

BOB JONES UNIVERSITY POLICY MANUAL

VOLUME V

Academic Policies

Version 2.0

Approved by Academic Council

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BOB JONES UNIVERSITY
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Volume V Academic Policies

Introduction

Volume V of the *Bob Jones University Policy Manual* has been written and designed to answer most of the questions that might be asked about the University's academic programs and services as well as its academic, admission, registration, curriculum development and research policies. The volume is intended to be used as a guideline and does not create an expressed or implied contract.

Bob Jones University (BJU) reserves the right to expand, delete or otherwise modify its degree programs or courses of study and associated policies; to change its rules and policies affecting the admission and retention of students or the granting of credit or degrees; to change the academic calendar, course offerings, course content or academic programs; or to alter its fees and other charges whenever such changes are judged by it to be desirable or necessary. In any such case, BJU will give appropriate notice as reasonably practicable under the circumstances.

Students enrolled at BJU are responsible for adhering to all policies, procedures, regulations, schedules and deadlines outlined in the University's catalogs, academic calendar, website, Student Handbook and other documents. Students have the further responsibility of ensuring that all degree requirements are met. Questions on these matters should be directed to the student's academic advisor.

5.1 Bob Jones University Educational Programs

Bob Jones University is composed of six schools: the College of Arts and Science, the School of Religion, the Seminary and Graduate School of Religion, the School of Fine Arts and Communication, the School of Education, and the School of Business.

5.1.1 College of Arts and Science

The College of Arts and Science endeavors to provide a liberal arts education by teaching a person to be at home in the world of the mind and ideas; by helping him or her to understand and respond constructively to problems in the political, social and economic arenas; by challenging him or her to bring discipline and order into his or her own life and that of a needy society; and by refining his or her ethical and aesthetic sensibilities. Based on the eternal foundation of God's Word, the touchstone of truth, it uniquely integrates faith and learning—teaching not only how to make a living but also how to live. The College also provides a graduate program in English.

Goals

The student will ...

1. Analyze and evaluate a broad spectrum of ideas;
2. Solve authentic, real-world problems; and
3. Articulate a biblical response to issues within his discipline.

5.1.1.1 Divisions and Departments

The College of Arts and Science is organized into six divisions:

I. Division of English Language and Literature

II. Division of Modern Language and Literature

III. Division of Natural Science

Department of Biology

Department of Chemistry

Department of Physics and Engineering

IV. Division of Mathematical Sciences

Department of Mathematics

Department of Computer Science

V. Division of Nursing

VI. Division of Social Science

Department of History

Department of Social Studies

5.1.1.2 Degrees Offered

5.1.1.2.1 Undergraduate Degrees

The College of Arts and Sciences offers the following undergraduate degrees:

The *Bachelor of Arts* degree with majors in Creative Writing, English, History, Humanities, International Studies and Spanish.

The *Bachelor of Science* degree with majors in Actuarial Science, Biochemistry and Molecular Biology, Biology, Chemistry, Computer Science, Criminal Justice, Engineering, Health Sciences, Information Technology, Mathematics, Physics, and Premed/Preudent.

The *Bachelor of Science in Nursing* degree with a major in Nursing.

Please refer to the current Undergraduate Catalog for detailed information regarding each of the degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and degree conferral requirements.

5.1.1.2.2 Graduate Degrees

The College of Arts and Science offers the following graduate degree:

The *Master of Arts* degree with major in English.

Please refer to the current Seminary and Graduate Studies Catalog for detailed information regarding each of the degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and degree requirements.

5.1.2 School of Religion

The School of Religion exists to provide high-quality training both in the knowledge, application and proclamation of the Bible and in church ministry.

Goals

The student will ...

1. Value the Bible as a means to know, love and serve Jesus Christ;
2. State and defend central doctrines of the Christian faith;
3. Apply biblical teaching to life choices; and
4. Apply biblical teaching to ministry roles in the church.

5.1.2.1 Divisions and Departments

The School of Religion is organized into two divisions:

I. Division of Bible

II. Division of Ministries

5.1.2.2 Undergraduate Degrees Offered

The School of Religion offers the following undergraduate degrees:

The *Associate of Science* degree with a major in Christian Ministries.

The *Bachelor of Arts* degree with majors in Bible, Biblical Counseling and Cross-Cultural Service.

The *Bachelor of Science* degree with a major in Christian Ministries.

Please refer to the current Undergraduate Catalog for detailed information regarding each of the degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and degree conferral requirements.

5.1.2.3 Program Emphasis

Approximately half of the ministry student's degree program is devoted directly to the cultivation of the knowledge and skills necessary for the ministry. These courses are designed to provide a wholesome balance between the knowledge of the Word of God, its practical application to the personal life and its proclamation in the world.

5.1.2.4 Ministry Classes

Each week ministry students majoring in Bible, Christian Ministries or Cross-Cultural Service and those interested in the ministry meet together to receive instruction and inspiration from the director of Ministry Training, the chancellor and other experienced men of God. Twice each week the ministry students meet separately by classification and receive specialized instruction in areas such as evangelism, preaching, music ministry, youth ministry, missions, cults, and worship.

A ministry student must register for a Ministry Class each semester. A student who completes all requirements for his degree in fewer than eight semesters may have up to four credits of Ministry Classes waived.

5.1.2.5 Church Internship Program

Rising junior ministerial students are placed under the leadership of experienced fundamental pastors where they receive practical experience and instruction in all phases of the local church ministry.

5.1.2.6 Outreach Ministries

Throughout the week and on weekends outreach opportunities provide for the development of student leadership and experience in various types of Christian ministries, such as church visitation, jail services, retirement home ministries, youth work and child evangelism.

5.1.2.7 Directed Missionary Training

Any university student may earn up to three credits for participating in one of the numerous summer mission teams organized through the School of Religion. Under the guidance of experienced faculty members and field missionaries, students receive instruction and practical experience in many aspects of intercultural ministry.

5.1.2.8 Mission Internship Program

For a summer, Cross-Cultural Service majors are placed under the leadership of experienced missionaries where they receive cross-cultural instruction and experience in all phases of mission work.

5.1.2.9 Church Planting Outreach

Ministerial graduates are strongly encouraged to consider planting a fundamental church in a needy area. The director of Ministry Relations can advise prospective church planters regarding needy areas for church planting as well as point them to mission boards and resources to assist in church planting. Bible majors are required to take the course “Methods of Church Planting.”

5.1.2.10 Church Staffing Services

The director of Ministry Relations assists students and graduates in finding positions for Christian service.

5.1.3 Seminary and Graduate School of Religion

The Seminary and Graduate School of Religion exists to provide understanding in the content and interpretation of the Word of God, an in-depth biblical philosophy of Christian ministry, and detailed instruction in applied ministry skills.

The student will ...

1. Mature in discipleship to Jesus Christ as he/she pursues mastery of the key academic disciplines within biblical and theological studies;

2. Mature in servant-leadership among God's people, giving special attention to biblical philosophy and practice in counseling and administration; and
3. Mature in Christian communication to God's people, especially those men pursuing ordination track degrees who must give special attention to expository preaching.

5.1.3.1 Graduate Degrees Offered

The Seminary and Graduate School of Religion offers the following degrees:

The *Doctor of Ministry* degree (men only).

The *Doctor of Philosophy* degree in Theological Studies.

The *Master of Arts* degree in Bible, Biblical Counseling, Biblical Studies and Ministry.

The *Master of Divinity* degree (men only).

The *Master of Ministry* degree (men only).

Please refer to the current Graduate Catalog for detailed information regarding each of the degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and graduation requirements.

5.1.3.2 Program Emphasis

Our Overall Emphasis

The Seminary & Graduate School of Religion degree programs are especially designed for those who intend to enter full-time vocational Christian service. All of the degree programs focus on ministry philosophy and practice, personal spirituality, and Scripture interpretation.

An Emphasis on Spirituality Modeled by Jesus Christ

As part of the curriculum, great emphasis is given to the student's development in the image of Christ. This emphasis on personal spiritual development is central in every course and for every degree program as a whole. This vital emphasis is further maintained for resident students by chapel, required weekly hands-on ministry activities, special seminars on spiritual growth and development, and an annual spiritual retreat.

An Emphasis on the Accurate Interpretation of Scripture

In the pursuit of our students' spiritual growth and development through mentoring and teaching, our faculty holds to the inspiration and inerrancy of the Bible as the Word of God. We believe that it is the believer's only rule for faith and practice.

Our approach to teaching the meaning of Scripture follows a traditional theologically conservative hermeneutic. The person and work of Christ is central to all we preach and teach, especially that all men may be saved only by grace alone, through faith alone and in Him alone and can only experience an increase in spiritual growth and understanding from the Bible by an intimate spiritual relationship with Him. We are committed to helping our students become firmly committed to embrace and obey whatever Scripture says, even when its statements do not fit within a carefully constructed theological system.

Our approach hermeneutically is characterized by a moderate dispensationalism governed by the literal, contextual, grammatical and historical meaning of Scripture. This dispensationalism maintains the distinction between Israel and the Church (presently and uniquely indwelt by the Holy Spirit); recognizes both the literal future and present spiritual forms of the Kingdom of God; and adheres to a pretribulational, premillennial explanation of the doctrine of eschatology as found in Scripture.

Foundational Core Courses

All degree candidates will complete the core courses either as part of their degree program or in satisfying prerequisites for the degree. These courses consist of New Testament Introduction, Old Testament Introduction, Biblical Hermeneutics, Biblical Sanctification, Systematic Theology I and Systematic Theology II. These courses represent a foundational and essential body of knowledge expected of any student earning a degree at the Seminary, whether they enter immediately into active church ministry or advance to additional graduate degree work.

Curriculum Framework

Each degree platform is a building block toward a larger acquisition of knowledge and a higher degree of academic and ministry skill attainment. The courses required in each program assist the student in building toward the completion of the next degree. These degrees represent the scope of the knowledge obtained, the rigor of specific course expectations, and the level of overall performance expected of the students.

5.1.4 School of Fine Arts and Communication

The School of Fine Arts and Communication exists to provide scripturally based, quality education to students interested in Christian ministries and professions related to the arts and communication; to provide a broad range of cultural experiences for the University in line with the charter, mission, core values and institutional goals of the institution; and to provide support for arts-related outreach ministries of the University.

Goals

The student will ...

1. Refine his skills and aesthetic sensibilities through scripturally based quality training in art and design;
2. Refine his skills and aesthetic sensibilities through scripturally based quality training in music; and
3. Refine his skills and aesthetic sensibilities through scripturally based quality training in communication.

5.1.4.1 Divisions and Departments

The School of Fine Arts and Communication is organized into three divisions:

I. Division of Art and Design

Department of Design

Department of Studio Art

II. Division of Music

Department of Music History and Literature
Department of Music Theory and Technology
Department of Church Music
Department of Vocal Studies
Department of Keyboard Studies
Department of Instrumental Studies

III. Division of Communication

Department of Communication Studies
Department of Journalism and Mass Communication
Department of Cinema
Department of Theatre Arts

5.1.4.2 Degrees Offered

5.1.4.2.1 Undergraduate Degrees

The School of Fine Arts and Communication offers the following undergraduate degrees:

The *Bachelor of Arts* degree with majors in Communication, Journalism and Mass Communication, and Theatre Arts.

The *Bachelor of Fine Arts* degree with majors in Graphic Design, Interior Design and Studio Art.

The *Bachelor of Music* degree with majors in Church Music, Keyboard Performance, Orchestral Instrument Performance, Piano Pedagogy and Voice Performance.

The *Bachelor of Science* degree with majors in Apparel, Textiles and Design; Cinema Production; and Communication Disorders.

Please refer to the current Undergraduate Catalog for detailed information regarding each of the degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and degree conferral requirements.

5.1.4.2.2 Graduate Degrees

The School of Fine Arts and Communication offers the following graduate degrees:

The *Master of Arts* degree with majors in Communication Studies and Theatre Arts.

The *Master of Music* degree with majors in Church Music, Performance, and Piano Pedagogy.

The *Master of Music Education* degree.

Please refer to the current Seminary and Graduate Studies Catalog for detailed information regarding each of the degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and degree conferral requirements.

5.1.5 School of Education

In conjunction with the University's commitment to building Christlike character, the School of Education exists to prepare caregivers and educators for teaching in both public and private schools and for administrative leadership in Christian schools; Christian servants for ministry in health and fitness; and counselors for various Christian ministries. The School also provides graduate programs in education.

Goals

The student will ...

1. Apply learning to solutions of problems in his discipline;
2. Employ relevant skills, resources and technology; and
3. Develop a distinctly biblical view of his discipline.

5.1.5.1 Divisions and Departments

The School of Education is organized into three divisions:

- I. Division of Teacher Education**
- II. Division of Health, Exercise and Sport Science**
- III. Division of Graduate Studies**

5.1.5.2 Degrees Offered

5.1.5.2.1 Undergraduate Degrees

The School of Education offers the following undergraduate degrees:

The *Associate of Science* degree with a major in Early Child Care and Development.

The *Bachelor of Science* degree with majors in Composite Social Studies Education, Early Childhood Education, Elementary Education, English Education, Exercise Science, Mathematics Education, Middle School Education, Music Education, Science Education, Spanish Education, Special Education and Sports Management.

Please refer to the current Undergraduate Catalog for detailed information regarding each of the degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and degree conferral requirements.

5.1.5.2.2 Graduate Degrees

The School of Education offers the following graduate degrees:

The *Master of Education* degree in Teaching and Learning.

The *Master of Science* degree in Educational Leadership.

Program Emphasis

The graduate program leading to the Master of Education (MEd) degree is designed to prepare teachers, department chairmen and supervisors for a dynamic ministry in the Christian school. Certification or public school preparation is not the goal of the MEd program. Graduate programs leading to the Master of Science degrees are designed for preparation for administration, teaching in private elementary and secondary schools, and college-level school positions.

Please refer to the current Seminary and Graduate Studies Catalog for detailed information regarding each of the degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and graduation requirements.

5.1.6 School of Business

The School of Business exists within the scripturally based liberal arts education of Bob Jones University to prepare Christian men and women for the ministry of business through the development of their knowledge of business, the skills to apply that knowledge, and dispositions that model Christlike character.

Goals

The student will ...

1. Grow in his love for God;
2. Assimilate a comprehensive knowledge of business;
3. Develop his business communication skills;
4. Creatively analyze and solve business problems, often incorporating teamwork; and
5. Assess business issues from a biblical worldview.

5.1.6.1 Divisions and Departments

The School of Business is organized into two divisions:

I. Division of Accounting

II. Division of Management

5.1.6.2 Degrees Offered

5.1.6.2.1 Undergraduate Degrees

The School of Business offers the following undergraduate degrees:

The *Associate of Science* degree with majors in Business and Culinary Arts.

The *Bachelor of Science* degree with majors in Accounting and Business Administration.

Please refer to the current Undergraduate Catalog for detailed information regarding each of the degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and degree conferral requirements.

5.1.7 Other Educational Programs and Opportunities

5.1.7.1 The Center for Distance Learning

The Center for Distance Learning assists BJU faculty with facilitating course instruction and students with online delivery for undergraduate and graduate credit and professional development.

Online Classes offer a balance of flexibility and accountability that provide structured deadlines over specified consecutive weeks and interaction with instructors and other students. Courses are offered online in six- to eight-week blocks. Online delivery is primarily asynchronous, allowing students to set their own schedules for listening to lectures and participating in online discussions. Students can take up to two online classes at one time for a total of four online classes per term or summer.

Online classes on the graduate level provide scheduling opportunities to a student whose program includes a residency requirement as well as supporting programs where all courses can be completed via distance learning.

For more information, please contact Admission at BJU.

5.1.7.1.1 Institute of Biblical Education

The Institution of Biblical Education (IBE) is a structured Bible study program designed for both individual and group study and is available in printed, DVD or online formats. Each unit of material offers both a user-friendly study guide and a leader's guide which make IBE courses especially useful in church and missionary ministries such as Sunday schools, Bible institutes and discipleship programs.

This comprehensive program covers every section of the Old and New Testaments and every major doctrine of Scripture. In addition to the spiritual benefit from studying God's Word, each participant will receive a certificate for each unit and the opportunity to pursue several other achievements.

5.1.7.2 Overseas Study Tours

BJU conducts overseas study tours to various areas. University course credit is available but optional. The tours are conducted by experienced members of the BJU faculty.

5.2 Admission Policies

5.2.0 Philosophy Statement on Admission of Students

[To be developed by Board of Trustees.]

5.2.1 Admission to Undergraduate Educational Programs

5.2.1.1 General Requirements

Candidates for admission to any of the schools of BJU must give evidence of good character. Students transferring from other institutions may be asked to present statements of honorable dismissal.

A student must be 23 years of age or older at the end of a semester, housed with close relatives, or married and at least 20 years old if he or she intends to be a day student. Those at least 23 years of age may attend either as residence hall students or as day students. Once a student who qualifies to live in town begins a semester or summer session in the residence hall, he or she may not move into town until the beginning of the next semester or summer session.

Any applicants whose admission falls outside of those criteria described in the paragraphs below will go to the Admission Committee for a decision. The director of Admission will inform the applicants of admission decision.

5.2.1.2 Notification of Nondiscrimination

Students of any race, color, age, sex, national origin, protected disability or veteran status are admitted to all the rights, privileges and activities generally accorded or made available to students at Bob Jones University. BJU does not discriminate on the basis of race, color, sex (including pregnancy), national origin, age (40 or older), disability, veteran status, or genetic information or any other characteristic protected by federal, state or local law in its administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

5.2.1.3 American College Test (ACT)

Generally, American College Test (ACT) scores are requested of all undergraduate applicants. Each applicant is urged to apply for and take the required examination well in advance of the semester for which he or she seeks admission. An applicant who does not take this test prior to his or her enrollment will be tested at the beginning of his initial semester in residence.

The examination is administered nationally on established schedules with a closing date for each administration. Information, dates of administration, online registration, etc., are available at www.actstudent.org. High school students may also secure information about this test from their principals or counselors or by contacting Admission at Bob Jones University. In completing the test application form, applicants are requested to indicate that a copy of their scores be sent directly to Bob Jones University. The ACT code number for Bob Jones University is 3836. These test scores are useful in processing a student's application and in advising him or her during his or her college career.

5.2.1.4 Admission Procedures

5.2.1.4.1 Students Attending College for the First Time

1. Apply online at www.bju.edu/apply or call Admission at Bob Jones University.
2. Fill in the application form completely and submit it.
3. Request that an official high school transcript be sent to the Bob Jones University Admission Office.
4. Arrange to take the American College Test (ACT) by going to www.actstudent.org. The ACT code number for Bob Jones University is 3836. Applicants who have already taken the ACT are requested to have a copy of their scores sent to the University.

5. Upon receipt of these materials and the references noted on the application, Admission at Bob Jones University will process the application, notify the applicant of his or her admission status, and send further information.

5.2.1.4.2 Students Transferring Coursework from Other Institutions

1. Follow steps 1 to 5 under Students Attending College for the First Time.
2. Request each college or university where coursework has been previously taken to send a complete transcript to Bob Jones University.
3. Upon receipt of these materials and the references noted on the application, Admission at Bob Jones University will process the application, notify the applicant of his or her admission status, and send further information.

5.2.1.4.3 Students Who Previously Attended Bob Jones University

1. Apply online at www.bju.edu/apply or call Admission at Bob Jones University to request a paper application for reenrollment.
2. Fill in the application form completely.
3. Upon receipt of these materials, Admission at Bob Jones University will process the application, notify the applicant of his or her admission status, and send further information.

5.2.1.4.4 Former Students Who Have Been Suspended or Denied Reenrollment

A student who is suspended from or denied reenrollment in Bob Jones University may be considered for readmission for a term that begins at least one complete semester following the date of his or her suspension or enrollment denial.

In addition to following the procedures for **Students Who Previously Attended Bob Jones University**, the student will be asked for additional information by an admission counselor.

5.2.1.5 Time Required for Processing of Application

Ordinarily, an application can be processed in no less than three weeks; and it is not unusual for an application to require six weeks or longer for processing. It is necessary to secure the high school record, the character recommendations and college transcripts of any coursework and to coordinate all these records in Admission before the admittance decision can be made. Following an applicant's acceptance, a nonrefundable reservation fee must be paid to confirm the applicant's reservation (due 1st semester, May 1; 2nd semester, November 1). Upon enrollment, the reservation fee will be applied toward the semester's tuition and fees. No reservation is final until all these records are in order and the reservation fee is received. Consequently, an applicant should allow as much time as possible for the processing of the application.

5.2.1.6 Entrance Physical

All reservations for residence programs are contingent upon the applicant's submitting a medical health form, which documents the results of an entrance physical, prior to the opening of the semester in which the student enrolls.

Students not meeting this requirement will have to have a physical and laboratory studies performed by a licensed physician.

5.2.1.7 Freshman Admission by High School Certificate

5.2.1.7.1 Freshman Standing

An applicant must request that his/her high school forward a copy of his/her official high school transcript directly to the director of Admission.

Applicants from approved high schools will be admitted to the freshman class upon certification that the applicant is a high school graduate and is recommended for college work and provided that the applicant has met all other requirements for admission.

5.2.1.7.2 Required Units

Applicants should have achieved high school graduation and have at least 16–18 acceptable units of secondary school work. (A unit is defined as five 45-minute periods each week for 36 weeks.)

Ten of these units must be in academic subjects. The following distribution of units is recommended: English (three units), mathematics (two units), natural science (one unit), social studies or history (two units) and foreign language (two units).

Students whom BJU is willing to accept but are deficient in entrance requirements must make up deficiencies by taking additional credits on the university level. These credits are added to the total of 128 required for degree conferral. Since one semester of college work is usually construed to be the equivalent of a year's high school course, a student deficient one-half unit of academic electives is required 130 credits for degree conferral; a student deficient one unit, 131 credits for degree conferral, etc. These additional credits must be taken in the areas of study in which the student is deficient.

5.2.1.7.3 Early Admission for High School Students

Early admission for high school students is offered as a means of enriching the education of outstanding high school-age students. Students still enrolled in high school are not eligible for Title IV federal financial aid.

The student will be admitted upon recommendation of his or her high school principal or homeschool parent. The student should have above average scores and should consistently be doing A and B work in all high school courses.

There are two ways a high school student may be admitted to Bob Jones University:

1. **Resident Courses.** A qualified high school student may enroll in resident courses at BJU upon completion of his or her sophomore year of high school. The courses offered will be regular college courses, and those high school students admitted will attend courses with regular college students. For information about enrolling in resident courses, contact Admission at BJU.
2. **Online Courses.** A high school student may choose from several online classes after the completion of the sophomore year. These classes give the student the quality, structure and interaction of an on-campus class with the flexibility to fit the student's schedule. For more information, go to www.bjuonline.com or contact Admission at BJU.

5.2.1.8 Freshman Admission by Examination

Students whom BJU is willing to accept but whose educational backgrounds have been irregular may be admitted on any of the following bases:

5.2.1.8.1 Equivalency Diploma

The High School Equivalency Diploma or certificate is now issued by the state departments of education of nearly all the states as part of their services in the field of adult education. In many states this service is available on the same basis to veterans and non-veterans alike, in others on a differentiated basis, and in still others to veterans only. In all cases, however, it is awarded to persons of post high school age on the basis of achievement shown by examination rather than achievement shown by accumulation of high school credits—though in some states examination results must be supported by a partial high school record. Specific requirements vary from state to state, especially as to the minimum age at which one is eligible to take these examinations. An inquiry addressed to any state department of education will reveal current practices for that particular state. Other things being equal, an equivalency diploma is construed as sufficient for college admission and meets all the specific entrance requirements.

5.2.1.8.2 General Education Development (GED) Tests

The General Education Development Test also serves as a basis for admission for the veteran or other adult applicant when satisfactory scores have been achieved at an approved examination center prior to the enrollment of the student in BJU. Satisfactory scores achieved on these examinations, whether or not they have resulted in the issuance of a diploma, are construed as meeting all entrance requirements. In some circumstances, advanced standing is given on the basis of the College-Level GED Tests.

5.2.1.9 Other Admission Categories

5.2.1.9.1 Admission as a Special Student

Bob Jones University accepts a limited number of special students who fall into one of the following categories: (1) Students who have completed a bachelor's degree and who wish to take additional work in some area without working for a degree; (2) Mature students, past normal college age, who qualify for regular admission and who wish to take only a few courses on a part-time basis but are not interested in a degree.

A special student is not required to remove entrance deficiencies and may take any course for which he or she has met the prerequisites. BJU, however, does not permit any student to take all his or her courses in one or two fields but recommends even for special students a program of general education. No student has the academic classification of "Special" unless the student has applied and been admitted as a special student or unless, after being admitted as a regular student, the student has been given permission by the Registrar to become a special student. The fact that a residence hall student may be classified "Special" academically does not mean that the student will be granted special privileges by the dean of men or dean of women.

A special student seeks admission in the same manner as a regular student. Work taken as a special student may be applied toward a degree program later if the student qualified for admission to a degree program at the time the work was taken.

5.2.1.9.2 Admission as a Part-Time Student

Since 10 semester credits constitute the minimum full-time load in BJU and since all residence hall students are full-time students, a part-time student by definition is any student carrying less than 10 semester credits. All residence hall students are required to carry a minimum of 12 credits. Many part-time students are spouses of full-time university students who wish to take certain special courses; others are residents of the local community who wish to enroll for a partial load only. By nature of their programs of study, many part-time students are special students—although some part-time students follow a regular program of study.

To secure a permit to register, a part-time student must follow the regular procedure in filing application for admission. A student carrying 6 to 11 semester credits may be eligible to receive part-time Title IV federal financial aid. In order to receive full federal financial aid, a student must carry a minimum of 12 credits.

5.2.1.9.3 Admission of International Students

One of the unique features of Bob Jones University is that as a private liberal arts university it attracts its student body each year from virtually all the states plus the District of Columbia, the outlying possessions of the United States, and more than 40 countries. In addition to those who are foreigners by citizenship, BJU attracts each year a number of students who are of American citizenship but who were born and have been reared in foreign countries.

Bob Jones University is proud of its international students and works diligently to facilitate the admission of its qualified international applicants. The international student, however, who desires admission to Bob Jones University will do well to read carefully the following paragraphs.

An international student makes application for admission to Bob Jones University in the same manner as any other student—with the additional need to meet certain requirements of the student's own country plus the requirements of the United States for approval to study in this country. Before a letter can be sent from BJU to the student to assist him or her in securing the necessary credentials to leave the student's own country to enter the United States for study, the international student must:

1. Submit the electronic application with the reservation fee for the semester for which the reservation is requested (must be in United States funds). In the event the application should be denied, the reservation fee will be refunded.
2. Furnish satisfactory evidence as to the student's character, ability to meet financial obligations in this country and academic preparation for study in an American university. The student must also provide proof of proficiency in the English language.

Students for whom English is not the native language must take the Test of English as a Foreign Language (TOEFL) exam upon making application to BJU. The exam is offered only at selected times and places. Information, dates of administration, online registration, etc., are available at www.ets.org/toefl. It normally takes four to six weeks for the exam results to be reported at BJU. **The TOEFL code number of our institution is 5065.** These test scores are useful in processing a student's application for evaluating his mastery of the English language.

| Minimum TOEFL Regular Admission | Internet TOEFL (iBT) | Paper TOEFL (PBT) |
|------------------------------------|----------------------------|-------------------|
| Undergraduate Level | 61 (section scores of 15) | 500 |
| Graduate Level | | |
| Master's | 79 (section scores of 19) | 550 |
| Doctors | 100 (section scores of 20) | 600 |

In establishing academic preparation for study in Bob Jones University, students educated outside the United States will have their secondary education records evaluated at BJU. Students with post-secondary study outside of the United States must submit a credential evaluation report from World Education Services (www.wes.org/application). Those with prior university work should request a course-by-course evaluation. Bob Jones University must be identified as the recipient of the completed World Education Services report.

Because of the time involved, every international applicant is expected to submit the application with all the necessary credentials at least six months to a year in advance of the semester in which he or she expects to enroll. Canadian students must allow no less than three months for the processing of their applications.

A letter of tentative acceptance granted to an international student on the basis of satisfactory preliminary information is subject to final confirmation by the completion of all records pertaining to the student, including the evaluation of academic credentials, which is final and binding in all cases. It is understood that the international student, in claiming the reservation, accepts this provision as part of the student's contract with BJU.

5.2.1.9.4 Bridge to College English

The Bridge to College English (BCE) exists to prepare international students to succeed in English-medium courses at Bob Jones University for admission as degree candidates. The program includes non-credit courses in various aspects of English and college-level courses in Bible and speech as well as the Freshman Seminar. It supports the following goals of the Division of English: Students will be able to communicate well and will be able to apply knowledge of language structure. Students have the advantage of being immersed in English in a warm Christian atmosphere where Christlike character is nurtured.

BCE is offered during the fall semester. Near the end of the semester, students will take the Test of English as a Foreign Language (TOEFL). Students who achieve the necessary TOEFL score will be admitted in a degree program for the spring semester.

| Minimum TOEFL Requirements | Entry TOFEL Internet (IBT) | TOEFL Paper (PBT) |
|---------------------------------------|-----------------------------------|--------------------------|
| Undergraduate Level | 48 (section scores of 10) | 460 |
| Graduate Level | 62 (section scores of 15) | 510 |

Content

The core of the BCE program is daily instruction in English as a second language, including all four language skills: listening, speaking, reading and writing. The student will be in a small class, where he or she will receive generous amounts of friendly individual attention. As part of the program the student will receive special help in listening to lectures and taking notes as well as in other skills needed by students.

5.2.1.9.5 Admission of Service Personnel

A limited amount of credit may be allowed for training programs followed in military service, provided this work is in line with baccalaureate requirements. Any veteran desiring an evaluation of such work must have his or her official transcript forwarded directly from the proper authorities to the registrar of Bob Jones University. Credit is allowed on the basis of the recommendation in the manual, A Guide to the Evaluation of Educational Experiences in the Armed Services.

5.2.1.9.6 Admission to Advanced Standing

Transfer students seek admission to BJU in the same manner as entering freshmen. It will be helpful, therefore, for every prospective transfer student to read the general requirements for admission and the requirements for freshman admission. The transfer student is individually responsible to see that transcripts of all previous high school and college-level work are sent directly to Bob Jones University from each institution attended. All such transcripts must be requested at the time the application is submitted to BJU since the application cannot be processed until all records are in order. Transcripts are not accepted from students.

All transfer credits are accepted on a provisional basis, which means that they do not become a part of the student's permanent record until the student has successfully completed one semester of resident study leading toward a degree from BJU. To validate the credit on any transcript, a student is expected to earn the same grades or better in residence at Bob Jones University.

The transfer student should note that the academic year in Bob Jones University is divided into two semesters and that the unit is the semester credit. Quarter hours are converted into semester credits at the ratio of 3:2—that is, three quarter hours equal two semester credits. While every effort is made within the regulations to give the transfer student full value of his or her previous work, no fractional credits are recorded and course credits of a fragmentary nature are disallowed.

5.2.1.9.7 Admission as a Postgraduate Special Student

A student holding a bachelor's degree who wishes to secure additional training but who does not wish to follow a program of study leading to an advanced degree may enroll as a postgraduate special student. Such a student may take courses only on the undergraduate level, choosing those courses based upon his or her objective for taking such special work. To register for a graduate course, however, the student must meet all prerequisites in the same manner as a student who takes the course to apply toward a graduate degree program.

5.2.2 Admission to Graduate Education Programs

5.2.2.1 General Requirement

Candidates for admission to any of the schools of BJU must give evidence of good character. Students transferring from other schools may be asked to present statements of honorable dismissal.

5.2.2.1 Notification of Nondiscrimination

Students of any race, color, age, sex, national origin, protected disability or veteran status are admitted to all the rights, privileges and activities generally accorded or made available to students at Bob Jones University. BJU does not discriminate on the basis of race, color, sex (including pregnancy), national origin, age (40 or older), disability, veteran status, or genetic information or any other characteristic protected by federal, state or local law in its administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

5.2.2.2 General Graduate Program Admission Standards

BJU offers graduate work in English, religion, fine arts and communication, and education. The applicant must hold a bachelor's degree from an approved college or university and must qualify for a program of study leading to a graduate degree. The applicant's undergraduate program of study must be substantially equal to the undergraduate program of study required in that particular field at Bob Jones University, including major and general requirements. General graduate work approval includes meeting one of the following:

- 2.5 cumulative undergraduate GPA or higher on all college work (a cumulative GPA of 2.0 is needed for admission to the master of divinity and master of ministry program);
- 2.4 cumulative undergraduate GPA and B average in major;
- 2.4 cumulative undergraduate GPA and exceptional talent;
- 2.4 cumulative undergraduate GPA and 170 on the GRE w/150 on the verbal portion (before Aug. 1, 2011, 800 on the GRE w/450 on the verbal portion).

Further details concerning specific requirements are given elsewhere in the Seminary and Graduate Studies Catalog under the College of Arts and Science, Seminary and Graduate School of Religion, School of Fine Arts and Communication, and School of Education.

An applicant who meets all undergraduate requirements for admission to graduate work is given admission subject to the regulations regarding admission to candidacy which apply to all graduate students. An applicant who is deficient 13 or more credits will be admitted as a Postgraduate Special Student limited to undergraduate courses only. Once this student has less than a 13-credit deficiency, admission to candidacy may be granted. All students should remove academic deficiencies as early in their program as possible. In every case an applicant for graduate study must present an undergraduate record of such quality as to predict success on the graduate level. Students wishing to enter the graduate school with bachelor's degrees from Bible colleges will be accepted if their grades are adequate and if they meet the following conditions: the undergraduate work taken for the bachelor's degree must contain a total of at least 120 semester credits with a minimum of 70 credits in academic subjects. Of those 70 credits, not

more than 20 may be from the combined fields of music, speech and commercial skills courses. Courses in Bible, church administration or practical work will not be considered as applying toward the 70 semester credits of academic subjects required.

5.2.2.3 Admission Procedures

5.2.2.3.1 Students Attending Bob Jones University for the First Time

1. Apply online at www.bju.edu/apply or call Admission at Bob Jones University.
2. Fill in the application form completely and submit it.
3. Request each college or university where coursework has been previously taken to send a complete transcript to Bob Jones University
4. Upon receipt of these materials, the Admission office will process the application, notify the applicant of his or her admission status, and send further information.

5.2.2.3.2 Students Who Attended Bob Jones University Previously

1. Apply online at www.bju.edu/apply or call Admission at Bob Jones University.
2. Fill in the application form completely.
3. Upon the receipt of these materials, the Admission office will process the application, notify the student of his or her admission status, and send further information.

5.2.2.3.3 Former Students Who Have Been Withdrawn on Disciplinary Suspension or Denied Reenrollment

A student who is withdrawn on Disciplinary Suspension or denied reenrollment in Bob Jones University may be considered for readmission for a term that begins at least one complete semester following the time of his or her termination.

In addition to following the procedures for “Students Who Previously Attended Bob Jones University,” the student will be asked to provide a recommendation from his or her pastor and a letter of apology; and in some cases, an interview with the dean of men or dean of women will be required.

5.2.2.4 Time Required for Processing of Application

Ordinarily, an application can be processed in no less than three weeks; and it is not unusual for an application to require six weeks or longer for processing. It is necessary to secure the transcripts from other schools, secure the necessary character recommendations, and coordinate all these records in the Admission office before the admission decision can be made. Following an applicant’s acceptance, a nonrefundable reservation fee must be paid to confirm his or her reservation. Upon enrollment, the fee will be applied toward the semester’s tuition and fees. No reservation is final until all these records are in order and the reservation fee is received. Consequently, the applicant should allow as much time as possible for the processing of his or her application.

The School of Fine Arts and Communication graduate programs have deadlines for the submission of all admission materials: application, audition/portfolio and any program-specific

requirements. The fall semester deadline is the previous April 1 and the spring semester deadline is the previous October 15.

5.2.2.5 Admission as a Part-Time Student

Since 10 credits constitutes the minimum full-time load for a graduate student in BJU and since all residence hall students are full-time students, a part-time student by definition is any student carrying fewer than 10 credits. All residence hall graduate students are required to carry a minimum of 10 credits.

To secure a permit to register, a part-time graduate student must follow the regular procedure in filing application for admission.

5.2.2.6 Admission of International Students

One of the unique features of Bob Jones University is that as a private liberal arts university it attracts its student body each year from virtually all the states plus the District of Columbia, the outlying possessions of the United States, and more than 40 foreign countries. In addition to those who are foreigners by citizenship, BJU attracts each year a number of students who are of American citizenship but who were born and have been reared in foreign countries.

Bob Jones University is proud of its international students and works diligently to facilitate the admission of its qualified international applicants. The international student, however, who desires admission to Bob Jones University will do well to read carefully the following paragraphs.

An international student makes application for admission to Bob Jones University in the same manner as any other student—with the additional need to meet certain requirements of the student's own country plus the requirements of the United States for approval to study in this country. Before a letter can be sent from BJU to the student to assist him or her in securing the necessary credentials to leave the student's own country to enter the United States for study, the international student must do as follows:

1. Submit the electronic application with the reservation fee for the semester for which the reservation is requested (must be in United States funds). In the event the application should be denied, the reservation fee will be refunded.
2. Furnish satisfactory evidence as to the student's character, ability to meet financial obligations in this country and academic preparation for study in an American university. The student must also provide proof of proficiency in the English language.

Students for whom English is not the native language must take the Test of English as a Foreign Language (TOEFL) exam upon making application to BJU. The exam is offered only at selected times and places. Information, dates of administration, online registration, etc., are available at www.ets.org/toefl. It normally takes four to six weeks for the exam results to be reported at BJU. **The TOEFL code number of our institution is 5065.** These test scores are useful in processing a student's application for evaluating his mastery of the English language.

| Minimum TOEFL Regular Admission | Internet TOEFL (iBT) | Paper TOEFL (PBT) |
|------------------------------------|----------------------------|-------------------|
| Undergraduate Level | 61 (section scores of 15) | 500 |
| Graduate Level | | |
| Master's | 79 (section scores of 19) | 550 |
| Doctoral | 100 (section scores of 20) | 600 |

In establishing academic preparation for study in Bob Jones University, students educated outside the United States must submit a credential evaluation report from World Education Services (www.wes.org/application/). Applicants must request a course-by-course evaluation of their university work. Bob Jones University must be identified as a recipient of the completed World Education Services report. The student is evaluated academically on the basis of this report; and advanced standing, if any, is allowed on the basis of recommendations made by Academic Council.

Because of the time involved, every international applicant is expected to submit the application with all the necessary credentials at least six months to a year in advance of the semester in which he or she expects to enroll. Canadian students must allow no less than three months for the processing of their applications.

A letter of tentative acceptance granted to an international student on the basis of satisfactory preliminary information is subject to final confirmation by the completion of all records pertaining to the student, including the evaluation of academic credentials by the credentials committee, which is final and binding in all cases. It is understood that the international student, in claiming the reservation, accepts this provision as part of the student's contract with BJU.

5.2.2.7 Admission to Advanced Standing

Transfer students seek admission to BJU in the same manner as other students. It will be helpful, therefore, for every prospective transfer student to read the general requirements for graduate admission. Transfer students are responsible to see that official transcripts of all previous college-level work are sent directly from each institution attended. All such transcripts should be requested at the time the application is submitted to the University since the application cannot be processed until all records are in order. Transcripts are not accepted directly from students.

All transfer credits are accepted on a provisional basis, which means that they do not become a part of the student's permanent record until after he or she has successfully completed one semester of resident study leading toward a degree from BJU. To validate the credit on any transcript of record, a student is expected to earn the same grades or better in residence at Bob Jones University.

The transfer student should note that the academic year in Bob Jones University is divided into two semesters and that the unit is the semester credit. Quarter hours are converted into semester credits at the ratio of 3:2—that is, three quarter hours equal two semester credits. While every effort is made within the regulations to give the transfer student full value of his or her previous work, no fractional credits are recorded and course credits of a fragmentary nature are disallowed.

5.2.2.8 Admission as a Postgraduate Special Student

A student holding a bachelor's degree who wishes to secure additional training but who does not wish to follow a program of study leading to an advanced degree may enroll as a postgraduate special student. Such a student may take courses only on the undergraduate level, choosing those courses based upon the student's objective for taking such special work.

5.2.2.9 Partnership Programs

Seminary Partnership Program

The Seminary Partnership Program is for students in resident coursework who are involved in full-time Christian ministry or in other full-time employment that prevents their taking a full load of coursework. Students who qualify will not be required to fulfill other campus responsibilities beyond their class attendance (i.e., Concert, Opera & Drama Series, chapel, opening services, Bible Conference). Students who have never attended BJU and are taking daytime classes will be required to attend chapel one day per week during the first two semesters of enrollment.

An application for the Seminary Partnership Program is available on the BJU intranet. Ministry students majoring in Ministry Studies or Theological Studies and approved for this program must also be registered for SCM 708 Ministry Outreach.

Educator Professional Development Program

To encourage the continued professional improvement of Christian school leaders and teachers, Bob Jones University offers the Educator Professional Development Program. Full-time employees of Christian schools who have been approved for a graduate education program (MEd in Teaching and Learning or MS in Educational Leadership) are eligible for a 50 percent discount on tuition for graduate online courses that fulfill degree requirements. The discount does not apply to required deficiencies. For further information, contact the director of Financial Aid.

5.2.2.10 Graduate Assistantships

Each year BJU awards graduate assistantships to outstanding students who wish to pursue a graduate degree or a second undergraduate degree. An assistantship runs for one year with an opportunity to extend and yields a competitive wage that allows the assistant to pay a special rate for room, board and tuition. The tuition covers an academic load of six to 10 credits each semester during the work agreement. For graduate programs, summer online classes may be taken and are covered under the GA agreement if the individual's assistantship is continuing during the summer or the following academic year. (The maximum credit for an academic year, including summer, is 20 credits.)

Teaching and residence hall graduate assistants work/teach half-time during semesters on a 9-month basis. The agreement begins during the month of August.

Staff graduate assistants work 28 hours during semesters and 40 hours during summers on a 12-month basis with a maximum of 10 non-paid working days off during the year.* Specific duties are assigned by the department manager.

*International student requirements will differ.

For more information, contact the BJU Human Resources department.

5.2.2.11 Graduate Program Admission Requirements

5.2.2.11.1 College of Arts and Science

Admission

The prospective graduate student in the College of Arts and Science should consult the information on both general admission and admission to graduate work in the introductory section of the Seminary & Graduate Studies Catalog. A bachelor's degree from a recognized college or university with 70 credits of liberal arts courses is required before the applicant will be considered for admission to graduate studies. The applicant should have at least a 2.5 grade point average based on a four-point scale.

For a *Master of Arts* degree in English, the applicant must have a bachelor's degree and must have successfully completed 24 credits of English courses above the 100 level—including Literary Criticism. The applicant must also have taken two years of undergraduate modern language (French or German preferred) or must pass the language proficiency test, which is given each semester.

Deficiencies in either general academic background or the field of concentration must be removed before the applicant can become a candidate for an advanced degree. An applicant with 13 or more credits of deficiencies may be accepted as a postgraduate special student making up deficiencies. After deficiencies have been reduced to 12 or fewer credits, the applicant will be reevaluated for graduate admission consideration. Applicants not holding a Bob Jones University undergraduate degree must take two Bible Doctrines courses in addition to other degree requirements. In certain cases, six credits of approved graduate credit may be transferred from a recognized graduate school.

5.2.2.11.2 Seminary and Graduate School of Religion

Master's Degrees

Admission

The prospective graduate student in the Seminary and Graduate School of Religion should consult the information on both general admission and admission to graduate work in the introductory section of the Seminary & Graduate Studies Catalog. A bachelor's degree from a recognized college or university with 70 credits of liberal arts courses is required before the applicant will be considered for admission to graduate studies.

Deficiencies in either general academic background or the field of concentration must be removed before the applicant can become a candidate for an advanced degree. An applicant with 13 or more credits of deficiencies may be accepted as a postgraduate special student making up deficiencies. After deficiencies have been reduced to 12 or fewer credits, the applicant will be reevaluated for graduate admission consideration. Applicants not holding a Bob Jones University undergraduate degree must take two Bible Doctrines courses in addition to other degree requirements. In certain cases, six credits of approved graduate credit may be transferred from a recognized graduate school.

For the Master of Arts degree in Biblical Counseling program, the applicant must have a bachelor's degree with a cumulative GPA of 2.5 or above and a minimum of 9 credits of Bible courses.

For the Master of Arts degree in Biblical Studies, Ministry Studies or Theological Studies programs, the applicant must have a bachelor's degree with a cumulative GPA of 2.5 or above and a minimum of 18 credits in religion courses. Nine credits in Greek (beginning and intermediate levels) is also recommended for those selecting electives in Bible Languages.

For the Master of Ministry degree program, the applicant must have a bachelor's degree, a minimum of two years of full-time vocational ministry experience, current employment in a full-time vocational ministry position (e.g., counselor, pastor, evangelist, missionary).

For the Master of Divinity degree program, the applicant must have a bachelor's degree—including nine credits in Greek (beginning and intermediate levels).

A summary of the requirements for the doctoral programs offered by the Seminary & Graduate School of Religion are included in this catalog. For a more detailed explanation of requirements, refer to the Seminary Guide to Doctoral Studies—which is available online at BJU's website (bju.edu).

Admission

The prospective graduate student in the Seminary & Graduate School of Religion should consult the information on both general admission and admission to graduate work in the introductory section of the Seminary & Graduate Studies Catalog. A graduate degree in religion from a recognized college or university is required before the applicant will be considered for admission for doctoral studies.

Prerequisites for the degree program (600- and 700-level courses) must be completed before the applicant can be approved to begin doctoral-level coursework. An applicant with 20 or more credits of prerequisites may be accepted on a provisional basis while making up prerequisites. After prerequisites have been reduced, the applicant will be reevaluated for doctoral candidacy.

For the Doctor of Ministry degree program, the applicant must have a Master of Divinity degree or the equivalent with a cumulative GPA of 3.5 or above, a minimum of two years of full-time vocational ministry experience, and current employment in a full-time vocational ministry position (e.g., counselor, pastor, evangelist, missionary). The applicant must also submit three letters of recommendations (two from graduate-level professors and one from a pastor); a minimum 25-page writing sample covering a biblical, theological or ministry-related topic (Turabian format); a statement of doctrinal and philosophical agreement with Bob Jones University Seminary (see the University Creed and the Seminary's Program Emphasis); a professional vita describing in detail the applicant's ministry education and experience; a letter of intent, stating the applicant's reasons for application and plan to complete the degree; and an interview with the coordinator of Professional Ministry Studies programs and the dean of the Seminary.

For the Doctor of Philosophy degree program, the applicant must have a Master of Arts degree or the equivalent with a cumulative GPA of 3.5 or above. The applicant must also submit three letters of recommendations (two from graduate-level professors and one from a pastor); a minimum 25-page writing sample covering a biblical, theological or ministry-related topic (Turabian format); a statement of doctrinal and philosophical agreement with Bob Jones

University Seminary (see the University Creed and the Seminary's Program Emphasis), a professional vita describing in detail the applicant's ministry education and experience; a letter of intent, stating the applicant's reasons for application and plan to complete the degree; and an interview with the seminary PhD advisor and the dean of the Seminary.

5.2.2.11.3 School of Fine Arts and Communication

Admission

The prospective graduate student in the School of Fine Arts and Communication should consult the information on both general admission and admission to graduate work in the introductory section of the Seminary & Graduate Studies Catalog. A bachelor's degree from a recognized college or university with 70 credits of liberal arts courses is required before the applicant will be considered for admission to graduate studies. The applicant should have at least a 2.5 grade point average based on a four-point scale.

The School of Fine Arts and Communication graduate programs deadline for admission is April 1 for the fall semester and October 15 for spring. This requires submission of all admission materials—including application, graduate audition or interview, and any program-specific requirements. Repertoire requirements for all auditions may be obtained online or from the chair of the Division of Music. The audition must be completed before the student can be considered for admission.

Division of Music

For the *Master of Music Education* degree, the student must have a bachelor's degree including the equivalent of a major with 30 credits in music and five credits in education and/or psychology courses (not including general psychology). The teaching courses in Elementary School Music and Secondary School Music are also required—as are three instrumental classes. Students must meet senior-level standards in the primary performance area and must demonstrate this ability in an audition. Prospective master of music education students must arrange for an interview with the music education faculty.

For the *Master of Music* degree, the applicant must have a bachelor's degree including the equivalent of a major with 30 credits in music.

Applicants seeking admission to the *Master of Music* program in Performance, Piano Pedagogy or Church Music must arrange for an audition or send an audition tape prior to admission. Voice principals must have taken one year of undergraduate French, German or Italian or must take one year of one of these languages concurrent with his/her graduate studies. He or she must be able to demonstrate correct pronunciation in all three languages.

Those wishing to pursue the Master of Music degree in Church Music with a choral conducting principal must audition in person. In addition, prospective composition principals must submit a portfolio of at least three short works comprising at least eight minutes of music, must have successfully completed the following undergraduate courses: MT 409, 501, 502, and 504; and must successfully pass the Music Theory Placement Test.

Applicants for teaching assistantships should submit a 20- to 25-minute digitally recorded segment of their teaching a private lesson (child or adult). A letter of recommendation from a private teacher or a teacher of a pedagogy course that the applicant has taken should be included with the videotape.

Division of Communication

Prospective Master of Arts degree applicants must submit an academic writing sample and arrange for an interview with the graduate faculty.

For the *Master of Arts* degree in Communication Studies, the applicant must have a bachelor's degree with a minimum of 12 credits of acceptable undergraduate credits in the proposed major field—including courses in communication or public address.

For the *Master of Arts* degree in Theatre Arts, the applicant must have a bachelor's degree with a minimum of 18 credits of acceptable undergraduate credits in the proposed major field—including courses in performance, theatre, stage directing, stagecraft, creative writing, and acting. The applicant must also submit a creative resume of applicable theatre and performance experience, a statement of career goals, and a letter of recommendation.

Deficiencies in either general academic background or the field of concentration must be removed before the applicant can become a candidate for an advanced degree. An applicant with 13 or more credits of deficiencies may be accepted as a postgraduate special student making up deficiencies. After deficiencies have been reduced to 12 or fewer credits, the applicant will be reevaluated for graduate admission consideration. Applicants not holding a Bob Jones University undergraduate degree must take two Bible Doctrines courses in addition to other degree requirements. In certain cases, six credits of approved graduate credit may be transferred from a recognized graduate school.

5.2.2.11.4 School of Education

Admission

The prospective graduate student in the School of Education should consult the information on both general admission and admission to graduate work in the introductory section of the Seminary & Graduate Studies Catalog. A bachelor's degree from a recognized college or university with 70 credits of liberal arts courses is required before the applicant will be considered for admission to graduate studies. The applicant should have at least a 2.5 grade point average based on a four-point scale.

For a *Master of Education* degree in Teaching and Learning, the applicant must have a bachelor's degree with either a major in an elementary or secondary teaching field or one year's teaching experience in a traditional K–12 traditional classroom. The applicant must also have completed Ed 201 Theories of Teaching and Learning or its equivalent; Ed 321 Child Growth and Development or Ed 322 Adolescent Growth and Development; and Ed 323 Introduction to Exceptional Learners.

For a *Master of Science* degree in Educational Leadership, the applicant must have a bachelor's degree and completed nine credits of education and/or psychology (including Ed 201 Theories of Teaching and Learning and Ed 323 Introduction to Exceptional Learners).

Deficiencies in either general academic background or the field of concentration must be removed before the applicant can become a candidate for an advanced degree. An applicant with 13 or more credits of deficiencies may be accepted as a postgraduate special student making up deficiencies. After deficiencies have been reduced to 12 or fewer credits, the applicant will be reevaluated for graduate admission consideration. Applicants not holding a Bob Jones University undergraduate degree must take two Bible Doctrines courses in addition to other degree requirements. In certain cases, six credits of approved graduate credit may be transferred from a recognized graduate school.

5.2.3 Transfer Credit

5.2.3.1 Undergraduate Transfer Credit Practices

5.2.3.1.1 High School Record

A transfer student's high school record is evaluated in terms of Bob Jones University's entrance requirements. Occasionally a student who was admitted to another institution without deficiency will find himself/herself deficient in entrance requirements when transferring. Such deficiencies, if any, will be indicated on the registration materials given to the transfer student when he or she enrolls.

5.2.3.1.2 Transfer Credit Regulations

The regulations governing the transfer of credits earned in other institutions are as follows:

1. It is the policy of BJU to consider for transfer credits earned in a regular college or university or other institution of collegiate level. The accreditation status of the other institution(s) will be a factor in transfer credit decisions, but it will not be the sole or primary factor.
 - a. **Coursework Earned at Non-Regionally or Nationally Accredited Institutions:** In cases where a student submits coursework from an institution that is not regionally accredited or that is nationally accredited, a course-by-course evaluation is conducted by the Registrar based on recommendations of the faculty in the relevant academic program to ascertain if the coursework is at the collegiate level and is comparable to courses offered at BJU.
 - b. **International Coursework:** International students with post-secondary study outside of the United States must submit a credential evaluation report from World Education Services (www.wes.org/application). Those with prior university work must request a course-by-course evaluation and identify Bob Jones University as the recipient of the completed report. See the BJU Admission of International Students Policy for additional information.
 - c. **Military Institutional Coursework:** Coursework from the Air University, the Defense Language Institute, the United States Naval Academy, the United States Military

Academy, the United States Air Force Academy and the United States Coast Guard Academy will be considered for transfer if a comparable course is offered at BJU.

2. Only those credits which carry a grade of at least C or its equivalent at the undergraduate level or at least B at the graduate level may be transferred (no grade of D, F or P).
3. Credit for courses such as music theory and language is transferable only by placement test validation. Studio art courses are validated by presenting a portfolio to the art faculty to be evaluated. This validation must be secured at the time of the student's initial semester registration in Bob Jones University. Moreover, the student must place in the course at the next level for the transfer credit to be recognized.
4. Courses acceptable for transfer must be substantially in line with the course of study offered by Bob Jones University and must serve a useful purpose in the particular curriculum which the student proposes to follow. To be accepted, a course need not be identical with a course offered at Bob Jones University; but it must be a course, even as a general elective, which is in line with the degree requirements defined in the Undergraduate Catalog. For example, a student who has heretofore pursued for any length of time a curriculum in any field in which courses are not offered at Bob Jones University may not expect to receive full transfer value for his or her previous work. A limited number of such credits is transferable as general electives.
5. In transferring credits, all evaluations are made in terms of courses as they appear in the University's Undergraduate Catalog. Though the original course titles are retained, the student's transfer record will show the course number as it appears in the Bob Jones University Undergraduate Catalog. Transfer courses for which there exist no parallel courses in this institution but which are acceptable for transfer will be assigned the proper departmental classification.
6. Transfer credit may be given by BJU in any one field of study not to exceed 30 semester credits. For example, a student who has had extensive training in religion elsewhere may not expect to transfer more than 30 semester credits in religion. If the student expects to major in the field in which he or she presents the maximum number of transfer credits, the student must complete a minimum of 12 semester credits in the major field at Bob Jones University.
7. Transfer students may fall into any classification from freshman to senior, though rarely is a student able to transfer and complete degree requirements in one year.
8. Though certain adjustments may be made to the program of study for a student who transfers to this institution late in the college program, it should be noted that the "in residence" regulation requires a candidate for a degree to complete a minimum of 30 semester credits in at least two semesters in residence at Bob Jones University. This stipulation means that in the minimum of two semesters the student must carry a full load of work and must meet the minimum academic standards required by BJU for degree conferral.
9. BJU does not accept in transfer any college-level work taken prior to the completion of the sophomore year of high school. College-level work completed after the sophomore year of high school will be evaluated on an individual basis.

10. A unit of credit at Bob Jones University is a semester hour. Quarter hours are transposed into semester hours at the ratio of 3:2; that is, three quarter hours equals two semester hours. No fractional credits are recorded, and course credits of a fragmentary nature are disallowed.
11. **AP, CLEP and IB Credit**—BJU does recognize Advance Placement (AP), College-Level Examination Program (CLEP) and International Baccalaureate (IB) credits subject to the following limitations. To be recognized, credits must have been earned prior to enrollment at Bob Jones University and after the sophomore year of high school. Credit for AP is based solely upon AP tests and not on AP courses. AP test scores must be 4 or above for recognition. General CLEP scores are not recognized. Subject area CLEP credits are acceptable so long as the scores are 50 or above. IB credit is based solely upon the Higher Level Examination results. IB test scores must be 5 or above for recognition. A total of six English credits may be earned by IB, excluding AP and CLEP programs. The total credit earned through AP, CLEP and IB programs is limited to 30 semester credits, which includes any credit in transfer presented from approved distance learning schools. There is no charge for recognition of AP, CLEP and IB credits. Prospective students desiring information concerning the AP and CLEP programs should contact The College Board, P.O. Box 977, Princeton, NJ 08540
12. All work taken at other institutions for transfer into a degree program at Bob Jones University once the student has been accepted into a program must be approved by the registrar in advance. In such circumstances, the amount of credit to be taken elsewhere will be limited. Moreover, the student is expected to complete his or her final semester of coursework in residence at Bob Jones University.
13. **Military Training and Experience:** Academic credit for military service or training will be considered in accordance with the recommendations set forth in the manual, A Guide to the Evaluation of Educational Experiences in the Armed Services. See the BJU Admission of Service Personnel Policy for additional information.
14. **Credit Appeals Process:** Upon completion of the credit review processes, students will be notified of the decision by the record's office. A student wishing to challenge course credits deemed ineligible for credit must file a written appeal with the registrar, who will bring the matter to the attention of the Academic Council. Within 10 business days of receipt of the appeal, the chair of the Academic Council will notify the student of the Academic Council's decision.
15. Transfer work is calculated into a student's cumulative undergraduate grade point average (GPA) at the time the degree is conferred. For associate degree students, transfer work is not calculated into the final GPA. The student is required to earn a cumulative GPA of 2.0 or higher in courses taken at BJU in order to earn an associate or bachelor's degree from BJU.
16. Current students will not receive approval to take any core course at another institution if that course is offered online through BJU. See Section 5.3.9.1.

5.2.3.1.3 Undergraduate Transfer Credit from Bible Schools

In addition to the regulations just enumerated, the following regulations clarify the basis of transfer for work completed in a standard Bible college:

1. Credits earned in the field of religion in a standard Bible school of college level are considered for transfer purposes on the same basis as credits earned in other fields in a regular college or university.
2. Credits earned in a Bible school of approved collegiate standing are accepted on the same basis as credits earned in any other institution of college level.
3. Credits in the academic fields earned in a Bible school which does not have a recognized college department may be transferred only by validation. This validation may be secured by examination, as in English, or by the completion of the next course in sequence with a minimum grade of C, as in Greek. The procedure used is that recommended by the department. All validation examinations must be completed within the first half-semester of a student's registration in BJU. A fee is charged for each validation examination.
4. Evaluation of credits completed in Bible schools is made according to the regulations governing all transfer work, including the quality of work required, the maximum number of credits which may be transferred, etc.
5. Because of the wide variety of religion courses offered in Bible schools and because of the variations existing in course titles and course contents from school to school, Bob Jones University allows all transfer credits in religion on an equivalence basis in terms of courses and credits listed in the Undergraduate Catalog under the School of Religion. This assignment of credits is made on the basis of the contents of the courses pursued elsewhere as compared with parallel courses offered in this institution.
6. BJU does not accept in transfer any work done in the field of religion by correspondence.
7. Upon completion of the credit review processes, students will be notified of the decision by the record's office. A student wishing to challenge course credits deemed ineligible for credit must file a written appeal with the registrar, who will bring the matter to the attention of the Academic Council. Within 10 business days of receipt of the appeal, the chair of the Academic Council will notify the student of the Academic Council's decision.

5.2.3.2 Graduate Transfer Credit Regulations

The regulations governing the transfer of credits earned in other institutions are as follows:

1. It is the policy of BJU to consider for transfer, credits earned in a regular college or university or other institutions at the graduate level. The accreditation status of the other institutions will be a factor or in transfer credit decisions, but it will not be the sole or primary factor.
 - a. **Coursework Earned at Non-Regionally or Nationally Accredited Institutions:** In cases where a student submits coursework from an institution that is not regionally or nationally accredited, a course-by-course evaluation is conducted by the Registrar based on recommendations of the faculty in the relevant academic program to ascertain if the coursework is at the graduate level and is comparable to courses offered at BJU.
 - b. **International Coursework:** International students with graduate study outside of the United States must submit a credential evaluation report from World Education Services (www.wes.org/application). Those with prior graduate work must request a course-by-course evaluation and identify Bob Jones University as the recipient of the completed

report. See the BJU Admission of International Students Policy for additional information.

c. **Military Institutional Coursework:** Coursework from the Air University, the Defense Language Institute, the United States Naval Academy, the United States Military Academy, the United States Air Force Academy and the United States Coast Guard Academy will be considered for transfer if a comparable course is offered at BJU.

2. Only those credits which carry a grade of at least B at the graduate level may be transferred (no grades of C, D, F or P).
3. Courses acceptable for transfer must be substantially in line with the course of study offered by Bob Jones University and must serve a useful purpose in the particular curriculum which the student proposes to follow. A course to be accepted need not be identical with a course offered at Bob Jones University, but it must be a course, even as a general elective, which is in line with the requirements as defined in the Seminary and Graduate Studies Catalog.
4. In transferring credits, all evaluations are made in terms of courses as they appear in the university Seminary and Graduate Studies Catalog. Though the original course titles are retained, the student's transfer record will show the course number as it appears in the Bob Jones University graduate catalog. Transfer courses for which there exist no parallel courses in this institution but which are acceptable for transfer will be assigned the proper departmental classification.
5. BJU does not accept in transfer any work done at the graduate level by correspondence. Undergraduate deficiencies may, however, be removed through correspondence work at approved schools.
6. BJU does not accept in transfer any graduate courses offered by an institution that does not grant graduate degrees.
7. BJU does not accept in transfer for graduate credit any undergraduate courses taken at another institution even if the offering institution accepts the coursework as graduate-level work.
8. A unit of credit at Bob Jones University is a semester hour. Quarter hours are transposed into academic credit at the ratio of **3:2**—that is, three quarter hours equal two semester credits. No fractional credits are recorded, and course credits of a fragmentary nature are disallowed.

Transfer credit is limited to a maximum of six semester credits for the Master of Arts, Master of Music, Master of Science, Master of Education, Master of Ministry and Doctor of Ministry degrees. Up to a maximum of 48 semester credits may be transferred into the Master of Divinity degree program. A maximum of 45 semester credits may be transferred into the Doctor of Philosophy degree programs. It is understood that students transferring in substantial credits at the graduate level will not normally take additional work in transfer once they are accepted into a graduate program at Bob Jones University.

9. A graduate student's transfer work is not calculated into his or her grade point average.
10. Credit Appeals Process: Upon completion of the credit review processes, students will be notified of the decision by the Records Office. A student wishing to challenge course credits deemed ineligible for credit must file a written appeal with the dean of the appropriate school for reconsideration. Within 10 business days of receipt of the appeal, the dean will notify the

student of the results of the review. Any changes will be communicated to the Records Office for official processing. If the student does not agree with the dean's decision, he or she may file an appeal to the Academic Council. The chair of the Academic Council will advise the student of its decision within 10 business days. The decision of the Academic Council is final.

5.2.3.3 Transfer Work Procedures

Approved Work: Accepted courses are recorded with a BJU catalog number and the title of the course transferred from the other institution. Approved transfer work is available on one's checksheet under the Academics menu option in StudentCentral. Any apparent contradiction, omission or error should immediately be brought to the attention of the credentials analyst in the Records Office (Administration Building).

Validation Approval: Courses subject to validation by placement test, portfolio or division approval. Validation ensures the level of instruction for continued study in the subject area.

1. If continuing in a subject area at BJU, all validations must be secured at the time of the student's initial semester registration at BJU.
2. If not continuing in a subject area, validation is not necessary and the courses may be approved as elective credit. By the end of the student's initial semester of enrollment at BJU, the student must notify the Records Office of his intent to discontinue study in that area at BJU.

Conditionally Approved: Courses currently in progress at another institution and conditionally approved based upon final grades with receipt of an official transcript. Only grades of A, B or C will transfer.

Pending Approval: Courses where additional information is needed (e.g., course description, syllabus, etc.) before a decision can be made.

Transfer work is not calculated into an undergraduate student's grade point average (GPA) until the degree has been conferred. Transfer work of an associate degree student or a graduate student is not calculated into his or her GPA.

Transfer Work Waiver

Students may waive receiving transfer credit for courses from a previously attended institution by completing a Transfer Work Waiver. Any coursework waived can never be counted toward any undergraduate degree at BJU. The student may have to retake the courses at BJU to fulfill degree requirements. The Transfer Work Waivers should be completed at the Records Office in the Administration Building by the end of the student's initial semester of enrollment.

Transfer Work Validation Waiver

Students who do not pass or do not pursue validation for transfer work (e.g., art, music theory, modern languages, etc.) and who will not be continuing in the subject area, including as a major or minor, may have such courses count as general electives. By the end of the student's initial semester of enrollment at BJU, the student must complete a Transfer Work Validation Waiver at the Records Office in the Administration Building to have transfer work count toward elective credit. If the student decides to continue in the subject area, all prerequisites must be met. If later the student changes to a major or minor in the subject area, a Transfer Work Waiver form

must be completed at the Records Office. The transfer work will then be removed from the student record.

Graduate Programs: Any deficiencies makeup work must begin the initial semester of a student's enrollment until all deficiencies are completed. Any deficiencies listed on a student's checksheet must be successfully completed before a degree can be conferred from BJU. Graduate students who did not attend BJU may, at the discretion of the Academic Council, be required to take Bible courses.

5.2.4 Miscellaneous Admission Policies

5.2.4.1 Criminal and Drug Screen Notice

Bob Jones University is committed to ensuring that students have the ability to benefit from the education received at BJU. Students and applicants should therefore be aware that certain affiliates associated with BJU might require that students placed in their facility for internships or clinical or educational experiences clear a criminal background check and/or drug screening prior to placement. A student whose background check is unsatisfactory may be prevented access to the internship or to the educational or clinical site; and as a result, the student may not have sufficient experience to successfully complete his or her program. Similarly, students whose drug screening reveals evidence of illegal drug use may be prevented access to the internship or to the educational or clinical site; and as a result, the student may not have sufficient experience to successfully complete his or her program. Additionally, state licensing boards may deny the individual the opportunity to sit for an examination if an applicant has a criminal history or a positive drug screen. BJU and its staff and faculty are not responsible for finding internship, educational or clinical placements for students who are rejected from potential opportunities because of criminal histories or drug use.

5.2.4.2 Veterans Readmission

BJU fully supports and complies with the veteran readmission requirements in the Higher Education Opportunity Act of 2008.

In general, any student whose departure and absence from BJU is necessitated by reason of service in the uniformed services shall be entitled to readmission to the University (exceptions include individuals receiving dishonorable or bad conduct discharges or those who are sentenced in a court-martial). In most cases, the student must apply for readmission within five years of completion of military service.

Prior to departing from the University, a student called to active duty must contact Student Life. BJU understands that some students may not be able to provide advance notice because the mission they are called to is classified.

To reenroll, the student should contact Admission at BJU. Eligible veterans will be promptly readmitted to the next class or classes beginning after they have indicated the intent to reenroll. Additionally, the eligible veteran will be admitted with the same academic status that was held prior to departure from BJU (i.e., the same program or a similar one if the original program no longer exists, same satisfactory academic status, same enrollment status, and same number of credits). If necessary, BJU will make all reasonable efforts to prepare the veteran for readmission at the same academic status. However, BJU is not required to approve the veteran

for readmission to the same academic status if the dean of the school can prove by a preponderance of the evidence that the veteran is not prepared to resume the program or would not be able to complete it.

During the first academic year, the student will be assessed the same tuition and fees as were in effect during the academic year that he or she left BJU. If the student paid for equipment during his or her previous enrollment, the student will not be charged for equipment required in lieu of that previously purchased.

5.3 Registration and Enrollment Policies

5.3.1 Academic Year

The Bob Jones University academic year is divided into two semesters plus summer sessions. The semester hour is the unit of credit.

The most current version of the academic calendar may be found on the BJU website as well as in the current Catalogs.

5.3.2 Summer Session

BJU offers undergraduate and graduate courses during the summer as well as via distance learning. A student is able to earn a maximum of 18 credits over the summer. Members of the appointed faculty will serve during the summer sessions. The schedule of courses with complete information for the summer sessions is available online.

Prospective students interested in attending the summer session should apply through www.bju.edu.

5.3.3 Course Offerings and Descriptions

5.3.3.1 Course Offerings

The curricula of the Catalogs and the class schedule are made up primarily with the degree student in mind. Although the schedule of courses presented in the Catalogs is meant to be as nearly as possible an accurate account of the courses to be offered, BJU reserves the right to make any necessary changes at any time in the courses to be offered, amount of credit to be given or any other details.

5.3.3.2 Course Descriptions and Credit

Indicated after the description of each course in the respective Catalogs is the semester in which it is normally offered and the amount of semester hour credit that it carries.

Credit is given in semester hours, each semester hour representing one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for the standard 16-week semester or a minimum of 32 hours of laboratory work with one hour of outside preparation work conducted by the student. Therefore, a class which meets for class work three hours a week for a semester will ordinarily give three semester hours of credit. A class which meets for classwork three hours a week and for laboratory work a minimum of two hours a week will give four semester hours of credit.

For distance learning courses, credit is similarly given in semester hours, each semester hour representing three hours of a combination of instruction, discussion, group work and individual student work.

5.3.4 Registration and Advisory System

One to three days are set aside at the beginning of each semester for registration. During this time, each student is supplied with complete information regarding the class schedule and his or her own previous academic record. Each student is assigned to a faculty advisor who assists him or her in making out his or her program of study. During the academic year a student may consult his or her faculty advisor, his or her dean, or any member of the registrar's office staff at any time concerning his or her course of study and future academic plans. Every degree candidate is furnished with a checksheet showing his or her exact standing in relation to degree conferral requirements. While everything possible is done to help the student plan his or her program correctly, the final responsibility for taking the courses which will fulfill the degree conferral requirements rests upon the student.

5.3.4.1 Registration Holds

A student will not be permitted to register if there is a "hold" on his or her account. Obligations that can result in holds are most often financial (e.g., past-due accounts, including unpaid tuition and fees). Other holds may be related to academic standing (probation or suspension) or incomplete admission files (missing transcripts). To clear a hold, the student must contact the office that has issued the hold to find out what must be done to fulfill the obligation(s).

5.3.5 Numbering of Courses

Courses numbered from **100 to 199** are primarily for freshmen.

Courses numbered from **200 to 299** are primarily for sophomores.

Courses numbered from **300 to 399** are primarily for juniors.

Courses numbered from **400 to 499** are primarily for seniors.

Courses numbered from **500 to 599** are advanced courses primarily for juniors and seniors and graduate students. Whether undergraduate or graduate credit is awarded will be determined by the student's classification or the student's intent at the time he or she registers for the course. Students taking 500-level courses for graduate credit will demonstrate an advanced level of rigor in their outcomes, reading of the literature in the field, and research projects.

Courses numbered from **600 to 699** are primarily for graduate students pursuing master's degrees.

Courses numbered from **700 to 899** are primarily for advanced graduate and doctoral students.

5.3.6 Student Loads and Course Repeats

5.3.6.1 Undergraduate Student Load and Course Repeats

A normal full-time undergraduate student load is 16–17 credits a semester; the maximum load is 20 credits (including distance learning work). The minimum full-time load for residence hall students is 12 credits and for day students is 10 credits. Any student who is permitted to enroll

for additional credits above 18 will be charged for the additional credits at one-half the per-semester-hour rate. The basis on which overload permission is granted is the cumulative Grade Point Average (GPA) earned in work completed through the University. For a load greater than 16 credits, a student must have a cumulative GPA of 2.0 or above. BJU recommends that a student with a cumulative GPA less than 3.0 not take more than 18 credits. All loads are controlled strictly by the student's academic average. By restricting a student's load according to the foregoing regulations, BJU aims to enable the student to improve the quality of his or her work rather than to accumulate credits above the 128 required for degree conferral.

No student may register for or receive credit in transfer for more than 20 credits in one semester. The maximum amount of credit which a student may receive for work completed during the summer at BJU and/or elsewhere is 16 semester credits.

No course which has been completed with a grade of C or above at Bob Jones University may be repeated except as an audit. Permission to audit requires the approval of the registrar or the dean of the school involved. Any course repeated without this permission will be considered an audit, for which no grade will be given—although the course will count on the student's load.

The original course grade, as well as grades for repeat courses, is included on the student's transcript; and all course grades will be included in the student's cumulative GPA.

5.3.6.2 Graduate Student Load and Course Repeats

A normal full-time graduate student load is 10–15 credits a semester; the maximum full-time semester load for a graduate student is nine credits of online classes via distance learning or 16 credits of resident and/or online classes. The minimum full-time load for residence hall students is 10 credits. The maximum full-time semester load for a graduate student is nine credits of online classes via distance learning or 16 credits of resident and/or online classes. No course which has been completed with a grade of C or above at Bob Jones University may be repeated except as an audit. Permission to audit requires the approval of the registrar or the dean of the school involved. Any course repeated without this permission will be considered an audit, for which no grade will be given—although the course will count on the student's load.

Students who have earned more than six credits of grades of C or a grade of D or F and have been disqualified from their current graduate program may seek admission into another BJU graduate program. Upon admission to the new graduate program, the student may be permitted to repeat the course in which he or she earned a D or F. In these cases, the original course grade as well as the repeat course will be included on the student's transcript and will be included in the student's cumulative GPA.

5.3.7 Course Enrollments

5.3.7.1 Undergraduate Course Enrollments

Excluding private lessons, internships and independent study courses, no course will be offered in any of the undergraduate schools unless there is an enrollment of at least ten students—unless exception is made by the dean

5.3.7.2 Graduate Course Enrollments

Excluding private lessons, internships and independent study courses, no course will be offered in any of the graduate divisions unless there is an enrollment of at least five students—unless exception is made by the dean.

5.3.8 Change of Course: Drop, Add and Withdrawal

After registration the student is given time to make any necessary adjustments in his or her schedule. See the current Academic Calendar for the official drop/add period. All schedule changes are subject to a change fee. After the drop/add period students may drop courses when necessary, but no new courses may be added. Courses dropped during the first five weeks will receive a grade of W. Courses may not be dropped during the final two weeks of regular classes or during final exams. A student who makes any changes in his or her schedule without following the correct university procedure will receive a grade of F for the course involved.

While withdrawing from a course in accordance with established procedures and timelines will have no impact on a student's GPA, a student's eligibility to continue receiving financial aid may be adversely impacted. Withdrawal can also potentially adversely impact a student's VA benefits, and for foreign students, immigration status. A student is therefore encouraged to consult with his or her academic advisor, the registrar's office, and the financial aid office before withdrawing. Students are considered the responsible parties for any/all transactions processed against their academic records.

Course Withdrawal for Medical Reasons: Students who seek to withdraw from a course for medical reasons must submit medical documentation to the registrar. Students who are granted a medical withdrawal by the registrar after the last day to withdraw will receive a "W" grade for the enrolled courses.

5.3.9 Coursework Taken Elsewhere

5.3.9.1 Undergraduate Students

Any currently enrolled student in good standing who plans to take work elsewhere during the summer with the intention of counting the work toward degree requirements in Bob Jones University must have the permission of the registrar before enrolling in such courses. When this work is completed, the student should request a transcript to be mailed immediately to BJU. Students who fail to observe the regulations of BJU concerning work completed elsewhere may forfeit credit for the work. No grades of D, P or CR are accepted in summer transfer credit. A grade of B or better must be earned in any graduate class transferred. Once enrolled at BJU, Bible courses and specific core courses must be completed through BJU. Students will not receive approval to take these courses at another institution: Bible, philosophy, Abnormal Psychology or the following specific core courses: En 101, En 102, En 103, Hi 101, Hi 102, Sc 200, SSE 200, FA 101, Ar 225, Mu 225, DP 225, Com 101 and Ph 200.

A student may not be enrolled for any courses at any other institution while enrolled in classes at Bob Jones University, with the exception of approved distance learning work.

5.3.9.1.1 Undergraduate Distance Education Limits

Undergraduate students must complete at least one full year in residency at Bob Jones University (see 5.4.6.2 in this volume). Unless taken through BJU, courses offered by distance learning must be approved by the registrar before they are taken. Any work of this nature taken during the time that the student is in residence must be counted as part of the student's load for that semester. Distance learning work does not fulfill residency requirements.

5.3.9.1.2 Graduate Coursework Taken Elsewhere

Any student who plans to take work elsewhere, including summer school, with the intention of counting the work toward degree requirements in Bob Jones University must have the permission of the registrar before enrolling in such courses. When this work is completed, the student should request a transcript to be mailed immediately to BJU. Students who fail to observe the regulations of BJU concerning work completed elsewhere may forfeit credit for this work. No grades below B or P or CR are accepted in transfer credit. In some instances, a student may be allowed to transfer a maximum of 16 semester credits upon approval of the registrar.

A student may not be enrolled for any courses at any other institution while enrolled at Bob Jones University, with the exception of approved distance learning work.

5.3.10 Auditing Courses

Students may, with the permission of the registrar, audit courses without credit. Audited courses will count toward a student's course load.

Auditors of courses are required to follow the same registration procedures as students taking the courses for credit. Auditors do not receive grades or credits. Participation in class discussion and written work is permitted at the discretion of the course instructor. A fee per credit is charged. The status of an auditor cannot be changed after the course has begun. BJU reserves the right to cancel an audit registration if class size exceeds space available.

Please note that a student may not take a course for credit after he or she has audited it; so if a student signs up for a course that is a required course in the student's degree program, the student cannot audit it. Also, if a student has been denied enrollment as a graduate student, the student may **not** audit a graduate course.

5.3.11 Closed Class Permission

To register for a closed course that has reached its enrollment capacity, a student must request permission from the dean.

5.3.12 Course Substitution and Waiver

Students are expected to satisfy all degree requirements. Only under unavoidable and exceptional circumstances will BJU permit a student to deviate from an academic program's requirements via a course substitution or waiver. When it becomes necessary to request a deviation from the prescribed course of study, the student must consult his or her dean. In preparing the request, the student is requested to be mindful of the following:

1. The course to be substituted must be in the same area as the required course or in a closely related area;
2. Substitution of a course for a previously failed required course is seldom granted;
3. Failure on the part of the student to schedule a required course is not sufficient reason for granting permission for a course substitution or waiver.

A student wishing to challenge the dean's decision must file a written appeal with the registrar within five business days of receiving the decision. Upon receipt of the appeal, the registrar will immediately bring the matter to the attention of the Academic Council. Within 10 business days of receipt of the appeal, the chair of the Academic Council will notify the student of the Academic Council's decision.

5.3.13 Prerequisite Overrides

In certain circumstances, the appropriate dean may approve a student's entering a course without having satisfied the prerequisite requirements. The dean's decision is final.

5.3.14 Leave of Absence

5.3.14.1 Undergraduate Students

An undergraduate student may request a Leave of Absence (LOA) from the University which, when granted, permits the student to maintain matriculated status although not in attendance and to resume study without applying for readmission. A student granted LOA is not considered to have withdrawn; and if the student is a Title IV recipient, no return calculation will be required. Upon the student's return from the leave, the student will continue to earn the federal student aid previously awarded for the period. Students who wish to leave and do not intend to finish their studies at BJU must go through the University's official withdrawal process.

If a student wants to request a Leave of Absence (LOA), he or she must first speak with the dean of the appropriate school and then the registrar (academic reasons) or the dean of students (all other reasons) to fill out the LOA form. Leave of absence status is ordinarily granted for no more than two semesters. The LOA form must include the start date of and the reason for the leave of absence as well as the term the student intends to return. Please note that there must be a reasonable expectation that the student will return from the leave of absence. Leaves of absence will not be approved for students subject to disqualification or dismissal because of academic deficiencies or disciplinary action. Moreover, students will not be permitted to take coursework elsewhere.

An LOA form is not required in order for a student to withdraw from all of his or her classes; however, a student must indicate on the LOA form if he or she wants to withdraw from all current courses and be dropped from all future courses or just be dropped from all future courses.

The registrar or dean of students will place any conditions of return on the LOA form and forward the form to the Records Office for entry into StudentCentral. The leave will take effect as of the date signed by the registrar or the dean of students.

Once the form is received by the Records Office, the following will be done:

1. Student will be issued grades of W for each course in the current semester (if applicable).

2. Student will be dropped from all future courses.

Once the student is ready to return, the student must notify Admission of his or her intent. If the student decides not to return, the student must notify Admission of his or her intent not to return 30 days before the start date of the term indicated on the LOA form. If a student does not return by the start date of the term indicated on the LOA form, the student's withdrawal date will be the first date of the leave. If the student is a federal loan recipient and fails to return within 180 days, BJU is required to return the funds to the appropriate lenders at that time and will also initiate the expiration of the student's loan grace period.

Students on leave may not live in the university residence halls during the term of their leave, nor may they participate in and/or hold leadership positions in any registered university organization or athletic team.

All students who wish to withdraw from the University must notify the office of Student Life for completion of the requisite form and dissemination of the information to the appropriate offices. Students must understand that unlike a temporary leave of absence, a withdrawal is a permanent decision. Students who withdraw from BJU will need to reapply to the University should they wish to return, and readmission is not guaranteed.

Students who are granted a withdrawal after the last day to withdraw will receive "W" grades for all enrolled courses.

5.3.15 Transcripts

To order a transcript, a student/former student must make request in writing to the Records Office. Please include full legal name, date of birth, year of last attendance and signature.

An official transcript must be mailed directly from Bob Jones University to the entity designated. Please include the name and address of the organization to which you wish the official transcript to be sent. An unofficial transcript may be sent directly to the student.

There is no charge for transcripts unless more than nine are requested at one time. Then the University will charge a fee per transcript, including the first nine.

The transcript is the University's certified statement of a student's academic record. It contains a student's major and lists all the courses and grades earned in the terms attempted; the grade point average; and if applicable, a minor, transfer work, and notations of distinctions and degrees received. A transcript may be authorized for release on security paper as either official or unofficial at the written request of a student. The student's account with the Business Office must be cleared before a transcript can be released. An official transcript is issued to a designated organization and bears the multicolored seal of BJU and a signature of the registrar. An unofficial transcript is stamped "Issued to Student."

The usual processing time for a transcript request is 48 hours. (At the beginning or end of a semester, please allow one week.) Transcripts are sent by regular U.S. mail. Any type of special handling will necessitate an additional charge that must be paid in advance.

Requests for transcripts must be submitted to the Records Office, Bob Jones University, Greenville, SC 29614.

5.4 Academic Policies

5.4.1 General Academic Policies

5.4.1.0 Philosophy Statement on Academic Grievances and Issues of Academic Integrity

[To be developed by Board of Trustees.]

5.4.1.1 Academic Honors and Awards

All honors and awards of an academic nature are established by Academic Council. Recipients of awards are approved by Administrative Conference.

5.4.1.2 Academic-Related Grievances

Academic grievances are addressed pursuant to the BJU Student Academic Grievance and Complaints Policy (see the Student Handbook and catalogs).

5.4.1.3 Academic Integrity

A key aspect of Christlike character is integrity. In their academic lives, students exhibit integrity by being truthful about their own academic work and properly acknowledging sources of ideas and information.

5.4.1.3.1 Cheating

Cheating in any form is not tolerated. Cheating includes:

- Copying from another student's test or assignment or allowing another person to copy one's own academic, research or creative work—whether intentionally or recklessly.
- Unauthorized provision or use of notes, textbooks or other unauthorized helps on a test or assignment—such as requesting or accepting answers on a quiz or test from another student who has already taken it, discussing test information to any extent with other students, transmitting quizzes or tests or answers to quizzes or tests electronically to other students via cell phone, email, etc.
- The unauthorized use of electronic instruments such as cell phones, pagers or other mobile devices to access or share information.
- Changing answers after a test or assignment has been completed.
- Reporting false information about the completion of an assignment, including turning in someone's work as one's own (another student's, a purchased paper from an online source, etc.)
- The unauthorized completion of academic work for another person.
- The unauthorized collaboration with any other person on an academic exercise, including collaboration on a take-home or makeup academic exercise.
- Bypassing or attempting to bypass security measures or electronic assessments, e.g., passwords.

- Unauthorized use of a proctor who does not meet assigned criteria.

5.4.1.3.2 Plagiarism

Another form of cheating is plagiarism, the intentional or unintentional use to any degree of the ideas or words of one's source material without proper acknowledgement. Plagiarism typically takes two forms:

Substantial—Failure to acknowledge the use of an author's ideas or organization by footnote or identification of the source in the text of the paper. Incomplete paraphrase (mere rearrangement of syntax and substitution of synonyms for the author's words) is plagiarism.

Verbal—Failure to acknowledge the use of an author's words by quotation marks as well as by footnote or identification in the text.

Plagiarism is theft, and the Scriptures are clear that we are to respect the property of others and to be honest and above reproach in all things (Exod. 20:15; Rom. 12:17; Heb. 13:18). Regardless of the source being used (Internet site, book, database, magazine, newspaper, computer program, speech, class notes, handouts, etc.), *all* words and information from those sources must be presented accurately and acknowledged properly so that a student's integrity is not called into question and his or her testimony harmed.

Examples of appropriate and inappropriate handling of source material:

Original text—"As Rome became involved in wars fought on many fronts and with many soldiers, supplying military provisions became a lucrative business. Usually the contractors were paid as soon as their work was completed. In a military emergency, however, they might be asked to accept a promise of deferred payment (probably with interest)." (Shelton, JoAnn. *As the Romans Did: A Source Book in Roman Social History*. New York: Oxford UP, 1988. 146–47. Print.)

Unacceptable Paraphrase—As Rome fought wars on many fronts and with many soldiers, supplying provisions to the military became a money-making business. Usually contractors were paid right away, but in an emergency they were asked to accept deferred payment (Shelton 146–47). [This paraphrase is inappropriate because it follows the same syntax (sentence structure) and uses many of the same words as the original.]

Acceptable Paraphrase—Dealing in military supplies was a profitable industry when Rome's armies grew and became entangled on multiple fronts. Although suppliers in times of crisis were willing to be paid on a delayed schedule, in most cases the Roman government was able to pay them immediately (Shelton 146–47). [Note different words and different syntax.]

Plagiarism Checking—Students should be aware that faculty members have access to software programs that allow them to check student writing for plagiarism.

Students may refer to *College Writing* (Ch. 5) and *Companion to College English* (Ch. 23) for more information regarding plagiarism and how to avoid it.

Sanctions for Plagiarism

- Any student whose paper clearly exhibits plagiarism of substance or expression will receive an F on the assignment and may be required to submit a replacement assignment for no credit.

- If the course is one in which the preparation of an acceptable research paper is the main requirement, the student whose research paper exhibits plagiarism will receive an F in the course.

5.4.1.3.3 Copyrighted Material

All original works in any media format (including, but not limited to print, video or audio) as well as images or materials on the Internet are protected by copyright law, regardless of whether a specific copyright statement is attached to the media. Any duplication that does not fall within the guidelines of fair use requires permission from the publishing agent or copyright owner. Please see the BJU copyright guidelines for information regarding fair use (on the intranet under “Academics”).

5.4.1.3.4 Other Types of Academic Integrity Violations

Collusion: Collusion involves the cooperation of students with faculty or staff personnel in securing confidential information/material (tests, examinations, etc.); bribery by students to change examination grades and/or grade point averages; cooperative efforts by students and student assistants to gain access to examinations or answers to examinations for distribution; assisting in or contributing to the academic dishonesty of another individual; and seeking, obtaining, possessing or giving to another person an examination or portions of an examination (not yet given), without permission of the instructor.

Recycling: Recycling is defined as submission of a student’s work that has previously counted for credit in another course. Recycling is not allowed unless explicitly authorized by the faculty members of both study divisions; in such a case, students must reference their previous work.

Sabotage: Sabotage is defined as the destruction or deliberate inhibition of progress of another student’s work, including, but not limited to the destruction or hiding of shared resources such as library materials or computer software and hardware and tampering with another person’s laboratory experiments.

Falsification of Data, Information or Records: Furnishing or conspiring to furnish false information to the University by forgery, alteration or misuse of, among other things, university documents, academic records, research data, or professional or academic credentials is strictly prohibited.

5.4.1.3.5 Violations/Resolutions

Penalties for violations of academic integrity are usually academic but may also be disciplinary. Cheating on a final exam brings denial of reenrollment.

Course instructors who have evidence of a possible violation of the BJU Academic Integrity Policy must formally report the incident to the dean and the provost. If the course is an online course, the facilitator should report the incident to the Student Support Supervisor in the Center for Distance Learning. Because the University wants a record of such instances in order to detect patterns that may be developing or repeat offenses that require disciplinary intervention, the provost will notify the dean of students’ office to enter each cheating offense into DC Central (including those that do not involve disciplinary penalty).

Informal Resolutions

If, after reporting the incident to the provost, there is no record of prior offenses and in the collective judgment of the course instructor, dean and provost the violation warrants a sanction less severe than suspension, the matter may be resolved informally between the instructor and the student. Otherwise, the matter must be investigated pursuant to the formal resolution process below.

An informal resolution may result in a written warning, reduced grade on the assignment, a reduced grade in the course, additional assignments and/or other educational initiatives, or failure of the course. A student who disagrees with the course instructor's sanction may request that the matter be formally resolved.

Formal Resolutions

If the alleged academic integrity violation appears on its face to warrant suspension or dismissal from the University or non-reenrollment—or if the student, course instructor, dean or provost requests a formal resolution—the provost will notify the instructor and the student(s) that a formal investigation by the Academic Administrative Hearing Committee will be undertaken. The Committee will conduct an appropriate investigation and will render a written explanation/decision within 30 days of receipt of the referral to both the student who made the complaint and the provost. The office of the provost will keep a record of all student complaints and documentation of how they were handled.

Sanctions: Sanctions for academic integrity violations may include (but are not limited to) the following:

1. A written warning;
2. A reduced grade on the assignment;
3. A reduced grade in the course;
4. Additional academic assignments and/or other educational initiatives;
5. Failure of the course;
6. Suspension from the University. Substantiated cheating on a final exam brings denial of reenrollment;
7. Permanent dismissal from the University or non-reenrollment.

Appeals

If the student is not satisfied with the finding of the Committee, he/she may petition the Board of Trustees directly to be allowed to present his/her inquiry/complaint. The Executive Committee of the Board of Trustees shall consider the petition and determine if the full Board will consider the matter. The decision of the Executive Committee as to whether the matter will be presented to the full Board is final. If the matter is presented to the full Board, the student will be notified of the procedure that the Board will follow in hearing the inquiry/complaint.

5.4.1.4 Change of Major/Minor or Academic Program

Consult the BJU Catalog for major, minor and degree program options.

Associate Programs: A student who wants to change his or her major to a different associate degree should go to StudentCentral and under the Academics Menu option choose Major/Minor Change Request. After selecting a new major, the student should then see the dean of the school of the new major and meet with his new advisor.

Transferring to Baccalaureate Programs: An associate student wishing to change his or her major to a baccalaureate degree program should see his or her current dean.

1. Associate Placement: Students admitted to an associate degree based upon high school performance must meet the following qualifications:
 - a. Be a high school graduate or have passed the GED.
 - b. Have at least a 2.0 cumulative GPA toward an associate degree and be carrying at least 15 credits the semester application is made for transfer.
2. Previous Baccalaureate Students: Students who have been in a baccalaureate program previously and who change or who were admitted to an associate degree must meet the following qualifications:
 - a. Have earned enough additional quality points with grades of B or A in appropriate courses to compensate for any previous baccalaureate quality point deficiency and be carrying at least 15 credits during the semester that application is made for transfer.

Baccalaureate Programs: A student who wants to change his or her major or minor should go to StudentCentral and under the Academics Menu option choose Major/Minor Change Request. After selecting his or her new major, the student should then see the dean of the school of the new major and meet with his or her new advisor.

Transition Advisor

Students who are contemplating a major change should be encouraged to meet with the transition advisor of the Academic Resource Center (A1 205). The transition advisor is available for students to:

1. Review current academic process and course completion in connection with a proposed intended program;
2. Solicit input from advisor, instructor or coaches about student intent;
3. Provide awareness to advisor about their intention;
4. Learn about the major requested and/or provide major available options;
5. Obtain additional resources and/or schedule meeting with select faculty, alumni or deans.

The transition advisor seeks to ensure that the student is selecting an appropriate major for completion of a degree in a timely manner.

Advisory Checksheet: Students who are contemplating a major change and desire to know how the change impacts the completion of a degree in a timely manner may request an advisory checksheet at the Records Office or through an academic dean. An advisory checksheet will show:

1. How completed and/or currently enrolled courses satisfy the contemplated program requirements;

2. All outstanding course and/or checkpoint requirements, including credit hours needed.

An advisory checksheet should be reviewed by both the student and the academic dean or registrar to facilitate the decision-making process by identifying possible checksheet substitutions based on completed/outstanding courses and by understanding the impact of completing the new degree in a timely manner.

Graduate Programs

Students who want to change their degree or major must reapply in StudentCentral under the Academics Menu option by choosing Graduate Approval Application. Once the request has been reviewed by the Academic Council, the student will be notified of any program and/or advisor change.

5.4.1.5 Classroom Management

Bob Jones University instructors teach classes from a biblical worldview and to the highest academic standards. Students attend each class for which they are registered and are expected to apply the appropriate time and energy necessary to earn the best possible grade in each class. In addition, students are expected to respect both instructors and fellow students and exhibit deportment that helps create a positive learning environment in each classroom.

5.4.1.5.1 Class Attendance

Students are expected to attend all scheduled class sessions for each course in which they are enrolled—including final exams—and to arrive on time. Students are to use effective time management in order to be in attendance and are not to be absent from a class to work on other class assignments or to extend a designated break. However, BJU recognizes the occasional need to be absent from class.

5.4.1.5.2 Absences

Absences are for illness that is too severe or contagious for the student to attend class, visits and interviews at graduate schools or for future employment, participation in voluntary events such as individual competitions or field trips, and military duty requirements.

University-authorized Absences: University-authorized absences include participating in university-sponsored events; officially representing the University at assigned events; participating in official intercollegiate team competitions; responding to administrative requests; chronic illness; illness, surgery or medical emergencies requiring absence for four or more consecutive days; illness of a dependent family member; funeral of immediate family member; and participation in legal proceedings or administrative procedures that require a student's presence.

Communicating with Faculty: Before taking a planned absence or a university-authorized absence, students should review the University's absence policies and discuss and gain agreement with each of their instructors regarding how they will meet class requirements. Course policies typically are found in course syllabi.

Number of Absences: A student who is absent from or late to class may be subject to academic penalties, especially if absences accumulate. The Academic Council has established the following limits on class absences. If a student exceeds the established number of absences in a

specific class, he or she may be withdrawn from the course. Being withdrawn from courses may impact financial aid and/or scholarships, health insurance, residency requirements, and the completion of a student’s degree in a timely manner. Information about compulsory withdrawals from specific classes may be found on StudentCentral.

| Class meetings per week | 1 2 3 4 5 | 5 (block) | Summer Session |
|--|-----------|-----------|----------------|
| Absences allowed | 2 3 4 5 5 | 1 | 1 |
| Additional university-authorized absences possible | 1 3 5 4 4 | 1 | 1 |

Absences While on Academic Probation: Students on academic probation may take absences only for illness and/or to attend the funeral of an immediate family member; e.g., parent, grandparent, sibling, aunt, uncle, first cousin).

Lates: Students are expected to arrive on time for each class. Students will be counted “late” if they arrive in the first 20 minutes after the class has begun and “absent” if they arrive after the first 20 minutes of class. Three lates to the same class during a semester will equal one absence for that class.

Students are also expected to attend classes for the entire class period. Unless a student makes prior arrangements with his or her instructor to leave a class early, he or she will be counted absent from the class if he or she leaves before the end of the class hour.

Double Absence Days: Missing class on designated days results in a double absence. Consult the Calendar of Events for the “double absence” dates.

Appealing Class Absences: If a student is marked absent from a class but was not absent, he or she is responsible to contact the instructor within one week to appeal the absence. If a student is marked for an absence when the absence was university-authorized, he or she is responsible to contact the dean of men’s/women’s office or the Records Office to appeal the absence. Students withdrawn from class because of absences may appeal in writing to the registrar.

Dropping a Class: Students are to contact the Records Office before missing a class they want to drop.

5.4.1.5.3 *Class Deportment*

Appropriate class deportment is a matter of self-control. Students are expected to be attentive in class. Talking, reading, studying other materials, text messaging, writing letters and sleeping are inappropriate. Students using a laptop or handheld device may use it only for functions the instructor deems pertinent to the class they are in—not for answering email, playing games, browsing the Internet, participating in social media sites or working on assignments for other classes. Water and other beverages in covered containers may be brought into the classroom at the discretion of the instructor.

5.4.1.5.4 *Relationships in the Classroom*

BJU students are brothers and sisters in Christ and should treat one another with respect, both inside and outside the classroom.

While instructors are in a position of authority in the classroom, students and instructors are also brothers and sisters in Christ ... and in the event of some form of disagreement should approach one another respectfully and in accordance with biblical principles. Appropriate discourse in a reasoned fashion is part of the education process; and strong opinions informed by fact, logic, spiritual maturity and biblical insight are valued. At the same time, disagreement over ideas and other academic issues can occur. Students are not just welcome but invited to discuss any matter with their instructors. In particular, if a student wishes to discuss an area of disagreement with an instructor, he or she should go directly to that instructor outside of class and respectfully present his or her concerns without fear of academic penalty. Airing complaints publicly in venues such as social media is not an appropriate means of resolving an issue.

5.4.1.5.5 Class Cancellations

On rare occasions, it may be necessary to cancel a scheduled class due to inclement weather or an instructor's inability to meet a class.

Inclement Weather Cancellations: Unless announced via email or on WYFF Channel 4, WORD 106.3 FM and 1330 AM, WHNS Fox Carolina and WSPA Channel 7, classes will continue as usual on days of inclement weather.

Faculty Member Decision to Cancel Class: When an instructor is unable to meet a class because of illness and unable to arrange for a substitute, an official notice with this information will be posted outside the assigned classroom.

5.4.1.5.6 Classroom Courtesy

Professional responsibility requires prompt and regular attendance of course instructors at their classes and other assigned duties. Classes are to begin and end promptly. Students are free to assume that a class has been canceled and leave if the instructor is not present within 20 minutes of the usual starting time unless the instructor has established an alternate procedure.

5.4.1.6 Degree Conferral

5.4.1.6.1 Prospective Graduates

Juniors and Seniors: Students within 50 credits of completing their degrees by May or August of the current academic year or by the following December should also plan their extended schedules (next semester and/or the summer) to ensure that all degree requirements can be completed without conflicts. *Advisors are asked to discuss with juniors and seniors goals for completing degree requirements so that these students can plan accordingly.*

Anticipated Conferral: Month and year is listed on the Profile page and Checksheet if the student declared his/her intent to graduate.

Graduate Approval for Seniors: Seniors in their last semester of enrollment in a bachelor's degree program who wish to take one graduate course for graduate credit or enter a graduate program at BJU the next semester must receive graduate approval from the Academic Council. Application must be made at the Records Office.

“December Graduates”: “December grad” is a misnomer because BJU does not confer degrees in December. These individuals have either completed all of their degree requirements and will

have their degree conferred in May or have completed their residency requirements and—with prior approval—will be completing their remaining course requirements by distance learning or from another institution.

Diploma Orders and Graduation: Students completing degree requirements in December, May or August must complete a diploma order. Under certain circumstances a candidate for a degree may be permitted to participate in the commencement procession prior to completion of all coursework or requirements. (See Prospective Graduates for diploma orders, commencement activities and procession concession qualifications.)

The student must use his/her *full legal name—absolutely no initials.*

Note: Feb. 1 is the last day to cancel a May diploma order without paying the graduation fee. Diploma changes must be made at the Records Office (Administration Building). Students whose conferral date is changed after Feb. 1 will be charged a \$40 reorder fee.

Women Only: Any woman who is married prior to the end of the last semester (or summer session) of her coursework for degree conferral must use her married name on her diploma. A woman who marries between the end of her last semester (or summer session) of enrollment and degree conferral may use either her maiden name or her married name. When the married name is used, the maiden name must also be included as part of the name.

Deficiencies: Any deficiencies listed on a student's checksheet must be made up before he/she may receive a degree from BJU.

5.4.1.6.2 Commencement Information for Graduating Students

Bob Jones University confers degrees in May and August with one Commencement ceremony (in May) each year. Commencement activities are scheduled for Thursday and Friday.

All students finishing degree requirements in December are encouraged to return to the campus to participate in Commencement. Prospective graduates not in residence II Semester will receive information about Commencement around mid-March. Eligible prospective graduates who are in residence II Semester and are receiving their degrees in May are to participate.

Students completing degree requirements during the summer for an August degree conferral may be eligible to participate in our annual May Commencement procession and should review the Procession Concession requirements for eligibility. August degrees will be conferred on the Friday prior to the official opening of the school for the fall term.

Coursework Away II Semester (either by distance learning or in residence). In order for a student to participate in Commencement, the following course completion and grade reporting deadlines to the Records Office must be observed:

All coursework taken in residence or by distance learning at another institution must be approved in advance based on submission of a Transfer Work Request form to the Records Office. Grades for any coursework taken from another institution must be reported to the Records Office by 5 p.m. on the Monday prior to Commencement in order for the student to participate in the Commencement procession. BJU will accept a phone call from the school indicating satisfactory completion of the course for the purpose of marching; however, an official transcript must be received before the diploma can be released.

Note: Some institutions take three to four weeks to process and report grades.

Students who have an outstanding incomplete in any course, including distance learning courses in progress but not completed, will not be eligible to participate in the Commencement procession.

5.4.1.6.3 Procession Concession Eligibility Requirements

BJU wants all students finishing degree requirements to have the opportunity to participate in Commencement. Because the University conducts only one Commencement each year (in May), some students may have completed applicable residency requirements or will complete them in BJU summer session but may not have completed all of their course or checkpoint requirements by the deadline for participation in the Commencement program. Many students finishing requirements for their degree during the summer will qualify to participate. To be considered for a Procession Concession, the student must meet the following academic criteria and be planning to complete all outstanding degree requirements prior to the August degree conferral date. (Summer degrees are conferred the Friday prior to the official opening of school for the fall term.)

Associate Degree Candidates:

- Have a minimum 2.0 cumulative GPA
- Have completed applicable residency requirements or will complete in BJU summer session
- Lack six or fewer credits scheduled through BJU Online classes or another approved institution

Baccalaureate Degree Candidates:

- Have a minimum 2.0 cumulative GPA
- Have completed applicable residency requirements or will complete in BJU summer session
- Lack 11 or fewer credits scheduled through BJU Online classes or another approved institution
- May lack Praxis II, recital or show if check has been successfully passed

Master's Degree Candidates:

- Have a minimum 3.0 cumulative GPA (2.6 MDiv)
- Have completed applicable residency requirement
- Lack credits scheduled through BJU or another approved institution in residence or via online class
- May lack MA Religion Comprehension Exam or Portfolio

The following do not fulfill procession concession qualifications: independent learning work (correspondence), language proficiencies or thesis/dissertation.

5.4.1.7 Grade Reports

New and transfer students receive a four-week grade assessment of their initial semester at Bob Jones University.

All students are given an opportunity to evaluate their progress at approximately the midpoint of the semester.

Final grade reports are issued once each academic period (i.e., at the end of each semester). Any questions concerning the accuracy of a grade report must be submitted to the respective course instructor within 20 business days of the report issued. The course instructor will confer with the student within two business weeks thereafter and will review the records and evidence to determine whether any error or omission has occurred.

If an error has been made, the procedure described in the BJU Grade Change policy is followed. If the issue is not resolved between the student and the course instructor, the student must follow the procedures set forth in the BJU Academic Grievance and Complaint Policy.

Evaluation of student performance is the prerogative and responsibility of the course instructor. Students must be aware that in questions relating to the quality of that performance, the professional judgment of the faculty member is commonly accepted as authoritative by the University. An academic grievance is most likely to result in a change of grade for a course if it includes evidence that there was an error in computing the grade or that the grade was determined by standards improperly different from those applied to other students in the course.

Students who made an incomplete (“I”) during I Semester are required to make up or complete their work by the following March 1; the winter mini-session deadline is the following May 1. Students who make an “I” during II Semester or summer are required to make up or complete their work by the following November 1. If the work is not completed by the required deadline, the I will be changed to F. A student who makes up his or her work within the required time will receive a grade determined by the instructor.

5.4.1.8 Grade Change

BJU considers all grades final 20 business days after the end of a term if unchallenged by the student and will not change grades unless there is an error. Requests for a change of grade necessitated by clerical, computational or other documented error must be submitted in writing by the instructor to the registrar.

5.4.1.9 Internship Credit

Students may obtain academic credit by participating in an Internship program as provided by applicable academic divisions. By providing opportunities for internships on and off campus, BJU encourages students to broaden their learning experience and to explore career options in business, government, the arts and private agencies. All experiences are related to an academic area, and a faculty sponsor must approve the internship proposal in accordance with the procedures outlined below.

General Eligibility: To be considered for participation, a student must normally have completed 60 academic credits (including a minimum of 15 credits taken at BJU) and have a GPA of 2.3 or above. Interested students must submit an application and resume by appropriate deadlines.

Approval of Internship Sites:

1. New internship sites are to be validated by the faculty member supervising the internship prior to submitting the internship for approval. Sites where interns have been placed in the immediate past five years need not be visited prior to approving placement of an intern.
2. All internships, regardless of origin, must be approved by the dean, the department head or division chair, the faculty member supervising the internship, and the student's academic advisor prior to the student's registration for the internship.
3. The approval of an internship is a continuing process. Approval may be withdrawn during an internship in the best interest of the student for concerns of safety, legality or educational validity.

Credit Approval: Internships earn variable academic credit; credit is awarded in accordance with the BJU Course Credit Hour Approval and Review Policy.

Evaluation and Grading: The supervising faculty member is responsible for the evaluation of the intern and the internship experience. All internships receive a letter grade in accordance with the BJU grading policy.

Additional Requirements:

1. A maximum of 15 credits of internship academic credit may be earned by the student.
2. Academic credit earned as a result of internship credit is to be categorized under open electives in the student's academic program.
3. Student compensation is to be decided between the intern and the relevant agency. All internships conducted on the campus as part of the organization of Bob Jones University will be nonpaid positions.
4. The department will provide intern/internship evaluation forms to be used by the agency and by the intern. The student is to give the appropriate form to his/her supervisor in the agency.

5.4.1.10 Missed Final Exams

Students who do not take the final exam must be given a zero when the faculty member computes the final grade. Students who miss an exam for legitimate reasons must secure permission from the registrar and make arrangements with the instructor to take the exam prior to the deadline to turn in grades. If the Records Office has been notified that the reason for missing the exam prohibits the student from taking the exam prior to the deadline, the instructor will be notified by the Records Office and an incomplete grade may be awarded.

5.4.1.11 Revocation of Academic Credit or Degree

Bob Jones University certifies the academic achievement of its students through the awarding of course credits and, ultimately, formal degrees. Employers, graduate schools and other entities outside of BJU rely upon academic degrees to verify the knowledge and qualifications possessed by university graduates. As such, BJU maintains procedures to ensure that only those students who have completed their academic requirements in accordance with all university policies receive course credits or degrees. Despite these efforts, it is possible that some students who are ineligible to receive course credit or a degree may—because of administrative error, fraud or

other misconduct—be erroneously awarded credit or a degree before the violation is discovered. In such cases, BJU reserves the right to revoke the credit or degree in question, regardless of the amount of time that has passed since the certification was issued.

The following guidelines govern the process of credit or degree revocation at BJU:

Violations Warranting a Revocation Investigation: The following examples illustrate the range of actions and situations that could result in a revocation of previously awarded credits or degrees investigation.

Fraudulent application: A student gains admission to BJU as a result of any material misrepresentation, material omission or falsification of records.

Academic dishonesty: A student engages in cheating, fraud or plagiarism or otherwise violates any aspect of BJU's Academic Integrity Policy.

Disciplinary misconduct: A student violates an aspect of university policy that would have resulted in suspension or expulsion from the University.

Administrative error: A member of the BJU faculty or staff commits an error in grading or documentation that results in the awarding of a credit or degree that was not truly earned. It should be noted that in cases of administrative error, a credit or degree may be revoked only within two years of the granting of the certification and only if doing so will not place an undue hardship upon the individual (depending upon the scope of the error and whether the individual possessed prior knowledge of the error).

Student request: A student who earned a credit or degree in accordance with BJU policy decides at a later date that he/she would like to have the certification revoked.

A decision to revoke academic credit or a degree will be made by the provost after appropriate consultation with the Academic Council. Students may appeal the provost's decision by filing a grievance in accordance with the BJU Academic Grievances and Complaints Policy.

5.4.1.12 Second Degrees

After a degree has been conferred, one academic year of coursework is necessary before another degree from BJU can be conferred on the same person. A minimum number of credits must be completed between the two degrees.

Associate Degree Candidates: Students desiring to pursue a second associate degree or a baccalaureate degree must complete a minimum of 24 credits through BJU following the completion of the associate degree.

Baccalaureate Degree Candidates: Students desiring to pursue a second baccalaureate degree must complete a minimum of 30 credits through BJU following the completion of the first bachelor's degree.

Note: *Students desiring to enter a graduate program at BJU the next semester must have all undergraduate degree course requirements completed by the Wednesday prior to the beginning of classes for the next semester.*

Master's Degree Candidates: Students desiring to pursue a second master's degree must complete a minimum of 15 credits through BJU following the completion of the first master's degree.

5.4.1.13 Textbooks

In compliance with the Higher Education Opportunity Act, a listing of required and/or optional textbooks for courses is made available through the Textbook Store website, accessible through StudentCentral. Included on the Textbook Store website is the International Standard Book Number (ISBN) and retail price of every recommended or required book or supplemental material¹ for all courses offered by BJU. If the ISBN is unavailable, the website provides the author, title, publisher and copyright date. If textbooks are not listed on StudentCentral two weeks prior to the start of classes, students should contact the instructor directly.

Students are free to choose where they purchase course materials, and there is no obligation to purchase a textbook through the website. The same textbook may also be available from an independent retailer, including an online retailer.

5.4.1.14 Validation Examinations

Students desiring advanced standing on the basis of academic work which BJU is unable to accept without examination may validate such work by examination after their arrival. A fee is charged for each validation examination. This procedure also applies to academic work taken in Bible schools which do not have an approved college department. All validation examinations must be completed by the end of the first half-semester after a student enrolls.

5.4.2 Undergraduate Academic Policies

5.4.2.1 Classification of Undergraduate Students

Academic classification is granted to all university students according to the following standards:

Freshman: Admission to BJU with freshman standing.

Sophomore: At least 28 credits and 52 quality points; all entrance deficiencies removed.

Junior: At least 62 credits and 120 quality points.

Senior: At least 96 credits and 188 quality points; reasonable prospect of completing the requirements for degree conferral in two additional semesters of work.

Postgraduate Special: Possession of a baccalaureate degree from an approved college or university but admitted as a special student not taking a program of study leading to an advanced degree. Students in this classification are limited to undergraduate courses. PGS students who are not graduates of BJU are to take Bible classes.

5.4.2.2 Undergraduate Grading System

The following grading system is used by all schools of BJU.

| | |
|---|----------------|
| A | Excellent |
| B | Good |
| C | Passing |
| D | Unsatisfactory |

¹ Supplemental material is any educational material developed to accompany the book (e.g., a DVD).

| | |
|----|-----------------------|
| F | Failure |
| I | Incomplete |
| W | Withdrawn from course |
| WF | Withdrawn failure |
| AU | Audit |
| NR | Not reported |
| P | Passed |
| CR | Credit |

Official standards of achievement for the various BJU courses are assigned by each of the divisions and departments of BJU and are announced to the students at the beginning of each semester.

5.4.2.3 Undergraduate Quality Points

Quality points will be computed as follows, in all schools of BJU:

| | |
|---|-------------------------------------|
| A | 4 quality points per credit earned |
| B | 3 quality points per credit earned |
| C | 2 quality points per credit earned |
| D | 1 quality point per credit earned |
| F | 0 quality points per credit carried |
| P | 0 quality points per credit earned |

Students who enter with advanced standing are required to earn twice as many quality points as semester credits while they are in residence at Bob Jones University. Since an average of C is the minimum requirement for university degree conferral, no student who has less than a cumulative 2.0 GPA may consider himself or herself a candidate for a degree if his or her record fails to meet this minimum standard.

5.4.2.4 Undergraduate Placement and Probations

High School Graduate

The primary consideration is based on the student's "adjusted GPA." The adjusted GPA is calculated using the grades from core academic courses only: math, science, history, language arts (English, speech, etc.) and foreign language.

Limited Load

A student with an adjusted GPA of 1.7–1.9 (C-)

Academic Probation

A student with an adjusted GPA of 1.3–1.6 (D+) or previous academic performance at another institution

Associate Placement

A student with an adjusted GPA of 1.0–1.2 (D)

In addition after the primary consideration (adjusted GPA) is determined, other factors are taken into consideration that may affect a "borderline" student's status:

- ACT scores

- Achievement test scores
- Comments from the school official recommendation

These factors may result in a student being placed in a “lower level” restriction.

For instance, if a student has a borderline GPA such as 1.7, his or her ACT composite score is below 16 or his or her achievement test complete battery percentile is 50 percent or below and there is a comment from a school official that the student has academic struggles, he or she may be placed on Academic Probation instead of Limited Load.

Examination Results

A student who is accepted for admission on the basis of satisfactory examination results will be placed on academic probation. These exam results include the GED, an Equivalency Diploma or certificate (adult education), etc. The minimum GED scores are as follows: individual subject scores—40; composite score—45.

There are occasions when a student submits a GED with scores that barely meet the minimum allowable scores and his or her high school transcript reflects poor academic achievement (GPA of 1.6 or below) or he or she has low ACT scores (16 or below). That student may be placed on Associate Placement initially instead of Academic Probation in order for the student to prove that he or she can handle university-level academic work.

5.4.2.5 Academic Record Review and Probation Status Associate and Bachelor’s Degree Programs

The academic record of every undergraduate student will be reviewed at the end of each semester to ensure that each student is meeting the minimum degree requirements. Students not meeting the minimum cumulative 2.0 GPA will be placed on a 16-credit limited load, academic probation or strict academic probation. Students who do not meet the standards for improvement will be dropped for poor scholarship.

Records of students in programs with higher GPA requirements will be reviewed by the appropriate school, division or department for students to continue in their programs.

16-credit Limited Load

Students with less than a 2.0 cumulative GPA but not on academic probation may carry a maximum 16-credit load. A student is removed from limited load at the end of any academic period when his/her cumulative GPA is 2.0 or above. A student’s load is limited so that he/she is not put in jeopardy of being placed on academic probation. Students desiring to carry more than a 16-credit load must have a cumulative GPA of 2.0 or above.

Academic Probation

Students are placed on academic probation when they fall behind more than 9 quality points or their cumulative GPA falls below the following levels:

| Attempted Credits | GPA |
|--------------------------|------------|
| 20 or fewer | 1.5 |
| 21–32 | 1.6 |

| | |
|--------------|------|
| 33–50 | 1.75 |
| 51–62 | 1.8 |
| 63–80 | 1.85 |
| 81 and above | 1.9 |

During the first semester admitted or placed on academic probation, students are required to take Uni 093 Academic Management Seminar. A grade of P must be earned in this course or the course must be retaken in the subsequent semester. The course may not be dropped without the permission of the registrar.

Academic probation helps students avoid putting themselves in jeopardy of being dropped for poor scholarship by limiting their academic loads and extracurricular activities, thus allowing them to devote more time to earning grades of B or A and consequently raising their cumulative GPA to 2.0 or above. A student is removed from academic probation at the end of any academic period (semester or summer session) in which his/her cumulative GPA is 2.0 or above as long as the student has earned a cumulative total of 12 or more credits at that time. A student who has previously been on academic probation will automatically be returned to academic probation status if his or her cumulative GPA falls below 2.0.

A student on academic probation has the following limitations:

- Required to take Uni 093 Academic Management Seminar if he or she has not already had the class
- 14-credit academic load (except associate trade and bachelor's trade concentration programs); work program students should also limit their work schedules with their work supervisors
- Not eligible for planned absences from classes
- Not eligible to hold a major office in any university organization
- Not eligible to participate in intramural or intercollegiate sports practice or competition, either as a player or a coach
- Permitted to participate in only one university-sponsored cultural or fine arts activity (such as band, orchestra, choir, Opera Association or Classic Players)
- Not eligible to take online classes

Strict Academic Probation

Students are placed on strict academic probation when they have been on academic probation for two consecutive semesters or have a 17-or-more quality point deficiency. A student is removed from strict academic probation at the end of any academic period (semester or summer session) in which his/her cumulative GPA is 2.0 or above as long as the student has earned a cumulative total of 12 or more credits at that time. A student who has previously been on strict academic probation will automatically be returned to strict academic probation status if his or her cumulative GPA falls below 2.0.

In addition to the academic probation limitations, students on strict academic probation:

- Must meet with the registrar or their academic dean at the start of their first semester on strict academic probation to discuss the urgency of their academic situation.
- May not preregister for the next semester until their grades at the end of the semester have been reviewed. Once grades have been reviewed—
 - If they have earned additional quality points (grades of B or A) with a semester GPA of 2.1 or above, they may continue in their current degree program.
 - If they have lost any additional quality points, they may be dropped for poor scholarship.

Bachelor's to Associate

At the end of each semester, the academic records of students on academic or strict academic probation are reviewed. Students who fail to earn additional quality points with grades of B or A to raise their cumulative GPA are dropped for poor scholarship. Students dropped from a bachelor's program may continue in an associate program. These students receive “academic forgiveness” and are given a fresh start—with no quality point deficiency toward determining their GPA in an associate program.

For the first semester in an associate program, these students are identified on their checksheets and in the probation status as Bachelor's to Associate. Although this status has no academic or extracurricular limitations, these students will need assistance concerning time management and study skills to meet the academic challenges they face so that they can successfully complete an associate degree.

Note: Bachelor's to Associate students must take Uni 091 Jump Start Your College Success during their initial semester of enrollment in an associate program unless the course has been previously taken and passed.

Dropped for Poor Scholarship

Students on academic probation or strict academic probation who fail to earn additional quality points with grades of B or A to raise their cumulative GPA may be dropped for poor scholarship.

Factors considered for being dropped for poor scholarship include the size of the quality point deficiency, the number of semesters on academic probation, the number of semesters enrolled, and whether a student has been able to earn grades of B or better. The combination of these factors is considered for eligibility to continue in the declared degree program. A student with a quality point deficiency of more than 20 is a candidate for being dropped.

Students in a bachelor's degree program who are dropped for poor scholarship have an opportunity to pursue an associate degree. Grades of C or better will be applicable toward the requirements in that program. Prior grades of D or F would not be part of the associate degree record; therefore, students can continue with a brand-new GPA.

Students in an associate degree program who are dropped for poor scholarship are not eligible to continue enrollment at BJU.

Dropped for Poor Scholarship Appeal

A student who is dropped for poor scholarship has 30 days from the notification to appeal in writing. An appeal must include a letter from the student giving a complete explanation for the student's poor academic performance.

To the extent possible, verifiable documentation should also be included. The letter should be submitted to the provost or the registrar, who will take the appeal to the appeals committee. The committee will consider each request on its merits, based on what the committee believes to be the student's probability of ultimate academic success.

A student readmitted to his current degree program will be placed on strict academic probation and must participate in an Academic Resource Center coaching session. A semester GPA of 2.50 or higher must be achieved.

Associate to Bachelor's Program Reinstatement

A student previously in a bachelor's degree program who was dropped for poor scholarship and desires to return to a bachelor's program must have approval by the Academic Council. The student must earn enough additional quality points with grades of B or A in appropriate courses to eliminate his or her previous baccalaureate quality point deficiency.

Prior to being eligible to transfer to a baccalaureate degree program, the quality point deficiency must be removed (by a student's earning grades of A or B) to prove that academic success is possible in a baccalaureate program and to prohibit any future quality point deficiency.

A student who is approved will be admitted under no probation status. During any semester in which quality points are lost, however, the student will disqualify himself/herself from the opportunity of continuing in a baccalaureate program but may continue in an associate degree program.

5.4.2.6 Undergraduate Curricula and Residency Requirements

5.4.2.6.1 Semester Credits and Quality Points

Associate Degree: At least 64 credits and a 2.0 cumulative grade point average must be earned for the associate degree.

Baccalaureate Degree: At least 128 credits and a 2.0 cumulative grade point average must be earned for the baccalaureate degree.

5.4.2.6.2 General Residency and Enrollment Requirements

At least one year in residence is required at BJU (in either an associate or a baccalaureate program), including the last semester for those who lack more than 11 credits in a baccalaureate degree program or for those who lack more than six credits in an associate degree program. Approval must be secured in advance from the registrar for final work to be transferred from another recognized college in fulfillment of one's degree requirements. If a student is in residence only one year, a full load of work must be carried and a GPA of 2.0 must be earned. For a student who is in residence only two semesters, the year's work will be construed as a minimum of 30 semester credits for a baccalaureate program and 24 for an associate program. For residency purposes, as well as for all other academic uses, the summer session is construed

as a part of the regular academic year; i.e., one summer of full-time study is considered to be equivalent to one semester of resident study. If all work toward a baccalaureate degree is not completed within six years after entrance or if all work toward an associate degree is not completed within four years after entrance, the student may be required to take additional courses. Any student who leaves BJU before completing all requirements for degree conferral is responsible to meet the Catalog requirements which are in effect at the time of the student's reenrollment.

5.4.2.6.3 Associate Degrees Core Requirements

Summary of Degrees and Majors

Students earning an associate degree will select a major in the School of Religion, the School of Education or the School of Business.

Requirements of the different majors are listed under the school divisions elsewhere in the Undergraduate Catalog.

BJU Core

At BJU we believe that, because all truth is God's truth, knowledge can be pursued in a way that honors God. This belief is the basis for the BJU Core, our unique combination of Bible and liberal arts courses. The BJU Core prepares students to embrace and defend a biblically based Christian faith and to integrate a biblical worldview into the social, intellectual and cultural facets of life.

The BJU Core curriculum contains the following goals for all students¹. Required credits and courses may vary depending upon the program. See school and division sections of the catalog for BJU Core courses required by each program. Transfer students may be able to satisfy BJU Core course requirements based upon transfer work evaluation and declared program requirements.

Associate Degree Programs – The BJU Core curriculum requires 27 credits.

| Core Goal | Courses | Total Credits |
|--|---|---------------|
| Students will be able to demonstrate essential communication skills in reading, writing, listening, and speaking. | | 9 |
| | English Composition (6) ² <ul style="list-style-type: none"> • En 101 Composition & Grammar • En 102 Composition & Rhetoric • En 103 Composition & Literature | |
| | Com 101 Fundamentals of Speech (3) | |
| Students will be able to understand the history of our world and the major features of civilization, government, and economics | | 3 |
| | SSE 200 Foundations of Economics (3) | |
| Students will be able to identify and appreciate excellence and beauty as | | 3 |

| | | |
|---|--|----------------|
| expressed in literature, music, and art. | | |
| | FA 125 Introduction to the Arts (1) | |
| | Fine Arts Appreciation Elective (2) <ul style="list-style-type: none"> • Ar 225 Appreciation of Art • Mu 225 Appreciation of Music • ThA 225 Appreciation of Theatre & Film | |
| Students will be able to understand the physical world as God's creation, as a stewardship given to man, and as the physical expression of His glory. | | 3 |
| | Mathematics or Science Elective (3) | |
| Students will be able to believe, explain, and defend the essential doctrines of the Christian faith. | | 8 ³ |
| | Bi 105 Old Testament Messages (1) | |
| | Bi 109 New Testament Messages (1) | |
| | Bi 301 Christian Doctrines (3) | |
| | Bi 302 Christian Doctrines (3) | |
| General Requirement | | |
| | Uni 101 Freshman Seminar (1) ⁴ | |

¹ Core goals in critical thinking, problem solving, and Biblical worldview shape the entire curriculum.

² English placement is according to ACT scores or placement testing. A grade of C or above is required in En 100 and En 101. A student must have credit for en 102.

³ A student must have credit for Bi 301 Christian Doctrines (3) and Bi 302 Christian Doctrines (3). A Bible course must be selected by every student for each semester in residence until all degree requirements have been completed or six Bible courses have been completed satisfactorily. Students accelerating in their academic programs and completing all requirements in fewer than four semesters are accountable for four Bible courses. All transfer students must take at least two Bible courses at Bob Jones University regardless of the number of Bible courses transferred. Bible must be taken the first two semesters or until two Bible courses have been completed with satisfactory grades.

⁴ Waived for transfer students enrolled at least one semester full-time at another college.

Summary of Degrees and Concentrations

Students earning an associate degree will choose one field of concentration in the School of Religion, the School of Education or the School of Business.

Requirements of the different divisions are listed under the departments of instruction elsewhere in the Undergraduate Catalog.

5.4.2.6.4 Bachelor's Degrees Core Requirements

Summary of Degrees and Majors

Students earning a bachelor's degree will select a major of at least 36 credits in one of the university schools and may take a minor of at least 18 credits. A total of six credits may count for both the major and minor if the major exceeds 42 credits.

Requirements of the different majors are listed under the school divisions elsewhere in the Undergraduate Catalog. A course completed with a grade of D cannot be counted toward a major or a minor.

BJU Core

At BJU we believe that, because all truth is God's truth, knowledge can be pursued in a way that honors God. This belief is the basis for the BJU Core, our unique combination of Bible and liberal arts courses. The BJU Core prepares students to embrace and defend a biblically based Christian faith and to integrate a biblical worldview into the social, intellectual and cultural facets of life.

The BJU Core curriculum contains the following goals for all students¹. Required credits and courses may vary depending upon the program. See school and division sections of the catalog for BJU Core courses required by each program. Transfer students may be able to satisfy BJU Core course requirements based upon transfer work evaluation and declared program requirements.

Bachelor Degree Programs – The BJU Core curriculum generally requires 55 to 68 credits.

| Core Goal | Courses | Total Credits |
|---|--|---------------|
| Students will be able to demonstrate essential communication skills in reading, writing, listening, and speaking. | | 14-15 |
| | English Composition (6) ² <ul style="list-style-type: none"> • En 101 Composition & Grammar • En 102 Composition & Rhetoric • En 103 Composition & Literature | |
| | English Literature or Writing Elective (3) <ul style="list-style-type: none"> • En 202 British Literature to 1688 • En 203 British Literature since 1688 • En 204 American Literature since 1607 • En 205 American Literature 1607-1865 • En 206 American Literature since 1865 • PW 211 Expository Writing • PW 222 Fundamentals of Technical Writing • PW 322 Critical Writing | |
| | Com 101 Fundamentals of Speech (3) | |

| | | |
|---|--|-----------------|
| | Communication course (2 or 3) | |
| Students will be able to understand the history of our world and the major features of civilization, government, and economics | | 9 |
| | Hi 101 History of Civilization c. 3500 BC to AD 1650 (3) | |
| | Hi 102 History of Civilization since 1650 (3) | |
| | SSE 200 Foundations of Economics (3) | |
| Students will be able to identify and appreciate excellence and beauty as expressed in literature, music, and art. | | 3 |
| | FA 125 Introduction to the Arts (1) | |
| | Fine Arts Appreciation Elective (2) <ul style="list-style-type: none"> • Ar 225 Appreciation of Art • Mu 225 Appreciation of Music • ThA 225 Appreciation of Theatre & Film | |
| Students will be able to understand the physical world as God's creation, as a stewardship given to man, and as the physical expression of His glory. | | 6 |
| | SC 200 Essential Science (3) | |
| | Math/Computer or Science Elective (3) | |
| Students will be able to understand philosophy as man's attempt to define and organize truth. | | 6 |
| | Ph 200 Themes in Western Thought (3) | |
| | Philosophy or Psychology Elective (3) | |
| Students will be able to believe, explain, and defend the essential doctrines of the Christian faith. | | 16 ³ |
| | Bi 105 Old Testament Messages (1) | |
| | Bi 109 New Testament Messages (1) | |
| | Bible Elective (200-level) (1) | |
| | Bi 230 Hermeneutics (2) | |
| | Bi 401 Bible Doctrines (3) | |
| | Bi 402 Bible Doctrines (3) | |
| | Bible Elective (300/400-level) (2) | |
| | Bi 499 Apologetics & Worldview (3) | |
| General Requirements | | |
| | Uni 101 Freshman Seminar (1) ⁴ | |
| | Foreign Language (12) ⁵ – Bachelor of Arts Degree | |
| | Foreign Language (6) ⁵ – Bachelor of Music Degree | |

¹ Core goals in critical thinking, problem solving, and Biblical worldview shape the entire curriculum.

² English placement is according to ACT scores or placement testing. A grade of C or above is required in En 100, En 101 and En 102. A student must have credit for en 102.

³ A student must have credit for Bi 401 Bible Doctrines (3) or NT 401 Biblical Themes (3), and Bi 402 Bible Doctrines (3) or NT 402 Biblical Themes (3), and Bi 499 Apologetics & Worldview (3). A Bible course must be selected by every student for each semester in residence until all degree requirements have been completed or ten Bible courses have been completed satisfactorily. A passing grade is required for 100- and 200-level Bible courses. A grade of C or better is required for 300- and 400-level Bible courses. Students accelerating in their academic programs and completing all requirements in fewer than eight semesters are accountable for eight Bible courses. All transfer students must take at least two Bible courses at Bob Jones University regardless of the number of Bible courses transferred. Bible must be taken the first two semesters or until two Bible courses have been completed with satisfactory grades. Transfer students with at least 12 credits of coursework from other institutions prior to attending Bob Jones University may be exempt from one of the 8 Bible courses; or with at least 24 or more credits may be exempt from two Bible courses.

⁴ Waived for transfer students enrolled at least one semester full-time at another college.

Summary of Degrees and Concentrations

Students earning a bachelor's degree will take a major of at least 36 semester credits in one of the university schools and may take a minor of 18–24 semester credits.

Requirements of the different departments are listed under the departments of instruction elsewhere in the Undergraduate Catalog. A course completed with a grade of D cannot be counted toward a major, a minor or professional course in any department.

5.4.2.6.5 School of Religion Program Requirements

The School of Religion requires a Summer Ministry Report for all undergraduate students enrolled in the program. The Summer Ministry Report includes summer ministry activities and is to be submitted each August. No grade/credit is given for this report.

The School of Religion requires majors to read through the entire Bible in a year, and they do this three years in a row (in a four-year program). The reading cycle is the calendar year (January–December), so a student who enrolls as a freshman in September begins the program the following January. Thus, a senior completes his or her third cycle in the middle of his or her senior year.

5.4.2.6.6 Undergraduate Teacher Education Program Requirements

A summary of the requirements for all teacher education programs offered by the School of Education are included below as well as in the Undergraduate Catalog. For a more detailed explanation of requirements, refer to the *Teacher Education and Competency Handbook (TEACH)*. A copy of TEACH is provided to every student on the BJU intranet.

5.4.2.6.1 General Education Requirements

Courses to support the core curriculum and subject matter areas in teacher education programs are offered by the College of Arts and Science, the School of Religion, and the School of Fine Arts and Communication. Coordination of coursework needed to support the curriculum is the responsibility of Academic Council.

Mathematics—All teacher education majors must complete at least one course in mathematics. The mathematics requirement is based on the student’s math ACT score. The math course(s) will be taken on the following basis (unless otherwise stipulated):

| Math ACT Score | Mathematics Requirement |
|-----------------------|--------------------------------|
| 17 and below | Ma 101 and Ma 102 |
| 18, 19 and 20 | Ma 102 |
| 21 and above | Ma 210 |

Science—All teacher education students have a science requirement. Sc 103 Biological Science and Sc 105 Physical Science are required of all students majoring in early childhood education, elementary education and special education.

5.4.2.6.2 Praxis Examination Series

Praxis Core Academic Skills for Educators—Required of all students seeking teacher candidacy as a teacher education major and whose ACT composite score is 23 or lower. The Praxis Core measures basic skills in reading, writing and mathematics and includes multiple-choice questions and an essay question on the Writing tests. The tests are designed to evaluate the student’s academic skills needed to prepare for a career in education. All three tests (writing, reading and mathematics) must be taken and passed. A student who fails one or more tests is required to retake only the test that was not passed. Expenses associated with the Praxis Series are the responsibility of the student. For more information visit www.ets.org/praxis.

Praxis II Subject Assessments—Required of all students completing a degree in teacher education. The Praxis II Subject Assessments measure knowledge of specific subjects that K–12 educators will teach, as well as general and subject-specific teaching skills and knowledge. Praxis II scores are used by the State Department of Education to determine a student's eligibility for licensure in South Carolina. Both the Subject Assessments and the Principles of Learning and Teaching Test must be taken and passed for licensure recommendation. Expenses associated with the Praxis Series are the responsibility of the student. For more information visit www.ets.org/praxis.

5.4.2.6.3 Pre-Clinical Practice Practicum

Throughout their four years of college, students majoring in education will be expected to build experiences with the age level of students they intend to teach by participating in activities outside the college classroom. Before the semester in which Clinical Practice is scheduled, the aspiring teacher must accumulate at least 100 hours of practical experiences in a supervised school setting. In addition to the school experiences, each student must have a minimum of 25 hours of ministry-related teaching activities.

5.4.2.6.6.4 Clinical Practice

The first step for admission to Clinical Practice comes when the candidate is admitted to the School of Education degree program. (See the requirements for admission that are available in TEACH.)

During the semester of Clinical Practice, students will register for six credits of coursework on a special two-week block schedule that will be followed by 12 weeks of directed teaching. Students should not plan to take any coursework during the semester of the clinical practice experience except the required courses included in the block. Students doing their clinical practice experience during II Semester should have all correspondence work completed prior to the start of the semester. It is not permissible to have any other coursework in progress during clinical practice.

In preparation for this experience, students should be aware that they will need to supply their own transportation to the school to which they are assigned. Students are discouraged from assuming on-campus responsibilities the semester they are doing their clinical practice; e.g., recitals or exhibitions; society offices; music or speech ensembles; or performance in plays, operas or student productions. Furthermore, no personal absences are permitted during the clinical practice experience, except when the school where the clinical practice is done is not in session and the absence does not conflict with an attendance requirement at the University.

5.4.2.6.6.5 Professional Education Licensure/Non-Licensure Tracks

General Policies—Students should satisfy all requirements for admission to the professional education program by the time they achieve junior status. Students will not be permitted to register for their junior-level practicum until admission has been granted. A student who fails to do so will be asked to change his/her major to a non-teacher education program.

It is the student's responsibility to make application for South Carolina licensure since no credentials are issued automatically. Students should be aware that the approved teacher education programs at Bob Jones University meet the licensure requirements only for the State of South Carolina. Receiving a teaching certificate in an approved program through South Carolina may allow one to receive reciprocal licensure in other states. However, each state has its own qualifiers for licensure; therefore, for specific licensure requirements, teacher candidates need to contact the Department of Education in the state in which they wish to apply for licensure. Please be aware that some state departments require regional (not national) accreditation of the institution in order to recognize a graduate's licensure. Each graduate must take the initiative to make arrangements for renewing his/her licensure upon expiration.

Professional Education Program—Bob Jones University's undergraduate teacher preparation programs have been developed to meet South Carolina teacher licensure requirements. Students completing degree requirements and meeting certain other specified criteria are eligible for licensure in the following areas:

| | |
|--|----------|
| Early Childhood Education | Pre-K–3 |
| Middle School (Language Arts/Social Studies) | 5–8 |
| Middle School (Math/Science) | 5–8 |
| Music (choral & instrumental) | Pre-K–12 |

| | |
|----------------------|----------|
| Special Education | Pre-K–12 |
| Elementary Education | 2–6 |
| Biology | 9–12 |
| English | 9–12 |
| Mathematics | 9–12 |
| Science | 9–12 |
| Social Studies | 9–12 |
| Spanish | Pre-K–12 |

In addition to the specific course criteria outlined in the Undergraduate Catalog, candidates for licensure with the State Department of Education in South Carolina must meet the following guidelines for formal acceptance to any of the teacher education programs in the School of Education:

1. A candidate must have a minimum of 45 credits completed in his or her program before he is eligible for admission. No grades below C are acceptable toward a major or minor course.
2. A candidate must meet and maintain a 2.60 cumulative GPA or higher.
3. A candidate must pass all three sections of the Praxis Core exam. Students with a composite ACT score of 24 or higher are exempt from this requirement.
4. A candidate must present a satisfactory initial digital portfolio.

5.4.2.6.6 Non-Licensure Track

BJU recognizes that many students enrolled in the Division of Teacher Education may not be preparing for positions in public education. Students who are preparing for ministry in Christian Education or on the mission field may not see the need for a state credential. These students, however, will still be required to meet all requirements established by the Division of Teacher Education (i.e., formal acceptance, GPA requirements, Praxis II, etc.). Students choosing the non-licensure track, however, can apply to complete their student teaching in a local Christian school instead of a public school. These students cannot apply for a credential from the State of South Carolina at the conclusion of their program.

5.4.2.7 Cocurricular Credit

Cocurricular credit may be earned by accumulating a hundred participation points through various university-sponsored activities. A maximum of two cocurricular credits in any combination of areas may be earned during an academic year. Credit is awarded at the end of the academic year and counts toward electives.

5.4.2.8 Undergraduate Music Auditions, Placement Tests, Examinations and Evaluations

Music Lesson Auditions: Students taking music lessons for the first time at BJU or changing to a different music area must audition before registering for classes. After completing the audition, the student will enter the assigned course number on his/her class schedule. Students continuing lessons are to register each semester. The Music Qualifying Test is required of any student who is

not a music major or minor and is auditioning for music lessons for the first time at BJU. An accompanist and other audition materials will be provided as needed. See specific audition requirements at <http://www.bju.edu/academics/college-and-schools/fine-arts/music/audition-lessons.php>.

Music Group Auditions (Choirs, Bands, Orchestras, Instrumental Groups): All students may audition for a music group. Auditions will take place at the same times and locations as the auditions for music lessons. Students desiring to join a music group may block hours during registration for rehearsal times. See specific audition requirements at <http://www.bju.edu/academics/fine-arts/music/audition.php>.

Placement Tests: Placement tests are given to determine the level of instruction for which a student should register. Students should take all placement tests that apply to them before registering for classes. Following each test, students will be informed which course(s) they should register for and/or waive.

1. English Test: Required of students who have no ACT scores.
2. Mathematics Test: Required the initial semester of enrollment for undergraduate students who do not have ACT scores and need a mathematics course the initial semester of enrollment. Students who can wait to take a mathematics course should wait until the next semester when their ACT scores are available.
3. Mathematics Proof Techniques Test: Required of any student taking a 300-level or above math class. If the test is passed, Ma 150 Introduction to Mathematical Reasoning will be waived. If the test is not passed, Ma 150 is required before any 300-level or higher class can be taken.
4. Modern Language Tests—Chinese, French, German and Spanish: Students taking a modern language course for the first time at BJU must take the appropriate placement test.
5. Music Tests:
 - a. Music Qualifying Test: Required of any student who is not a music major or minor and who is auditioning for music lessons for the first time. The test must be taken before auditioning for music lessons.
 - b. Rudiments of Music Test: Required of all incoming music majors or minors and any other students registering for MT 105 Theory I. If not passed, MT 099 Rudiments of Music (0 credit) must be taken during the same semester as MT 105.
 - c. Music Theory Test: Required of all transfer music majors. This test, along with an aural skills test, is also given to new undergraduate music majors who wish (on the basis of previous training in music theory) to exempt any part of music theory. Undergraduate students must also complete and pass the Rudiments of Music Test before taking the Music Theory Test.

Examinations: Examinations are given as listed below.

1. **Final Examinations** – With the exception of music lesson examinations, written final exams for all undergraduate courses are administered on the last class day for courses taught on a block schedule or according to the final exam week schedule at the end of each semester.

- a. **Challenge Examinations for the BSN Completion Program** – Required of all students with an RN seeking nursing candidacy—must take comprehensive theory and clinical challenge examinations corresponding to courses in the BJU degree program during their initial semester of enrollment. Credit will be allotted as designated in the course areas of our program for which a successful challenge has been completed. The amount of credit to be allotted will depend upon the number of successful challenges. If the student should fail at any challenge phase, he/she will enter the BJU BSN curriculum at that point. Once a student has challenged all nursing courses through Nu 302 and/or Nu 404, he/she may enroll in the senior-level courses Nu 405 and Nu 406.
2. The Praxis Series:
 - a. **Praxis Core Academic Skills for Educators** – Required of all students seeking teacher candidacy as a teacher education major and whose ACT composite score is 23 or lower. The Praxis Core measures basic skills in reading, writing and mathematics and include multiple-choice questions and an essay question on the Writing tests. The tests are designed to evaluate whether the academic skills needed to prepare for a career in education. All three tests (writing, reading and mathematics) must be taken and passed. A student who fails one or more tests is required to retake only the test that was not passed. Expenses associated with the Praxis Series are the responsibility of the student. For more information visit www.ets.org/praxis.
 - b. **Praxis II Subject Assessments** – Required of all students completing a degree in teacher education. The Praxis II Subject Assessments measure knowledge of specific subjects that K-12 educators will teach, as well as general and subject-specific teaching skills and knowledge. Praxis II scores are used by the State Department of Education to determine a student's eligibility for licensure in South Carolina. Both the Subject Assessments and the Principles of Learning and Teaching Test must be taken and passed for licensure recommendation. Expenses associated with the Praxis Series are the responsibility of the student. For more information visit www.ets.org/praxis.

Validation Examinations – Students desiring advanced standing on the basis of academic work which BJU is unable to accept without examination may validate such work by examination during their initial semester of enrollment. A fee is charged for each validation examination. This procedure also applies to academic work taken in Bible schools which do not have an approved college department.

Evaluations – Various programs may require individual evaluations of a student's performance at certain milestones in his/her program to determine formal acceptance as a candidate for the degree.

5.4.2.9 Graduate Approval for Seniors

Seniors in their last semester of enrollment who will be completing their bachelor's degree requirements and have a 2.5 cumulative GPA may register for one graduate course for graduate credit.

Seniors who will be pursuing a graduate program at BJU the next semester following the completion of their degree requirements must receive graduate approval from the Academic Council. Application is to be made through StudentCentral under the Academics menu option.

Note: Students desiring to enter a graduate program at BJU the next semester need to have all undergraduate degree course requirements completed by the Wednesday prior to the beginning of classes for the next semester.

5.4.2.10 Academic Honors

Baccalaureate students are eligible for honors during semester terms when carrying 10 or more credits.

- Dean's List for a grade point average 3.0 – 3.74
- President's List for a grade point average 3.75 – 4.0

Honors indication is noted on a student's grade report.

5.4.2.11 Graduation with Honors

A candidate for the baccalaureate degree will be graduated with honors as follows:

- *cum laude* for a grade point average 3.50–3.74
- *magna cum laude* for a grade point average 3.75–3.90
- *summa cum laude* for a grade point average 3.91–4.0

The grade point average is based on the student's entire college program; and in computing the average, work taken elsewhere which has been accepted in transfer is considered at the same grade value as the institution where it was earned.

Indication of honors is noted on the student's diploma and transcript.

5.4.3 Graduate Program Academic Policies

5.4.3.1 Bible Requirements

Graduate students who did not attend Bob Jones University may, at the discretion of Academic Council, be required to take Bible courses. Bible deficiencies must be begun the first semester of a student's enrollment until all deficiencies are completed.

5.4.3.2 Classification of Graduate Students

Academic classification is granted to all university students according to the following standards:

Graduate: Possession of a baccalaureate degree from an approved college or university and approval to take graduate courses or admission to a program of study leading to an advanced degree.

Postgraduate Special: Possession of a baccalaureate degree from an approved college or university but admitted as a special student not taking a program of study leading to an advanced degree. Students in this classification are limited to undergraduate courses while making up deficiencies to be accepted into a graduate program.

5.4.3.3 Grading System – Graduate Programs

The following grading system is used by all schools of BJU.

| | |
|----|-----------------------|
| A | Excellent |
| B | Good |
| C | Passing |
| D | Unsatisfactory |
| F | Failure |
| I | Incomplete |
| W | Withdrawn from course |
| WF | Withdrawn failure |
| AU | Audit |
| NR | Not reported |
| P | Passed |
| CR | Credit |

Any grade below a C in a graduate course disqualifies a graduate student from continuation in the student's academic program, and the student must maintain an average of B in all graduate programs with the exception of the Master of Divinity degree.

5.4.3.4 Quality Points - Graduate Programs

Quality points will be computed as follows in all schools of BJU:

| | |
|---|-------------------------------------|
| A | 4 quality points per credit earned |
| B | 3 quality points per credit earned |
| C | 2 quality points per credit earned |
| D | 1 quality point per credit earned |
| F | 0 quality points per credit carried |
| P | 0 quality points per credit earned |

5.4.3.5 Graduate Degree Curricula and Residency Requirements

5.4.3.5.1 General Residency and Enrollment Requirements

For a student who is in residence only two semesters, the year's work will be construed as a minimum of 24 semester credits. For residency purposes as well as for all other academic uses, the summer session is construed as a part of the regular academic year; i.e., one summer (two four-week sessions) of full-time study is considered to be equivalent to one semester of resident study.

At least one year in residence is required at BJU for the Master of Divinity or Doctor of Philosophy degree, including the last semester for those who lack more than 11 credits (excluding dissertation credit toward PhD).

Once accepted in a graduate degree program, a degree candidate must complete all deficiencies and degree requirements within a specified number of years:

- Masters of Arts, Science, Ministry, Education, Music, or Music Education), four years;
- Master of Divinity, six years;
- Doctor of Ministry, five years;
- Doctor of Philosophy, seven years.

A student who interrupts his or her enrollment in BJU for more than 24 months must reapply through Admission for Academic Council approval and if approved, must meet the Catalog requirements which are in effect at the time of the student's reenrollment and any new time limit expectations.

5.4.3.5.2 College of Arts and Science

Curricula and Requirements

A student who is admitted to candidacy for a graduate degree shall maintain a high level of achievement and scholarship—which shall be demonstrated by his or her earning an average of B in the work he or she takes while registered as a graduate student. A maximum of six credits of C grades may be applied toward the requirements for the master's degree program. Furthermore, a grade of D or F disqualifies a student as a candidate for an advanced degree from the College of Arts and Science.

Standards for Graduate Papers

All graduate papers are to be prepared according to the MLA Handbook for Writers of Research Papers (7th ed.), the form being adapted to the particular kind of writing to be done. The graduate student should thoroughly understand the proper technical form for his graduate papers early in his or her program. In addition, the graduate student must present his/her thoughts and research in an acceptable and correct grammatical style. Mere technical form is not enough; the material should reflect the high quality of research and knowledge expected of graduate students

Residency and Load Requirements

For the *Master of Arts* degree, a minimum of two semesters of resident study is required. The maximum full-time load for a graduate student is 16 credits a semester.

Enrollment

Once accepted in the graduate degree program, a degree candidate must complete all deficiencies and degree requirements within four years. Any master's degree student who interrupts his/her enrollment for more than 24 months must reapply through Admission for Academic Council approval and, if approved, must meet the Catalog requirements which are in effect at the time of the student's reenrollment and any new time-limit expectations.

5.4.3.5.3 Seminary and Graduate School of Religion

Standards for Papers, Theses and Dissertations

All graduate papers will be prepared according to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (8th ed.), when documentation and bibliographical data are required.

The graduate student should thoroughly understand the proper technical form for his graduate papers early in his or her program. In addition, the graduate student must present his/her thoughts and research in an acceptable and correct grammatical style. Mere technical form is not enough; the material should reflect the high quality of research and knowledge expected of graduate students.

All graduate theses and dissertations must be completed and approved and the registrar notified of the completion by April 15 for May degree conferral or by August 1 for August degree conferral.

Any student who has completed all the requirements for any graduate degree with the exception of his or her thesis or dissertation must be registered in the University each semester until the thesis or dissertation is completed and approved.

Ministry Classes

Each week resident ministry students majoring in Ministry Studies and Theological Studies and those interested in the ministry meet together to receive instruction and inspiration from the director of Ministry Training and experienced men of God. Twice each week the ministry students meet separately and receive specialized instruction in areas such as discipleship, preaching, theology and church ministries.

Once a ministry student successfully completes the ministry courses required for his degree (SCM 607 Pastoral Theology, SCM 651 Christian Discipleship, SCM 652 Ministry of Preaching: History & Philosophy, or SCM 701 Issues in Church Ministry), he must register for SCM 707 Ministry Perspectives or if he has irreconcilable scheduling conflicts, SCM 708 Ministry Outreach, until completion of his degree as part of the leadership training component of his program.

Seminary Partnership Program

The Seminary Partnership Program is for students in resident coursework who are involved in full-time Christian ministry or in other full-time employment that prevents their taking a full load of coursework.

Students who qualify will not be required to fulfill other campus responsibilities beyond their class attendance (i.e., artist series, chapel, opening services, Bible Conference). Students who never attended BJU and are taking daytime classes will be required to attend chapel one day per week during the first two semesters of enrollment.

An application for the Seminary Partnership Program is available on the BJU intranet. Ministry students majoring in Ministry Studies or Theological Studies and approved for this program must also be registered for SCM 708 Ministry Outreach.

Seminary Discount Program

Students enrolled in the seminary degree programs may receive discounts on tuition and/or incentives. For further information, contact the director of Financial Aid.

Curricula and Requirements

A student who is admitted to candidacy for a graduate degree shall demonstrate and maintain a high level of achievement and scholarship. Furthermore, a grade of D or F (except for the Master of Divinity degree program) disqualifies a student as a candidate for an advanced degree from the Seminary & Graduate School of Religion.

For the *Master of Arts* degree programs, an average of B must be maintained in the work the student takes while registered as a graduate student. A maximum of six credits of C grades may be applied toward the requirements for the Master of Arts degree. The Master of Arts student will complete comprehensive exams in the final semester of his/her coursework for the degree. The examination covers material from the core courses (New Testament Introduction, Old Testament Introduction, Biblical Hermeneutics, Biblical Sanctification, Systematic Theology I and Systematic theology II).

For the *Master of Ministry* degree, an average of B must be maintained in the work the student takes while registered as a graduate student. The Master of Ministry student will submit a portfolio to the dean of the Seminary in the final semester of his/her coursework. The portfolio will include the following: candidate's conversion to Christ and call to the ministry, ministry philosophy, foreign missions ministry philosophy, doctrinal statement and course-by-course description of the benefits derived from the Master of Ministry degree program.

For the *Master of Divinity* degree, a cumulative 2.6 GPA must be maintained in the work the student takes while registered as a graduate student. The Master of Divinity student will submit a portfolio to the dean of the Seminary in the final semester of his coursework. The portfolio will include the following: candidate's conversion to Christ and call to the ministry; ministry philosophy; foreign missions ministry philosophy; doctrinal statement (print-ready for ordination); five-expository-sermon set prepared while a seminary student; comprehensive bibliography (printed and digital resources); and summation of the principal spheres of knowledge, major values and ministry skills acquired during the completion of the Master of Divinity degree program.

Graduate Greek Proficiency Examination—Master's students who take at least three credits of graduate Greek may elect to take this examination to certify their attainment in Koine Greek. The examination is a two-hour timed test consisting of Greek exegesis and sight-reading of select passages from the Greek New Testament. The completion of SNT 622 Methods of Greek Exegesis is usually essential for successful completion of this examination. (Those who enter the PhD in Theological Studies degree program are required to pass this examination.)

Residency and Load Requirements

The maximum full-time semester load for a graduate student is nine credits of online classes via distance learning or 16 credits of resident and/or online classes.

For the *Master of Arts* degree in Ministry Studies or Theological Studies, a minimum of two semesters of resident study is required.

For the *Master of Arts* degree in Biblical Counseling or Biblical Studies, no resident study is required. Courses to fulfill requirements for these degrees and/or deficiencies are available online via distance learning.

For the *Master of Ministry* degree program, a minimum of four semesters of resident study in one-week modular courses is offered three times during the academic year and the summer session. Student-faculty pre-course online contact hours are required for each course. Post-residency completion of reading, research, and prescribed ministry experiences is also required for each course.

For the *Master of Divinity* degree program, a minimum of two semesters of full-time resident study or the equivalent is required.

Enrollment

Once accepted in the graduate degree program, a degree candidate must complete all deficiencies and degree requirements within a specified number of years.

For the *Master of Arts* and *Master of Ministry* degree programs, within four years.

For the *Master of Divinity* degree program, within six years.

Any master's degree student who interrupts his/her enrollment for more than 24 months must reapply through Admission for Academic Council approval and, if approved, must meet the Catalog requirements which are in effect at the time of the student's reenrollment and any new time-limit expectations.

Curricula and Requirements

A student who is admitted to candidacy for a doctoral degree shall maintain a high level of achievement and scholarship—which shall be demonstrated by achieving a 3.5 GPA or above. No credits of C grades may be applied toward the requirements for the doctoral degree. Furthermore, a grade of D or F disqualifies a student as a candidate for a doctoral degree from the Seminary & Graduate School of Religion.

For the *Doctor of Ministry* degree program, the student will complete:

- Application of Expository Preaching in Ministry Context—where during the course he will prepare a 12-week series of full-content expository sermons (30 minutes each) along with all of his research and documentation. In addition, these sermons will be preached in a church context, digitally recorded and evaluated in writing by a panel consisting of at least three seminary faculty members.
- A dissertation on some dimension of the ministry of expository preaching under the direction of a committee comprised of seminary faculty members.

For the *Doctor of Philosophy* degree program, the student will complete:

- Graduate Language Proficiency Examinations—Each candidate must pass at the 80 percent proficiency level language examinations in Koine Greek; Classical Hebrew; and German, French or Latin.

- Doctoral Comprehensive Examinations—A series of five days of oral and written doctoral examinations in the candidate’s chosen field of study must be completed within six weeks of the final semester of his coursework.
- A dissertation in the candidate’s chosen field of study under the direction of a committee comprised of seminary faculty members.

Residency and Load Requirements

The maximum full-time semester load for a graduate student is nine credits of online classes via distance learning or 16 credits of resident and/or online classes.

For the *Doctor of Ministry* degree program, a minimum of three years of resident study in special one-week modular courses offered three times during the academic year and the summer session and two years for the completion of the dissertation. Student-faculty pre-course online contact hours are required for each course. Post-residency completion of reading, research and prescribed ministry experiences is also required for each course.

For the *Doctor of Philosophy* degree program, a minimum of two years of resident study beyond the master of arts degree and an additional minimum of two years for the completion of the student’s comprehensive examinations and dissertation.

Enrollment

Once accepted in a graduate degree program, a degree candidate must complete all prerequisites and degree requirements within a specified number of years.

For the *Doctor of Ministry* degree program, within five years.

For the *Doctor of Philosophy* degree program, within seven years.

Any doctoral degree student who interrupts his/her enrollment for more than 24 months must reapply through Admission for Academic Council approval and if approved, must meet the Catalog requirements which are in effect at the time of the student's reenrollment and any new time-limit expectations.

5.4.3.5.4 School of Fine Arts and Communication

Curricula and Requirements

A student who is admitted to candidacy for a graduate degree shall maintain a high level of achievement and scholarship—which shall be demonstrated by his or her earning an average of B in the work he or she takes while registered as a graduate student. A maximum of six credits of C grades may be applied toward the requirements for the master's program. Furthermore, a grade of D or F disqualifies a student as a candidate for an advanced degree from the School of Fine Arts & Communication.

Division of Music

The *Master of Music* student majoring in Performance must present a public recital between 50 and 70 minutes in length before degree conferral. Piano Pedagogy students present two

recitals—a lecture recital or an ensemble recital during one year and a 40- to 50-minute solo recital the other year. For the student majoring in Church Music, a public recital 40–50 minutes in length is required before degree conferral. Conducting principals will prepare and conduct a public choral concert 40–50 minutes in length in lieu of a solo recital. Composition principals will present a public recital of original compositions and/or arrangements in lieu of a solo recital. The program will be 40–50 minutes in length. No recital is required for the Master of Music Education degree.

Division of Communication

The *Master of Arts* student majoring in Communication Studies will complete comprehensive exams and a consulting project or academic master's thesis.

The *Master of Arts* student majoring in Theatre Arts will present a portfolio of theatre arts projects—such as an original play or adaptation, directing a play, completing a significant performance project, or designing and assisting with execution of costumes, lighting or scenery for a stage production.

Residency and Load Requirements

For the *Master of Arts* and the *Master of Music* degrees (except Master of Music Education), a minimum of two semesters of resident study is required. The maximum full-time semester load for a graduate student is nine credits of online classes via distance learning or 16 credits of resident and/or online classes.

Enrollment

Once accepted in the graduate degree program, a degree candidate must complete all deficiencies and degree requirements within four years. Any master's degree student who interrupts his enrollment for more than 24 months must reapply through Admission for Academic Council approval and if approved, must meet the Catalog requirements which are in effect at the time of the student's reenrollment and any new time-limit expectations.

Standards for Projects and Theses

All graduate papers and theses are to be prepared according to the *Publication Manual of the American Psychological Association* (6th ed.), the form being adapted to the particular kind of writing to be done. The graduate student should thoroughly understand the proper technical form for his graduate papers early in his or her program. In addition, the graduate student must present his/her thoughts and research in an acceptable and correct grammatical style. Mere technical form is not enough; the material should reflect the high quality of research and knowledge expected of graduate students.

All graduate projects must be completed and approved and the registrar notified of the completion by April 15 for May degree conferral or by August 1 for August degree conferral.

Any student who has completed all the requirements for any graduate degree with the exception of his or her thesis or special project must be registered in the University each semester until the thesis or project is completed and approved.

5.4.3.5.5 *School of Education*

Curricula and Requirements

A student who is admitted to candidacy for a graduate degree shall maintain a high level of achievement and scholarship—which shall be demonstrated by his or her earning an average of B in the work he or she takes while registered as a graduate student. A maximum of six credits of C grades may be applied toward the requirements for the master's program. Furthermore, a grade of D or F disqualifies a student as a candidate for an advanced degree from the School of Education.

Residency and Load Requirements

For the *Master of Education* and the *Master of Science* degrees, no resident study is required. Courses to fulfill requirements for these degrees and/or deficiencies are available online via distance learning. The maximum full-time semester load for a graduate student is nine credits of online classes via distance learning or 16 credits of resident and/or online classes.

Enrollment

Once accepted in the graduate degree program, a degree candidate must complete all deficiencies and degree requirements within four years. Any master's degree student who interrupts his enrollment for more than 24 months must reapply through Admission for Academic Council approval and if approved, must meet the Catalog requirements which are in effect at the time of the student's reenrollment and any new time-limit expectations.

5.4.3.6 **Graduate Program Examinations**

Examinations given during the academic year are listed below with an indication of the groups of whom they are required, the approximate time they are given and the use made of the results.

1. **Music Lesson Auditions:** Students taking music lessons for the first time at BJU or changing to a different music area must audition before registering for classes. After completing the audition, students will enter the assigned course number on their class schedules. Students continuing lessons are to register each semester. The Music Qualifying Test is required of any student who is not a music major or minor and is auditioning for music lessons for the first time at BJU. An accompanist and other audition materials will be provided as needed. See specific audition requirements at <http://www.bju.edu/academics/college-and-schools/fine-arts/music/audition-lessons.php>.
2. **Music Group Auditions:** All students may audition for a music group (Choirs, Bands, Orchestras, Instrumental Groups). Auditions will take place at the same times and locations as the auditions for music lessons. Students desiring to join a music group may block hours during registration for rehearsal times. See specific audition requirements at <http://www.bju.edu/academics/fine-arts/music/audition.php>.
3. **Placement Tests:** Placement tests are given to determine the level of instruction for which a student should register. Students should take all placement tests that apply to them before registering for classes. Following each test, students will be informed which course(s) they should register for and/or waive.

- a. **Greek Test:** Required of all students taking graduate Greek for the first time in the Seminary (except BJU Greek minors).
 - b. **Music Theory Test:** Required of all **first-year graduate student music majors**.
4. **Examinations:** Examinations given as listed below.
- a. **Final Examinations: With the exception of music lesson examinations, written** final exams for all undergraduate courses are administered on the last class day for courses taught on a block schedule or according to the final exam week schedule at the end of each semester.
 - b. **Comprehensive Examinations:** Required of candidates for the Master of Arts degree in religion during their last semester of enrollment and for the Doctor of Philosophy degree upon completion of all coursework.
 - c. **Language Proficiency Examinations:** (Greek, Hebrew, French or German) Required of all Master of Arts in religion candidates and all Doctor of Philosophy candidates.
5. **Evaluations:** Various programs may require individual evaluations of a student's performance at certain milestones in his or her program.

5.4.4 Student Intellectual Property

The term “intellectual property” refers to creative works, such as works of an artistic nature (literature, art, music, performances, broadcasts, etc.), software, inventions, trademarks, etc. For the most part, students own the intellectual property they generate in the course of their studies at Bob Jones University (BJU). There are a few exceptions to this, such as:

- 1. If the student was paid by BJU to produce the work in question as part of BJU employment or through grant or contract funding secured through BJU, then that intellectual property would be owned by BJU; or
- 2. If the student and BJU entered in an agreement defining ownership of student intellectual property as not the student's. Such an agreement would need to have been entered into before any work started. This is done in certain cases where there is a corporate sponsor of student class projects. For such cases the student needs to be aware of what rights he/she has to use the intellectual property he/she generates as part of the sponsored project.

Use of Student Intellectual Property

BJU cannot use student-owned intellectual property without first obtaining permission from the student other than for reviewing and providing feedback and marking assignments the student submits as part of course and other project work and use of such student work for the purpose of assessing courses and programs.

Students as Creators of BJU Intellectual Property

There are situations where intellectual property developed by a student would be owned by BJU. This would occur if the student was paid by BJU to perform certain work and was the inventor or author of a creative work that came or resulted from that paid work. The student, as the inventor or author of BJU-owned intellectual property, would be covered by the BJU Intellectual Property Rights and Ownership Policy in such cases.

5.5 Academic Assistance and Resources

Bob Jones University is committed to student success and overall well-being and makes the following resources available to assist students.

5.5.1 Instructors

For academic assistance, students are requested to first see the instructors for the specified classes in which they need help. For any class, the instructor is the person best qualified to help students understand the subject. Students are also advised to maintain continued contact with their instructors throughout the semester so that they are kept informed of their academic status in their courses and receive additional help as needed. Faculty office locations and hours are listed on StudentCentral.

5.5.2 Academic Advisor

Academic advisors provide assistance both with studies in general and with the student's academic major. Advisor office locations and hours are listed on StudentCentral.

5.5.3 Academic Deans

Academic deans are also available for consultation by making an appointment with their respective administrative assistant.

5.5.4 Academic Resource Center

The Academic Resource Center in Alumni 213 seeks to assist students in achieving academic excellence by providing a variety of services and resources to support students' academic goals.

- Academic coaches help students to strengthen their specific academic skills, such as time management, study and test-taking skills, note-taking, goal setting, and knowledge of learning styles.
- Study groups provide a forum for students to work together to reinforce their understanding of specific course content.
- Tutor referral assists students who are seeking individualized tutoring sessions for specific college courses.
- Technology Resources assists students and faculty by providing technical support for personal computing devices and by offering advice and guidance related to the selection and use of instructional technology equipment and applications.
- Academic Accommodations provides a personalized support system to students with documented learning disabilities by establishing reasonable academic accommodations and offering individualized academic assistance.

Note: Any student currently enrolled at BJU who believes he or she has been discriminated against or harassed on the basis of disability by a university employee (e.g., administrator, faculty, staff, adjunct faculty or other agent of the University); university student; or in certain circumstances, by a visitor to BJU, may use the BJU Discrimination and Harassment Policy to file a grievance.

- Writing Center supports students in the development of writing skills by guiding them through the writing process.
- Transition Advising guides students through the decision-making process of selecting or changing a major.

5.5.5 Career Services

Career Services, located in the Student Center mall, offers counseling in choosing a major and in career-related needs. Taking the Strong Interest Inventory, in particular, will be helpful in selecting the right major. This office serves graduates and graduating students seeking employment as well as students seeking summer employment.

5.5.6 First-year Experience Department

The First-year Experience Department supports students spiritually, academically and socially as they transition from high school to college. The department provides assistance to students by seeking to build communities of engagement for first-year students with an effort to create a sense of belonging at BJU.

5.5.7 Mack & Music Libraries

The library seeks to assist students in providing a variety of services for students to help facilitate class assignments and the use of library resources during a course.

1. My Account – Set up one’s account to: view items on loan, renew items, borrow books through PASCAL, place library items on hold or save preferred catalog searches.
2. Interlibrary Access – PASCAL Delivers (Partnership Among South Carolina Academic Libraries) enables students to request books from participating academic libraries in the state—receiving those books at BJU in just a few business days; and the interlibrary loan (ILL) system enables students to borrow items not available through PASCAL.
3. Reference Service – Assist students in locating information or resources.
4. LibGuides – Online library guides provide research assistance by subject, specific classes and projects or by discipline and are developed by librarians and faculty.
5. Ask a Librarian – A librarian is available to assist in researching a question and preparing bibliographies.
6. Workshops – Each semester workshops are offered to aid students in being able to complete quality assignments.

5.5.8 Grade Point Average (GPA) and Quality Points

Checksheet on StudentCentral includes the student’s GPA and quality point surplus or deficiency. Information about GPA and quality points is under the menu link on StudentCentral.

5.5.9 Summer Sessions

Summer sessions at BJU provide a setting that allows students to concentrate on one or two subjects at a time without the added distractions of a regular semester. Since a student’s GPA is based solely on work taken at BJU, only work taken at BJU may be used to improve a student’s

GPA. Many students are able to raise their GPAs by earning grades of A or B during summer sessions.

5.5.10 Center for Distance Learning

The Center for Distance Learning provides student support for students enrolled in online courses and online degree programs. This includes facilitating student communication with on-campus resources as well as providing technical support as needed. The Center for Distance Learning also provides academic assistance to students who are at risk in distance learning courses.

5.6 Academic Program Administration Policies

5.6.0 Philosophy Statement on Academic Program Design, Management and Assessment

[To be developed by Board of Trustees.]

5.6.1 Academic Council

The academic program of Bob Jones University is guided by the Academic Council, which is composed of the provost, the registrar/director of Educational Services, the director of Enrollment Planning, the director of Institutional Effectiveness, the manager of the library, the manager of Distance Learning, and the deans of the six academic schools: College of Arts and Science, School of Religion, Seminary and Graduate School of Religion, School of Fine Arts and Communication, School of Education, and School of Business. There are also two *ad hoc* faculty who serve on the Council each year. The Council is chaired by either the executive vice president for academic affairs or the chief academic officer (the provost).

The Academic Council oversees the University's curriculum. Among its varied and wide responsibilities, the Council approves the addition and deletion of new programs and courses, oversees faculty loads, recommends faculty for the school's professional development and educational loan program, approves graduate applications, recommends and/or approves new academic policies related to the school, reviews each school's mission statement/goals/objectives, reviews and makes recommendations stemming out of the departmental program reviews, and reviews the records of students who may have to be dropped because of poor scholarship.

The Council is a clearinghouse for faculty and administrative academic recommendations in the areas of implementing technology in the classroom, improving academic facilities, identifying qualified faculty, and developing and reviewing academic policies. The Academic Council serves as the final arbiter for any exceptions to the academic programs of a student. The Council also guards against overlap and duplication of courses and program requirements.

5.6.2 Academic Program Design and Management

Purpose

1. Establish rigor and separation between associate, bachelor's and graduate degree programs.
2. Categorize undergraduate program courses between BJU Core, major and general electives.

3. Define curriculum maps scope and direction.
4. Define program review scope and frequency.
5. Define support structures to guide and to enhance value to the student.

Foundational Principles

Bob Jones University's academic programs will

1. Reflect and be informed by the mission of the University, academic school, and division and by developing in students a biblical worldview;
2. Be sufficiently distinct from other programs;
3. Progress in rigor and expectation between levels;
4. Prepare and inspire students for life (i.e., career, ministry, and citizenship) through solid Bible, liberal arts, electives and program-specific coursework on the undergraduate level;
5. Receive adequate operational support from the University in personnel, facilities, marketing and finance;
6. Service adequate qualified student populations (prospective, admitted, retained and graduated);
7. Maintain a minimum contribution margin as designated by the executive leadership;
8. Demonstrate effectiveness through yearly assessment activities and through regularly scheduled reviews.

Support Mechanisms

Bob Jones University's academic programs will be supported by faculty and academic leadership in the following ways:

1. Academic and Career Advising Plan (e.g., major maps, alumni networking, student success milestones);
2. Curriculum Maps;
3. Marketing Plans; and
4. Financial Benchmarking Reports.

BJU Core Courses

1. All undergraduate programs will contain at least the minimum credits and courses in the BJU Core.
2. Programs that overlap the BJU Core requirements may substitute a more rigorous program course for a required BJU Core course.
3. Courses may fulfill the requirements for either BJU Core or program-specific or general electives. A course may not fulfill more than one category unless permission is granted by Academic Council.

4. All undergraduate degree programs (associate and bachelor's) will contain at least three credits in each of the following three categories: humanities/fine arts, behavioral/social sciences, and natural sciences/mathematics.
5. Academic Council must approve any BJU Core course substitutions.

Associate-Level Program Characteristics

Bob Jones University's associate-level academic programs will contain the following:

1. Mission statement
2. Learning outcomes
3. Semester credits:
 - a. Programs contain a minimum total of 64 credits. Exceptions may be granted in rare circumstances by Academic Council.
 - b. Programs will contain 27 credits in BJU Core courses, including eight credits in Bible and 19 credits in liberal arts.
 - c. Transfer associate programs may contain approximately 30 credits in major courses and seven credits of general electives. All coursework will be eligible for transfer to a bachelor's-level program at BJU.
 - d. Technical associate programs do not have a directly corresponding program at BJU on the bachelor's level. Such programs may contain approximately 37 credits in major courses and general electives.
 - e. Programs will designate courses for each of the three categories (BJU Core, Major and Electives) through a work map template.

Conceptual Model

| Course Type | | Transfer | Technical |
|-------------|-------------------|----------|-----------|
| BJU Core | Bible | 8 | 8 |
| BJU Core | Liberal Arts | 19 | 19 |
| Major | Major Content | 30 | 37 |
| Electives | General Electives | 7 | |
| Total | | 64 | 64 |

4. Major course content:
 - a. Associate programs should designate one course or one part of a course as an introduction to the field. Introductory content may be communicated to the student in other venues or formats if an introductory course is not appropriate to the program.
 - b. Associate programs may contain a maximum of six credits of program core courses at the 300 level.
 - c. Associate programs may not contain 400-level courses.

- d. Associate programs are not required to designate a capstone course or experience.
5. General Electives:
- a. Students may select general electives according to their interests and abilities.
 - b. Advisors and faculty should suggest general electives to complement the program or to prepare the student for career and ministry options.

Bachelor’s-Level Program Characteristics

Bob Jones University’s bachelor’s-level academic programs will contain the following:

1. Mission statement
2. Learning outcomes
3. Semester credits:
 - a. Programs will contain a total of 128 credits. Exceptions may be granted in rare circumstances by Academic Council.
 - b. Programs will contain 56 credits of BJU Core courses, including 16 credits in Bible and 40 credits in Liberal Arts.
 - c. Programs may contain approximately 36–54 credits in major courses.
 1. Traditional liberal arts, humanities and social science programs will contain a minimum of 36 credits.
 2. Applied or STEM programs may contain approximately 54 credits.
 3. Professional and preprofessional programs may contain approximately 54 credits.
 - d. Programs may contain approximately 18–24 credits of general electives. Exceptions may be granted by Academic Council.
 - e. Programs will designate courses for each of the three categories (BJU Core, Major and Electives) through a work map template.

Conceptual Model

| Course Type | | Humanities/Social Sciences | Applied, STEM, Preprofessional, Professional |
|-------------|-------------------|----------------------------|--|
| BJU Core | Bible | 16 | 16 |
| BJU Core | Liberal Arts | 40 | 40 |
| BJU Core | BA Language | 12 | 0 |
| Major | Major-Connected | 12 | 12 |
| Major | Major Content | 24 | 42 |
| Electives | General Electives | 24 | 18 |
| Total | | 128 | 128 |

1. Major-specific course content
 - a. Each program will designate one course as an introduction to the academic field. Introductory content may be communicated to the student in other venues or formats if an introductory course is not appropriate to the program.
 - b. 100-level courses or BJU Core courses may not count toward the major-specific course totals unless approved by Academic Council.
 - c. Each program should be built on 9–12 credits of coursework connected to related programs within the school or division.
 - d. Each program will contain a minimum of 24 credits of major courses at the 300–400 level.
 - e. Each program will designate or create a capstone experience.
 1. For traditional liberal arts programs, the capstone experience may be a 400-level course with a significant project, paper or portfolio.
 2. For applied and professional or preprofessional programs, the capstone experience may be a project, recital, show or other event displaying high levels of student achievement.
 3. The capstone experience or experiences will assess program learning outcomes and worldview and critical thinking outcomes in the BJU Core.
 4. Program leadership may designate multiple means or events to assess program learning outcomes and the BJU Core.
 5. OIE will collect and analyze select assessments to provide proof that BJU is fulfilling the institution’s mission.
2. General Electives
 - a. Students may select general electives according to their interests and abilities.
 - b. Advisors and faculty should suggest general electives to complement the program or to prepare the student for career and ministry options.

Graduate-Level Program Characteristics

Bob Jones University’s graduate-level academic programs will contain the following:

1. Mission statement
2. Learning outcomes
3. Semester credits
 - a. Master’s degree programs will require a minimum of 30 graduate credits beyond the bachelor’s degree.
 - b. Doctoral degree programs will require a minimum of 60 graduate credits beyond the baccalaureate or a minimum of 30 graduate credits beyond the master’s degree. The candidate must complete at least half of the graduate credits required by the doctoral program in courses numbered 700 and above.

4. Program-specific curriculum
 - a. Each program will designate one course or part of a course as an introduction to research or professional practice within the discipline. Introductory content may be communicated to the student in other venues or formats if an introductory course is not appropriate to the program.
 - b. 100- to 400-level courses may not count toward the requirements for graduate programs.
 - c. 500-level courses designed for either undergraduate or graduate credit must utilize separate syllabi and course requirements for undergraduate and graduate levels. Graduate students will be required to complete additional graduate-level work (e.g., research paper and/or additional readings in the discipline) and be evaluated on a more rigorous basis than undergraduate students.
 - d. Each program will designate or create a capstone experience.
 1. Capstone experiences will occur generally in the last semester or near the end of the program.
 2. Capstone experiences may include a dissertation, thesis, significant project, paper, portfolio, recital, show or other event or combination of events.
 3. Capstone experiences must contain extensive coverage of program learning outcomes, literature within the discipline, and either professional practice or research. Master's degree students must display mastery of the discipline beyond the baccalaureate level. Doctoral degree students must display mastery of the discipline beyond the master's level.
 4. Capstone experiences will be graded and assessed by a jury of faculty credentialed to teach on the graduate level in the field of study.
 5. OIE will collect and analyze select assessments to provide proof that BJU is fulfilling the institution's mission.
 - e. Each doctoral program will require students to pass formal, comprehensive written and oral examinations before being admitted to candidacy for the degree. Doctoral students must also present and defend a dissertation on a subject connected to the field of study. The topic of the dissertation must be approved in advance by the student's doctoral committee. Dissertations must represent originality in research, independent thinking, scholarly ability and technical mastery of the field of study. The conclusions must be worthy of publication.
5. Rigor: Rigor appropriate for graduate programs will be achieved through the following:
 - a. Administrative management
 1. Academic Council will act as the Graduate Council for the University.
 2. Academic Council will approve the following:
 - i School-specific policies addressing admission, progression toward degree conferral, quality of work and any other issues impacting graduate programs.
 - ii Credentials for faculty assigned to teach graduate courses.

- iii Student learning outcomes for the program.
 - iv Courses required by the program and the assignment of appropriate course numbering levels.
 - v Master’s-level courses (level 500–799) will provide mastery of a discipline beyond the undergraduate level and be oriented toward praxis or to the preparation for advanced study.
 - vi Doctoral-level courses (level 800–999) will provide mastery of a discipline beyond the master’s level by being more focused on theory, demanding a higher level of critical thinking and demanding integration of information into frameworks of knowledge.
 - vii Assessments methods for graduate courses.
6. Learning outcome: Graduate programs will contain more advanced learning outcomes than programs at the next lower level. Graduate programs will contain outcomes with higher cognitive, affective or psychomotor skills than programs at the next lower level.
- a. Curriculum content
 - 1. Graduate programs will contain assignments requiring the use of literature within the field.
 - i) Select course syllabi will include learning objectives that specify or result in readings in the literature of the field.
 - i Select course-level assessments will include methods to measure the student’s knowledge and application of literature in the field.
 - ii Doctoral capstone experiences will include an extensive literature review in the student’s discipline.
 - 2. Graduate programs will contain assignments requiring the production of research within the field or assignments in professional practice or training within the field.

Program Management

Bob Jones University’s academic programs will utilize the following structures for operation and to ensure compliance with university policies:

- 1. Program coordinator
 - a. Academic Council will appoint one qualified faculty member to oversee the operation of each program.
 - b. A faculty member may serve as the program coordinator for only one program.
 - c. Division chairs will supervise program coordinators.
 - d. Program coordinators will execute the following tasks in cooperation with faculty teaching in the program:
 - 1. Cooperate with academic leadership;
 - 2. Maintain mission statement;

3. Maintain learning and management outcomes;
 4. Maintain curriculum maps;
 5. Execute assessment of the outcomes;
 6. Execute program review;
 7. Coordinate advising efforts;
 8. Assist with marketing the program;
 9. Champion the program to students, faculty, alumni and others.
2. Curriculum maps
 - a. Each program will maintain a current curriculum map.
 - b. Curriculum maps will display the alignment between the program and the division, the school and the University.
 - c. Curriculum maps will identify the major courses and significant program electives which address program learning outcomes.
 - d. Curriculum maps will identify the level of instruction (Introduced, Developed or Expanded) within each program-specific course and significant elective for the learning outcomes.
 - e. Curriculum maps will identify the assessments at the expanded level used to validate student learning for each learning outcome.
 - f. Gaps, overlaps and other issues identified through the curriculum maps will be remedied by faculty, program coordinators or other academic leadership.
 3. Program Assessments
 - a. Program learning outcomes will be assessed each year.
 - b. Program management outcomes will be assessed each year.
 4. Program Review
 - a. Each program will be formally reviewed on a five-year cycle.
 - b. Academic Council will approve the schedule of programs for review each year.
 - c. Program review must drive significant and substantive program changes. Significant program changes may not be made apart from program review.
 - d. Executives, Academic Council or OIE may alter with appropriate justification review requirements or schedule for specific programs.
 - e. Program review will contain generally the following elements as data sources; and reports are created and available:
 1. Description of the program
 2. Alignment analysis (BJU, school, division)
 3. Curriculum analysis

4. Course analysis
 5. Credit/clock hour analysis
 6. Student analysis
 7. Advising analysis
 8. Faculty analysis
 9. Facility and equipment analysis
 10. Library analysis
 11. Financial analysis
 12. Marketing analysis
 13. External analysis
 14. Administratively assigned topics
 15. Summary analysis and recommendations
 16. Review team documents
 17. Academic Council disposition
- f. The following personnel will participate in program review:
1. Division chair;
 2. Program coordinator;
 3. Faculty teaching in the program;
 4. One BJU faculty member outside of the division;
 5. One BJU faculty member outside of the school;
 6. One or more alumni or graduates from the program;
 7. One faculty member or one professional within the field outside of BJU.
- g. Cycle
1. Semester 1: Plan and organize the program review.
 2. Semester 2: Execute the program review.
 3. Semester 3: Draft and present the program review.
 4. Additional time is required following the review to gain board and accreditor approval for significant program changes.
- h. Presentation and Approval
1. Division chair and dean will evaluate and approve the results.
 2. Faculty will present the program review to the school or division.
 3. OIE will present a summary of program reviews to executives and accreditors.

5.6.3 New Course and Program Proposals

5.6.3.1 University Approval

Note: Submit all academic program changes, including course changes, to the Academic Council by September 1.

1. Point of Origin

- a. Faculty wishing to submit new programs or course additions for approval must discuss these changes within their department. Departmental minutes will reflect the discussion and how the department acted on the proposal.
- b. Once the department has approved the proposal, the department head will submit it to the division for further evaluation. If approved, the division meeting minutes will reflect this action before the division head sends the proposal to the dean for submission to the Academic Council.

2. Justify the need for the new major/minor.

- a. Consider the potential number of students the program may draw to BJU.
- b. Consider what impact the creation of a new major will have on any current major. Robbing other majors to create enrollment for a new major does not add any new students to BJU.
- c. Check with Admission to see if anyone has requested the proposed major.
- d. Check with Career Services to see if any employers have requested a person finishing the proposed program.
- e. Find out (if possible) how many graduates of the University have gone on to prepare themselves at the graduate level in the proposed field.
- f. If creating a minor, will it be for both BA and BS students? Give justification for the addition; or if there is already a major, check on current major enrollment.

3. Establish a purpose for the new program.

- a. Write a mission statement and learning outcome objectives for each proposed new program.
- b. Check and note the national employment outlook for such a degree program. (Resources include the *Occupational Outlook Handbook* or O*NET Online—Occupational Information Network.)
- c. Review similar majors/minors as reported in other institutional catalogs, both secular and Christian.

4. Program Requirements

- a. For undergraduate programs, make sure the program complies with the BJU Undergraduate Academic Program Design and Management Policy.
- b. For graduate programs, make sure the program complies with the BJU Graduate Academic Program Design and Management Policy.

- c. Consider any professional requirements along with supporting courses that will strengthen preparation in the proposed area of study.
- d. In planning any new major, consider the semester in which courses currently fall. Do not alter this schedule unless it is determined that more sections are necessary—which will need to be justified in writing.

5. External Review:

- a. Glean alumni opinions and professional evaluation from the workplace.
- b. Consult with knowledgeable people in the field and request comments on the completeness of or any possible deficiencies in the proposed program.
- c. For a graduate program, be sure the requirements for the degree meet the national norms for completion of such a degree.

6. Faculty, Facilities and Equipment

- a. Any new program must be supported by an Academic Program Coordinator, who must be a member of the full-time appointed faculty and hold an appropriate terminal degree.
 - i) For new undergraduate programs, a minimum of 25 percent of the course credits in the major must be taught by faculty members holding the appropriate terminal degree.
 - ii) For new graduate programs, the expectation is that all coursework will be taught by faculty possessing the appropriate terminal degree or other alternative credentials as approved by the Academic Council.
- b. Consider experience that might contribute to the faculty’s professional preparation.
- c. Describe facility needs, including labs.
- d. Explain if the University or the student is to purchase any new equipment.
- e. Indicate if equipment and materials for the major will require additional storage space.
- f. Describe any unusual cost(s) associated with the proposed major.
- g. Indicate if the program requires additional library resources; and if so, if there is a list of these resources and if the library manager has reviewed the list.
- h. Note if BJU needs to hire additional faculty to implement the major program. (Better proposals adapt for new programs without the addition of faculty by offering courses on alternate years and/or utilizing course requirements of other majors.)

5.6.3.2 Substantive Change Reporting

Pursuant to the University’s Substantive Change Policy (see Volume I of the *Bob Jones University Policy Manual*), any “substantive change” in an academic program that is approved by the Academic Council must be reported to the appropriate accrediting body prior to implementation.

5.6.4 Course Credit Approval and Review

The awarding of credits occurs at BJU in an effort to calculate and record students’ achievement and fulfillment of requirements as they progress toward the earning of degrees and other

academic qualifications at the institution. While credits are commonly understood to measure student work, it is important to remember that credits also reflect general academic learning. For all BJU academic programs (undergraduate and graduate), students must have successfully met the academic requirements with an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximate:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of student work completed outside of the classroom each week for approximately 15 weeks for a traditional semester or the equivalent amount of work over a different period of time; or
2. For other academic activities (including laboratory work and other academic work leading to the award of credit hours), an amount of work at least equivalent to that required in the above definition as determined by the Academic Council.

Courses may exceed the minimum requirement at the discretion of the faculty, division chair and dean in conjunction with other academic policies and procedures.

One hour of classroom or direct faculty instruction equals approximately 50 minutes of actual instruction.

The following examples clarify the amount of work expected at BJU per week (for approximately 15 weeks for a traditional semester or the equivalent amount of work over a different period of time) for other academic activities:

Traditional classroom-based courses—One hour of instruction and two hours of student work completed outside the classroom.

Traditional classroom-based courses with a required lab or tutorial—Three hours of any combination of direct classroom instruction, supervised laboratory work or tutorial class, and student work completed outside the classroom. [This applies to a single course with separate course prefixes for the classroom component and a separate prefix for the laboratory or tutorial component.]

Laboratory courses (with little outside preparation required)—Three hours of instruction or supervised student work conducted in the laboratory.

Laboratory courses (with moderate outside preparation required)—Two hours of instruction or supervised student work conducted in the laboratory and one hour of preparation work conducted by the student.

Studio work—Two hours of studio instruction or supervised student work and one hour of student work completed outside of the studio.

Music lessons—One hour of direct instruction and two hours of student work or practice outside of class; or one-half hour of direct instruction and three hours of student work or practice outside of class.

Internships/practicums/field experiences—Three hours of documented work completed by the student.

Field trips/educational travel—Three hours of actual student time spent engaged in learning.

Workshops—At least one hour of instruction or supervised work and two hours of work completed by the student individually.

Distance Learning courses—Three hours representing a combination of instruction, discussion, group work and/or individual student work.

Academic Council must approve the credit hour equivalency for any course type not listed above, including courses that do not meet for a full 15-week term.

Faculty and academic leadership should use their best professional judgment and/or experience about the approximate amount of time an average student requires to complete work outside of class.

To ensure the reliability and accuracy of credit hour assignments, credit hour assignments for returning/ongoing courses are determined prior to each academic year by the dean in consultation with the program coordinator. Moreover, credit hour assignments are included as part of the program review cycle. (See the BJU Academic Program Assessment Policy for additional information.)

New courses will be assigned an initial credit hour allotment during the program approval process (see the BJU New Course and Program Proposals Policy). The initiator of the course proposal is responsible for setting forth reasoning for a particular credit hour assignment, and this recommendation will be approved or amended along with the other elements of the course that are reviewed during the curricular change process.

5.6.5 Academic Program Assessment

Bob Jones University's commitment to continuous improvement extends to every aspect of the organization—including academic programs. Part of the commitment includes the University's membership in the Transnational Association of Christian Colleges and Schools (TRACS). The University is also seeking accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Both organizations require a comprehensive assessment program. This policy supports Bob Jones University's goal to improve continuously and to meet the standards of the accrediting organizations.

The policy covers the University's college and schools. It also includes all undergraduate and graduate academic programs and certificate of completion programs. A separate but closely related policy applies to academic service units, administrative units, student life units and operational units.

The examples provided show formatting and clarify intent. Academic leadership and faculty will produce the content.

A separate document which provides a means to execute the policy contains additional examples, explanations, checklists, training sessions and forms.

5.6.5.1 Academic Program Assessment Components

Purpose

The Academic Program Assessment Components document provides an overview of the parts of the assessment program.

Basic Principles

1. Academic leadership will create and maintain all of the components identified below for each school, college or division.
2. Faculty will create and maintain all of the components identified below for each academic program.
3. Academic leadership will review and approve all of the components for each academic program.
4. Faculty and academic leadership will consult best practices and accreditation standards in the development of each component.

Applications

Academic leadership or faculty will create and maintain all of the following components for each academic program:

| Component | Purpose | Primary Location |
|----------------------------------|--|---------------------------------------|
| College/School Mission Statement | College/School mission statement communicates broad statements of philosophy or direction and aligns to the University's mission. | Catalog |
| College/School Goals | College/School goals identify specific actions to accomplish the mission and to shape divisions and academic programs. | Catalog |
| Division Mission Statement | Division mission statement communicates statements of philosophy or direction and aligns to the college/school's mission. | Catalog |
| Division Goals | Division goals identify specific actions to accomplish the division's mission and to shape academic programs. | Catalog |
| Program Mission Statement | Program mission statement articulates the academic program's purposes, activities and alignment to the University, school and division. | Catalog |
| Program Learning Outcomes | Program learning outcomes provide direction for effective instruction and valid assessment of student learning. | Catalog |
| Program Curriculum Map | Curriculum maps are tools used by faculty to evaluate the depth and breadth of instruction in a program and to align program learning outcomes to assessments. | Assessment Plan and Assessment Report |
| Program Learning Assessments | Assessments for program learning outcomes reside in courses or in other required activities and validate the extent of student learning in both courses and in the associated program. | Course |

| Component | Purpose | Primary Location |
|------------------------------|---|---------------------------------------|
| Program Management Outcomes | Program management outcomes (PMOs) provide direction for the operational and management functions of academic programs. PMOs may focus on the overall results of the program or the processes to produce those results. | Assessment Plan and Assessment Report |
| Assessment Plans and Reports | The Assessment Plan records the faculty's plan to assess learning outcomes and management outcomes for the current year. Assessment Reports record the results and uses of the year's assessments. | Office of Institutional Effectiveness |

5.6.5.2 College/School Mission Statement

Definition

The college/school mission statement communicates broad statements of philosophy or direction and aligns to the University's mission.

Purposes

1. The mission statement summarizes the alignment between the college/school and the University.
2. Combined with goals, the mission statement defines the overall college/school by:
 - a. Communicating **vision** and purpose for the college/school.
 - b. Identifying the major **stakeholders** or groups directly impacted by the college/school.
 - c. Providing **direction** for programs and instruction.
 - d. Shaping valid and reliable assessment of the college/school's **effectiveness**.

Basic Principles

1. The college and each school will publish a mission statement authored by each dean in consultation with the college or school faculty and approved by Academic Council and executive leadership.
2. The mission statement should be reasonably brief.
3. The mission statement appears in the Catalog as a descriptor of the college/schools.
4. Mission statement format may vary based on the characteristics of the college/schools.
5. The mission statement will be part of the Assessment Plan, Assessment Report and Major Review.

Applications

1. The mission statement articulates the college/school's vision and purpose.
 - a. Why does the college/school exist?
 - b. The _____ (college/school) prepares students to _____.

2. The mission statement communicates a summary of the college/school's significant activities to accomplish the vision.
 - a. What programs does the college/school provide? (Summary)
 - b. What services does the college/school provide? (Summary)
 - c. The _____ (college/school) provides _____.
3. The mission statement aligns the college/school with the University.
 - a. How does the college/school fit into the University?
 - b. The _____ (college/school) supports the BJU goals to _____ and _____.

Example

The School of Religion exists to provide high-quality training in the knowledge of the Word of God, its practical application and its effective proclamation to the world. The School provides undergraduate programs in the Division of Bible and in the Division of Practical Studies to support the University's mission to grow Christlike character.

5.6.5.3 College/School Goals

Definition

College/school goals identify specific actions to accomplish the mission and to shape divisions and academic programs.

Purposes

1. Goals provide direction for divisions and academic programs based on the mission statement.
2. Goals may identify specific processes to accomplish the college/school's mission.
3. Goals may describe the intended products of the college/school in terms of the knowledge, skills or values of graduates.

Basic Principles

1. The college and schools will publish goals authored by the dean in consultation with the college or school faculty and approved by Academic Council and executive leadership.
2. College/School goals appear in the Catalog as a descriptor for the college/schools.
3. College/School goals will be assessed each academic year.
4. College/School goals will be part of the Assessment Plan, Assessment Report and Major Review.

Applications

1. Goals will be written in subject-verb-object format. The subject will be the student or recipient of services. The object will be the direction, process or product of the college/school. The verb will describe what the student will do regarding the direction, process or product.

2. The quantity of goals is at the discretion of the college/school but may not be less than three.
3. Each goal will be assessed by two or more methods.

Examples

The student in the College of Arts and Science will be able to:

1. Think constructively about himself or herself and the world.
2. Solve problems in the political, social and economic arenas.
3. Refine his or her ethical and aesthetic sensibilities.
4. Integrate faith and learning.

5.6.5.4 Division Mission Statement

Definition

The division's mission statement communicates statements of philosophy or direction and aligns to the college/school's mission.

Purposes

1. The mission statement summarizes the alignment between the division and the college/school.
2. Combined with goals, the mission statement defines the overall division by:
 - a. Communicating vision and purpose for the division.
 - b. Identifying the major stakeholders or groups directly impacted by the division.
 - c. Providing direction for programs and instruction within the division.
 - d. Shaping valid and reliable assessment of the division's effectiveness.

Basic Principles

1. Each division will publish a mission statement authored by the division chair in cooperation with faculty.
2. The respective dean and the provost will approve the mission statement.
3. The mission statement should be reasonably brief.
3. The mission statement appears in the Catalog as a descriptor of the division.
4. Mission statement format may vary based on the characteristics of the division.
5. The mission statement will be part of the Assessment Plan, Assessment Report and Major Review.

Applications

1. The mission statement articulates the division's vision and purpose.
 - a. Why does the division exist?
 - b. The _____ (division) prepares students to _____.

2. The mission statement communicates a summary of the division's significant activities to accomplish the vision.
 - a. What programs does the division provide? (Summary)
 - b. What services does the division provide? (Summary)
 - c. The _____ (division) provides _____.
3. The mission statement aligns the division with the college/school.
 - a. How does the division fit into the University?
 - b. The _____ (division) supports the college's/school's goals to _____ and _____.

Example

In support of the University's commitment to building Christlike character, the Division of English exists to provide the foundation in English language and literature for a liberal arts education. It seeks to develop in all university students basic skills in written communication, in critical reading and research, and in understanding and appreciating literature. It provides undergraduate programs in English and Creative Writing to help students specializing in English develop general intellectual and communication skills for a variety of professional interests and vocational needs and to provide solid preparation for advanced work in English. It seeks to richly equip English teachers for a ministry of teaching.

5.6.5.5 Division Goals

Definition

Division goals identify specific actions to accomplish the division's mission and to shape academic programs.

Purposes

1. Goals provide direction for divisions and academic programs based on the mission statement.
2. Goals may identify specific processes to accomplish the division's mission.
3. Goals may describe the intended products of the division in terms of the knowledge, skills or values of graduates.

Basic Principles

1. The division will publish goals authored by the division chair in cooperation with the faculty.
2. Goals will be approved by the respective dean.
3. Division goals appear in the Catalog as a descriptor for the division.
4. Division goals will be assessed each academic year.
5. Division goals will be part of the Assessment Plan, Assessment Report and Major Review.

Applications

1. Goals will be written in subject-verb-object format. The subject will be the student or recipient of services. The object will be the direction, process or product of the division. The verb will describe what the student will do regarding the direction, process or product.
2. The quantity of goals is at the discretion of the division but may not be less than three.
3. Each goal will be assessed by two or more methods.

Example

Students in the Division of English will be able to:

1. Communicate well—particularly in writing—to the larger world.
2. Apply knowledge of language for personal growth and vocational success.
3. Navigate the world of ideas.
4. Evaluate culture from a biblical basis.

5.6.5.6 Academic Program Mission Statement

Definition

The mission statement articulates a summary of the academic program's purposes, activities and alignment to both the University's and the school's mission.

Purposes

1. The mission statement summarizes the alignment between the program and the University, the school/college or division.
2. Combined with program learning outcomes, the mission statement defines the overall program by:
 - a. Communicating vision for the program.
 - b. Providing direction for instruction within the program.
 - c. Shaping valid and reliable assessment of the program.

Basic Principles

1. All academic programs will publish a mission statement authored by the faculty and approved by the academic leadership.
2. The mission statement should be reasonably brief.
3. The mission statement appears in the Catalog as a descriptor of the program.
4. Mission statement format may vary based on the characteristics of the program.
5. The mission statement will be part of the Assessment Plan, Assessment Report and Major Review.

Applications

1. The mission statement articulates the program's purposes for the student.
 - a. What will the student be able to know, value, think or do as a result of the program?

- b. The _____ (program) prepares students to _____.
2. The mission statement communicates a summary of the program's activities in terms of major classes (semester hours) and other significant activities.
 - a. What will students do in the program? How many hours are required in the program?
 - b. Students will _____.
 - c. The program requires _____ semester hours.
3. The mission statement aligns the program with the University or school.
 - a. How does the program fit into the University or school?
 - i) The _____ (program) supports the University's goals to _____ and _____.

Example

The Bachelor of Science degree in Business and Culinary Arts provides coursework in business, Bible, the liberal arts and selected courses in culinary arts to prepare the student for restaurant management positions. The degree requires 36 hours in business and supports the University's goal to build Christlike character.

5.6.5.7 Program Learning Outcomes

Definition

Program learning outcomes provide direction for effective instruction and valid assessment of student learning within individual programs.

Purposes

Program learning o combined with the program's mission statement must meet and reflect all of the following three purposes:

1. Communicate **vision** for the program.
2. Provide direction for **instruction** within the program.
3. Shape valid and reliable **assessment** of the program.

Basic Principles

1. Faculty will author program learning outcomes.
2. Academic leadership will approve program learning outcomes.
3. The quantity of program learning outcomes depends upon the program and is at the discretion of the faculty. PLOs must adequately describe intended student learning.
4. Program learning outcomes will be published in the Catalog.
5. Program learning outcomes will be one part of the Assessment Plan, Assessment Report and Major Review.
6. Program learning outcomes inform and shape course-level objectives in the course syllabus.

7. Program learning outcomes will be (1) learner-centered, (2) measurable, (3) academically challenging, and (4) program-specific.
 - a. **Learner-centered outcomes** emphasize student learning in contrast to the teaching process.
 - b. **Measurable outcomes** communicate precise, observable and quantifiable student actions that result from instruction.
 - c. **Academically challenging outcomes** reflect the higher categories of cognitive, affective or psychomotor taxonomies.
 - d. **Program-specific outcomes** identify discipline-specific knowledge, skills, abilities and values that do not overlap with the BJU Core.

Applications

1. Learning outcomes will be written in subject-verb-object format. The subject will be the student. The object will express content. The verb will describe what the student will do with the content.
2. Learner-centered outcomes emphasize student learning and not the teaching process. The outcomes must emphasize the *product* of student learning and not the *process* for student learning.
3. Measurable outcomes map to valid and reliable assessments that expose precise, observable and quantifiable student learning.
4. Measurable outcomes express a single cognitive, affective or psychomotor skill. Compound outcomes that require different types of assessments must be divided into two or more single outcomes in the Catalog. Compound outcomes may appear in the Catalog to save space or to promote vision—but such outcomes must be broken down into single statements in the curriculum map for analysis and assessment.
5. Lower-level outcomes that support and develop higher-level outcomes are not required to appear in the Catalog. However, these supporting outcomes must be identified in the curriculum map for the program.
6. Affective outcomes and some generally stated cognitive outcomes communicate vision which inspires student success. These outcomes are considered measurable when supported by lower-level measurable outcomes at the course level which are identified in the curriculum map.
7. Most generally stated outcomes should be avoided or revised to reflect a more precise skill. Verbs to avoid include *understand, develop, demonstrate, display, etc.*
8. General education knowledge and skills identified in the Liberal Arts Core and Bible Core should permeate all academic programs. As such, these skills should not be included in the learning outcomes for other academic programs.
9. Learning outcomes should broadly shape the program and should not be from only one course.
10. Most programs should contain three to seven program learning outcomes.

Examples

The student will be able to:

1. Critique major events, contributions, movements, styles and individuals.
2. Apply the theories of communication design.
3. Create original works of visual art in a variety of media, primarily real-life design projects.
4. Use technology to execute communication projects.

5.6.5.8 Curriculum Maps

Definition

The curriculum map is a tool used by faculty to evaluate the depth and breadth of instruction in a program and to align program learning outcomes to assessments.

Purposes

The Curriculum Map:

1. Bridges program learning outcomes (PLOs) in the Catalog and student learning revealed by course-level assessments.
2. Shows the relationship between courses or other required activities in the program and PLOs.
 - a. Must include required (bolded) courses for the program in the Catalog.
 - b. May include required electives or choices for electives in the program.
 - c. Excludes courses in the Bible Core and Liberal Arts Core.
3. Identifies the progress of instruction for program learning outcomes in the program's courses. PLOs must be adequately covered to validate the program-level assessments of student learning. Depth of instruction will be classified as follows:
 - a. I=Introduced
 - b. D=Developed
 - c. E=Expanded
 - d. A=Assessed (Some course-level assessments may also function as program-level assessments.)
4. Suggests which course-level assessments may function as program-level assessments.
5. Reveals gaps or overlaps in instruction for PLOs.
6. Provides opportunities for faculty to improve the program design by dealing with gaps and overlaps.
7. Ensures adequate depth of instruction prior to program-level assessment.

Basic Principles

1. Faculty will create a curriculum map for all programs to evaluate instruction and assessment.

- Curriculum maps will be one part of the Assessment Plan, Assessment Report and Major Review.
- Curriculum maps will be updated yearly to reflect changes to the program or courses within the program.
- All PLOs must have at least two valid assessments identified in the curriculum map.

Applications

- Program learning outcomes inform and shape course-level outcomes.
- Program learning outcomes inform and shape course-level instruction.
- Program learning outcomes inform and shape course-level assessments.
- All course-level outcomes will be assessed by course-level assessments.
- Specified course-level assessments serve as assessments on the program level.

| Program Level | Outcome (PLO) | Instruction (Within Courses) | | | Assessment |
|---------------------|---------------|------------------------------|------------------|-------------------|------------|
| | | Introduced | Developed | Expanded Assessed | |
| Course Level | | Course 1 Outcome | Course 2 Outcome | Course 3 Outcome | |
| | | Instruction | Instruction | Instruction | |
| | | Assessment | Assessment | Assessment | |

Depth of Instruction Correlated to Teaching-Learning Domains

| | Domain | | |
|-------------------|-------------------------------|-----------------------------------|---|
| | Cognitive | Affective | Psychomotor |
| | Bloom's Revised Taxonomy | Krathwohl's Affective Taxonomy | Psychomotor Taxonomy |
| Introduced | Remember Understand | Receive | Imitation |
| Developed | Apply | Respond | Manipulation |
| Expanded | Analyze Evaluate Create | Value Organize Characterize | Precision Articulation Naturalization |
| Assessed | At Expanded level for PLO | At Expanded level for PLO | At Expanded level for PLO |

Example

| | Course 1 | Course 2 | Course 3 | Course 4 | Course 5 |
|--------|----------|----------|----------|----------|----------|
| PLO 1 | I | D | D | E, A | |
| PLO 2 | | I | D, E | | A |
| PLO 3 | I | D | D | | E, A |
| PLO 4* | I | | | | A |
| PLO 5* | I | I | | E | |

I=Introduced D=Developed E=Expanded A=Assessed

* Problems

Note: Each occurrence of I, D, E or A on the program level must contain an objective, instruction and assessment on the course level. PLOs should inform or shape some course-level objectives in the syllabus. Some assessments on the course-level also function as assessment for PLOs.

5.6.5.9 Program Learning Outcomes Assessment

Definition

Assessments for program learning outcomes reside in courses and validate the extent of student learning in both courses and in the associated program.

Purposes

1. Assessments for program learning outcomes validate the extent of student learning in selected courses.
2. Assessments for program learning outcomes validate the extent of student learning in the program.

Basic Principles

1. Faculty will assess all program learning outcomes each year.
2. Program learning outcomes assessments align to specific program learning outcomes and instruction through the curriculum map.
3. Each program learning outcome must be assessed by two or more separate methods.
4. Each program learning outcome must be assessed at the expanded level of instruction. See the table Depth of Instruction Correlated to Teaching-Learning Domains.
5. The assessment must be a valid, reliable and direct measure of student learning.
6. Assessments may include both internal (faculty-generated) and external (major field tests) instruments.
7. Faculty teaching within the program select or design assessments.
8. Faculty determine how the assessment will be graded or evaluated.
9. Faculty design rubrics to describe actual student learning or to explain letter grades.

10. Faculty identify benchmarks or criteria for success prior to instruction for each assessment.
11. Faculty produce the Assessment Plan (outcomes, assessments and criteria) by the scheduled date.
12. Faculty analyze the assessment results.
13. Faculty use the assessment results to improve the program.
14. Program learning outcomes assessments will be one part of the Assessment Plan, Assessment Report and Major Review.
15. Academic leadership reviews and approves the Assessment Plan, Assessment Report and Major Review.

Applications

1. Forms of Direct Assessment:
 - a. Capstone course projects and assignments
 - b. Major field tests
 - c. Faculty-developed tests
 - d. Papers and writing assignments associated with a rubric
 - e. Embedded course activities and assignments
 - f. Portfolios
 - g. Performance evaluations
 - h. Pre- and post-tests
 - i. Juried evaluations of student performance
 - j. Other

2. Types of Program Improvements

Data from the following program improvement categories will be gleaned from Assessment Reports. The information will provide an overall view of the types of improvements to student learning being made as a result of the assessments.

| Type | Definition |
|---------------------|---|
| Outcome | Created or revised program outcome to better reflect needs of the student or customer |
| Course | Created or revised a course outcome, textbook, etc. |
| Pedagogy | Created or revised the delivery method(s) for the course (lectures, assignments, technology requirements, etc.) |
| Assessment type | Created or revised the program assessment (method, frequency, etc.) |
| Assessment criteria | Created or revised the criteria for program assessments |

| | |
|----------------------|---|
| Program | Changed some aspect of the degree or overall program |
| Budget | Requested funds for an improvement |
| Policy | Created or revised a policy |
| Process or procedure | Created or revised a process or procedure |
| Training | Created or revised training |
| Service | Created or revised a service |
| Facilities | Request for classroom space, equipment, etc. |
| Technology | Request for technology improvement |
| Continue | No change required because assessment criteria is met |
| Other | Text field |

3. Benefits of Assessment Data

- a. Assessments provide feedback to faculty and students about student learning.
- b. Assessments provide feedback to faculty about the quality of instruction.
- c. Assessments provide feedback to faculty and administrators about academic programs.
- d. Assessments provide data to improve programs.
- e. Assessments provide evidence of student learning required by accrediting agencies.
- f. Assessments provide evidence of both program and institutional effectiveness.
- g. Assessments guide decision-making processes at all levels of the institution.

Examples

1. 85 percent of students in the course will score 80 percent or higher on the final exam.
2. 80 percent of students in the course will make a B on the design project based on the grading rubric.
3. 90 percent of students will score 75 percent or higher on the performance evaluation.

5.6.5.10 Program Management Outcomes

Definition

A program management outcome (PMO) provides direction for the operational and management functions of academic programs. PMOs may focus on the overall results of the program or the processes used to produce those results.

Purposes

1. Program management outcomes provide a framework for improving the program's processes.
2. Program management outcomes provide a framework for improving the program's overall results.
3. Program management outcomes clarify and verify the mission of the program.

Basic Principles

1. Faculty and academic leadership will create program management outcomes and will assess those outcomes each year.
2. PMOs will align with the program's or division's mission statement.
3. PMOs should address mission-critical activities.
4. According to the needs of the program, PMOs may take many forms.
5. Faculty are encouraged to create one PMO for each program that requires a comparison of student performance to the field or other recognized body (GRE scores, CPA exam scores, NCLEX-RN scores, licensing exam, etc.).
6. Faculty will identify either direct or indirect assessments for PMOs.
7. Faculty will identify criteria or targets for success for the assessments.
8. Faculty will report the PMO, assessment and criteria on the Assessment Plan.
9. Faculty will analyze data from the assessment.
10. Faculty will use the assessment results to improve the program.
11. Assessment results form part of the yearly Assessment Report.

Applications

1. PMOs will vary from program to program.
2. PMOs may vary over time as the program changes and improves.
3. PMO types (not exhaustive):

Field-test scores, GRE scores, CPA exam scores, NCLEX-RN scores, licensing exam pass rates, graduate placement rates, instructional practices, advising, student development opportunities, mission trips, internships, conference participation, extracurricular activities, student satisfaction, student attitude scores, recruitment-enrollment-retention, faculty effectiveness, scholarly activities, facilities, budget, resource management, satisfaction surveys, etc.

Examples

1. PMO: Nursing students will be prepared to pass the NCLEX-RN.

Assessment: 98 percent of nursing majors will pass the NCLEX-RN on the first attempt.

2. PMO: Mathematics majors will be qualified to enter graduate programs.

Assessment: 90 percent of mathematics majors applying to graduate programs will be accepted into at least one program.

3. PMO: History majors will be encouraged to present a paper to a local or state historical society prior to degree conferral.

Assessment: 80 percent of history graduates will present a paper to a historical society.

4. PMO: Seminary faculty will complete a professional development program every four years.

Assessment: 90 percent of the seminary faculty will complete EITI or an education course within four years.

5.6.5.11 Assessment Plans and Assessment Reports

Definition

Assessment Plans record the faculty's plan to assess learning outcomes and management outcomes for the current year. Assessment Reports record results and uses of the year's assessments.

Purposes

1. Assessment Plans and Reports provide the formal structure for the BJU academic assessment program.
2. Assessment Plans and Reports provide faculty with simple forms and formatting to execute the assessment program for both program learning outcomes and program management outcomes.
3. Assessment Plans and Reports provide a means of continuous academic improvement.
4. Assessment Plans and Reports communicate assessment data to the accrediting agencies.

Basic Principles

1. The Office of Institutional Effectiveness will set due dates, create templates and provide software to Assessment Coordinators for the Assessment Plans and Reports.
2. Faculty and academic leadership will generate the required data for the Assessment Plans and Reports.
3. Assessment Coordinators will assist faculty and academic leadership with general assessment issues related to the Assessment Plans and Reports.
4. Assessment Coordinators will enter data and generate the Assessment Plans and Reports.
5. Academic leadership will approve the content of the Assessment Plans and Reports.
6. Faculty will use the Assessment Plans and Reports to improve academic programs.
7. The Office of Institutional Effectiveness will review and approve the Assessment Plans and Reports for compliance to policy and for accreditation purposes.

Applications

1. Assessment Plans will contain the following:
 - a. Submission date
 - b. Division
 - c. School or college
 - d. Responsible faculty member
 - e. Assessment Coordinator
 - f. School or college goals
 - g. Division goals
 - h. Program mission statement
 - i. Program learning outcomes
 - j. Program management outcomes (marked to distinguish from PLOs)
 - k. Assessment methods and measures
 - l. Criteria for success or benchmark performance
2. Assessment Reports will contain the following:
 - a. Submission date
 - b. All items in the Assessment Plan
 - c. Assessment results and findings
 - d. Use of results and findings
 - e. Executive summary and recommendations
 - f. Approval signatures

5.6.5.12 Academic Program Reviews

Background

All academic programs (undergraduate and graduate) at Bob Jones University are reviewed every five years on a schedule approved by Academic Council. The policy and procedures reflect the University's direction and represent a change from previous program reviews. Several data reports are currently under development and may not be available for this cycle of reviews. Programs identified for review during the 2013–2014 academic year will make a reasonable effort to execute the procedures in this document. Faculty and academic leadership will meet with OIE to discuss review parameters before OIE releases data.

Faculty and academic leadership involved in program review should read and understand the policy and procedures in the following pages. The Program Review Team should meet with the division chair or dean to organize the tasks required by the review. Direct any questions about the procedures or intent to the Office of Institutional Effectiveness.

Policy

Purpose

This document will accomplish the following:

1. Define program review.
2. Align program review to BJU, the BJU Core, accreditation standards and the academic calendar.
3. Identify resources required for program review.
4. Identify procedures to execute program review.

Foundational Principles

BJU's program reviews will:

1. Align each program to its respective division and school and to the University.
2. Measure and analyze the effectiveness of academic programs.
3. Inform academic planning, sustainability, improvement and marketing.
4. Encourage faculty discussion, understanding and collaboration about the program.
5. Incorporate external feedback into the program.
6. Provide a channel of communication between faculty and executives regarding program issues.
7. Contribute to satisfying accreditation requirements.
8. Add to or ensure each program's value for the student and the institution.
9. Drive significant changes as needed in the program.

Parameters

1. Definition: Program review is the periodic and systematic evaluation of academic programs executed by leadership and faculty.
2. Scope: All undergraduate and graduate degree programs will be reviewed on a five-year rotating cycle.
 - a. Programs with existing external program-specific accreditation may propose modifications to BJU's program review to avoid duplication of work.
 - b. Stand-alone minors and certificate programs will be reviewed on a limited basis every five years. See Appendix F for the required sections of program review for minors.
3. Content: Program review includes the self-study (based on the template), external review documents, dean/division chair review documents, and action items by Academic Council.
4. Schedule: Similar or related programs will be grouped together as possible in a five-year cycle.
5. Process Ownership: The Office of Institutional Effectiveness sets policies, provides data and training, and analyzes the overall results of program review.

6. Results Ownership: Academic Council in cooperation with executive leadership approves and prioritizes action items generated by program review.

Process Overview

The process overview outlines major steps in program review that most directly require faculty involvement. A more detailed process and calendar including BJU Board and accreditor approval appears in Appendix E. Academic leadership will accelerate the schedule as possible to achieve improvements and changes in the shortest reasonable time.

Program review requires the following steps:

Planning

1. Academic leadership creates the structures for program review.
2. Office of Institutional Effectiveness provides training for the teams and statistical study data.

Execution

1. Program Review Team executes a self-study on the program.
2. External Review Team analyzes and comments on the self-study.
3. Division chair and dean analyze and comment on the self-study.
4. Program Review Team modifies self-study recommendations based on reviewer input.

Presentation

1. Program Review Team presents modified self-study to the dean.
2. Program Review Team presents the self-study/program review to the school.
3. Dean presents summary and prioritized results to Academic Council.

Approval

1. Academic Council approves and prioritizes outcomes for all program reviews.
2. Office of Institutional Effectiveness summarizes outcomes for executives and other departments.

Detailed Process

1. Academic leadership creates the structures for program review.
2. Executive vice president for academic affairs, provost, school dean and OIE's director of assessment assign particular research questions for inclusion in the review.
3. School deans in cooperation with the provost appoint both the Program Review Team and the External Review Team. Only the program's division chairman may serve on both teams. Program Review Team faculty may suggest members for the External Review Team.
 - a. Program Review Team should be comprised of the following three to five members.
 1. Program coordinator
 2. Faculty teaching program courses (including the division chair if applicable)

- b. External Review Team will be comprised of the following members.
 1. Division chair (leader)
 2. One faculty outside the division but part of the school
 3. One faculty outside the school
 4. One graduate from the program (not currently employed by BJU)
 5. One professional in the field (not currently employed by BJU) or at another institution.
4. Office of Institutional Effectiveness provides support for the process.
 - a. Training sessions will be available at specified times and on the intranet.
 - b. Review templates will be supplied in MS Word or Excel format.
 - c. Data will typically be available in early November for the previous academic year.
 - d. OIE will supply other resources as requested and available for review teams.
5. Program Review Team executes a self-study for the program.
 - a. Program coordinator will schedule meetings as needed. Minutes must be taken and attached to the review documents.
 - b. Program coordinator may delegate tasks to faculty on the team.
 - c. Team gathers and analyzes data to populate the program review templates. Additional data and analyses may be included as appropriate.
 - d. See Appendix A: Self-Study Template
 - e. Data will be stored in the BJU wiki site or in a secure directory accessible to all team members.
 - f. The self-study documents will be combined into one master document in protected PDF format. Hard copies may be printed as required by the team or reviewers.
6. External Review Team analyzes and comments on the self-study.
 - a. See Appendix B: Review Team Template.
 - b. All reviewer comments and templates will be attached to the self-study documents.
7. Dean and division chair analyze and comment on the self-study.
 - a. See Appendix C: Dean and Division Chair Review Template.
 - b. All reviewer comments and templates will be attached to the self-study documents.
8. Program Review Team modifies self-study recommendations based on reviewer input.
9. Program Review Team presents the program review to the dean.
10. Program Review Team presents the self-study/program review to the school or division.
 - a. Typically the presentation will be during in-service.
 - b. Deans will provide guidelines regarding the presentation content and length.

- c. Presentations will allow time for questions from the faculty.
 - d. Faculty will vote to accept the program review.
 - e. Meeting minutes of the presentation(s) will be forwarded to OIE.
11. Dean presents summary and prioritized results to Academic Council.
 12. Academic Council approves and prioritizes outcomes for all program reviews.
 - a. See Appendix D: Academic Council Action Items.
 13. Office of Institutional Effectiveness provides results and summarizes outcomes for executives and other departments.
 - a. Annual Strategic Planning meeting for executives (May 1);
 - b. Provost;
 - c. Director of Enrollment Planning;
 - d. Branding.

5.6.6 BJU Core

Bob Jones University seeks to:

1. Direct students toward a biblical life view that integrates God’s Truth into practical Christian living [Institutional Goal 4].
2. Prepare students to excel intellectually and vocationally by offering diverse academic programs rooted in biblical truth and centered on a liberal arts core [Institutional Goal 5].
3. Develop in students the cultural breadth and social skills that enhance their lives and also equip them to communicate biblical truth effectively [Institutional Goal 6].

BJU offers undergraduate programs in one college and four schools to meet the institution’s goals. The BJU Core contributes the general education component for the undergraduate programs. Other academic requirements include program-specific courses and general electives. As a distinctly organized curriculum, the BJU Core will share the characteristics of and be governed as an academic program.

This policy covers the BJU Core requirements in every undergraduate program offered by the University. It also describes the processes to operate, evaluate, assess, amend and approve the BJU Core. Related policies include:

1. Academic Program Assessment Policy; and
2. Academic Council Policy.

5.6.6.1 History of the Bible and Liberal Arts Core

The BJU Administration created the Liberal Arts Task Force in the fall of 2008 to identify core competencies for the general education component of all academic programs. Faculty representatives from each school met throughout the academic year to produce the Bible and Liberal Arts Core.

In the 2012–2013 academic year, a project team of faculty and administrators reviewed the core goals, created student learning outcomes for each goal and operationalized the assessment of the core. Academic Council also approved changing the name from Bible and Liberal Arts Core to the BJU Core to more precisely focus on institutional identity.

5.6.6.2 Major Components

1. **Rationale Statement:** The Rationale Statement explains the connection between the BJU Core and BJU’s mission and goals.
2. **Mission Statement:** The Mission Statement articulates a brief summary of the core’s purposes for students, activities to accomplish those purposes and the alignment to the University’s mission.
3. **Goals:** The BJU Core Goals delineate the general intent for student knowledge and skills within Bible and specified liberal arts fields.
4. **Learning Outcomes:** The BJU Core Learning Outcomes identify specific knowledge and skills to shape effective instruction and valid assessment of student learning. Format for the BJU Core learning outcomes will follow the standards communicated in the Academic Program Assessment Policy.
5. **Courses:** BJU prescribes most BJU Core courses for both bachelor’s- and associate-level degrees in order to ensure that all students graduate with a common set of knowledge and skills.
6. **Curriculum Map:** All of the learning outcomes in the core are mapped to specific courses.

5.6.6.3 Scope

1. All undergraduate programs will contain all required BJU Core courses or electives appropriate for the degree level.
2. Academic Council will evaluate and verify compliance. In rare instances, Academic Council may approve exceptions to core requirements for specific programs.

5.6.6.4 Operation

1. **Responsible Parties:**
 - a. **BJU Core Project Team:** A group of faculty from each college/school and administrators will meet every year to review accreditation requirements, goals, outcomes, courses, curriculum maps and assessment data. Results will be reported to Academic Council as an Assessment Report similar to other academic programs. Minor changes to instruction or assessment to meet the requirements of the BJU Core will be communicated by the team to the appropriate dean or division chair. The team may make recommendations to Academic Council to modify or amend any part of the core. The Administration or Academic Council may also assign specific tasks to the team.
 - b. **Academic Council:** Primary responsibility for the management of the BJU Core resides with Academic Council. Major tasks include, but are not limited to, selecting faculty for the BJU Core Project Team, reviewing faculty credentials, approving changes to the required courses, evaluating recommendations from the BJU Core Project Team,

approving the annual Assessment Report, and providing budgetary support. Academic Council will cooperate with the executive vice president for academic affairs regarding any significant philosophical changes to the Core.

- c. Office of Institutional Effectiveness (OIE): OIE will provide operational support for the BJU Core Project Team. It will manage the yearly project calendar, coordinate assessment tasks as needed and create the yearly Assessment Report.

2. Goals and Outcomes

- a. The BJU Core Project Team suggests and revises goals and outcomes. Results are approved by Academic Council.
- b. Each outcome will be at the college level.
 - i. Faculty will compare BJU outcomes with requirements at multiple institutions.
 - ii. In some cases, faculty will also compare outcomes to guidelines from national organizations such as the Association of American Colleges and Universities, NCATE, or others.
 - iii. BJU will administer the Collegiate Learning Assessment (CLA) to validate the level of liberal arts outcomes.
 - iv. BJU will administer a juried Bible test developed by BJU faculty to validate the level of Bible outcomes.

3. Curriculum Maps

- a. The BJU Core curriculum map will generally follow the format contained in the Assessment Policy.
- b. The BJU Core curriculum map will identify specific course-embedded assessments at the highest level of instruction (either developed or expanded) for each outcome.

4. Courses

- a. Courses will be on the college level.
- b. BJU Core goals and outcomes on the college level will govern the content of core courses.
 - i. The curriculum map will communicate the relationship between course content and BJU Core outcomes.
 - ii. Faculty within the respective fields will review each course for college-level skills.
 - iii. The CLA and a juried Bible test will validate that courses are generally developing the student's knowledge and skills on a college level.
 - iv. The curriculum map will be evaluated each year by the BJU Core Project Team to ensure that course content supports the BJU Core outcomes.
- c. Associate programs will contain a minimum of eight hours of Bible courses and 19 hours of liberal arts courses.
- d. Bachelor's programs will contain a minimum of 16 hours of Bible courses and 40 hours of liberal arts courses.

- e. BJU Core courses will focus on the development of general knowledge and skills to support the development of specific knowledge and skills in major courses and in general electives. For example, the required economics course (SSE 200 Foundations of Economics) will focus on general economics knowledge applicable to all programs and not on knowledge required only for the accounting program.
- f. All associate and bachelor's degree programs will contain at least one three-hour course or multiple courses totaling three hours in humanities/fine arts, social/behavioral sciences, and mathematics/natural sciences. The following courses meet the requirements. Others may be approved by Academic Council.

| | Associate | Bachelor's |
|------------------------------------|---|---|
| Humanities/ Fine Arts | FA 125 Introduction to the Arts (one hour) Fine arts electives (two hours) | En 103 Composition & Literature Hi 101 History of Civilization to AD 1650 Hi 102 History of Civilization since AD 1650 Ph 200 Themes in Western Thought Ph 302 Ethics |
| Social/ Behavioral Science | SSE 200 Foundations of Economics | SSE 200 Foundations of Economics Ps 200 General Psychology Ed 201 Theories of Teaching & Learning |
| Mathematics/Natural Science | Math or Science elective | Sc 200 Essential Science Ma 103 College Algebra Math elective above Ma 103 Sc 103 Biological Science Sc 105 Physical Science |

- g. The following courses comprise the BJU core. See the BJU Catalog for specific requirements based on degree level.

| Prefix | Course | Status | Hours |
|---------------|------------------|---------------|--------------|
| Uni 101 | Freshman Seminar | Required | 1 |

| Prefix | Course | Status | Hours |
|---------------|---------------------------------------|---------------|--------------|
| En 101 | Composition & Grammar | Required | 3 |
| En 102 | Composition & Rhetoric | Required | 3 |
| En 103 | Composition & Literature | Required | 3 |
| Hi 101 | History of Civilization to AD 1650 | Required | 3 |
| Hi 102 | History of Civilization since AD 1650 | Required | 3 |
| Sc 200 | Essential Science | Required | 3 |
| SSE 200 | Foundation of Economics | Required | 3 |
| Fa 125 | Introduction to the Arts | Required | 1 |
| AR 225 | Appreciation of Art | Elective | 2 |
| Mu 225 | Appreciation of Music | Elective | 2 |
| ThA 225 | Appreciation of Theatre & Film | Elective | 2 |
| Ma 101 | Basic College Mathematics | Elective | 3 |
| Ma 102 | Intermediate College Mathematics | Elective | 3 |
| Ma 103 | College Algebra | Elective | 3 |
| Sc 103 | Biological Science | Elective | 3 |
| Sc 105 | Physical Science | Elective | 3 |
| Bi 105 | Old Testament Messages | Required | 1 |
| Bi 109 | New Testament Messages | Required | 1 |
| Bi 230 | Hermeneutics | Required | 2 |
| Bi 210 | Bible Geography | Elective | 2 |
| Bi 215 | Bible Prophecy | Elective | 2 |
| Bi 220 | The Life & Ministry of Christ | Elective | 2 |
| Bi 225 | Life & Ministry of Paul | Elective | 2 |
| Bi 301 | Christian Doctrines (associate-level) | Required | 3 |
| Bi 302 | Christian Doctrines (associate-level) | Required | 3 |
| Bi 310 | Biblical Church Ministry | Elective | 2 |
| Bi 325 | Modern Cults | Elective | 2 |
| Bi 330 | The Biblical Role of Women | Elective | 2 |
| Bi 335 | Women in the Bible | Elective | 2 |
| Bi 340 | Studies in the Pentateuch | Elective | 2 |

| Prefix | Course | Status | Hours |
|---------------|---|---------------|--------------|
| Bi 350 | Studies in Old Testament Poetry | Elective | 2 |
| Bi 360 | Studies in the Prophets | Elective | 2 |
| Bi 370 | Studies in the Pauline Letters | Elective | 2 |
| Bi 380 | Studies in the General Epistles | Elective | 2 |
| Bi 401 | Bible Doctrines | Required | 3 |
| Bi 402 | Bible Doctrines | Required | 3 |
| Bi 420 | Current Church Issues | Elective | 2 |
| Bi 430 | Foundations for Biblical Lifestyle | Elective | 2 |
| Bi 499 | Apologetics & Worldview | Required | 3 |
| Ph 200 | Themes in Western Thought | Required | 3 |
| Com 101 | Fundamentals of Speech | Required | 3 |
| Com 205 | Classroom Communication | Elective | 3 |
| Com 303 | Organizational Communication | Elective | 3 |
| Com 410 | Oral Communications for the Professions | Elective | 3 |
| Hm 301 | Homiletics I | Elective | 3 |
| Ph | All Ph prefix philosophy courses | Elective | 3 |
| Ps | All Ps prefix psychology courses | Elective | 3 |

5. Assessment

- a. The BJU Core will be assessed through multiple instruments on a specified schedule.
- b. OIE will create a yearly report on the results from the assessment instruments.
- c. Assessment data will be reviewed yearly by the BJU Core Project Team.
- d. Academic Council and the BJU Core Project Team will communicate results to faculty.
- e. Academic Council, BJU Core Project Team, and faculty will execute improvements to the course offerings, outcomes, instruction and/or assessment based on assessment results.
- f. Every five years the BJU Core will be reviewed as a program. This review will follow the policies and guidelines that govern all program reviews at BJU.

| Area | Assessment | Schedule |
|-------------|-------------------|-----------------|
|-------------|-------------------|-----------------|

| Area | Assessment | Schedule |
|-----------------------------------|---|---|
| BJU Core Learning Outcomes | Course-embedded assessments | Each year |
| BJU Core Goals | Senior-level papers and projects evaluated by a rubric specific to individual BJU Core goals in Bible, Communication, Human Experience, and Critical Thinking-Problem Solving-Christian Worldview | Year 1: CT-PS-CW Year 2: Bible Year 3: Communication Year 4: Human Experience Year 5: None (Program Review) |
| Liberal Arts Knowledge and Skills | Collegiate Learning Assessment (CLA) (Sample of freshmen and seniors) | Each year |
| Bible Knowledge | Juried Bible test (All freshmen and seniors) | Each year |
| BJU Core | Senior Survey The senior survey contains questions that measure attitudes about the level of learning in the BJU Core. | Each year |
| BJU Core | Alumni Survey Graduates from three, seven, and 11 years ago are surveyed to measure attitudes about the efficacy of BJU Core learning to life. | Each year |

5.6.6.5 Statement of the BJU Core

Rationale Statement

BJU is committed to a core of educational content for all majors, which comprises two categories: Bible and the liberal arts. We believe that because all truth is God's truth, the pursuit of knowledge can be conducted in a way that honors God. Therefore, the basis for this core is essentially theological. The greatest commandment is to love God. Believers express love to God by pursuing three overarching responsibilities: to know Him, to imitate Him and to serve Him.

The Bible Core

Knowledge of the Bible is indispensable to the responsibility of knowing God. Both the Old and New Testaments reveal the person and works of God. Knowledge of the Bible also provides the

believer with an understanding of orthodox Christian doctrine and a basis for identifying and refuting deviations from such doctrine. Especially, however, knowledge of the Bible implants the knowledge of God in the character and life of the believer. It supersedes all other knowledge in its power to increase directly both the love and the holiness of the Christian. Thus, the abilities to appropriate Scripture properly and to apply biblical commands and principles to all of life are **of first importance** to the believer.

The Liberal Arts Core

Although God reveals Himself primarily through Scripture, God has brought into existence a universe expressive of Himself. God has identified one part of His creation, the human, as formed “in the image of God” (Gen. 1:26–27) and has uniquely equipped him with the necessary faculties for studying and ruling over the created world. Scripture demonstrates that man, like God, possesses the faculties of mind, will, emotions and social disposition. God is a relational Being Whose first observation about His human creature was that “it is not good that the man should be alone” (Gen. 2:18). God is a communicator and a revealer, most specifically through written communication. God is an aesthetically rich Creator. A fundamental characteristic of God is truth.

The study of the liberal arts equips us to know and imitate our Creator. It enables us to understand and communicate truth, to know and love beauty, to understand man and his institutions so that we can relate better to our fellow creatures individually and as part of their cultures and societies, and to understand and rule over creation.

Mission Statement

The BJU Core program prepares all students to embrace and defend a biblically based Christian faith and to integrate their biblical worldview into the social, intellectual and cultural facets of their lives. This core program offers instruction in Bible and the major fields of communication (both written and oral), science, math or technology, social sciences, philosophy or psychology, literature, and fine arts. It requires 16 credit hours of Bible courses and 40 credit hours of liberal arts courses and aligns with the University’s mission statement and its institutional goals.

Goals

The BJU Core, with prime importance given to the Bible, will equip students to:

1. Believe, explain and defend the essential doctrines of the Christian faith.
2. Demonstrate essential communication skills in reading, writing, listening and speaking.
3. Understand the essential features of human experience.
 - a. Understand the history of our world and the major features of civilization, government and economics;
 - b. Identify and appreciate excellence and beauty as expressed in literature, music and art;
 - c. Understand the physical world as God’s creation, as a stewardship given to man and as the physical expression of His glory;
 - d. Understand philosophy as man’s attempt to define and organize truth.
4. Demonstrate critical thinking in analyzing, evaluating and synthesizing information and ideas.

5. Develop solutions to problems, working independently and with others, through critical and creative thinking.
6. Integrate all of life in a biblical worldview.

Outcomes

The BJU Core, with prime importance given to the Bible, will equip students to

| Bible Goals | Outcomes |
|--|---|
| 1. Believe, explain and defend the essential doctrines of the Christian faith. | 1.1 The student will identify the chronological and thematic development of the Bible. 1.2 The student will identify the primary message and development of each book of the Bible. 1.3 The student will explain the relationship of key passages to major doctrines. 1.4 The student will explain and apply doctrine. 1.5 The student will refute deviations from orthodoxy. 1.6 The student will evaluate alternative worldviews. |
| Communication Goals | Outcomes |
| 2. Demonstrate essential communication skills in reading, writing, listening and speaking. | 2.1 The student will interpret and analyze complex texts. 2.2 The student will use relevant content to develop and explore ideas throughout a written work. 2.3 The student will use credible relevant sources to support ideas in written communication. 2.4 The student will correctly use conventions of written discourse. 2.5 The student will assimilate information presented orally. 2.6 The student will adapt an oral message to a particular audience. 2.7 The student will construct a compelling oral argument. 2.8 The student will clearly and confidently deliver an oral message. 2.9 The student will apply oral communication principles within career environments. |
| Human Experience Goals | Outcomes |

| | |
|---|---|
| <p>3. Understand the history of our world and the major features of civilization, government and economics</p> | <p>3.1 The student will compare changes and continuities in human history.</p> <p>3.2 The student will analyze various causes and consequences of human actions.</p> <p>3.3 The student will describe his/her God-ordained civic responsibility.</p> <p>3.4 The student will identify the impact of fiscal and monetary policy decisions on the nation's economy.</p> <p>3.5 The student will identify the interrelated role of citizen and government from a biblical worldview.</p> |
| <p>4. Identify and appreciate excellence and beauty as expressed in literature, music and art.</p> | <p>4.1 The student will explain how figures of sound, syntax and thought function within a work of literature.</p> <p>4.2 The student will analyze literature as an expression of the writer's culture and time.</p> <p>4.3 The student will recognize basic elements of music.</p> <p>4.4 The student will trace and analyze the development of expression in western music.</p> <p>4.5 The student will analyze the musical content of both recorded and live performances.</p> <p>4.6 The student will analyze the major movements of western art.</p> <p>4.7 The student will compare art philosophies from different cultures and periods.</p> |
| <p>5. Understand the physical world as God's creation, as a stewardship given to man and as the physical expression of His glory.</p> | <p>5.1 The student will explain complexities and implications of biological diversity.</p> <p>5.2 The student will articulate a Christian view of the environment and apply it to current environmental topics.</p> <p>5.3 The student will examine positions concerning science-based issues of our day through a biblical worldview.</p> |
| <p>6. Understand philosophy as man's attempt to define and organize truth.</p> | <p>6.1 The student will associate major philosophical concepts with their proponents.</p> <p>6.2 The student will identify areas of agreement and disagreement between major philosophical concepts and Christian belief.</p> |
| <p>Critical Thinking, Problem Solving, Christian Worldview Goals</p> | <p>Outcomes</p> |

| | |
|--|--|
| 7. Demonstrate critical thinking in analyzing, evaluating and synthesizing information and ideas. | 7.1 The student will define problems with accuracy and precision. 7.2 The student will explain the context and assumptions of problems or positions. |
| 8. Develop solutions to problems, working independently and with others, through critical and creative thinking. | 7.3 The student will evaluate problems and positions by a Christian worldview. 7.4 The student will propose solutions based on sound reasoning and logic informed by a Christian worldview. |
| 9. Integrate all of life into a biblical worldview. | 7.5 The student will evaluate implications of the proposed solutions or positions. |

5.6.7 Instructors of Record

Prior to the beginning of each term, the dean and division chairs or department heads assign appropriately credentialed course instructors for each course offered that term. This is monitored by the provost’s office and is verified in the minutes of Academic Council.

BJU defines an instructor of record as the individual designated by the academic dean to have the appropriate academic or alternative credentials to be granted overall responsibility for the development/implementation of the course syllabus, the achievement of student learning outcomes included as part of the course syllabus, and issuing course grades. For team-based courses in which multiple instructors participate in the design, delivery and assessment of the course, the academic dean will identify an appropriately credentialed faculty member as the instructor of record.

Should an assigned instructor of record need to be replaced during a term, the dean will assign an appropriately credentialed course instructor to teach the course for the remainder of the term.

5.7 Library Policies

The library exists to support the University’s mission and curriculum by helping to foster the student’s spiritual, intellectual and cultural expansion. In this information age the librarian serves as the mediator in the process of locating data, providing the information to the student and interpreting the knowledge in a manner which results in understanding by the student. The library is no mere custodian of information but rather a vibrant participant in the process of developing usable knowledge applied with wisdom and understanding. The Music Library branch of the Mack Library is located on the first floor of the Gustafson Fine Arts Center. The Music Library houses the bulk of the library’s resources for music—books, scores, audio recordings, periodicals and reference materials.

5.7.1 General Use

1. Upon entering the library, all communication devices should be set to silent alert. As a manner of courtesy to others, one should not use cell phones in the library.
2. Patrons should exercise consideration of others in maintaining a quiet environment for study.

3. Mack Library exists to support the mission of Bob Jones University in fulfilling the research needs of the faculty/staff and students, and therefore the university family has priority over the community patron or out-of-town guest regarding the usage of resources.
4. Periodicals may be used only in the periodical room.
5. Reference books may not be checked out unless for use in class.
6. The periodical room serves for study groups.

5.7.2 Circulation

1. All patrons must present a BJU ID card, a community patron card or an Alumni card to borrow materials.
2. The Mack Library and the Music Library are open to the public. Special permission or appointments are not necessary. Library cards are issued to individuals living in Greenville or within a 30-mile radius. The community patron may borrow most library materials. There is a processing fee per card.
3. Library materials have varying loan periods depending upon patron status and materials checked out. <http://libguides.bju.edu/content.php?pid=206344&sid=1741407>
4. Dissertations—patrons may check out only Copy 2. Copy 1 must remain in the library.
5. Patrons may renew a book one time for a loan period of two weeks
6. The patron checking out materials is responsible for returning the items by the date on the date due slip.
7. A per day fine is assessed for each item not returned on time. Fines on reserve books and special materials (e.g., textbooks) are higher.
8. Faculty/staff are not charged fines, except PASCAL and ILL fines.
9. If a book is lost, the Circulation Supervisor should be notified immediately. If the book is not found in the borrower's possession or in the library, the borrower will be billed—which includes the price of the book, a nonrefundable processing fee and, if applicable, a hard-backing fee.
10. The library incorporates a system of procedures for verification to prevent a patron from being erroneously invoiced for a lost book or for items overdue for two weeks or more.

5.7.3 Distance Learning Students

1. Students in the Greater Greenville area and who are in Greenville on a regular basis should visit BJU's library to access resources and services.
2. Students outside the Greater Greenville area may contact the Mack Library but must plan accordingly for accessing, processing and shipping items and are also encouraged to check with local public and academic libraries for access to:
 - a. The Library will scan or photocopy ten pages from articles or a book at no cost. Scans or photocopies beyond ten pages will incur the current fee. Copyright laws may prevent some photocopying.

3. The library prefers that the distance learner request books from Mack Library through his/her local public library via interlibrary loan (ILL).
4. Should the public library not participate in the ILL process or be located at a great distance from the distance learner, the library will ship the books directly to the distance learner by UPS at the expense of the library. The distance learner will return the books by UPS at his/her expense.

5.7.4 Gift Books

Mack Library accepts donated books provided the following criteria are fulfilled.

1. The patron donating the books is notified that the library exercises the right for final disposition of the donated item.
2. The patron agrees to the right of determination of the library.
3. The library may inform the patron of possibilities for final placement of the book.
4. The library will not offer a monetary value for the donated material. The staff may provide a note stating the number of books received.
5. The library does not normally receive books on a temporary loan basis unless beneficial to the library.
6. The donor will be requested to sign a waiver relinquishing all present and future rights to the donated items.

5.7.5 Interlibrary Loan

1. Bob Jones University faculty, staff, alumni and students may use ILL at no cost.
2. Town patrons may use the BJU ILL system at a per item fee.
3. The library will subsidize charges by the lending library up to \$15 per request for faculty, staff and students.
4. As a general rule, Mack Library will not send items directly to any person who is not enrolled in a BJU distance education course.
5. New items purchased for the library may not be lent for a period of six months.
6. Dissertations are loaned only if we have two copies (the first copy is noncirculating).

5.7.6 Objectionable Elements

A patron may procure a form at the circulation desk to register their concerns about the content of library materials.

5.7.7 Periodicals

1. Patrons may not use a periodical outside the periodical room or library without special permission.
2. Patron access to Limited Access Stacks is restricted to faculty, staff and current graduate students.

5.8 BJU Research Policy

5.8.1 Rationale

Bob Jones University as a Christian liberal arts institution emphasizes teaching. As a teaching institution, BJU seeks to enhance student learning through minimal research activities embedded in select undergraduate and graduate programs. BJU does not pursue research to grow in prestige, to attract students, or to gain funding. Research directly benefits the student.

The University's mission statement does not mention or specifically address research. Three points in the expanded mission statement apply to limited research activities.

1. "As a Christian liberal arts higher education institution, we offer programs leading to undergraduate and graduate degrees in a range of disciplines in a residential environment supplemented by distance learning and professional development opportunities."

Bob Jones University offers undergraduate degrees in five schools. Some programs utilize undergraduate research activities to supplement classroom instruction. On the graduate level, the University offers both master's degrees and two doctoral degrees. Graduate work implies the existence of research and professional practice activities.

2. "As a Christian liberal arts higher education institution, we foster spiritual, intellectual, social and physical development and cultural expansion of the individual."

Part of a student's intellectual development may involve research as appropriate to the specific degree level, field and discipline. Faculty and students in select programs may engage in research projects that contribute to the intellectual expansion of students, of the University as a whole and of the broader community.

3. "As a Christian liberal arts higher education institution, we are committed to excellence in teaching by a godly, competent and professional faculty who are dedicated to furthering the University's mission."

Bob Jones University's Faculty Development and Advancement System (FDAS) encourages faculty to make contributions to their respective fields in order to develop their teaching skills and to advance in rank. Those applying for advancement submit a comprehensive list of contributions through the advancement portfolio. Typical contributions include publications, presentations, performances, exhibitions, workshops, seminars, concerts, plays, patents, process innovations, product development and others. In addition, BJU does not operate nor maintain a faculty tenure system which normally exists in research institutions to protect faculty research.

5.8.2 Definition

Bob Jones University defines research as systematic investigation—including research development, testing and evaluation—designed to develop or contribute to generalized knowledge.

5.8.3 Goals

As a teaching institution, Bob Jones University insures the quality of its limited research activities by:

1. Admitting qualified students with the potential for success into graduate programs requiring research.

2. Requiring research projects to increase in interaction with literature in the respective field based on degree level.
3. Expecting research projects to increase in rigor based on the degree level.

5.8.4 Management

Academic Council vets and appoints members of all required research committees and boards. Each year, the Office of Institutional Effectiveness (OIE) in cooperation with Academic Council assesses research goals. BJU recognizes three research classifications: General, human-subject, and animal. Questions about research classification for a particular project should be directed to OIE.

1. General Research:
 - a. General research is defined as any research project that is not classified as human-subject or animal research.
 - b. OIE will approve general research projects based on mission-fit to BJU and academic policies.
 - c. OIE may defer decisions about research to the Institutional Review Board (IRB) or the Animal Care and Use Committee (ACUC).
 - d. Any research project not approved by OIE will automatically be referred to Academic Council for review. Academic Council may approve or disapprove the project.
2. Human-Subject Research:
 - a. The IRB approves and monitors research activities involving human subjects.
 - b. IRB policies and procedures will reflect generally the scope and organization of 45 CFR 46 dated July 14, 2009, published by the U.S. Department of Health & Human Services. See <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>.
3. Animal Research:
 - a. The Animal Care and Use Committee (ACUC) will approve and monitor research activities involving vertebrate animals.
 - b. ACUC policies and procedures will generally reflect the appropriate scope and organization found at the Institutional Animal Care and Use Committee (IACUC). See <http://www.iacuc.org/usa.htm>.

5.8.5 Principal Investigators

1. All research projects will be guided by a Principal Investigator (PI) or Co-Principal Investigator (Co-PI).
2. Eligibility to act as a PI or Co-PI on research projects at BJU is a privilege limited to members of the faculty. This limitation is in place because PIs are responsible for determining the intellectual direction of scholarship and research, which in turn impacts the academic trajectory and public perception of BJU as a whole.
3. The provost approves faculty to act as the PI or Co-PI on all research projects.

4. PIs have the right to academic freedom in the pursuit and support of research in accordance with the BJU Academic Freedom Policy (see Volume IV of the *Bob Jones University Policy Manual*).
5. PIs execute the following responsibilities:
 - a. Gain review and approval for research projects;
 - b. Supervise staff and students;
 - c. Maintain health and safety;
 - d. Exercise fiscal stewardship;
 - e. Disclose any potential financial gain from the research;
 - f. Manage equipment;
 - g. Prepare proposals;
 - h. Design and follow research protocols;
 - i. Monitor the progress of the research and provide reports to the IRB as requested;
 - j. Submit to peer review all research activities as appropriate;
 - k. Abide by ethical practices based on the University's mission, applicable regulations and discipline-specific practices.

5.8.6 Institutional Review Board (IRB)

Rationale

Bob Jones University operates as a Christian liberal arts teaching institution. As such, BJU endeavors to teach students to know God and to imitate Him in His character and in His works. This commitment embraces all that is done in and out of the classroom. It likewise shapes the institution's management and function.

Although God reveals Himself primarily through Scripture, God has brought into existence a universe expressive of Himself. God identified one part of His creation, the human, as formed "in the image of God" (Gen. 1:26–27) and uniquely equipped him with the necessary faculties for studying and ruling over the created world. Man, through his intellect and actions, mirrors the communicable attributes and characteristics of God. Therefore, Bob Jones University recognizes the unique dignity and worth of man as created in the image of God.

The Scriptures also reveal that God actively cares for man. Statements such as "the very hairs of your head are all numbered" (Matt, 10:30) reveal God's knowledge of man's condition and attributes. God sustains man with food and gives him "richly all things to enjoy" (1 Tim. 6:17). The greatest example of God's care for man is in the person and work of Jesus Christ. In order to solve man's greatest problem, Christ became human to pay man's sin debt through death on a cross. God now offers eternal life to all who believe. Man, as God's image bearer, must then make every effort to know and to show care and concern at the highest levels for his fellow human beings.

Human government, an institution sanctioned by God, provides order and structure to society. God's people have moral obligations to obey various levels of government. In 1979, the National

Commission for the Protection of Human Subjects of Biomedical and Behavioral Research published the Belmont Report (<http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>). The Commission recognized three major ethical principles for human research: respect for persons, beneficence and justice. Application of the principles centered on informed consent, assessment of risks and benefits, and selection of subjects. In 1991, the federal government adopted the Policy for the Protection of Human Subjects or “Common Rule” as codified in 45 CFR 46 (<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>). The Office for Human Research Protections (OHRP) within the U.S. Department of Health and Human Services administers the regulations. Most academic institutions engaged in research use OHRP regulations and principles to safeguard human subjects.

Bob Jones University’s Institutional Review Board seeks to honor God by applying applicable principles established by government for the protection of all human-subject research by faculty and students.

Membership

Academic Council in conjunction with the executive vice president for academic affairs appoints IRB members to a three-year staggered term. The composition of the IRB approximately reflects federal guidelines and includes at least five total members from various backgrounds.

1. One member must be from the community and be unaffiliated with BJU.
2. At least one member must be a scientist.
3. At least one member must be a non-scientist.
4. At least one member must be from the School of Religion or the Seminary and Graduate School of Religion

The IRB may recruit persons qualified in special populations or in specialized areas of research to assist with project review and approval. These temporary members act in an advisory capacity and do not vote on IRB actions.

IRB members with a conflict of interest regarding a research project must divulge the conflict of interest and recuse themselves from all IRB processes regarding the particular project.

The Office of Institutional Effectiveness (OIE) provides administrative and logistical support to the IRB.

OIE’s director of assessment acts as the nonvoting administrative chair of the IRB.

Scope

All faculty and students contemplating research involving human subjects must request and receive approval for their research from BJU through the IRB, including any research endeavor which:

1. Is funded by BJU or through university channels;
2. Is conducted by faculty, staff or students of BJU who are acting in connection with their responsibilities or relationships to the University or who intend to invoke the name of the University in any report of the activity;
3. Involves the records of BJU;

4. Occurs on the grounds of BJU or uses as subjects university faculty, staff or students in their respective roles; or
5. Uses BJU faculty, staff or students to identify and/or contact clients, patients, faculty, staff or students to serve as subjects and uses university equipment for the purpose of research.

Key Ethical Principles

Human-subject research must conform to biblical mandates and to generally accepted principles and values of ethical conduct in research. In particular, human-subject Research must be:

1. Justifiable by its potential benefits—including, but not limited to, its contribution to knowledge, improving social welfare and individual well-being;
2. Designed or developed using methods appropriate to achieving the aims of the research proposal;
3. Based on a thorough study of the literature and where appropriate, preceded by adequate laboratory and/or animal studies;
4. Conducted with integrity and carried out with a commitment to search for knowledge;
5. Undertaken with a commitment to disseminating and communicating results, whether favorable or unfavorable, in ways that permit scrutiny and contribute to public knowledge and understanding;
6. Just—in that the selection, exclusion and inclusion of categories of subjects or donors and recruitment and distribution of benefits of participation is fair, the process is accurately described in its methods and results, and there is no exploitation of subjects or donors;
7. Respectful of the privacy, confidentiality and cultural sensitivities of the subjects or donors and where relevant, their communities; respectful of the right of subjects and donors to make their own decisions;
8. Where subjects or donors are unable to make their own decisions or have diminished capacity to do so, designed to empower them where possible and to provide for their protection as necessary; and
9. Conducted in an impartial and transparent manner unless there are specific and justifiable reasons preventing it.

Review of Research Proposals

A Principal Investigator may not carry out human-subject research unless that research is in accordance with a research proposal and protocol that has been submitted to and has obtained the approval of the IRB. It is essential that the proposal be submitted in sufficient time to allow for proper institutional review prior to initiation of research or submission of proposals to granting organizations.

Types of Reviews: There are three levels of review, which are determined by the nature of the protocol, the level of potential risk to human subjects and the subject population:

Full Board Review

A full review is conducted at a meeting of the full IRB membership that has a majority of members present and includes at least one member whose primary concerns are in

nonscientific areas. Approved research receives the approval of a majority of those members present at the meeting.

Expedited Review

Certain studies may qualify for expedited review. A single committee member rather than a majority of the IRB members conducts expedited reviews. The review may be carried out by the IRB chair or by one or more experienced reviewers designated by the chair from among members of the IRB. In reviewing the research, the reviewers may exercise all of the authorities of the IRB except that the reviewers may not disapprove the research. A research activity may be disapproved only after full board review. However, a single reviewer may recommend that a full board review be conducted. Per the Office for Human Research Protections (OHRP) guidelines, the following research categories are eligible for expedited review. More detailed information and additional categories are found on the OHRP website.

1. Research involving materials that have been collected or will be collected solely for non-research purposes.
2. Collection of data from voice, video, digital or image recordings made for research purposes.
3. Research on individual or group characteristics or behavior or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation or quality assurance methodologies.

Exempt Review

Exempt reviews are conducted by the instructor of assignment. To be exempt from IRB review, the only involvement of human subjects must be in one or more of the categories listed below. Research that includes both exempt and nonexempt categories is not exempt. More detailed information regarding exemptions is found on the OHRP website.

1. The research will be conducted in established or commonly accepted educational settings, involving normal education practices (e.g., research on instructional strategies, techniques, curricula or classroom management methods).
2. The research will involve the use of educational tests, survey procedures, interview procedures or observation of public behavior where the investigator does not participate in the activity being observed and no information is recorded in such a manner that human subjects can be identified directly or indirectly.
3. The research will involve collection or study of data, documents or other records which were in existence prior to the research proposal and to this application and are publicly available or will be recorded in such a manner that the human subjects cannot be identified directly or indirectly.
4. The research will examine public benefit or service programs and has been approved by the appropriate department or agency head.
5. The research will involve taste and food quality evaluation or consumer acceptance studies involving wholesome foods.

IRB Actions

The decision about the level of review necessary is made by the IRB. Any study involving more than minimal risk or involving a vulnerable population or sensitive questions must have an expedited or full review. All research involving the elderly, children, health issues or personal issues is reviewed by the full IRB. In most cases, both the IRB and the overseer of research at any other involved institution (e.g., elementary school, health care center) involved must review and approve research.

The IRB can (1) approve of research, (2) require small changes or clarifications prior to commencing research, (3) defer consent until substantive changes are made, or (4) disapprove of a study.

Applicants typically receive initial feedback within five business days after the meeting of the IRB. If requested, the Principal Investigator must provide the IRB with such additional documentation or information as the IRB considers necessary in order to review the research proposal.

Criteria for IRB Approval of Research

The following criteria must be satisfied before the IRB approves a research project:

1. Risks to subjects are minimalized;
2. Risks to subjects are reasonable in relation to the anticipated benefits;
3. Selection of subjects is equitable;
4. Informed consent is obtained;
5. Informed consent is documented;
6. Research plan or protocol makes adequate provision for monitoring collected data and for ensuring the safety of the subjects as appropriate;
7. Privacy of the subjects and confidentiality of the data is protected.

Students Conducting Human-Subject Research

Students conducting human-subject research will follow these parameters:

1. No Minors or Vulnerable Populations—The project cannot include minors or any other vulnerable populations, such as pregnant women, prisoners, those who lack the capacity to consent, non-English-speaking individuals, etc.
2. No more than “Minimal Risk”—“Minimal risk” is the probability and magnitude of harm that is normally encountered in the daily lives of healthy individuals. This also precludes the study of any illegal activities.
3. No Deception—The project cannot include any deception. Individuals must be fully informed and given the opportunity to voluntarily consent to participation.
4. Instructor Responsibility: Course Instructors are responsible for submitting the research proposal. Course instructors are responsible for instructing students in ethical principles for the protection of human subjects and informing them of the relevant institutional policies and procedures. Instructors are also responsible to review the applications before they are sent to the IRB.

Informed Consent

A Principal Investigator must obtain the informed consent from each individual (or legally authorized representative) who is the subject of a research project requiring IRB review. A Principal Investigator must ensure that the informed consent of each subject is documented by the use of a written Consent Form approved by the IRB. The Consent Form must either: set out in full the Elements of Informed Consent (see below) or truthfully state that the Elements of Informed Consent have been presented orally to the subject (or his or her legally authorized representative). The Consent Form must be written in terms that can be readily understood by subjects participating in the research. The Consent Form must be signed and dated by the subject (or the subject's legally authorized representative) and by the Principal Investigator who obtained the consent. A signed and dated copy of the Consent Form must be given to the subject or to the subject's legally authorized representative if he or she has signed the form.

The IRB may waive or modify Informed Consent requirements based on the level of risk or type of research.

The following are matters that must be communicated to a subject before Informed Consent is given:

1. A statement of the purpose of the human-subject research, the expected duration of the subject's participation, a description of any procedures to be followed, and an identification of any procedures that are experimental;
2. A description of any treatment included in the research and the probability of random assignment to each treatment;
3. A description of any foreseeable risks and benefits to the subject;
4. If the research involves a risk of harm to the subject, an explanation of whether any compensation or medical treatment is available if injury occurs to the subject; and if so, what that compensation or treatment will be;
5. A statement of the subject's responsibilities with respect to the research;
6. A statement describing how confidentiality will be maintained or private information identifying the subject will be dealt with;
7. A statement concerning the access to the subject's records that the IRB and any auditors will have for the verification of the procedures and data associated with the research;
8. The name and contact details of a person the subject may contact for further information regarding the research, a statement of the subject's rights, and the name and contact details of a person the subject should contact in the event of injury arising in conjunction with the research; and
9. A statement that the subject's participation is voluntary, that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and that the subject may stop participating at any time without penalty or loss of benefits to which the participant is entitled.

Internet-Based Human-Subject Research

Internet-based research involving human subjects, including surveys, must comply with the same ethical guidelines and standards of participant protection as more traditional human-subject research methodologies. At the same time, Internet technologies are evolving rapidly—and as such, the IRB must maintain its diligence in addressing new problems, issues and risks that arise over time.

All Internet-based research studies must:

1. Incorporate the principles of voluntary participation and informed consent;
2. Maintain the confidentiality of information obtained from or about human subjects; and
3. Appropriately address possible risks to participants, including psychosocial stress and related risks.

The IRB must review and approve all materials that will be presented to potential participants and used for executing the research, including:

1. Recruitment ads or invitation to participate;
2. Informed consent elements;
3. Introduction and “Thank You” pages;
4. Survey instructions and “Pop-up” help;
5. Survey questions and response choices;
6. Graphics, audio, video content;
7. Links to other websites/content;
8. Recruitment strategies;
9. Informed consent statements appropriate for Internet-based research;
10. Software type and security measures, and
11. Data security, storage and security measures.