only those members acting in the student's educational interest are allowed access to educational records.

Directory information may be released without the student's written consent. The following categories of information have been designated by Blue Mountain College as directory information: name, mailing address, full-time or part-time status, listed telephone number, e-mail address, date and place of birth, major and minor fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the names of previous educational institutions the student attended, campus box number, campus dormitory and room number, society of which the student is a member, and other similar information.

See BMC Policy 4.02: *Confidentiality of Student Records and Information* for other information that may be released. Any student wishing to deny the release of directory information must do so in writing in the Office of the Registrar by the deadlines published for the semester/term.

Official transcripts of student records are issued by the Office of the Registrar upon receipt of the written request from the student and the \$10 transcript fee. (The transcript fee is \$15 if paid by credit or debit card.) Transcripts will not be released for any student until all the student's accounts are paid in full.

Academic Information

Orientation--Graduate student orientation will be provided all new graduate students.

Academic Advising--Graduate faculty advisors are available to assist students in planning their graduate work. Program of Study Forms that show all course requirements for the degree are available from graduate faculty advisors, the Office of the Dean of Education or Office of the Dean of Business. The Program of Study Form provides a convenient way for both students and their advisors to keep a careful record of completed courses and those that are still needed for graduation in a particular major. **The final responsibility for meeting degree requirements, however, rests with the student, who needs to monitor carefully his/her progress toward a degree.**

Course Numbering System for Graduate Courses

Courses numbered 500 and above are designated as graduate courses.

GRADING

All grades appearing on a Blue Mountain College transcript are reported using letters. Grades are accessible through student portals.

Grading System

The College uses the following grading system for graduate school:

- A is reserved for work which is definitely superior in quality.
- B is given for work which is consistently good and which manifests sufficient interest, effort, or originality to lift it above average work.
- C is given for average work and shows that basic requirements in class assignments have been met. Work at this level or lower is considered unsatisfactory for graduate students.
- D earns credit but is below the standard required for graduation.
- F indicates failure and, naturally, carries no credit.
- I Incomplete may be given when a student has been providentially hindered from completing work required in a course, provided the student has made prior arrangements with the faculty member to complete the work at a later date. A grade of **I** must be removed by the following semester.
- AU refers to credit without hours or grade points
- W Withdrawal (does not count in student's academic standing)

Grade Points

- A = 4 grade points per hour
- B = 3 grade points per hour
- C = 2 grade points per hour
- D = 1 grade point per hour
- F = 0 grade points per hour

Grade Point Average

A student's grade point average is based on grade point hours at Blue Mountain College. If a student repeats a course, both grades are used in the calculation of the grade point average. Formula for GPA = number of grade points divided by grade point hours.

Final Examination

Regular examinations are held at the end of each semester. No such examination for a regular class may be held at any time other than that designated by the administration. A student who is deliberately absent from a semester examination without legitimate reason will be given a grade of **F** on the course.

Grade Corrections

To correct a grade recorded in error, a request for correction must be filed before the end of the following semester or term.

The student who questions the accuracy of a grade in a semester grade report should ask the faculty member of the course to check for possible error. One who then still believes that the grade is

inaccurate or unjust may appeal to the Dean of Graduate Studies. Final appeal is to the Provost, who may seek advice from the Graduate Council to resolve the issue.

Grades of Incomplete

When a student has an acceptable reason for failing to complete a course in time to have the grade properly recorded, the record will be marked “Incomplete” by the faculty member. Removal of an incomplete grade may be arranged by applying to the Dean of Graduate Studies for a special form on which the faculty member will turn in the grade. Completion of the work should be as soon as possible after the emergency that made the delay necessary but no later than the end of the next semester or summer term. A grade of **I** that is not removed by the deadline becomes an **F** whether the student remains in school or not but does not apply to students called into military service.

CHANGE OF CLASS SCHEDULE

Changes in schedule involving either the adding or dropping of a course or changing to another course must be made through the Office of Graduate and Continuing Education. Such changes will not be made without the permission of the Dean of Graduate Studies. Students will not be allowed to enter a course after the first week of a semester or after the beginning of the second class period of a regular summer term unless special permission is granted by the Dean of Graduate Studies.

A course that is dropped officially before the third week of the semester or before the end of the first week of a summer term will not be entered on the student’s permanent record. After that time and up to the official drop date of the semester or term, if a student drops a course, a **W** will appear on the student’s permanent record. However, a grade of **F** is given when one simply drops out of a course without officially following the procedure for dropping it.

A grade of **F** is given for any course that is dropped after the official drop date for the semester or term. In rare circumstances, the Dean of Graduate Studies may allow a student to drop a course after the official drop date and receive a grade of **W** instead of **F**. However, the following conditions must be met: there are extenuating circumstances (beyond the student’s control); the student must be passing the course(s); and the student has attended class with regularity and demonstrated general good faith toward completing the requirements of the course. The judgment of the student’s advisor and Dean of Graduate Studies may be taken into account in considering an exception, but the final decision must be approved by the Provost. Withdrawal after the official drop date is not allowed simply to avoid a low grade; in no case will a **W** grade be given unless the student has a passing average at the time of withdrawal. For any change of schedule that is not originated by a faculty member or administrative official of the College, there is a fee assessed to the student.

Deadlines for Change of Schedule

The first week of the semester is the calendar week in which registration BEGINS.

Regular Semester

Week 1	Both adding and dropping of courses permitted
Weeks 1-3	Courses may be dropped without appearing on the student’s permanent record.
4 th Week to Official Drop Date	Dropping courses permitted; grade of W will appear on student’s permanent record.
After Official Drop Date	Dropping courses not permitted; grade of F for courses not completed

Without following the official withdrawal procedure, a student will receive an automatic grade of **F** in the course.

Summer Term

Comparable deadlines come much more quickly in summer school because of the condensed schedule; see summer registration class schedule for specific dates.

When a student is taking only one course during a summer term and drops it, it is considered a withdrawal from the College and a withdrawal form should be processed through the Office of Business Affairs.

WITHDRAWAL

Requirements for Withdrawing from the College

A student who desires to withdraw from the graduate program should directly contact the Office of Graduate and Continuing Education for the proper withdrawal procedure. It is necessary for the correct procedure to be followed so that the student's record may be correctly kept. Failure to properly withdraw from a course will result in a grade of **F**.

Tuition Refund at Withdrawal

Any claims for refunds of tuition will be based on the date on which the student files with the Office of Graduate and Continuing Education a request for honorable dismissal.

ACADEMIC STANDING, GRADUATE PROBATION, AND ACADEMIC SUSPENSION

Progress toward a degree is measured both quantitatively and qualitatively by the number of grade point hours and by the grade point. Grade point average (GPA) is calculated by dividing the number of grade points by the grade point hours.

End of Term Standings

1. **Academic Good Standing** - The requirement for remaining in academic good standing as a graduate student at Blue Mountain College is the same as the requirement for graduation - a cumulative GPA of 3.00 or higher (a **B** average) on all grade point hours attempted at Blue Mountain College.
2. **Graduate Academic Warning** - The student receives two **C**'s in graduate courses. This status warns students that substantial academic progress must be made toward achieving good standing, or they will not be allowed to complete their degree program.
3. **Suspended with Right of Appeal** - Upon earning the third **C**, enrollment is suspended and the student must submit a written appeal to the Graduate Council before reinstatement is considered.

Students who pre-register for classes and then are suspended academically at the end of a given semester or summer term are expected to withdraw from pre-registered classes pending outcome of academic appeal. Students who do not appeal for reinstatement after being suspended will be withdrawn from classes for the semester or term for which they have pre-registered.

Special Calculation of End-of-Term Standings—Repeating Courses

A grade of **D** will not count toward a graduate degree. The course, if a required one, must be repeated; however, the **D** is still calculated in determining the overall GPA.

Earning a Grade of F in a Graduate Course

Earning a grade of **F** in any graduate course will result in automatic suspension from the graduate program.

Appeals for Academic Suspension

Any student who is suspended for academic reasons has the right of appeal to the Graduate Council. The Council will consider each case on its merits, taking into account the full academic record, the student's rate of progress in making up deficiencies, and any special circumstances that might reflect on the student's ability and readiness to do acceptable graduate work.

Classification of Students

For convenience in administration, students are classified as follows:

Freshman: Any student who has *earned* 0-29 semester hours (*including accepted transfer work*).

Sophomore: Any student who has *earned* 30-59 semester hours (*including accepted transfer work*).

Junior: Any student who has *earned* 60-89 semester hours (*including accepted transfer work*).

Senior: Any student who has *earned* 90 or more semester hours (*including accepted transfer work*).

Graduate: One admitted to a Master's degree program at Blue Mountain College

Full-Time Graduate Student

One must be enrolled for a minimum of nine semester hours to be classified as a full-time graduate student during a regular semester. International students (F-1) must maintain full-time enrollment while pursuing their degree in compliance with Immigration and Naturalization regulations. In summer school a graduate student who is enrolled for a minimum of six semester hours across a full summer session will be classified as a full-time student.

ATTENDANCE REGULATIONS

Class Attendance

Class attendance is an essential part of college education, and students are expected to attend regularly and punctually classes and laboratories for which they are registered. Although some specific requirements may vary according to the nature and structure of the course, the following guidelines summarize institutional policy:

Each student is expected to be present, prepared, and ready to participate in classroom activities. The attendance policy as stated in the Blue Mountain College Student Handbook and Catalog will be followed in this course. Policy 2.10 states that a student “receives a grade of F in any course immediately upon accumulating absences equivalent to 12.5 percent of the class meetings, whether excused or unexcused in that class. Any exception to this rule, granted only in extraordinary circumstances, must be approved by the Associate Vice President for Academic Affairs. In practice, this means a grade of F will be recorded in any class upon the accumulation of the following number of absences, whether excused or un-excused:

6 in semester classes meeting 3 times per week

4 in semester classes meeting 2 times per week

2 in semester classes meeting 1 time per week

3 in summer day classes on a 5-day schedule;

2 in summer classes on a 4-day schedule

Proportionate numbers in classes on any other schedule

Absences Due to Late Registration

A student registering late will be charged for all absences occurring prior to his/her reporting to class, although these may be treated as excused absences.

Attendance at Graduation

Students who meet graduation requirements are expected to march at commencement. If for good reason the student cannot march, he/she should notify the Dean of Graduate Studies.

Chapel

Graduate students are not required to attend chapel.

MASTER OF EDUCATION DEGREES

The following information applies to all Master of Education degrees offered at BMC. For Master in Business Administration information, please see those pages.

Office of Graduate and Continuing Education Description and Purposes

The Office of Graduate and Continuing Education serves as the primary source of all services offered graduate students. These services include recruitment, admissions, registration, orientation, and advising. Recruitment is coordinated with the Office of Admissions and includes interest meetings and dissemination of factsheets and other information primarily in the public schools of north Mississippi. Education faculty members, as well as College recruiters, participate in recruitment activities. Applications to the graduate programs are reviewed by the Dean of Graduate Studies and the Office Administrative Assistant. The Dean initially contacts applicants via phone or email regarding admission status, followed by a formal letter. At admission, all students are assigned an advisor, who coordinates registration, typically through email correspondence with students, and assists students as they progress through the program. The Dean of Graduate Studies conducts an orientation for all new graduate students. In addition, the Dean conducts an orientation each semester for students preparing for the comprehensive examination. The Dean and the Administrative Assistant maintain electronic data files for all graduate students which track program admission status, GPA, admission to candidacy, completion of the comprehensive examination, and program completion. The Office also coordinates CEU workshops for local teachers.

ADMISSIONS

General Policy

The Blue Mountain College Graduate Council admits students to the graduate program. Applicants for admission to graduate study must hold a bachelor's degree from a regionally accredited educational institution. Admission may be granted in one of the following categories: regular, provisional, or non-degree. Even though one may be accepted as a graduate student, the applicant may be required to take additional undergraduate courses if lacking any of the undergraduate prerequisites.

Requirements for Admissions to the Graduate Program in Education

Each applicant for admission to the graduate program at BMC must file with the Office of Graduate and Continuing Education the following:

- 1) **Application.** Complete an online application for admission
- 2) **Transcripts.** Official transcripts of all course work for the baccalaureate degree and any transferable graduate credit sent to the Office of Graduate and Continuing Education. Student copies are not acceptable. Transcripts from international institutions and universities must be reviewed by the credential evaluation service before application for admission is considered.
- 3) **License for Applicants.** All applicants must provide a photocopy of their initial level teaching certification issued from the state in which they are certified (with the explanatory codes included).
- 4) **Standardized Test Score.** Applicants to the M.Ed. in Elementary Education must provide acceptable scores on the Praxis II - Principles of Learning and Teaching K-6 and Elementary Education Subject Area Test, GRE, or MAT. The NTE is acceptable if taken prior to August 1, 1997. For applicants who received an initial license through

an alternate route program or the state in which the initial license did not require the Praxis II Principles of Learning and Teaching (PLT), the Subject Area Test alone is acceptable.

Applicants to the M.Ed. in Literacy/Reading and/or Secondary Education - Biology must provide acceptable scores on Praxis II - Principles of Learning and Teaching and the Subject Area Test for the subject area in which they are licensed, GRE, or MAT. The NTE is acceptable if taken prior to August 1, 1997. For applicants who received an initial license through an alternate route program or the state in which the initial license did not require the Praxis II Principles of Learning and Teaching (PLT), the Subject Area Test alone is acceptable.

International Student Graduate Admissions

The following process must be followed by a prospective international student applying for admission to Blue Mountain College as a graduate student.

- 1) **Application.** Make online application at least one year prior to the desired date of entrance and submit two current photographs.
- 2) **Transcripts.** Transcripts of coursework taken at institutions located both outside and within the United States must be provided approximately six months prior to enrollment at Blue Mountain College.

Transcripts from Institutions Located outside the United States - The student must request a COURSE BY COURSE REPORT. The service Blue Mountain College uses is Education Credential Evaluators, Inc., P. O. Box 92970, Milwaukee, WI 53202-0970, USA. Fax: 414-289-3411; Phone: 414-289-3400.

Transcripts from Institutions Located within the United States - Official transcripts from institutions located within the United States must be sent from these institutions directly to the Office of Graduate and Continuing Education at Blue Mountain College.

- 3) **Satisfactory Standardized Test Scores.** International applicants must present acceptable English Proficiency Examination scores on the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System). Acceptable TOEFL scores are a minimum of 500 paper-based, 173 computer-based and 61 Internet based. Six (6) is the acceptable score on the IELTS. IELTS is jointly owned by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examination.

All transcripts with credits earned outside the country must be evaluated by an approved service. Blue Mountain College uses the following services for evaluation of transcripts:

Education Credential Evaluators, Inc., P.O. Box 92970, Milwaukee, WI 53202-0970, USA. Fax: 414-289-3411; Phone: 414-289-3400.

World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745. Phone: 212-966-6311 or 800-937-3895; Fax: 212-966-6395; E-mail: info@wes.org; Web site: www.wes.org.

American Association of Collegiate Registrars and Admissions Officers (AACRAO), Office of International Education Services, One DuPont Circle, NW, Suite #520, Washington, D.C. 20036-1135. Phone: 202-296-3359; Fax: 202-822-3940; E-mail: ies@aacro.org; Web site: www.aacrao.org.

Satisfactory standardized test scores must be submitted prior to enrollment at Blue Mountain College. This requirement can be met by TOEFL (Test of English as a Foreign Language) - minimum score of 500 paper-based and 173 computer-based.

Applicants to the M.Ed. in Elementary Education must provide acceptable scores on Praxis II – Principles of Learning and Teaching K-6 and Elementary Education Subject Area Test, GRE, or MAT. The NTE is acceptable if taken prior to August 1, 1997.

Applicants to the M.Ed. in Literacy/Reading and/or Secondary Education - Biology must provide acceptable scores on Praxis II - Principles of Learning and Teaching (PLT) and Subject Area Test for the subject area in which they are licensed, GRE, or MAT. The NTE is acceptable if taken prior to August 1, 1997.

- 4) **Adequate Financial Support.** International students applying for enrollment as graduate students at Blue Mountain College must have adequate financial support.

Expenses for Academic Year - The student must have on deposit in the Office of Business Affairs at the College sufficient funds to cover expenses for one academic year. This includes tuition, fees, room and board, books, personal living expenses, and an insurance premium. In addition, the applicant must provide evidence of sufficient financial support for personal living expenses such as vacation, room and board, educational supplies, and transportation.

Insurance Policy - Prior to enrollment, international students must, through Blue Mountain College, pay the premium for a twelve-month insurance policy which provides medical, medical evacuation, and repatriation coverage with Blue Mountain College as the trustee beneficiary.

Additional Residence Needs - There are approximately 60 days in the calendar year (vacations and semester breaks) during which residence halls are closed. [Cross reference with Policy 4.14]

- 5) **Immunizations.** Applicants should submit Mumps, Measles, and Rubella Immunization Certificate and be tested for Tuberculosis.

- 6) **College Housing Requirements.** Applicants for college housing must submit a completed room application accompanied by a room deposit. The deposit serves as a damage deposit and is refundable, less any charges for damages, upon the student's written request within two weeks of having vacated college housing. [Cross reference with Policy 4.14.]

- 7) **Student Visa.** Blue Mountain College is authorized to admit international students on the F-1 (Student Visa). The Student Visa is issued by the U.S. Department of State on the basis of a completed I-20 Form issued by Blue Mountain College upon the formal admission of the student to the College. Each international student is required to have an I-20 Form before being allowed to register for classes.

Full-Time Student Status - The graduate international student must be prepared to be enrolled as a full-time graduate student (nine semester hours) during each semester in order to maintain student (F-1) visa status.

Transfer Students - Transfer students must supply photocopies of these documents with application along with a "Transfer Eligibility Form for F-1 Students."

Graduate credit will not be granted students who do not comply with the above requirements. Admission to graduate study does not imply admission to candidacy for the Master's degree.

Satisfaction of the specified educational prerequisites does not guarantee an applicant's admission to graduate study at Blue Mountain College. In evaluating applicants, the College will make an effort to consider all relevant aspects of the applicant's record and suitability for graduate study.

Regular Admission

For regular admission, an applicant must present an undergraduate record that shows a cumulative grade point average (CGPA) of at least 2.50 on a possible 4.00 on all undergraduate work presented for the baccalaureate degree.

Provisional Admission

An applicant may be granted provisional admission (probationary period of one semester) when recommended by the Graduate Council. Provisional admission is granted when:

- The student lacks undergraduate prerequisites.
- The student lacks standardized test scores.
- The undergraduate cumulative grade point average is below 2.50 but above 2.25 on a possible 4.00

Graduate students may earn up to 12 semester hours with provisional admission. For advancement from provisional to regular admission, the student must have obtained a grade average of **B** or higher on the first 12 semester hours of graduate-level courses attempted in an approved program and must clear any other deficiencies.

Admission as Non-degree Student

Students desiring graduate-level study for purposes other than an advanced degree may be admitted to a non-degree status. An online application should be submitted. An official baccalaureate transcript is also required.

Students entering under this classification are not admitted to the Graduate Program. Should the student later apply for admission to the Graduate Program, any graduate work taken under the non-degree classification may not be counted toward a graduate degree except by specific approval of the Graduate Council. No more than 6 semester hours of academic credit taken as a non-degree student will be counted toward a degree.

Undergraduates Receiving Graduate Credit

An undergraduate who needs no more than 9 semester hours to complete requirements for a bachelor's degree may be allowed to register for graduate work. During this semester, all undergraduate work should be completed. The total semester hours shall not exceed 12. The permission of the Dean of Graduate Studies and the Provost must be obtained before registration. Admission to the graduate program is provisional until the student fulfills the requirements for the undergraduate degree.

Readmission

Graduate students, after missing a semester, summer session, or longer length of time, must apply for readmission at least three weeks before registration.

GRADUATE STUDENT PROCEDURES

As a useful guide for the graduate student, the procedures and time schedules outlined below are provided.

1. Prior to the opening of the term for which initial enrollment is planned:
 - a. Submit the online application for admission to the Office of Graduate and Continuing Education.
 - b. Have official transcripts from each college or university previously attended sent directly to the Office of Graduate and Continuing Education. Applicants for admission as transient students do not send transcripts, but must have the graduate dean or other appropriate official of the parent institution send a letter of good standing and approval to the Office of Graduate and Continuing Education.
 - c. Students must provide a copy of each teacher certificate/license currently held.
 - d. Submit scores on the entrance examinations required for the program.
2. After acceptance for admission and at registration: Confer each term with the assigned education advisor and prepare the schedule of classes and the approved program forms. Students should register for the next term according to announced dates, although advisement and schedule preparation may be accomplished during the regular registration periods.
3. After completion of 12 - 15 semester hours and prior to registration for the second half of the program: Secure from the advisor and complete and return an application for admission to candidacy for the degree. Consideration for admission to candidacy is based on satisfactory scholastic achievement to date; demonstration of English proficiency; removal of all prior conditions; and submission of a program of study approved by the major field advisor.
4. Complete and file an application for degree in the Office of Graduate and Continuing Education and pay the graduation fee. Graduate students should apply for graduation one semester prior to their anticipated date of graduation.
5. During the last term
 - a. Arrange with the Office of Graduate and Continuing Education for proper academic regalia for graduation: cap, gown, and hood.
 - b. Follow issued instructions on commencement procedures and rehearsal.
 - c. Complete application for certification/licensure.
 - d. Take comprehensive exam.

GENERAL REQUIREMENTS FOR GRADUATION

Standardized Examination

Every student applying for graduate study at Blue Mountain College is required to take either the Graduate Record Examination, Miller Analogy Test or the Praxis II - Principles of Learning and Teaching (PLT), and Subject Area Test, dependent upon the program of study. For applicants who received an initial license through an alternate route program or the state in which the initial license was issued did not require the Praxis II Principles of Learning and Teaching (PLT), the Subject Area Test alone is acceptable.

No student will be admitted to candidacy at Blue Mountain College until the score on the appropriate examination has been received from the examining agency.

If a standardized test is taken at another institution, it is the student's responsibility to see that the Office of Graduate and Continuing Education receives a copy of that score.

All degree-seeking students must take the required test(s) the first time it is offered after enrolling. No course work beyond twelve hours will be credited toward a degree until the requisite test has been taken. The student is responsible for requesting that test scores be sent to the Office of Graduate and Continuing Education.

Admission to Candidacy

All requirements for degree candidacy should be completed when a student has earned 12 hours of graduate work and before the student receives credit for more than 15 hours of work toward a degree. The Office of Graduate and Continuing Education will provide the student a copy of the document.

To be eligible for admission to candidacy for a graduate degree, a student must:

1. Complete an Application to Candidacy Form.
2. Have satisfied all requirements for regular admission to graduate study.
3. Have satisfactorily completed a minimum of 12 semester hours of graduate work at Blue Mountain College. Satisfactory completion is interpreted as having a **B** average on all graduate work pursued.
4. Have on file in the Office of Graduate and Continuing Education a record of an acceptable score from the General Test of the Graduate Record Examination, the Miller Analogy Test or the Praxis II. No student will be admitted to candidacy until scoring at or above the minimal level required by the program of studies.

Full-time Status

To be classified as a full-time graduate student, the student must be enrolled in a minimum of nine semester hours during the fall and spring semesters and six semester hours each term during the summer.

Transfer Credit

Six semester hours of graduate credit may be transferred from another regionally accredited college or university provided the student has maintained a **B** average, the course(s) are appropriate for the student's program, and the course(s) are approved by the Office of Graduate and Continuing Education. Transfer credit must be earned within the six-year time limit in order to be considered.

Students who have credits and or degrees granted by international institutions must have a detailed credential evaluation completed by the service listed on page 21 of this *Graduate Catalog*. No transfer credit will be considered without this documentation.

Once a student has been admitted to graduate study at Blue Mountain College, he/she may not take graduate courses elsewhere without prior approval of the Office of Graduate and Continuing Education.

Only grades of **B** or higher will transfer. Transferred credit will not be used to pull up grades earned at Blue Mountain College--e.g., a transferred **A** will not be used to pull up a **C** earned at Blue Mountain College.

Time Limitation

All students pursuing the graduate degree must complete the program within six years from the time of the first graduate course taken. No credit will be allowed for any course taken prior to six years before graduation unless recommended by the Dean of Graduate Studies and approved for extenuating circumstances by the Office of Graduate and Continuing Education.

Grade Requirement

In qualifying for a graduate degree the student must earn a cumulative grade point average of 3.00 or higher on all courses taken to fulfill requirements for a graduate degree.

A grade of INCOMPLETE may be given a student who fails to complete all requirements for a course within the required semester or term because of extenuating circumstances and with the approval of the Dean of Graduate Studies. A grade of **A** becomes an **F** if not removed by the end of the next semester or summer term.

Comprehensive Examination

Depending upon the graduate program, comprehensive examinations written and/or oral will be required by the appropriate department as part of the degree requirement.

Students will be notified of the date and time for the comprehensive oral/written examinations. Comprehensive exams will be scheduled during the last semester of graduate work. No comprehensive examination will be authorized unless the student has a 3.00 average or higher.

Application for Degree

Candidates for a graduate degree should file application with the Office of Graduate and Continuing Education a semester in advance of completion of degree requirements and pay the graduation fee in the Office of Business Affairs during the last semester of attendance. The graduation fee is a mandatory, comprehensive fee that covers the cost of the diploma, cap, gown and hood rental, and other incidental costs related to graduation.

The graduate student must have a 3.00 average or higher on Blue Mountain College graduate work at the time the student applies for graduation.

MASTER OF EDUCATION IN SECONDARY EDUCATION--BIOLOGY

General Goals of the Master of Education in Secondary Education--Biology

General goals which are consistent with the mission and strategic goals of Blue Mountain College have been established for the graduate program in secondary education - biology. These general goals are to:

- Gain a greater appreciation of the important impacts of the Biological Sciences on human civilization.
- Provide a broad content knowledge base in the Biological Sciences within the context of a community of Christian scholars.
- Assist students in becoming more competent in methods of investigation, analysis of data, and the use of instruments and technology used in research in Biological Sciences education.
- Properly train students to enter more advanced graduate work in the Biological Sciences and Education.
- Properly train Biological Science teachers in the pedagogical, assessment, and communicative skills needed to more effectively teach content areas.
- Enhancement of collaborative work with colleagues in generation of reforms for teaching the Biological Sciences.
- To increase the awareness for the need for continued professional growth through activities promoting a more rewarding and meaningful career as a distinguished Biological Sciences educator and a life-long learner.

Specific Outcomes and Learning Objectives

Student Learning Objective	Content	Activity-assignment designed to address this objective	Evaluation- evidence of student achievement
SLO # 1: Gain a greater appreciation of the important impacts of the Biological Sciences on human civilization.	BY 520, BY 580, BY 600, BY 617, BY 630,	Lecture and class discussion, Research papers	Tests, Laboratory Practicals, Collections of specimens
SLO # 2: Provide a broad content knowledge base in the Biological Sciences within the context of a community of Christian scholars.	BY 520, BY 530, BY 560, BY 580, BY 600, BY 617, BY 630	Lecture and class discussion, Research Papers	Rubric for essays
SLO # 3: Assist students in becoming more competent in methods of investigation, analysis of data, and the use of instruments and technology used in research in Biological Sciences education.	BY 520, BY 530, BY 560, BY 600, BY 617, BY 630	Lecture and class discussion, Laboratory Reporting,	Checklists, Tests, Laboratory Practicals
SLO # 4: Properly train students to enter more advanced graduate work in the Biological Sciences and Education.	BY 520, BY 530, BY 560, BY 580, BY 600, BY 617, BY 630, ED 600, ED 605, ED 610, ED 653	Presentation given in class. Students shall also evaluate other students' presentations	Rubrics, Checklists

SLO # 5: Properly train Biological Science teachers in the pedagogical, assessment, and communication skills needed to more effectively teach in the content areas.	ED 600, ED 605, ED 610, ED 653	PowerPoint presentations, Portfolios, Lesson Plans and Lessons Presented	Rubrics, Checklists, Tests
SLO # 6: Enhancement of collaborative work with colleagues in generation of reforms for teaching the Biological Sciences.	BY 520, BY 530, BY 560, BY 580, BY 600, BY 617, BY 630, ED 600, ED 605, ED 610, ED 653	PowerPoint presentations, Lesson Plans and Lessons Presented	Rubrics, Checklists, Tests
SLO#7: To increase awareness for the need for continued professional growth through activities promoting a more rewarding and meaningful career as a distinguished Biological Sciences educator and a life-long learner.	BY 520, BY 530, BY 560, BY 580, BY 600, BY 617, BY 630, ED 600, ED 605, ED 610, ED 653	PowerPoint presentations, Lesson Plans and Lessons Presented	Tests, Laboratory Practicals, Collections of specimens, Rubrics, Checklists

Course Requirements

The 31-33 semester hour program of study for the Master of Education in Secondary Education – Biology includes 15 semester hours of required coursework, with one course focusing on the historical background of the Biological Sciences and four professional Education courses focusing on research, instructional design, assessment, and reading/literacy in the content areas. Another 16-18 semester hours of content in the Biological Sciences is required; students must take at least one course with a laboratory. The 18 semester hour Biological Sciences content option would qualify a student to teach Biological Sciences content at the college level. Course descriptions are found below.

Core Courses

<u>Course #</u>	<u>Title of Course</u>	<u>Semester Hours Credit</u>
BY 580	History of Biology	3 semester hours
ED 600	Reading and Research in Education	3 semester hours
ED 605	Instructional Design	3 semester hours
ED 610	Assessing Teaching and Learning	3 semester hours
ED 653	Reading/Literacy in the Content Areas	3 semester hours

Teaching Field Courses (Students choose 16-18 semester hours from the following, with at least one course with laboratory.)

<u>Course #</u>	<u>Title of Course</u>	<u>Semester Hours Credit</u>
BY 520	Special Topics in Biology	1-4 semester hours
BY530	Immunology	3 semester hours
BY560	Pathophysiology	3 semester hour
BY 600	Advanced General Microbiology & Laboratory	4 semester hours
BY617	Plant Taxonomy & Laboratory	4 semester hours
BY630	Advanced General Zoology & Laboratory	4 semester hours

Course Descriptions

BY 520 Special Topics in Biology (Credit: 1-4 semester hours)

Independent research and extended study of selected topics by the student in conjunction with the graduate faculty member

BY 530 Immunology (Credit: 3 semester hours)

A study of cells and molecules of the immune system and how they defend the body against antigenic substances as well as inadequacies of the immune system. A research project will be included and determined by the student in consultation with the graduate faculty member

BY 560 Pathophysiology (Credit: 3 semester hours)

A study of the basic mechanisms of disease processes and their role in the disruption of homeostasis. A research project will be included and determined by the student in consultation with the graduate faculty member

BY 580 History of Biology (Credit: 3 semester hours)

A study of the historical background of the Biological Sciences

BY 600 Advanced General Microbiology & Laboratory (Credit: 4 semester hours)

An advanced study of topics in microbiology including microbial morphology and physiology, classification, epidemiology, immunology, microbial genetics, ecology of microorganisms, industrial microbiology, and the pathology of infectious diseases. Lab required

BY 617 Plant Taxonomy & Laboratory (Credit: 4 semester hours)

A study of the identification, nomenclature, and classification of vascular plants with emphasis on those vascular plants indigenous to the southeastern United States. Lab required

BY 630 Advanced General Zoology & Laboratory (Credit: 4 semester hours)

An advanced study of the animals with emphasis on classification, evolutionary relationships, and body systems.

ED 600 - Reading and Research in Education (Credit: 3 semester hours)

This course integrates the study of the methods and techniques of research as applied to issues in education. Attention is given to the theoretical and practical basis of research along with the fundamentals of problem identification, hypothesis, sampling, instrumentation, and data collection.

ED 605 - Instructional Design (Credit: 3 semester hours)

The focus will be on current research, theory and practice for instructional design and how to apply them to an educational setting.

ED 610 - Assessing Teaching and Learning (Credit: 3 semester hours)

Principles and procedures for assessing pupils, programs, curricula and teaching.

ED 653 - Reading/Literacy in the Content Areas (Credit: 3 semester hours)

This course focuses on the role of reading/literacy in content instruction, the need for reading/literacy instruction in the content areas, and strategies for improving reading/literacy in the content areas.

MASTER OF EDUCATION IN ELEMENTARY EDUCATION

Mission Statement: The graduate program in elementary education provides preparation beyond that required for initial preparation to assist elementary school teachers in achieving higher levels of performance when discharging their responsibilities. The content of the program provides an in-depth study of the curriculum areas taught in elementary classrooms, foundations of education, curriculum and teaching, and research and evaluation.

General Goals of the Master of Education in Elementary Education Degree

General goals which are consistent with the mission and strategic goals of Blue Mountain College have been established for the graduate program in elementary education. These general goals are as follow:

- Provide a body of content that extends knowledge, skills and abilities at a level more advanced than the undergraduate program.
- Allow the graduate student to develop specialized skills which will enable him/her to contribute to the profession.
- Require graduate students to analyze, explore, question and synthesize information as they are extending their knowledge in their field of specialization.
- Require students to develop an understanding of research--how it is conducted, and how it is used in the understanding of education in general and elementary education in specific.
- Be of specific duration to provide for mastery of the subject matter, learning theory, research, methodology, evaluation of teaching and learning, curriculum development, and best practices in elementary education.
- Be staffed by a competent and productive faculty.
- Provide adequate library and learning resources, including technology resources, to support research and independent study required in advanced programs.

Specific Outcomes and Learning Objectives

Specific outcomes and learning objectives of the program embrace the knowledge and skills as outlined in the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and the Association for Childhood Education Standards (ACEI). The outcomes and learning objectives of the graduate program in elementary education include the following:

- Understanding of young children and knowledge of students
- Knowledge of content and curriculum
- Establishing a learning environment that best facilitates teaching and learning
- Knowledge of assessment techniques and how to use them appropriately
- Respect for diversity and use of strategies to promote individual and meaningful learning by all students
- Knowledge of a variety of instructional resources including technological resources and how to use them to provide developmentally appropriate learning experiences for students
- Knowledge of the importance of family involvement in the learning process and techniques and strategies for engaging families in the support of children's learning and development
- Knowledge of the need for professional growth and an awareness of the avenues for professional development
- Knowledge of the importance of reflective practice in analyzing and evaluating practice in order to strengthen the quality of practice
- Knowledge of research procedures and tools used to examine topics in education and skills in planning, organizing, and conducting action research projects

Student Learning Objective	Content	Activity -assignment designed to address this objective	Evaluation - evidence of student achievement
Learning Objective # 1 Understand young children and have knowledge of content and curriculum	ED 615 - Advanced Educational Psychology ED 645 - Advanced Studies in Mathematics for the Elementary Teacher ED 650 - Investigations in Elementary Science Education ED 605 - Instructional Design ED 620 - Advanced Studies and Research in Reading Instruction ED 625 - Advanced Studies in Social Studies in Elementary Education ED 630 - Advanced Studies in Language Arts	Read journal articles, write summaries of the articles, and present information orally to the class on instructor approved appropriate topic related to learning.	Rubric for the article summaries includes elements on choice of article(recent, refereed journal, and relevance), presentation of written information(introduction of main topics, and adequate coverage of main ideas), examples of application of information to a classroom setting, writing style(organization and clarity of content, proper paragraph construction, appropriate transitions, correct sentence structure, grammar, punctuation, and spelling), and correct APA format in text and bibliographic entry. Rubric for oral presentation includes elements on knowledge of topic, oral communication, use of technology and other appropriate audio-visual materials, handouts presented to the group, and utilization of relevant recent resources.
Learning Objective # 2 Establish a learning environment that best facilitates teaching and learning	ED 605 - Instructional Design ED 615 - Advanced Educational Psychology	Complete an instructional design model suited to professional needs. The model will contain an introduction of the design, an explanation of how the design will be implemented, and a summary of research findings with works cited. An electronic presentation of the instructional design model will be presented to the class.	The instructional design will be evaluated according to the following elements: clear and concise introduction, detailed description of components of the design, clear plan for implementation, summary of research findings, appropriateness of books and journals documenting research, and creativity of oral presentation to the class.
Learning Objective # 3 Use assessment techniques appropriately	ED 610- Assessing Teaching and Learning	Review current state testing results and demonstrate how the results can be used in planning the curriculum by developing an appropriate lesson plan which addresses the test results	Lesson plans will be evaluated for appropriateness as they relate to the test results and skill to be developed

Student Learning Objective	Content	Activity -assignment designed to address this objective	Evaluation - evidence of student achievement
Learning Objective # 4 Respect diversity and use strategies to promote individual and meaningful learning by all students	ED 605 - Instructional Design ED 615 - Advanced Educational Psychology ED 635 - Practicum in Elementary Education	Plan a reading center in your classroom that celebrates diversity. Include a minimum of 10 trade books that will increase awareness of diversity among their peers. Reading centers will be displayed in the classroom.	The reading center will be evaluated by the choice of books placed in the center, the types of activities planned for the students while at the center and the plan for ensuring participation at the center. An observation checklist with the items mentioned above will be completed by the observer.
Learning Objective # 5 Know a variety of instructional resources including technological resources and how to use them to provide developmentally appropriate learning experiences for students	ED 605 - Instructional Design ED 635 - Practicum in Elementary Education	Students will develop, implement, and assess a unit in which technology has been integrated into the curriculum. Lessons in the unit will include objectives, activities, materials and resources, assessment and reflection.	The unit will be evaluated according to the appropriateness of the objectives, activities, types of materials and resources, the degree to which the objectives were met and the reflection on the teaching and learning. In addition to the evaluation by the instructor of the course, students will complete a self-assessment in the reflection section of the plan.
Learning Objective #6 Understand the need for professional growth and avenues for professional development	ED 610 - Assessing Teaching and Learning	Develop a personal improvement plan based on the results from his/her formal evaluation conducted by the building principal.	The personal improvement plan will be evaluated according to degree to which the plan matches the competencies on the formal evaluation which are areas that need improvement.
Learning Objective # 7 Apply reflective practice in analyzing and evaluating practices in order to strengthen the quality of practice	ED 610-Assessing Teaching and Learning	Develop a personal improvement plan based on the results from his/her formal evaluation conducted by the building principal	The personal improvement plan will be evaluated according to degree to which the plan matches the competencies on the formal evaluation which are areas that need improvement.
Learning Objective #8 Apply research procedures and tools to examine topics in education and skills in planning, organizing, and conducting action research projects	ED 600 - Readings and Research in Education	Develop a research proposal which includes the basic steps in the planning and conducting of research: identifying the problem, survey of related literature, formulating research questions or hypothesis, constructing the design, specifying data collection procedures, and reporting results.	The research proposal will be evaluated with a rubric that identifies the basic steps in planning and conducting research. Students will be expected to score a target or acceptable on the elements: identifying the problem, survey of related literature, formulating research questions or hypothesis, constructing the design, specifying data collection, and reporting results.

Assessments used include rubrics, class participation, written tests, oral presentations, appropriate checklists, formal written papers, group work assignments, responses to focus questions covering material, journal article summaries.

Course Requirements

Master of Education in Elementary Education requires a minimum of 30 semester hours of credit including the following courses:

Core Courses

<u>Course #</u>	<u>Title of Course</u>	<u>Semester Hours Credit</u>
ED 600	Reading and Research in Education	3 semester hours
ED 605	Instructional Design	3 semester hours
ED 610	Assessing Teaching and Learning	3 semester hours
ED 615	Advanced Educational Psychology	3 semester hours

Teaching Field Courses

<u>Course #</u>	<u>Title of Course</u>	<u>Semester Hours Credit</u>
ED 620	Advanced Studies and Research in Reading Instruction	3 semester hours
ED 625	Advanced Studies in Social Studies in Elementary Education	3 semester hours
ED 630	Advanced Studies in Language Arts	3 semester hour
ED 635	Practicum in Elementary Education	3 semester hours
ED 645	Advanced Studies in Mathematics for the Elementary Teacher	3 semester hours
ED 650	Investigations in Elementary Science Education	3 semester hours

*Option for National Board Certification

An additional 3-6-hour option will be provided for those students seeking National Board Certification. ED 640 - Special Topics in Elementary Education - will substitute for ED 605 - Instructional Design and a teaching field course.

*ED 640 Special Topics in Elementary Education 3 semester hours

Course Descriptions

ED 600 - Reading and Research in Education

This course integrates the study of the methods and techniques of research as applied to issues in education. Attention is given to the theoretical and practical basis of research along with the fundamentals of problem identification, hypothesis, sampling, instrumentation, and data collection.

ED 605 - Instructional Design

The focus will be on current research, theory, and practice for instructional design and how to apply them to an education setting.

ED 610 - Assessing Teaching and Learning

Principles and procedures for assessing pupils, programs, curricula, and teaching

ED 615 - Advanced Educational Psychology

This course is designed to acquaint students with the different theories of learning and to study the assumptions about learning which underlie various educational practices. Students will explore some of the current trends in learning theory and research as they apply to education.

ED 620 - Advanced Studies and Research in Reading Instruction

This course focuses on objectives, materials, strategies, and assessment for teaching reading in grades K-8. The course will emphasize early literacy, expanding reading power and intervention.

ED 625 - Advanced Studies in Social Studies in Elementary Education

Study of the nature and purposes of the social studies curriculum, techniques, and strategies for teaching social studies, materials and resources for teaching elementary school social studies, skill development in elementary school social studies, evaluation of pupil achievement in social studies, and current research in elementary school social studies.

ED 630 - Advanced Studies in Language Arts

Focus on the study of theory and practice relating to teaching language arts in the elementary school. This course is designed to strengthen the knowledge and skills of teachers of language arts.

ED 635 - Practicum in Elementary Education

Supervised laboratory and field experiences in diverse K-8 public school settings; Emphasis is placed on meeting the needs of pupils in diverse classrooms and integrating technology into teaching and learning.

ED 640 - Special Topics in Elementary Education

Course involves assisting teachers in preparing the National Board Portfolio for National Board Candidacy and supporting candidates as they go through the certification process. Students enrolled in this course may be either pre-candidates or candidates for National Board Certification.

ED 645 - Advanced Studies in Mathematics for the Elementary Teacher

The emphasis in this course is on the understanding of the curriculum framework for mathematics as well as the selection of materials, strategies for teaching, the design of assessment, instructional decisions and the role of professional development in mathematics instruction at the elementary school level.

ED 650 - Investigations in Elementary Science Education

The course seeks to evaluate common problems that elementary school teachers encounter when developing and implementing science lessons in the classroom. Problems involving application of physical, biological, chemical, and earth sciences in the elementary school curriculum are considered. Programs and curriculum standards are discussed and methods to integrate teaching styles, learning styles, gender, ethnicity and background are evaluated in order to make science a fun and valuable experience for both the student and the teacher.

MASTER OF EDUCATION IN LITERACY/READING K—12

Mission Statement: The graduate program in literacy/reading (K-12) provides preparation beyond that required for initial preparation to assist elementary school and secondary school teachers in achieving higher levels of performance when discharging their responsibilities. The content of the program provides an in-depth study of the curriculum areas reading and literacy taught in elementary and secondary classrooms, foundations of education, curriculum and teaching, and research and evaluation.

General Goals of the Master of Education in Literacy/Reading K-12 Degree

General goals which are consistent with the mission and strategic goals of Blue Mountain College have been established for the graduate program in literacy/reading, K-12. These general goals are as follow:

- Provide a body of content that extends knowledge, skills and abilities at a level more advanced than the undergraduate program.
- Allow the graduate student to develop specialized skills which will enable him/her to contribute to the profession.
- Require graduate students to analyze, explore, question and synthesize information as they are extending their knowledge in their field of specialization.
- Require students to develop an understanding of research--how it is conducted, and how it is used in the understanding of education.
- Be of specific duration to provide for mastery of the subject matter, learning theory, research, methodology, evaluation of teaching and learning, curriculum development, and best practices in education.
- Be staffed by a competent and productive faculty.
- Provide adequate library and learning resources, including technology resources, to support research and independent study required in advanced programs.

Specific Outcomes and Learning Objectives

Specific outcomes and learning objectives of the program embrace the knowledge and skills as outlined in the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and the International Reading Association Standards (IRA). The outcomes and learning objectives of the graduate program in literacy/reading K-12 include the following:

- Understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections
- Understanding the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components
- Understanding the role of professional judgment and practical knowledge for improving all students' reading development and achievement
- Using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum
- Using appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections
- Using a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources
- Understanding types of assessments and their purposes, strengths, and limitations

- Selecting, developing, administering, and interpreting assessments, both traditional print and electronic, for specific purposes
- Using assessment information to plan and evaluate instruction
- Communicating assessment results and implications to a variety of audiences
- Recognizing, understanding, and valuing the forms of diversity that exist in society and their importance in learning to read and write
- Using a literacy curriculum and engaging in instructional practices that positively impact students' knowledge, beliefs, and engagement with the feature of diversity
- Developing and implementing strategies to advocate for equity
- Designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction
- Designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write
- Using routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback)
- Using a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction
- Demonstrating foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture
- Displaying positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursuing the development of individual professional knowledge and behaviors
- Participating in, designing, facilitating, leading, and evaluating effective and differentiated professional development programs
- Understanding and influencing local, state, or national policy decisions

Candidate Learning Objective	Content	Activity-assignment designed to address this objective	Evaluation - evidence of student achievement
1. Understand the major theories, empirical research, and historical contexts of teaching reading and the language arts	ED 600 Reading and Research in Education ED 605 Instructional Design ED 615 Advanced Educational Psychology ED 620 Advanced Studies & Research in Reading Instruction ED 630 Advanced Studies in Language Arts ED 651 Reading/Literacy Foundations ED 653 Reading/Literacy in the Content Areas ED 655 Seminar in Literature for Children & Young Adults ED 660 Internship in Literacy/Reading	In ED 600 candidates write a research proposal on a topic relevant to reading and literacy. In other courses, candidates read and analyze journal articles, complete literature reviews, and participate in panel discussions.	The research proposal is evaluated with a rubric that identifies the basic steps in planning and conducting research: rationale, problem statement, review of related literature, and research questions. Scoring guides for article analyses and literature reviews include correct APA style, accuracy of analysis, and use of standard academic English. Panel discussions are evaluated through rubrics focused on effective presentation, accuracy of content, and use of standard academic English.

2. Use knowledge to design and implement an integrated, comprehension, and balanced curriculum in reading and the language arts, including use of appropriate and varied instructional approaches	ED 605 Instructional Design ED 620 Advanced Studies & Research in Reading Instruction ED 630 Advanced Studies in Language Arts ED 651 Reading/Literacy Foundations ED 653 Reading/Literacy in the Content Areas ED 655 Seminar in Literature for Children & Young Adults ED 660 Internship in Literacy/Reading	Create concept-based instructional designs, develop and implement interdisciplinary teaching units, develop a portfolio of instructional strategies and activities for reading in the content areas.	The instructional design is evaluated through a rubric focused on the quality and accuracy of the introduction, explanation of design implementation, and summary of pertinent research findings. Teaching units are evaluated as to appropriateness of objectives, activities, types of materials and resources, assessment results, and reflection on teaching and learning. Evaluation of the portfolio focuses on clarity of explanations and relevance of strategies/activities.
3. Understand types of assessments and their purposes, use assessment information to plan and evaluation instruction, and communicate assessment results to a variety of audiences	ED 652 Literacy Assessment & Intervention Strategies ED 660 Internship in Literacy/Reading	Analyze student assessment results from a variety of assessments, link assessment results to appropriate student learning objectives and teaching strategies/activities, and interpret assessment results for a variety of audiences, reflect on use of assessments results to impact teaching and learning.	Rubric focuses on accuracy of analysis, appropriate objectives and teaching strategies/activities, reflection
4. Recognize, understand, and value the forms of diversity that exist in society and their importance in helping elementary and secondary students gain proficiency in the written language arts – reading and writing, and use a literacy curriculum to positively impact students’ knowledge, beliefs, and engagement with the feature of diversity	ED 605 Instructional Design ED 615 Advanced Educational Psychology ED 651 Literacy/Reading Foundations ED 653 Reading/Literacy in the Content Areas ED 655 Seminar in Literature for Children & Young Adults ED 660 Internship in Literacy/Reading	Develop lesson plans that include differentiated instruction, read and interpret trade books for children and young adults that focus on diversity.	Teaching units are evaluated as to appropriateness of objectives, activities, types of materials and resources, assessment results, and reflection on teaching and learning. Observation checklist used during class discussion of trade books.

5. Design a physical, instructional, and social environment that optimizes all students use of and proficiency with a variety of texts, including oral, written, and visual texts	ED 605 Instructional Design ED 615 Advanced Educational Psychology ED 655 Seminar in Literature for Children & Young Adults	Create of concept-based instructional designs, develop and implement interdisciplinary teaching units for students at different developmental levels	The instructional design is evaluated through a rubric focused on the quality and accuracy of the introduction, explanation of design implementation, and summary of pertinent research findings. Teaching units are evaluated as to appropriateness of objectives, activities, types of materials and resources, assessment results, and reflection on teaching and learning.
6. Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture	ED 615 Advanced Educational Psychology ED 652 Literacy Assessment & Intervention Strategies	Read and analyze journal articles and participate in discussions focused on article content	Scoring guides for article analyses include correct APA style, accuracy of analysis, and use of standard academic English.
7. Display positive professional dispositions related to their own reading and writing and the teaching of reading and writing, and pursuing the development of individual professional knowledge and behaviors	ED 615 Advanced Educational Psychology ED 630 Advanced Studies in Language Arts ED 655 Seminar in Literature for Children & Young Adults ED 660 Internship in Literacy/Reading	Read and analyze journal articles and participate in discussions focused on article content, develop and present presentation to the class.	Scoring guides for article analyses include correct APA style, accuracy of analysis, and use of standard academic English; presentation rubric evaluates effectiveness of oral presentation, quality/readability of PowerPoint, effectiveness of extending activity.
8. Understand and influence policy decisions related to literacy instruction	ED 620 Advanced Studies & Research in Reading Instruction ED 652 Literacy Assessment & Intervention Strategies	Read and analyze journal articles and participate in discussions focused on article content	Scoring guides for article analyses include correct APA style, accuracy of analysis, and use of standard academic English.

Assessments used include rubrics, class participation, written tests, oral presentations, appropriate checklists, formal written papers, group work assignments, responses to focus questions covering material, journal article analyses

Course Requirements

Master of Education in Literacy/Reading K-12 requires a minimum of 30 semester hours of credit including the following courses:

Core Courses

Course #	Title of Course	Semester Hours Credit
ED 600	Reading and Research in Education	3 semester hours
ED 605	Instructional Design	3 semester hours
ED 615	Advanced Educational Psychology	3 semester hours

Studies in Literacy/Reading

<u>Course #</u>	<u>Title of Course</u>	<u>Semester Hours Credit</u>
ED 620	Adv. Studies and Research in Reading Instruction	3 semester hours
ED 630	Advanced Studies in Language Arts	3 semester hours
ED 651	Reading/Literacy Foundations	3 semester hours
ED 652	Literacy Assessment and Intervention Strategies	3 semester hours
ED 653	Reading/Literacy in the Content Areas	3 semester hours
ED 655	Seminar in Literature for Children and Young Adults	3 semester hours
ED 660	Internship in Literacy/Reading	3 semester hours

Course Descriptions

ED 600 Reading and Research in Education

This course integrates the study of the methods and techniques of research as applied to issues in education. Attention is given to the theoretical and practical basis of research along with the fundamentals of problem identification, hypothesis, sampling, instrumentation, and data collection.

ED 605 Instructional Design

The focus will be on current research, theory and practice for instructional design and how to apply them to an education setting.

ED 615 Advanced Educational Psychology

This course is designed to acquaint students with the different theories of learning and to study the assumptions about learning which underlie various educational practices. Students will explore some of the current trends in learning theory and research as they apply to education.

ED 620 Advanced Studies and Research in Reading Instruction

This course focuses on objectives, materials, strategies, and assessment for teaching reading. The course will emphasize reading instruction for early literacy, expanding reading power, and intervention.

ED 630 Advanced Studies in Language Arts

Focus on the study of theory and practice relating to teaching language arts. This course is designed to strengthen the knowledge and skills of teachers of language arts.

ED 651 Reading/Literacy Foundations

This course is designed to emphasize early literacy/reading development, expanding literacy/reading development, and research and theories related to literacy development and instruction.

ED 652 Literacy Assessment and Intervention Strategies

This course is designed to focus on the role of individual and group assessment tools in literacy in monitoring individual student progress and guiding literacy instruction. Students will administer literacy assessments, analyze data, and plan appropriate reading/literacy instruction for pupils.

ED 653 Reading/Literacy in the Content Areas

This course focuses on the role of literacy in content instruction, the need for literacy instruction in the content areas, and strategies for improving literacy in the content areas.

ED 655 Seminar in Literature for Children and Young Adults

This course will focus on trends and issues in literature for children and young adults, book selection, reading interests of children and young adults, using reading interests to meet individual learning, cultural, and social needs, and strategies for responding to literature.

ED 660 Internship in Literacy/Reading

This course will provide students the opportunity to implement intervention instruction with elementary and secondary pupils who have been identified as struggling readers and/or students with limited English proficiency.

Literacy/Reading Class AA (Master's) Certification (K-12)

The Mississippi Department of Education makes provision for teachers who currently hold AA-level (Master's) certification to obtain a supplemental endorsement in the area of Reading (K-12). In order to obtain the supplementary endorsement in Reading, students must successfully complete the following courses with a grade of "C" or higher.

1. ED 620 Advanced Studies and Research in Reading Instruction (3 semester hours)
2. ED 630 Advanced Studies in Language Arts (3 semester hours)
3. ED 651 Reading/Literacy Foundations (3 semester hours)
4. ED 652 Literacy Assessment and Intervention Strategies (3 semester hours)
5. ED 653 Reading/Literacy in the Content Areas (3 semester hours)
6. ED 655 Seminar in Literature for Children and Young Adults (3 semester hours)
7. ED 660 Internship in Literacy/Reading (3 semester hours)

MASTER OF BUSINESS ADMINISTRATION

Mission: The mission of the Masters of Business Administration is to equip our students for professional careers by offering an outstanding core business curriculum that is highly integrated with a Christian worldview so that they will be leaders in a global community.

General Requirements

The students must successfully complete the MBA 36-hour graduate curriculum with a minimum 2.75 grade point average.

Comprehensive Exam

Completion of the Educational Testing Services Major Field Test for the MBA must be done prior to graduation.

Time Limitation

The MBA degree must be completed within seven years from the point of matriculation. Requests for extensions may be made in writing to the Dean of Business and are subject to the Provost's approval.

Payment of Financial Accounts

All financial accounts must be fully paid. Academic credit, transcript, and diploma will be held if the account is not paid in full.

ADMISSIONS

General Policy

The Blue Mountain College Graduate Council admits students to the graduate program. Applicants for admission to graduate study must hold a bachelor's degree from a regionally accredited educational institution. Admission may be granted in one of the following categories: regular, provisional, or non-degree. Even though one may be accepted as a graduate student, the applicant may be required to take additional undergraduate courses if lacking any of the undergraduate prerequisites.

Requirements for Admission

Each applicant for admission to the Master of Business Administration program must file with the Dean of Business the following:

- 1) *Application.* A completed application for admission.
- 2) *Transcripts.* Official transcripts of all course work for the baccalaureate degree and any transferable graduate credit from an accredited higher educational institution. Transcripts from international institutions must be reviewed by the credential evaluation service before application for admission is considered. Students entering the MBA program must have completed at least one course in each of the following areas with a grade of "C" or better: accounting, economics, and college level mathematics.
- 3) *GPA.* A 2.50 or higher GPA in the undergraduate degree from a regionally accredited institution. Applicants with a GPA below 2.50 or an undergraduate degree from a non-regionally accredited institution may be considered for conditional admission at the discretion of the Dean of Business.
- 4) *Standardized Test Scores.* Students with conditional admission will be required to

submit scores on the Graduate Management Aptitude Test (GMAT).

- 5) *Interview*. Satisfactory personal interview (when required) with the Dean of Business.
- 6) *Essay*. Biographical sketch of at least 300 words that outlines work experience and reasons for pursuing graduate studies at Blue Mountain College.
- 7) *Oral and Written Skills*. Acceptable oral and written skills must be demonstrated.

General Goals of the Master of Business Administration

The purpose of this degree program is to offer undergraduates with a business degree the opportunity for advanced study to acquire a master's degree leading to higher level positions, leadership positions, or perhaps ownership.

Specific Outcomes and Learning Objectives

Goals of the Master of Business Administration:

1. The student will develop competence in: business expertise, Christian worldview in business context, communication proficiency, critical thinking skills, ethical decision making, and teamwork/collaboration.
2. Ten MBA students will graduate each year.
3. The MBA Program will produce more highly educated business leaders.
4. Graduates of the MBA will demonstrate civility in working collaboratively.

Student Learning Objective	Content	Activity -assignment designed to address this objective	Evaluation - evidence of student achievement
1. The student will demonstrate advanced proficiency in functional areas of business (accounting, finance, marketing, and management).	MBA511, MBA513, MBA516, MBA524, MBA540, MBA575	Case studies, papers, content specific assignments, quizzes and exams.	ETS Major Field Exam – MBA Results Scores on specific assignments from each functional area.
2. The student will analyze and evaluate business concepts from a Christian perspective.	MBA504, MBA506, MBA507, MBA511, MBA513, MBA516, MBA524, MBA527, MBA530, MBA540, MBA550, MBA575	Case studies, papers, discussion forums	Case study analysis Rubric scoring for Christian World View
3. The student will communicate professionally and persuasively within the business framework.	MBA504, MBA506, MBA507, MBA511, MBA513, MBA516, MBA524, MBA527, MBA530, MBA540, MBA550, MBA575	Case studies, papers, and presentations.	Case Study Analysis, Written Assignment Analysis

4. The student will demonstrate the ability to think critically to solve problems using qualitative and quantitative analysis.	MBA504, MBA506, MBA507, MBA511, MBA513, MBA516, MBA524, MBA527, MBA530, MBA540, MBA550, MBA575	Case studies, discussion forums, specific assignments in economics, accounting, and finance.	Case Study Analysis; Written Analysis
5. The student will apply standards of ethics in business decision making.	MBA516, MBA527, MBA550	Case studies, research papers, discussion forums.	Case Study Analysis, Written Analysis, Research Results Analysis
6. The student will collaborate effectively and with civility as a contributing member of diverse teams.	MBA506, MBA511, MBA575	Case studies, group research projects, group papers.	Case Study Analysis, Written Analysis, Research Results Analysis

Course Requirements

The 36-hour MBA is prescriptive with no electives, requiring the following twelve courses:

MBA 504	Leadership Theory and Practice
MBA 506	Global Business Environment
MBA 507	Organizational Behavior
MBA 511	Human Resource Management
MBA 513	Marketing Strategy
MBA 516	Accounting and Managerial Decision Making
MBA 524	Financial Analysis and Capital Budgeting
MBA 527	Legal Environment of Business
MBA 530	Supply Chain and Operational Management
MBA 540	Economic Perspectives
MBA 550	Fundraising and Board Development
MBA 575	Strategic Management (Capstone)

Course Descriptions

MBA 504 Leadership Theory and Practice

Presents the nature and importance of leadership within organizations. We will explore the traits, motives, and characteristics of leaders to include behaviors, attitudes and styles. Ethics and social responsibility from a leadership perspective are discussed. Finally, the course will include developing teamwork, motivation and coaching techniques, and conflict resolution skills.

MBA 506 Global Business Environment

Presents the dynamics and challenges associated with conducting business internationally. Concepts covered include laying the foundations for global expansion, acquiring tools for global business, and building strategy for competing on a global scale. Integrative cases are used to help students apply the concepts presented in the course.

MBA 507 Organizational Behavior

Presents the dynamics and challenges associated with managing an organization while considering the human element. An overview of organizational behavior is offered followed by concepts dealing with individual behavior and processes, social and group processes, leadership and influence processes, and organizational structure and design.

MBA 511 Human Resource Management

Presents the dynamics and challenges associated with managing the workforce. Topics covered will include human resource (HR) strategy and planning, equal employment opportunity, jobs and labor, talent development, compensation and employee relations.

MBA 513 Marketing Strategy

Presents advertising and integrated brand promotion in business and society. Gaining market share, and then maintaining it, is a challenge for every brand. Students will learn techniques to analyze the marketing environment, be introduced to the creative process, understand messaging in conventional and new media, and learn techniques for integrating brand promotion.

MBA 516 Accounting & Managerial Decision Making

Concepts and procedures in accounting for organizational decision making is investigated. Managerial accounting concepts, cost behavior and forecasting, process costing, and cost-volume-profit analysis provide the foundation for making managerial decisions based on the numbers. Students will finish this course with a renewed appreciation for accounting principles and the contribution of these principles to providing a positive net return for shareholders and stakeholders.

MBA 524 Financial Analysis & Capital Budgeting

Introduces students to institutions and markets that shape the business environment on local and national scales. We will focus on the acquisition and the use of funds while realizing the limitations of project selection based upon limited resources.

MBA 527 Legal Environment of Business

The legal and social environment in which businesses operate is examined. The implications of contract and property laws are studied and discussed. An understanding of employment law and regulation is developed.

MBA 530 Supply Chain & Operational Management

Discusses the management of the operations function for the creation of goods and services and its relationship with other business functions in service, manufacturing, and government organizations. Topics include global dimensions of supply chains, logistics, distribution, sourcing materials and series, production of goods and services, demand management, transportation, and supply chain performance management.

MBA 540 Economic Perspectives

Discusses the behavior of individual economic agents including the individual consumer and the firm. Formal models of managerial decision making are presented. Economic theory, along with managerial challenge exercises, will help students understand economics from the perspective of sound business decision making.

MBA 550 Fundraising and Board Development

Examines the organization, operation, and planning involved in managing not-for-profit enterprises. Areas addressed include an overview of the nonprofit sector, nonprofit governing boards, executive leadership, accountability and performance of employees and volunteers, capacity and collaboration, philanthropic fund-raising, and nonprofit marketing.

MBA 575 Strategic Management

MBA capstone course where corporate strategy is explained and put into practice. Through the use of case studies and simulation, students will be challenged to apply what they have learned as they compete with their peers in a real-to-life simulation. A balanced scorecard will determine the winner

of the competition and show how well students performed under the pressures of managing overall business strategy.

DIRECTORY

BLUE MOUNTAIN COLLEGE BOARD OF TRUSTEES

Terms Expire 2019

Mr. Chuck Cooper	New Albany, MS
Mr. Bob Glover	Ripley, MS
Dr. David Hamilton	Pontotoc, MS
Mr. Greg Pirkle.....	Belden, MS
Mr. Tommy Tapp	Amory, MS
VACANT	

Terms Expire 2020

Mrs. Vanita Billingsley	Tupelo, MS
Mrs. Joy Hurt Hill	New Albany, MS
Rev. James Lewis.....	Southaven, MS
Mrs. Judith Swanberg.....	Laurel, MS
Dr. Tommy Vinson	Collierville, TN
VACANT	

Terms Expire 2021

Dr. Randy Bostick	Corinth, MS
Mr. Mike Clayborne.....	Tupelo, MS
Mr. Jeff Cox.....	Tupelo, MS
Mrs. LuAnne Travis Ford.....	Booneville, MS
Dr. E. Mac Huddleston	Pontotoc, MS
Mrs. Charlotte Bryant Madison.....	Huntsville, AL

ADMINISTRATION--2019-2020

(Note: Date indicates year of initial employment.)

McMillin, Barbara (2012)	<i>President and Professor of English</i>
A.A., Northeast Mississippi Community College	
B.A., Union University	
M.A., D.A., University of Mississippi	
Additional Study, Harvard University	
Enzor, Sharon B. (1990).....	<i>Provost and Vice President and Professor of Science</i>
B.S., Blue Mountain College	
M.C.S., University of Mississippi	
Ed. D., Vanderbilt University	
Ainsworth, Emma (2003)	<i>Director of Public Relations and Publications</i>
B.A., Blue Mountain College	
M.P.P.A., Mississippi State University	
Barefield, Kevin (2007)	<i>Director of Information Technology Services</i>
A.A., Northeast Mississippi Community College	
Gibson, Lynn (2014)	<i>Vice President for Enrollment Services and Director of Admissions</i>
B.S., Union University	
M.S., University of Memphis	
Hill, Jody (2015)	<i>Vice President for Community Relations and Director of the Blue Mountain College Foundation</i>
B.B.A., University of Mississippi	
M.Div., Memphis Theological Seminary	
Lowrey, Will (2018)	<i>Director of Intercollegiate Athletics</i>
B.B.A., Delta State University	
M.S., Western Kentucky University	
Peters, Joyce (1999).....	<i>Chief Operating Officer</i>
B.A., Blue Mountain College	
Robbins, Steve (2013).....	<i>Chief Financial Officer</i>
A.A., Northeast Mississippi Community College	
B. Accountancy, University of Mississippi	

GRADUATE FACULTY--2019 - 2020

(Note: Date indicates year of initial employment.)

McMillin, Barbara (2012).....	<i>President and Professor of English</i>
A.A., Northeast Mississippi Community College	
B.A., Union University	
M.A., University of Mississippi	
D.A., University of Mississippi	
Additional Study, Harvard University	
Enzor, Sharon B. (1990)	<i>Provost and Vice President and Professor of Science</i>
B.S., Blue Mountain College	
M.C.S., University of Mississippi	
Ed. D., Vanderbilt University	

- Bowen, Barbara** (2018) *Assistant Professor of Education*
 B.A., University of Colorado
 M.Ed., Regis University
 Ed. D., University of Mississippi
- Bullard, Anthony A.** (2015).....*Dean of Business*
 B.S., M.B.A., Indiana Wesleyan University *and Associate Professor of Business Administration*
 D.B.A., Jones International University
- Dunagan, Mitzi** (2012).....*Assistant Professor of Biology*
 B.S., Cumberland University
 M.S., Vanderbilt University
 Ph.D., University of Tennessee
- Mattox, Johnny L.** (2005)..... *Associate Vice President for Academic Affairs*
 A.A., Northeast Mississippi Community College *and Professor of Biology*
 B.A.E., M. C. S., Ph.D., University of Mississippi
- Price, LeeAnne Blakney** (2010)..... *Assistant Professor of Business*
 B.S., University of Mississippi *and Coordinator of the Online Business Program*
 M.B.A., Millsaps College
 Ph.D., Capella University
- Simpson, Joshua** (2019)*Assistant Professor of Business Administration*
 B.S., B.A., Mississippi College *and Program Coordinator of Graduate Business*
 M.Acctcy. University of Mississippi
 C.P.A.
- Skelton, Angie R.** (2013).....*Assistant Professor of Business Administration*
 A.A., Northeast Mississippi Community College
 B.S., University of Mississippi
 M.B.A., Regis University
 D.B.A., Walden University
- Varner, Lynn W.** (2012) *Professor of Education*
 B.A., Roanoke College
 M.Ed., M.Ed., Delta State University
 Ph.D., University of Mississippi
- Waddell, Jenetta** (2011)..... *Dean of Education and Professor of Education*
 B.S., George Peabody College of Teachers
 M.A., University of Alabama
 Ed. S., University of North Alabama
 Ed. D., University of Alabama
- Washington, Patrick L.** (2015)*Adjunct Faculty Member*
 B. S., Mississippi State University
 M.Ed., University of Mississippi
 Ed. S., Union University
 Ed. D., University of Mississippi

STAFF--2019 – 2020 (Abridged Listing)

(Bold type indicates member of President's Cabinet)

Barefield, Kevin (2007) A. A. *Director of Information Technology Services*
Bowman, Pam (2006) *Executive Assistant to the President*
Brady, Susie (2008)..... *Records Assistant in the Office of the Registrar*
Byrd, Nancy (2011) A.A.S. *Senior Help Desk Analyst*
..... *Assistant to the Director of Information Technology Services*
Carmichael, Shelby (2019) M.L.I.S. *Librarian for Collection Development*
Cook, Debra (2004) A.A. *Data Manager in Enrollment Services*
Cutrer, Dale, (2013) B.A. *Administrative Assistant to the Provost*
Dixon, Sherry (2017) B.S., M.L.S. *Mentor for Library Services*
Freeman, Sheila (1975) B.S. *Registrar*
Gibson, R. Lynn (2014) B.S., M.S. *Vice President for Enrollment Services*
Harrington, Jean (1993) B.S. *Administrative Assistant in the Office of Graduate and Continuing Education*
Hickey, Beverly (2010) *Director of Financial Aid*
Hill, Brad (2012) B.A. *Associate Director of Financial Aid*
Johnson, Hannah (2019) B.S. *Director; Library Services*
Locke, Dorothy (1993)..... *Campus Store Manager*
Lowrey, Will (2018) B.B.A., M.S. *Director of Athletics*
Newby, Rita (2008) B.S. *Assistant in the Business Office and in the Office of Alumni Relations*
Peters, Joyce (1999) B.S. *Chief Operating Officer*
Peters, Tommy (2011) B.A. *Administrative Assistant to the Dean of Students*
Pharr, Pamela (1984) B.S. *Coordinator of Student Accounts and Purchasing Agent*
Ritchey, Philip (2018) B.B.A., M.S. *Dean of Students*
Sanders, Sonia P. (2003) B.S., M.S. *Assistant to the Registrar*
Smith, Christina (2013) B.A., M.A. *Coordinator of Student Success and Career Services*
Thurmond, Elizabeth (2016) B.S. M. A. *Associate Director Office of Admissions*
..... *Online & Graduate Student Admissions Counselor*

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PROJECTED ACADEMIC CALENDAR 2020-2021

FULL FALL SEMESTER, 2020

August 12, Wednesday
August 17, Monday

August 18, Tuesday
August 25, Tuesday

September 7, Monday
October 9, Friday
October 15-16, Thursday -Friday
October 19, Monday
October 21, Wednesday

October 26, Monday
November 2, Monday

November 9, Monday
November 11, Wednesday
November 20, Friday
November 23-27, Monday - Friday
November 30, Monday
November 30, December 4, Monday-Friday
December 7, Monday

December 8, Tuesday

December 9, Wednesday

December 10, Thursday

December 11, Friday

SGA, BSU, MA Councils move into Residence Halls
First Year Experience
Transfer Orientation
Registration (for applicants who did not meet early registration deadline)
Evening classes begin
Day classes begin (8:00 a.m.)
Last day to register
Last day to change class schedule and receive tuition/fees adjustment
Labor Day - No classes
Mid-Semester grades due
Fall Break
Scheduling for Spring 2021 opens for Seniors
Last day to drop a class and receive only a "W" grade—all grades after this date will be either "WP" or "WF"
Scheduling for Spring 2021 opens for Juniors
Scheduling for Spring 2021 opens for Sophomores and new students/readmits
Scheduling for Spring 2021 opens for Freshmen
Last day to drop a class or withdraw from school
Thanksgiving recess begins, end of class day
Thanksgiving Holidays
Classes resume (8:00 a.m.)
Dead Week
Final Examinations, 8:00 a.m. MWF classes (9:00 a.m.)
Final Examinations, 8:00 a.m. TR classes (1:30 p.m.)
Final Examinations, M night classes (5:00 p.m.)
Final Examinations, 9:00 a.m. MWF classes (9:00 a.m.)
Final Examinations, 9:25 a.m. TR classes (1:30 p.m.)
Final Examinations, T night classes (5:00 p.m.)
Final Examinations, 10:40 a.m. MWF classes (9:00 a.m.)
Final Examinations, 10:50 a.m. TR classes (1:30 p.m.)
Final Examinations, 11:40 a.m. MWF classes (9:00 a.m.)
Final Examinations, 1:05 p.m. TR classes (1:30 p.m.)
Final Examinations, 1:55 p.m. TR classes (1:30 p.m.)
Final Examinations, R night classes (5:00 p.m.)
Final Examinations, 1:30 p.m. MWF classes (9:00 a.m.)
Final Examinations, 2:30 p.m. MWF classes (1:30 p.m.)

FALL TERM I (8 WEEKS), 2020

August 18, Tuesday
August 20, Thursday

August 25, Tuesday

September 14, Tuesday
October 13, Tuesday

Classes begin (see class schedule for times)
Last day to register
Last day to change class schedule and receive tuition/fees adjustment
Last day to drop a class and receive only a "W" grade—all grades after this date will be either "WP" or "WF"
Last Day to drop a class or withdraw from school
Term I Classes End

FALL TERM II (8 WEEKS), 2020

October 14, Wednesday
October 26, Monday

October 28, Wednesday

November 11, Wednesday
December 9, Wednesday

Classes begin (see class schedule for times)
Last day to register
Last day to change class schedule and receive tuition/fees adjustment
Last day to drop a class and receive only a "W" grade—all grades after this date will be either "WP" or "WF"
Last day to drop a class or withdraw from school
Term II Classes End

WINTER INTERSESSION, December 14, 2020 – January 10, 2021

December 14, Monday	Classes begin (see Class Schedule for times)	
December 21, Monday	Last day to drop a class and receive only a “W” grade – all grades after this date will either be “WP” or “WF”	
December 22, Tuesday	Last day to drop a class or withdraw from school	
January 10, Sunday	Classes end	

FULL SPRING SEMESTER, 2021

January 10, Sunday	Residence Halls Open
January 11, Monday	New Student Orientation (8:30 a.m.) Registration (for applicants who did not meet early registration deadline) Evening classes begin Day Classes begin (8:00 a.m.)
January 12, Tuesday	
January 18, Monday	Service Day – No day classes
January 19, Tuesday	Last day to register Last day to change class schedule and receive tuition/fees adjustment
March 1, Monday	Scheduling for Fall 2021 opens for Seniors
March 5, Friday	Mid-semester grades due
March 8-12, Monday-Friday	Spring Break - No classes
March 15, Monday	Scheduling for Fall 2021 opens for Juniors
March 22, Monday	Scheduling for Fall 2021 opens for Sophomores and for new students/readmits
March 23, Tuesday	Last day to drop a class and receive only a “W” grade – all grades after this date will be either “WP” or “WF”
March 29, Monday	Scheduling for Fall 2021 opens for Freshmen
April 2, Friday	Good Friday Holiday
April 13, Tuesday	Last day to drop a class or withdraw from school
April 26-30, Monday – Friday	Dead Week
May 3, Monday	Final Examinations, 8:00 a.m. MWF classes (9:00 a.m.) Final Examinations, 8:00 a.m. TR classes (1:30 p.m.) Final Examinations, M night classes (5:00 p.m.)
May 4, Tuesday	Final Examinations, 9:00 a.m. MWF classes (9:00 a.m.) Final Examinations, 9:25 a.m. TR classes (1:30 p.m.) Final Examinations, T night classes (5:00 p.m.)
May 5, Wednesday	Final Examinations, 10:40 a.m. MWF classes (9:00 a.m.) Final Examinations, 10:50 a.m. TR classes (1:30 p.m.)
May 6, Thursday	Final Examinations, 11:40 a.m. MWF classes (9:00 a.m.) Final Examinations, 1:05 p.m. TR classes (1:30 p.m.) Final Examinations, 1:55 p.m. TR classes (1:30 p.m.) Final Examinations, R night classes (5:00 p.m.)
May 7, Friday	Final Examinations, 1:30 p.m. MWF classes (9:00 a.m.) Final Examinations, 2:30 p.m. MWF classes (1:30 p.m.) Commencement practice: 2:00 p.m.
May 8, Saturday	Commencement: 10:00 a.m.

SPRING TERM I (8 WEEKS), 2021

January 12, Tuesday	Classes begin (see class schedule for times)
January 14, Thursday	Last day to register Last day to change class schedule and receive tuition/fees adjustment
January 19, Tuesday	Last day to drop a class and receive only a “W” grade – all grades after this date will be either “WP” or “WF”
February 8, Monday	Last Day to drop a class or withdraw from school
March 7, Sunday	Term I Classes End

SPRING TERM II (8 WEEKS), 2021

March 15, Monday	Classes begin (see class schedule for times)
March 18, Thursday	Last day to register
	Last day to change class schedule and receive tuition/fees adjustment
March 29, Monday	Last day to drop a class and receive only a "W" grade – all grades after this date will be either "WP" or "WF"
April 12, Friday	Last day to drop a class or withdraw from school
May 9, Sunday	Term II Classes End

FIRST TERM SUMMER, 2021

May 25, Tuesday	Undergraduate Registration/Classes begin (7:30 a.m.)
May 26, Wednesday	Last day to register as full-time student
	Last day to change class schedule and receive tuition/fees adjustment
May 27, Thursday	Last day to register as part-time student
June 7, Monday	Last day to drop a class and receive only a "W" grade—all grades after this date will be either "WP" or "WF"
June 10, Thursday	Last day to drop a class or withdraw from school
June 18, Friday	Final Examinations, 8:00 a.m. classes (8:30 a.m.)
	Final Examinations, 10:40 a.m. classes (11:00 a.m.)

SECOND TERM SUMMER, 2021

June 21, Monday	Undergraduate Registration/Classes begin (7:30 a.m.)
June 22, Tuesday	Last day to register as full-time student
	Last day to change class schedule and receive tuition/fees adjustment
June 23, Wednesday	Last day to register as part-time student
July 7, Wednesday	Last day to drop a class and receive only a "W" grade—all grades after this date will be either "WP" or "WF"
July 12, Monday	Last day to drop a class or withdraw from school
July 16, Friday	Final Examinations, 8:00 a.m. classes (8:30 a.m.)
	Final Examinations, 10:40 a.m. classes (11:00 a.m.)

FULL SUMMER TERM, 2021

May 25, Tuesday	Undergraduate Registration/Classes begin (7:30 a.m.)
June 1, Tuesday	Last day to register as a full-time student
	Last day to change class schedule and receive tuition/fees adjustment
June 22, Tuesday	Last day to drop and receive only a "W" grade – all grades after this date will be either "WP" or "WF"
July 5, Monday	Last day to drop or withdraw from school
July 16, Friday	Final Examinations, TBA