

BACONE COLLEGE

2022-2023 Catalog



Table of Contents

Notice of Non-Discrimination	8
Disclosure Policy	8
Academic Freedom	9
Institutional Learning Goals and Outcomes	9
Campus Police	11
Affirmative Action	11
Admissions Office	12
General Admission Information	12
Enrollment Management	12
General Admission Procedures	12
Practices for Verification of Student Identity	13
Admissions Standards	13
College Transfer Students	13
International Students	14
GED Recipients	14
Special Non-Degree-Seeking Students and Auditing Courses	14
Concurrent Enrollment	15
Academic Records	15
When Background Checks Are Required of Student Applicants	15
Transfer Probation	16
Readmission after Absence	16
Leave of Absence Status	16
Academic Suspension Policy	16
Readmission after Academic Suspension from Bacone College	16
OFFICE OF FINANCIAL AID	18
Financial Aid Regulations	18
Financial Aid Application Process	18
Federal and State Grant Aid	19
Tribal Grant Aid	21

Types of Loans offered at Bacone College	21
Important Information:	21
Helpful Websites for Scholarship Search	24
Change of Major or Second Degree	24
Financial Aid Probation - Transfer Students	24
Satisfactory Academic Progress	24
Appeal of Suspension	26
Student Satisfactory Academic Progress Responsibility	26
Withdraw or No Passing Course Grades	27
Refund Policy for Students Who Are No Shows	27
Refund Policy for Students Due to Medical Emergencies	27
Bacone College Institutional Aid	27
BUSINESS OFFICE/COLLEGE EXPENSES	29
Cash Paying Students	29
Payment Plan	29
Payment of Accounts	30
Delinquent Accounts	30
Charges for the 2022-2023 Academic Year	31
Tuition, Room & Board Refunds	36
Cost of Books and Supplies	38
Computer Requirement	38
STUDENT LIFE	38
Mission	38
Student Life Goals and Student Learning Outcomes	38
Clubs, Departments and Organizations	38
Residential Life Office	39
Student Housing Refund Policies	39
Dining Service (Meal Plans)	40
Center for American Indians	41
American Indian Student Programs	41
ACADEMIC AFFAIRS	41
Academic Honors	41
Academic Forgiveness	42
Academic Classification	42

Semester Load and Status	42
Academic Progress	42
Satisfactory Academic Progress Evaluation	43
Appeal of Suspension	43
Academic Dishonesty Policy	44
Audit Courses	44
Attendance and Responsibility for Learning	45
Attendance and Academic Intervention Policy	45
Courses Repeated and Final Grades	46
Adding and/or Dropping Classes	46
Credit Hour	47
Final Examinations	47
Grade Reporting	47
Academic Appeals	47
Grading System	48
Incomplete Grades	49
Withdrawal	49
Course by Special Arrangement	49
Directed Study	50
Policy Regarding the Appropriate Use of Technology in the Classroom	50
Audio/Video Recorders in the Classroom	50
Transfer of College Credits	50
Transfer of College Credit Policy for Non-Regionally Accredited Institutions	51
Transcripts	51
Summer Term	52
Bacone College Archives and Special Collections	52
Statement on Learning and Physical Disabilities	52
Academic Programs List	53
Core Curriculum, Learning Goals, & Outcomes	53
The Medicine Wheel Framework	54
Curriculum alignment to Institutional Goals and Medicine Wheel Framework	55
Bachelor of Arts and Bachelor of Science Requirements	57
Associate of Arts and Associate of Science Requirements	58
Liberal Arts Guided Electives	58

TRUSTEES, ADMINISTRATION, AND FACULTY	59
DEGREE DESCRIPTIONS, COURSE SEQUENCES AND PLANS	60
DIVISION OF AMERICAN INDIAN STUDIES	60
DIVISION OF PROFESSIONAL STUDIES	63
SCHOOL OF BUSINESS AND FINANCE	71
DEPARTMENT OF EDUCATION	89
DIVISION OF LIBERAL ARTS AND HUMANITIES	101
RENNARD STRICKLAND SCHOOL OF TRIBAL LAW AND CRIMINAL JUSTICE	108
DIVISION OF ONLINE TEACHING AND LEARNING	112
2022-2023 COURSE DESCRIPTIONS	113
ACC - ACCOUNTING	113
AIS - AMERICAN INDIAN STUDIES	115
ART	123
BIO - BIOLOGY	126
BUS - BUSINESS	128
CHM - CHEMISTRY	129
CLE - COLLEGE LEARNING ENRICHMENT	129
COM - COMMUNICATIONS	130
CIS - COMPUTING AND INFORMATION SYSTEMS	131
CJS – CRIMINAL JUSTICE STUDIES	132
ECH - EARLY CHILDHOOD EDUCATION	139
ECN - ECONOMICS	143
ELE - ELEMENTARY EDUCATION	144
ENG - ENGLISH	147
ESE - EXERCISE SCIENCE	147
FSE - FAMILY STUDIES EDUCATION	151
FIN - FINANCE	155
GPS - GENERAL PHYSICAL SCIENCE	155
BAL - GREAT IDEAS	155
HPE - HEALTH AND PHYSICAL EDUCATION	157
HIS - HISTORY	157
ILS - INTERDISCIPLINARY LIBERAL STUDIES	161
LIT – LITERATURE	161
LOG - LOGIC	163

MGT - MANAGEMENT	163
MKT- MARKETING	164
MTH - MATHEMATICS	166
MODERN LANGUAGE	168
PSC - POLITICAL SCIENCE	168
PED - PROFESSIONAL EDUCATION	170
PSY - PSYCHOLOGY	172
RAD - RADIOGRAPHY	172
REA - READING	178
RME - RECREATION MANAGEMENT	179
REL - RELIGIOUS STUDIES	180
SOC - SOCIOLOGY	188
SPC - SPEECH	189
SME - SPORT MANAGEMENT	189
THE- THEATRE	191

Bacone College Mission & Vision

Mission

As an American Indian-serving institution, Bacone College provides a quality, holistic, liberal arts, educational experience in a culturally diverse environment empowering life long learners with the knowledge, skills, and capacity to be transformational leaders in both Native and non-native communities.

Vision

Empowering transformational leaders who incorporate traditional values and voices to positively impact our local communities around the world.

FERPA Student Rights

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31)

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
9. State and local authorities, within a juvenile justice system, pursuant to State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833.

Notice of Non-Discrimination

Bacone College does not discriminate on the basis of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, disability, age (40 or older) or genetic information (including family medical history) in its admission of students, in any of its programs or activities, or in its employment practices. Questions concerning this policy, or complaints of discrimination may be directed to the Compliance Officer, Bacone College, 2299 Old Bacone Road, Muskogee, OK 74403, phone 918-683- 4581. Information provided in compliance with Title IX, Title VI, Section 504 and the Age Discrimination Act.

Disclosure Policy

Bacone College retains two categories of information about current and former students: directory data and confidential data.

Upon admission, students provide data for academic and personal records. In doing so, the student entrusts the College as custodian of this information and other data generated during a student's enrollment.

Bacone College acknowledges the student's right of privacy concerning this information. The College further recognizes that certain information is a matter of public record and may be released for legitimate purposes.

The College policy regarding release of information in the student's records is as follows:

1. Directory information appears in student directories and alumni publications and may be freely released. A student desiring that the information remain confidential must file a written request with the Registrar's Office. A written request must be made prior to the end of the fourth week of each semester of attendance and applies to the following:
 - Name, addresses and telephone number
 - Major and classification
 - Dates and attendance
 - Degrees and dates of graduation
 - College honors
 - Verification of student's participation in recognized activities
 - Anticipated dates of graduation based on completed hours
 - Previous institutions attended
2. Confidential information comprises that which is contained in a student's education record and release of confidential information to the following ten classes of persons as defined in the Family Education Rights and Privacy Act of 1974, as amended:
 - School officials within the educational institution who have legitimate education interests
 - Officials of other schools to which students seek to transfer
 - The Comptroller General of the United States, Secretary of Education, the administrative head of an educational agency or state educational agency or other state educational authorities
 - College officers who process a student's application for or receipt of financial aid
 - State and local authorities to which such information is specifically required
 - Organizations or educational agencies conducting legitimate research provided no personally identifiable information about the student is made public
 - Accrediting organizations
 - Parents upon proof of dependency as defined by the Internal Revenue Code of Governmental Authorities with a judicial order or lawfully issued subpoena, provided the educational agency or institution makes a reasonable effort to notify the student of the order of subpoena in advance of compliance
 - Appropriate persons such as physicians when, due to an emergency, such information is necessary to protect the student's health or safety or that of other persons

- Students have the right to inspect their academic records and to challenge the contents.

Upon a signed request, Bacone College will provide transcripts of academic records. However, financial obligations need to be paid in order for the College to provide said transcripts.

While the permanent academic record is a cumulative record compiled by the student, the Registrar of the College is charged with the responsibility for its accuracy and safekeeping. Therefore, removal of the Registrar's assigned depository is not permitted.

Original credentials with which the student applies for admission or readmission to Bacone College become the property of the college and are not released.

Academic Freedom

The College holds to the principle that institutions of higher education are committed to open and rational discussion as a principal means for the clarification of issues and the resolution of problems. The search for truth can best be advanced when responsible and sensitive individuals operate in an atmosphere of freedom. All members of the academic community should be free to pursue their rightful goals, speak openly, be heard, study, instruct, administer, and conduct research.

Academic freedom, however, should be distinguished clearly from constitutional freedom, the latter being freedom which all citizens enjoy equally under the law. Academic freedom is an additional assurance, to those who teach and pursue knowledge, of rights of expression regarding teaching and research within specific areas of recognized professional competencies. Faculty and students are entitled to freedom in the classroom in discussing a subject.

Institutional Learning Goals and Outcomes

The College has adopted the following goals that all students are required to master: Furthermore, in partially assessing its success in accomplishing its education and goals, the college regularly evaluates the outcomes shown below.

Engendering and Seeking Goal 1: Question, doubt, and think, which inspires the search for knowledge and awareness.

- Students evaluate whether or not a question has validity and value.
- Students embrace and apply knowledge to alternate conditions.

Engendering and Seeking Goal 2: Develop awareness of how the student himself and how the answers the student seeks fit within the larger picture of life and learning.

- Students analyze their views of life in relation to varied world views.

Engendering and Seeking Goal 3: Develop curiosity about material by asking questions.

- Students examine information for alternative explanations and possible implications.

Seeking and Pondering Goal 1: Learn to combine the subjective and objective, intuition and facts, beliefs and emotions with observations and investigations.

- Students synthesize and analyze documents to find subjective and objective elements in varying media.
- Students express the objective and subjective thoughts through writing and speaking.

Seeking and Pondering Goal 2: Develop the initiative to learn issues and topics that help a person better know how he or she relates to the larger community and the natural environment.

- Students analyze, understand, and express knowledge of world, American, and regional, human and natural history, culture, and institutions.

Seeking and Pondering Goal 3: Support their ideas by evaluating various sources and formats (written, numerical, spoken, and visual} of information.

- Students apply open minded, analytical approaches to the evaluation of information.
- Students value and appreciate the richness of multiple literacies and forms of expression, and the limitations of each in contribution to knowledge and understanding.
- Students adhere to ethical standards in both the analysis and generation of knowledge.

Pondering and Knowing Goal 1: Use life's many uncertainties to inspire renewed seeking for answers to the many problems that face humans.

- Students construct probing questions from newly acquired information.
- Students self-assess their learning by measuring achievement of goals.
- Students report their progression towards learning goals.

Pondering and Knowing Goal 2: Evaluate the current state of knowledge and apply it to solve problems across many disciplines.

- Students analyze and incorporate information from various sources of media.

Pondering and Knowing Goal 3: Apply knowledge to specific problems and circumstances.

- Students formulate sound methodologies utilizing both quantitative and qualitative analysis to solve problems.
- Students devise problem solving techniques that work effectively with diverging viewpoints.
- Students challenge uncertain conclusions and investigate alternative solutions.

Knowing and Engendering Goal 1: Engender new questions that will guide lifelong learning and self-discovery.

- Students create unique questions to existing problems.

Knowing and Engendering Goal 2: Develop an awareness of global culture.

- Students evaluate, interpret, and formulate answers to multifaceted real-world issues.
- Students offer solutions to problems from diverse points of view.

Knowing and Engendering Goal 3: Develop effective use of research resources and scientific methods.

- Students review and analyze data.
- Students categorize relevance of concepts.
- Students demonstrate the ability to differentiate opinion, theory, and fact.

Accreditation and Professional Status

Bacone College is authorized by: The Oklahoma Regents for Higher Education, State Capitol Complex, 500 Education Bldg., Oklahoma City, Oklahoma 73105-4500 and is accredited by:

1. The Higher Learning Commission, 235 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413 (On Probation)
2. The Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Dr., Suite 2850, Chicago, Illinois 60606-3182 (On Probation)
3. The Office of Educational Quality and Accountability Educator Preparation Program, 840 Research Parkway, Ste. 455, Oklahoma City, Oklahoma, 73105-3418
4. International Accreditation Council for Business Education, PO Box 25217, Overland Park, Kansas 66225, Phone: 913-631-3009

The College is chartered under the laws of the State of Oklahoma, empowered to grant the Associate of Arts, Associate of Science, Associate of Applied Science, Bachelor of Arts, and Bachelor of Science degrees, and to provide selected service courses for elective or terminal curricula purposes.

Accreditation means that the standards of the school are such that its academic curriculum is recognized and honored by other member institutions of the Association. It ensures the students a quality program with credits that can be transferred to other institutions.

Bacone College is a member of the Higher Learning Commission (HLC), the Oklahoma Independent Colleges and Universities (OICU), the Joint Review Committee on Education and Radiological Technology (URCERT), the National Association of Intercollegiate Athletics (NAIA), and the International Assembly for Collegiate Business Education (IACBE).

Campus Police

Bacone College has its own campus police department, which has the same authority and arrest powers as a municipal police department. Each officer is duly sworn and commissioned in accordance with Oklahoma state law and peace officer training standards and may enforce both criminal laws and the rules and regulations of Bacone College. Additional information may be found in Annual Clery Act Disclosure Report, which is distributed annually to all members of the campus community and is outlined in the latest published revision of the Student Handbook.

Affirmative Action

Bacone College, in compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, and other Federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, or status as a Veteran in any of its policies, practices, or procedures.

This includes but is not limited to admissions, employment, financial aid, and educational services. Inquiries regarding admission to the College should be addressed to:

Admissions Office

General Admission Information

Bacone College invites individuals from a variety of cultures and backgrounds to apply for admittance into its academic programs. The College operates on a "rolling admissions" format, meaning that Application for Admission Forms may be submitted at any time.

Applications may be submitted on-line at www.bacone.edu. Once received, applications are promptly reviewed and processed by the Office of Admissions. The admissions committee carefully weighs a variety of factors with each applicant in determining the prospective student's potential to benefit from the College's educational programs.

To schedule a visit or submit academic records, please address all correspondence to:

Admissions Office Bacone College

2299 Old Bacone Road Muskogee, Oklahoma 74403

918-3602737

www.bacone.edu e-mail: admissions@bacone.edu

Enrollment Management

Enrollment Management at Bacone College strives to create a streamlined process of recruitment, admission, financial, and academic counseling to fulfill our mission to be student-centered. Personalized services and individual attention creates a supportive and nurturing environment. The fundamental concept of building our community begins with our friendly recruitment and admissions counselors and continues with the student throughout their academic career at Bacone College.

Enrollment Management consists of the following departments: Registrar, Financial Aid, and International Student Admissions.

General Admission Procedures

When possible, prospective students are encouraged to visit the Office of Admissions for assistance in completing the application process. The following procedures are necessary in expediting a prospective student's application:

- Work with Admissions Counselor to complete the application.
- Complete and submit the Application for Admission form.
- Submit sealed official academic transcripts from high school (Seventh semester or final transcripts), GED Testing, ACT or SAT I testing, and all colleges previously attempted.
- Upon receipt of all academic records, the office of Admissions will review the application and will determine admittance into Bacone College. Students are encouraged to apply for federal financial aid at this time. Please visit www.fafsa.ed.gov to complete the application online.
- The student will be notified by a Letter of Admittance. Enclosed will be the Intent to Accept Admissions form to be completed by the student.

Practices for Verification of Student Identity

Each student is required to submit an application, FAFSA, and proof of tribal affiliation, if applicable. Students are required to submit SEALED official transcripts from their respective institutions. Bacone College reserves the right to request government-issued identification for housing or other purposes, as needed. The identification of students is done through the FAFSA, social security card, and picture ID. When students begin their education at Bacone, they receive an ID which is always associated with their online presence. That process ensures that students in a course are registered at the College.

Admissions Standards

The Office of Admissions will offer a Letter of Admittance to applicants who have a completed Admission's file and have met the minimum standards of admissions established by Bacone College. Established minimum requirements are defined as:

- High School Graduates: Grade Point Average of 2.0 or higher, ACT composite of 18 (SAT I= 860).
- Non-Traditional High School Graduates: GED score= 50 (500 on new tests), ACT composite of 18 (SAT= 860). Students who are Home Schooled must have an ACT composite of 18 (SAT=860). home School transcript must be signed by licenced Home School Administrator.
- College Transfer: 12 Earned Hours or more- 2.0 GPA Cumulative.

First Time Student: A student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level. There are two exceptions: (1) students who attended any institution for the first time the summer prior to entering Bacone College in the fall term and (2) students who enter UW with advanced standing (college credits earned before graduation from high school).

High School Student: A student enrolled in secondary school or pursuing a high school diploma or recognized equivalent. Includes students who have not received but are pursuing a high school diploma or recognized equivalent and taking college coursework concurrently.

Nationally Standardized Tests: ACT Assessment (ACT) or SAT Assessment (SAT) test results. Test results must be sent to the Admissions Office. SAT Assessment scores will be based off the Evidence-Based Reading and Writing+ Math sections for exams administered in or after April 2016.

Returning Student: A student who previously attended Bacone College but has not been enrolled for three consecutive semesters, including a summer term.

Transfer Student: A student entering Bacone College for the first time but known to have previously attended a postsecondary institution at the same level). This includes new students enrolled in the fall term who transferred into the institution the prior summer term. The student may transfer with or without credit.

The student's standardized test scores and high school transcripts determine whether or not additional, preparatory course work will be required. Additional testing may be performed by the respective academic division.

A student may be admitted on a provisional basis; however, all documents required for enrollment must be on file prior to the semester's add/drop date.

College Transfer Students

A transfer student is an undergraduate student with more than 12 earned college credit hours, excluding developmental (0-level) courses and credit hours accumulated by concurrently enrolled high school students. A student, with 12 or fewer earned college credit hours, excluding remedial (0-level) courses, is considered a first-time entering student.

Students transferring in under 30 credit hours must also submit their high school transcript, ACT or SAT I scores. Transfer

students will follow the General Admission Procedures listed earlier in this section.

International Students

Students from nations outside of the United States are welcomed at Bacone College. Admissions counselors are happy to assist with the necessary steps required to study in this country. Application procedures for international students are as follows:

- Complete and submit the Online Application for Admission form along with the required application fee.
- Submit official copies of all secondary, college and university work, including examination scores in English. All documentation must be submitted with a Review of Credentials from an approved agency. Official TOEFL scores of 500 (paper-based Exam), 173 (Computer Based Exam), or 61 (Internet Based Exam) successful completion of 12 weeks of study, or achievement of Level 9 at an approved English Language Center are required of applicants from nations in which English is not the official or spoken language. International applicants from nations where English is the official language are required to submit official ACT or SAT I scores meeting established admission criteria.
- Submit affidavit of support and official bank statements.

The Office of Academic Affairs reviews international applications for admission. If accepted; international students must submit a \$7,500 deposit in US currency and have a US sponsor guarantee the cost of one academic year. Upon receipt of the deposit and guarantee, a SEVIS 1-20 and Letter of Admittance will be issued to the student. The SEVIS 1-20, Letter of Admittance, bank statements, transcripts, passport and other supporting documentation must be presented to the nearest American Embassy or U.S. Consulate for processing. To remain "in-status" as an F-1 student, international students must follow all regulations pertaining to the issuance of the SEVIS 1-20 as stipulated by the U. S. Immigration and Naturalization Service and Bacone College. International students are required to pay all charges (including tuition, room, board, fees) prior to the start of each semester. All International students shall be required to take a full course load (12 credits) and be residential students. International students may appeal to the President for exceptions to these requirements as allowed by immigration statutes. International Students are allowed only one online course per semester as per SEVIS.

GED Recipients

Students without a high school diploma who have received a GED diploma are also eligible to apply for admission. In addition to the General Admissions Procedures, GED recipients are required to submit:

- Bacone College Admissions Application.
- Official high school transcripts covering time spent in high school.
- Official GED transcript.
- Official ACT or SAT I transcript.

Special Non-Degree-Seeking Students and Auditing Courses

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in up to 9 credit hours by making application in the Office of Admissions. Once a student has completed 9 credit hours, and wishes to enroll in additional course work, the student must make formal application into the College. Students wishing to audit a course for no credit need to complete an Application for Admission in the Office of Admissions.

Concurrent Enrollment

High school juniors or seniors may be admitted to Bacone College provided they meet the following requirements: Meet the published criteria of Bacone College for admission.

- Be enrolled in fewer than 6 credit courses per semester at their high school, which can be validated by their high school principal.
- Be eligible to complete requirements for graduation from their high school no later than the spring of their senior year, which can be validated by their high school principal.
- Junior and senior high school students are required to have a 3.00 cumulative high school GPA or a letter of recommendation from a counselor or teacher.

A high school student who is admitted to Bacone College as a Concurrent Enrollment Student may enroll in a combined number of high school and college courses for each semester. Their full-time college and high school workload cannot exceed 19 college semester credit hours. To calculate the total workload, each high school credit is the equivalent of 3 college semester credit hours. Add up the college semester credit hours and the high school equivalent credits together to find the total.

An exceptional student who meets the above criteria may enroll in a maximum of 6 credit hours during a summer session or the term following the junior year in high school without being concurrently enrolled in high school during the summer term.

Students who have participated in a concurrent program other than Bacone College, must provide an official College transcript to the Office of the Registrar before credits can be transferred.

Academic Records

The Office of Admissions requires official transcripts to be submitted prior to completing enrollment. Once submitted, academic records and transcripts become a permanent part of the applicant's/student's records at Bacone College and will not be returned. All received transcripts are now the property of Bacone College. Bacone College will not send any received transcripts out to another institution for a student. When students require additional copies of academic records from institutions other than Bacone College, the student must contact the issuing institution.

When Background Checks Are Required of Student Applicants

The college requires background checks for applicants who (1) declare that they have been arrested or convicted of any Federal, state, local or tribal law offense and (2) when any student who declares a major in healthcare, education, health-science or criminal justice related fields. In regard to this policy, there is no distinction between main campus residential students, commuter students, or dually enrolled tribal college students.

Background checks are conducted through a third-party vendor and include a seven-year scope, nationwide wants and warrants check, statewide wants and warrants check, debarment check (for Federal funds), sex offender and registry check. Moving violations are not considered during the background check process. Minor offenses (such as youthful experimentation with marijuana, public intoxication, DUI without injury to a third party) are presumptively waived. These checks are required of students who declare that they have been arrested or convicted of any Federal, state, local or tribal law offense to ensure that there are no terms and conditions of probation that would prevent them from attending Bacone College, that there are no outstanding criminal proceedings, and to ensure that Bacone meets its due diligence requirements under VAWA and Title IX.

These checks are also required of students declaring a major in healthcare, education, health-science or criminal justice related fields because the state licensing boards for these fields require a background check as a condition of licensing. This process is a safeguard to ensure that students are not enrolled who are subsequently unable to pass licensing examinations due to adverse criminal history.

Transfer Probation

Transfer students who were academically suspended at another institution may make a formal request for admission on probationary status to the Admissions Office and the Office of Academic Affairs.

Readmission after Absence

Students who have attended Bacone College previously, but have not attended in the past academic year, must re-submit an Application for Admission. If the student has attended any other college in the meantime, official transcripts of the college work attempted since the last date of attendance must also be submitted. A student who was not enrolled in Bacone College for one academic year and was not a candidate for graduation will return under the policies stated in the current catalog.

Leave of Absence Status

A student, who finds it necessary to leave Bacone College voluntarily due to personal or professional reasons, may apply for Leave of Absence Status (LOAS) of up to 180 days in a 12-month period. LOAS assures the student of readmission to the College without further paperwork or review by Admissions. Upon return, the student may continue his/her academic studies by retaking the specific courses previously enrolled in, or their equivalent in total credit hours, at no additional expense. In addition, the student may choose to re-enter the College under the academic catalog in effect at the time the LOAS was granted or may elect to enter under the current catalog. Students under full-time study may change to a later catalog at any time.

The Office of Financial will explain to a student that is a Title IV, HEA program loan recipient, the effect that failure to return from the leave may have on the student's loan repayment term. A student requesting a Leave of Absence Status must submit a completed, signed, and dated LOAS application prior to the requested leave time.

The LOAS application is available at the Office of Academic Affairs and the Registrar's Office and must be approved by the Office of Academic Affairs. The College's Business Office will approve the disposition of the student's financial obligations (if any) at the time of application for LOAS. (Tuition and fees are the only expense reassigned to the next full term semester. Room and Board charges are exempt from the LOAS Policy and follows the tuition refund time frame as stated in the Bacone College Catalog.) "LA" will appear on the student's transcript designating the Leave of Absence Status.

Academic Suspension Policy

Students who are suspended from the College for academic reasons are prohibited from having access to the campus and campus-sponsored events for the duration of the suspension. Appeals for academic suspensions must be made in writing submitted to the VPAA.

Readmission after Academic Suspension from Bacone College

Students under academic suspension at Bacone College will not be readmitted for at least one full semester subsequent to the date of academic suspension. Students wishing to appeal the decision may do so by submitting a letter of appeal to the Office of Academic Affairs. Student admission after suspension will be probationary.

Students must submit the following items after suspension:

- Application for Admissions.
- Official transcripts of any college work attempted since the date of suspension.

Bacone College

2299 Old Bacone Road Muskogee, Oklahoma 74403

Transfer Probation

Transfer students who were academically suspended at another institution may make a formal request for admission on probationary status to the Admissions Office and the Office of Academic Affairs.

Readmission after Absence

Students who have attended Bacone College previously, but have not attended in the past academic year, must re-submit an Application for Admission. If the student has attended any other college in the meantime, official transcripts of the college work attempted since the last date of attendance must also be submitted. A student who was not enrolled in Bacone College for one academic year and was not a candidate for graduation will return under the policies stated in the current catalog.

Leave of Absence Status

A student, who finds it necessary to leave Bacone College voluntarily due to personal or professional reasons, may apply for Leave of Absence Status (LOAS) of up to 180 days in a 12-month period. LOAS assures the student of readmission to the College without further paperwork or review by Admissions. Upon return, the student may continue his/her academic studies by retaking the specific courses previously enrolled in, or their equivalent in total credit hours, at no additional expense. In addition, the student may choose to re-enter the College under the academic catalog in effect at the time the LOAS was granted or may elect to enter under the current catalog. Students under full-time study may change to a later catalog at any time.

The Office of Financial will explain to a student that is a Title IV, HEA program loan recipient, the effect that failure to return from the leave may have on the student's loan repayment term. A student requesting a Leave of Absence Status must submit a completed, signed, and dated LOAS application prior to the requested leave time.

The LOAS application is available at the Office of Academic Affairs and the Registrar's Office and must be approved by the Office of Academic Affairs. The College's Business Office will approve the disposition of the student's financial obligations (if any) at the time of application for LOAS. (Tuition and fees are the only expense reassigned to the next full term semester. Room and Board charges are exempt from the LOAS Policy and follows the tuition refund time frame as stated in the Bacone College Catalog.) "LA" will appear on the student's transcript designating the Leave of Absence Status.

Academic Suspension Policy

Students who are suspended from the College for academic reasons are prohibited from having access to the campus and campus-sponsored events for the duration of the suspension. Appeals for academic suspensions must be made in writing submitted to the VPAA.

Readmission after Academic Suspension from Bacone College

Students under academic suspension at Bacone College will not be readmitted for at least one full semester subsequent to the date of academic suspension. Students wishing to appeal the decision may do so by submitting a letter of appeal to the Office of Academic Affairs. Student admission after suspension will be probationary.

Students must submit the following items after suspension:

- Application for Admissions.
- Official transcripts of any college work attempted since the date of suspension.

OFFICE OF FINANCIAL AID

Financial Aid Regulations

Bacone College's financial aid program is designed around the federal system of need based student aid to ensure that all qualified and motivated Americans have the financial means to pursue higher education at Bacone College. The present configuration of federal, state and tribal grants, work-study, and loan programs was designed to offer all qualified students a chance to advance their minds, skills, and economic potential, while also providing for the betterment of society. Bacone college is committed to working with students and families to make higher education affordable. Most federal and state educational assistance is based on financial need as determined by the information provided on the Free Application for Federal Student Aid (FAFSA). Financial need is the difference between the cost of attending Bacone College and the Estimated Family Contribution (EFC). The EFC is calculated using formulas prescribed by the U.S. Department of Education. The applicant must have a high school diploma, GED, or demonstrate the ability to benefit in order to receive financial aid at the institution to which he/she is applying according to the guidelines set forth by the Department of Education.

Some additional requirements for financial aid are:

- Students must maintain a cumulative 1.60 grade point average (GPA) for the first 30 credit hours attempted.
- Students must maintain a cumulative 1.80 grade point average (GPA) for the 31-60 credit hours attempted.
- Students must maintain a cumulative 2.0 grade point average (GPA) for the 61 or more credit hours attempted.
- Students must successfully complete at least 67% of all attempted course hours. Withdrawals, I, F, and other unsatisfactory grades are examples of grades that will be counted against the completion rate.
- Federal Regulations require a Title IV Funds calculation must be completed for any recipient of Title IV grant or loan assistance that receives all "F"s" for a semester and does not post attendance in any of their enrolled classes for at least 60% of a particular semester.

Audit courses do not qualify for financial aid. Should a student receive financial aid for any classes, or hours, which are later changed to audit, the student will be required to repay any applicable financial aid funds.

Financial Aid Application Process

1. Apply for admission to Bacone College.
2. Complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after October 1st of each year. FAFSA forms are filed electronically on the Internet at www.fafsa.ed.gov. Bacone College's school code for the FAFSA is 003147.
3. Respond promptly to any correspondence requesting additional information. For example: Federal Tax Transcripts, Student Data Forms, Verification Worksheets, etc.
4. Attend all classes.
5. If you have any questions or concerns, please contact the Financial Aid Office at the number listed:

Office of Financial Aid Bacone College

2299 Old Bacone Road

Muskogee, Oklahoma 74403-1597

918-781-7225

email: finaid@bacone.edu

Federal and State Grant Aid

The Federal Pell Grant is based on financial need and is available to undergraduate students only. The award amounts can change yearly. The amount that a student can receive is based not only on the financial need but also the cost of attendance and the enrollment status as full-time or part-time.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grants (FSEOG) are offered to full-time undergraduate students with demonstrated exceptional need as determined by the FAFSA. Awards are based on the student's FAFSA application date and are made to Pell eligible students who have submitted all requested documentation. Funds are limited, and students are encouraged to apply early and submit requested documents (such as tax transcripts) in a timely manner. Students must maintain Satisfactory Academic Progress to be eligible for FSEOG.

Oklahoma Tuition Aid Grant (OTAG)

OTAG is a financial-need based grant available to Oklahoma residents only. Students automatically apply for it by completing a FAFSA and must be enrolled at least half time. Students who have listed Bacone College on their FAFSA are selected by Oklahoma State Regents and reported to us. Students who are Oklahoma residents are advised to complete their FAFSA early to be eligible for consideration.

Oklahoma Tuition Equalization Grant (OTEG)

OTEG is also a financial need-based grant available to Oklahoma residents only. There are specific rules for this grant, and they are dictated by the Oklahoma State Regents.

Students automatically apply for it by completing a FAFSA and must be enrolled full-time. The Regents direct Bacone College on criteria and awarding practices.

Oklahoma's Promise

Oklahoma's Promise (formerly OHLAP) is a unique program set by the Oklahoma Legislature for eighth-, ninth- and tenth-grade students. Below are some of the requirements:

- Oklahoma resident; Enrolled in the eighth, ninth or 10th grade in an Oklahoma high school; student's parents, custodians or guardians earn less than \$50,000 per year.

- Oklahoma's Promise is limited to 129 credit hours and excludes zero-level courses. More information may be found at <https://www.okhighered.org/okpromise/>

For the 2020-2021 year, the amount awarded for Oklahoma's Promise students at Bacone College was \$189 per credit hour.

Federal Work Study (FWS)

The FWS program is a financial need based program that provides part-time jobs on campus to help students earn money to pay for school. Students are paid at least minimum wage, and the financial aid office determines the yearly amount awarded to the student. The FWS program encourages community service and helps students gain valuable work experience while paying for their education.

Veterans Education Benefits

Bacone College is approved to train students under all chapters of GI Bill® {1} benefits including VA Vocational Rehabilitation and the Post 9/11 GI Bill®. The VA Certifying Official, located in the Registrar's Office, will provide information and assistance in the proper completion of all forms. When all required forms

and documents have been submitted to the Registrar's Office, students eligible for VA education benefits will be certified to the VA promptly. Students must request certification for every semester in which they enroll and want to receive their VA education benefits.

To research exactly what benefit the student may be eligible to receive, or if the student is eligible for more than one chapter of benefits, to determine which benefit is the best option, or to find in-depth information about the various chapters, go to the GI Bill® website: www.gibill.va.gov.

If students wish to contact the VA Regional Processing Office in Muskogee, OK, the following are toll free telephone numbers at which they can contact the VA directly: Call 1- 888-GIBILL1 with questions concerning VA education benefits, or call 1-800-827-1000, with questions pertaining to all other Veterans benefits.

Students utilizing VA education benefits must turn in all previous transcripts and training records to be evaluated for prior credit, whether or not prior credit is granted. Students utilizing VA education benefits may be in debt to the VA for withdrawing or being dismissed from courses early.

GI Bill® is a registered trademark of the U. S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>." [1]

If students wish to contact the VA Regional Processing Office in Muskogee, OK, the following are toll free telephone numbers at which they can contact the VA directly: Call 1- 888-GIBILL1 with questions concerning your VA education benefits, or call 1-800-827-1000, with questions pertaining to all other Veterans benefits.

All Students Using Veterans Benefits:

Must notify the Bacone College Veteran Student Certifying Official in the Registrar's Office of the following:

- Adds
- Drops
- Withdrawals
- Canceled courses
- Degree changes
- Major changes
- Non-attendance
- Repeated courses

Failure to notify the Bacone College Veteran Student Certifying Official of changes could result in delays in payments from the VA or an overpayment which will require the student to reimburse the VA for paid courses.

Services for Students

VA benefits-eligible students are encouraged to use other campus services and programs including advisement, tutoring, and Veterans Administration paid work-study.

1. GI Bill is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/bill>.

2. GI Bill is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/bill>.

Tribal Grant Aid

Tribal Grants: Higher ED Grants are provided to supplement financial assistance to eligible American Indian/Alaska

Native students entering college seeking a baccalaureate degree. The Higher Education Grant Program is not an entitlement program. Students do not automatically receive funding because they are American Indian/Alaska Native. Students must meet certain criteria in order to apply for a Higher ED Grant. Bacone College receives tribal grants from many tribes. All American Indian students are encouraged to apply with their respective tribes. Contact the tribe's Higher Education Office or Administrator to apply for tribal scholarships and grants. The student must be an enrolled tribal member in order to be considered for tribal assistance. If students are not enrolled, contact the specific tribal government to apply for enrollment.

Types of Loans offered at Bacone College

Federal Direct and PLUS loans

Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education (hereinafter will be called "the Lender") rather than a bank or other financial institution.

Students and/or parents borrow directly from the federal government and have a single contact-the Direct Loan Servicing Center-for everything related to the repayment of loans, even if they receive Direct Loans at different schools.

Students have online access to their Direct Loan account information 24 hours a day, 7 days a week at Direct Loans on the web at www.dl.ed.gov. Students can choose from several repayment plans that are designed to meet the needs of almost any borrower. Students can switch repayment plans if their needs change.

The Federal Direct Loan is a federally sponsored "need-based" loan. The federal government pays the interest while the student is enrolled at least half time, during the "grace period", and authorized periods of deferment. Interest begins to accrue when the student enters repayment.

The Federal Direct Loan is a federally sponsored loan which has no interest subsidy. The interest accrues from the date of disbursement. Students may pay the interest while they are enrolled or defer the interest. Accrued interest will capitalize once when students enter repayment. Students are encouraged to make the interest payments while in school to help decrease the total costs of the loan.

Go to the Direct Loan website at <https://studentaid.gov> for more information including completing the Master Promissory Note (MPN) and signing using the FAFSA PIN.

New borrowers must electronically sign the Master Promissory Note before Bacone will certify loan(s) with the lender.

Complete the ENTRANCE COUNSELING at <https://studentaid.gov>. All new student loan borrowers must complete Entrance Counseling before Stafford Loan funds will be certified for disbursement.

Fees, Interest and Repayment

The Department of Education makes information about origination fees and interest rates available to the public at <https://studentaid.gov/understand-aid/types/loans/interest-rates>. This information is updated annually. Repayment begins six months from the date of graduation, withdrawal, or enrollment less than half time. There is no prepayment penalty.

Important Information:

Academic year loans are disbursed in equal increments, one each semester or term. Students are required to maintain Satisfactory Academic Progress (SAP) in order to receive any Federal Stafford Loan.

Direct Loan Servicing

All aspects of managing and servicing student loans may be conducted from <https://studentaid.gov/h/manage-loans>.

National Student Loan Database System (NSLDS)

Students can identify the servicer for each Direct Loan by going to the National Student Loan Data System (NSLDS) website at https://nslds.ed.gov/nslds_SA/, and logging in with your FSA ID. The site will open to your Financial Aid History Page. Select a loan to see the loan detail. In the section labeled "Make a Payment" the loan servicer for that specific loan is listed.

Deferments

All aspects of deferments and extra assistance with student loans may be conducted from StudentAid.gov. Please begin with <https://studentaid.gov/manage-loans/lower-payments/get-temporary-relief>.

Repayment

Students enter repayment six months from the date they graduate, withdraw, or enroll at a less-than-half-time status (under six credit hours). More information is provided during both entrance and exit counseling at StudentAid.gov.

Achieving Student Financial Goals - Paying It Back:

It is the borrower's responsibility to repay student loans in accordance with the terms detailed in the Master Promissory Note.

Defaulting on a federal student loan is very serious and could have costly consequences such as:

- Negative Credit History
- Wage Garnishment
- Higher Interest Rates on Future Purchases
- Denied Consumer Loans and Loss of Eligibility of Future Financial Aid
- Emotional Stress
- Collection costs
- Offset paid out of federal tax returns, state tax returns, lottery winnings, and other federal and state funds
- Complete loss of future financial aid eligibility

Dependent Students

Class Standing	Cumulative Credits	Base Loan Eligibility	Additional Unsubsidized
		(Subsidized & Unsubsidized)	Loan Eligibility
Freshman	0-30 credits	\$3500	\$6000
Sophomore	31-60 credits	\$4500	\$6000
Junior	61-90 credits	\$5500	\$7000
Senior or 2nd BA	91+ credits	\$5500	\$7000

Aggregate Lifetime Limits

Independent Students and Dependent Students Whose Parents Are PLUS Denied

Class Standing	Cumulative Credits Earned	Base Stafford Loan Eligibility (Subsidized and Unsubsidized)	Additional Unsubsidized Stafford Loan Eligibility
Freshman	0-30 credits	\$3500	\$6000
Sophomore	31-60 credits	\$4500	\$6000
Junior	61-90 credits	\$5500	\$7000
Senior or 2nd BA	91+ credits	\$5500	\$7000

Aggregate Lifetime Limits

Category	Maximum Stafford Loan Eligibility
Dependent Undergraduate	\$31,000 (no more than \$23,000 of which may be subsidized)

Category	Maximum Stafford Loan Eligibility
Independent Undergraduate	\$57,500 (no more than \$23,000 of which may be subsidized)

Federal Direct Parent Loans

The Parent Loan is an unsubsidized loan; interest begins to accrue when the student (the parent) receives the first loan disbursement. The loan is considered received when it is applied to the student's account, and the date on that entry is the basis for interest calculations. More information including origination fees and interest rates are made publicly available at <https://studentaid.gov/understand-aid/types/loans/plus/parent>. This information is updated annually.

Private Collegiate Loans or Alternative Loans

There are several alternative loans that are available for students, and each lender dictates its own rules and regulations. Such loans are based on positive credit histories, and a co-signer is required. Origination fees are determined by the private loan lender(s), and the annual loan amount may vary between \$1,000 and \$25,000 but cannot exceed the cost of education. The interest rate is variable, is determined by the lender, and begins upon disbursement. The financial aid office certifies the loan amount a student can receive.

Assistance From Other Sources

Other sources of state and federal financial assistance are available to qualified students including Vocational Rehabilitation, Veterans education benefits, Workforce Oklahoma, and assistance from the Department of Human Services. Students are encouraged to contact the appropriate government office in their community for more information about these programs.

Helpful Websites for Scholarship Search

Below is a small sample of the many scholarship search engines and curated lists available to help students:

- accessscholarships.com
- www.dar.org/national-society/scholarships
- www.fastweb.com
- www.salliemae.com/college-planning/tools/scholarship-search
- www.scholarships.com

Change of Major or Second Degree

Students who change their major or course of study are advised to try to complete their degree or certificate in a reasonable, prescribed amount of time in order to retain eligibility for financial aid. All students enrolled in an eligible degree program may attempt 150% of the hours required in pursuit of that degree or certificate.

Students who have a degree and are pursuing a second degree of the same type are required to meet with an advisor in the new major to establish what classes are needed to complete the new degree. Students can only receive financial aid for up to 150% of these hours.

Students lose access to federal aid once it is mathematically impossible to complete a degree within that limit. Most federal aid is only available for a first bachelor's degree.

Financial Aid Probation - Transfer Students

The Office of Admissions reviews academic transcripts for all transfer students. Transfer students with no grade history at Bacone College are placed on financial aid probation their first semester of attendance if the transcript shows that the minimum requirements shown below have not been met. Transfer students admitted on financial aid probation are eligible to receive financial assistance their first semester of attendance. Continuation of financial aid eligibility beyond the first semester of attendance will be approved only if the Satisfactory Academic Progress Requirements are met.

Satisfactory Academic Progress

Bacone College requires that all students make satisfactory academic progress toward a degree in order to remain eligible as an enrolled student. Satisfactory academic progress is also necessary for students applying for and receiving assistance through the Federal Pell Grant, Federal SEOG, Federal Work Study, Oklahoma Tuition Aid Grant (OTAG), Oklahoma Tuition Equalization Grant (OTEG), Oklahoma's Promise, Direct Subsidized Stafford Loan, Direct Unsubsidized Stafford Loan, Direct Parent PLUS Loan programs, and VA education benefits. Bacone College students must meet THREE requirements to maintain their enrollment and, if applicable, financial aid eligibility:

- Students are required to maintain a minimum cumulative grade point average 1.6 for freshmen, 1.8 for sophomores, and 2.0 for all others, and
- Students are required to complete (pass) 67 percent of hours they attempt, and
- Students must complete their degree within a timely manner.

These three requirements are summarized in the following charts. Failure to meet these minimum academic standards can result in the loss of continued enrollment and financial aid eligibility. Students are expected to know, based on this Satisfactory Academic Progress Policy, when they may be placed on warning, probation, or suspension.

Satisfactory academic progress is reviewed at the end of each academic semester once grades have been

posted.

1. Grade Point Average Requirement - Each student must meet a minimum cumulative grade point average to remain eligible for continued enrollment and federal student aid.

Satisfactory Academic Progress Policy Requirements	Undergraduate Students		
Total Hours Attempted from all Institutions	1-30 Credit Hours	31-60 Credit Hours	61 or more Credit Hours
Minimum Cumulative GPA Requirements	1.60 GPA	1.80 GPA	2.0 GPA

2. Satisfactory Completion of Semester Hours Requirement - Students must also successfully complete and pass 67% of all courses they attempt. Grades of A, B, C, D, F, P, S, W, AW, WP, WF, I, N, NA, NP, X, and U are all considered attempted hours. All transfer hours are included in this calculation.

Percentage of cumulative attempted hours a student must complete to remain eligible for Federal Student Aid	Undergraduate Students
Students must successfully complete:	67% of all attempted hours

3. Maximum Time Frame for Degree Completion - Students must complete their degree program within an allotted time frame to remain eligible for financial aid. The chart below indicates the time frame in which a degree must be acquired. Be aware that hour limits are cumulative; therefore, all hours from all institutions attended will be included, even if a student did not receive federal student aid. For financial aid purposes grades of A, B, C, D, F, P, S, W, AW, WP, WF, I, N, NA, NP, X, and U are all considered attempted hours. Once students reach their maximum time frame for their specified degree, they are no longer eligible for federal student aid.

Repeated Coursework - Title IV funds may only pay for one repeat of a previously passed course. More than one repeated course will not be calculated in your enrollment status pertaining to Title IV funds.

Satisfactory Academic Progress Evaluation

Satisfactory Academic Progress is evaluated at the conclusion of each academic semester after grades have been posted. All attempted and transfer hours are counted during this evaluation.

· **Warning** is given to students for one semester who do not meet either requirement #1 or #2 shown above. This is a warning status and students can continue enrollment and receive financial aid during their next semester of attendance. Note: A warning is not given to students regarding maximum time frame, it is the student's responsibility to know how many hours they have attempted and where they stand.

· **Suspension** will be required for any students who fail to meet either requirement #1 or #2 at the conclusion

of their warning semester. Students cannot receive funds from the aid programs listed above while suspended.

- **Probation** will be required for all students who appeal their suspension, and the appeal is granted. Probation is contingent upon the student making satisfactory academic progress. Failure to meet academic progress standards will result in suspension. Continued probation may be necessary for students who are making significant progress but still unable to meet the standards set above.

- **Rules** are applied uniformly to all students.

Appeal of Suspension

A student with extenuating circumstances may appeal a suspension by submitting a typed appeal to the Office of Academic Affairs AND the Office of Financial Aid (if applicable).

Appeals must explain in detail why the student failed to meet the minimum academic standards, what extenuating circumstances caused the failure, and how the situation has since improved. Examples of extenuating circumstances include illness, medical issues with immediate family members, or a death in the family.

Personal or financial issues with family, friends, or roommates are not considered extenuating circumstances. A student's typed appeal should include:

- The reason(s) why the student failed to meet Satisfactory Academic Progress.
- Supporting documentation that may be pertinent to the student's appeal.
- An academic plan for success. (Details will be outlined in students' suspension letter)

The Office of Academic Affairs and the Office of Financial Aid (if applicable) appeal committees will evaluate all documentation submitted and the student's appeal will be approved or denied. The results of the appeal will be emailed/mailed by USPS within approximately ten (10) working days after the appeal is received in the Office of Academic Affairs. If denied, the student's academic and financial aid suspension is upheld, the student will be ineligible to enroll. A student suspended for failure to meet the Financial Aid academic progress standards can enroll but is responsible for paying for their own educational costs until the student improves his/her scholastic record to meet the minimum standards for financial aid. Students who were denied due to maximum time frame are responsible for paying for their own educational costs for the remainder of their degree program. If approved, the student will either be: Placed on probation for one semester only or placed on a continued probation based on the academic plan for success that they submitted with their appeal.

The student's approval email/letter will explain all requirements that must be met during his/her probationary period to continue as a Bacone student and to receive financial aid. A student who fails to complete a single course or has a complete withdrawal from the college after receiving financial aid may be automatically placed on suspension.

Student Satisfactory Academic Progress Responsibility

Students are held responsible for reading and understanding the Satisfactory Academic Progress eligibility requirements and knowing their status at the end of each semester. If questions arise, contact the Office of Financial Aid at 918-781-7239.

Withdraw or No Passing Course Grades

Return of Title IV Funds

To officially withdraw from all courses students must go online to www.bacone.edu and complete the withdrawal process electronically. If students have any questions with the electronic withdrawal process they are encouraged to contact Bacone College at 918-781- 7254 for assistance.

Students receiving federal financial assistance who completely withdraw from all classes or fail to receive a passing grade in all courses during a period of enrollment, will be subject to the Return of Title IV Funds refund policy required by

federal regulation. The Return of Title IV Funds are calculated during each period or term of enrollment. This policy applies to students receiving assistance through the PELL Grant, Supplemental Education Opportunity Grant (SEOG), Direct Subsidized Stafford Loan, Direct Unsubsidized Stafford Loan, and Direct Parent PLUS Loan programs.

For those students who fail to return from an approved leave of absence, the withdrawal date will be designated as the date the leave of absence began. After determining students' withdrawal dates, official or unofficial, the Office of Financial Aid must then determine if the amount of aid disbursed to the student is greater than the amount the student earned. Any unearned funds must be returned to the federal student aid programs. Students who remain enrolled beyond 60 percent of the semester are considered to have earned 100 percent of aid received. Students who are enrolled for less than 60 percent of the semester will likely be responsible for repaying a portion of the financial aid received.

When performing a Return to Title IV calculation, all students' institutional charges, i.e., tuition, fees, and room and board, are included in the calculation, as well as all disbursed federal aid. Any refund amount calculated from this formula that the College must return will be returned to the appropriate federal aid programs as determined by the Return of Title IV Funds process. Any loan funds returned as a result of the Return of Title IV Funds process will go into repayment based on the regular repayment terms of their promissory note. Students must be aware that when the College is required to return unearned funds due to their withdrawal, they may have a balance due to the school. Bacone College must complete the Return to Title IV process within 45 days of the date of a student's withdrawal. Students will be notified by mail within approximately two (2) weeks of this completed process. In addition to all of the above, institutional aid may be canceled, reduced or prorated when students withdraw.

Refund Policy for Students Who Are No Shows

For students who enroll and do not attend a single class, the following "No Show" Refund Policy will be applied as follows:

- Administratively withdraw the student.
- Assess a "No Show" fee of \$1000 for students not registered to live in the dorms, and \$2000 for students registered to live in the dorms.
- Full refunds would be made for tuition or tuition, room, and board; all other fees are not subject to refund.

Refund Policy for Students Due to Medical Emergencies

The "Medical Emergency" Refund Policy will be as follows:

- Administratively withdraw the student.
- 50% refund of tuition and a prorated refund of room and board for students who cannot finish a semester due to a documented medical emergency.

Bacone College Institutional Aid

Applications for scholarships will be accepted until all scholarships are allocated.

All scholarships are applicable for full-time attendance only and may be reduced according to Bacone College Policy. Students who receive an athletic scholarship or any institutional funding over 50% must be a residential student.

Each year many scholarships are awarded to deserving students based on merit and talent. If more than one scholarship is offered, the student will receive the highest award. Completion of the FAFSA is required for all Bacone College scholarships. Bacone College scholarships aid students in meeting their college tuition expenses and are not cash awards. Bacone College scholarships cannot exceed a student's total college expenses.

The scholarships listed below can be applied towards a student's Tuition, Room, and Board as a main campus student enrolled full-time (minimum of 12 credit hours) in the fall and spring semesters and must meet all other criteria

established by the administration of Bacone College. Failure to comply with any of the Bacone College scholarship criteria during the course of a semester will result in the modification or forfeiture of the scholarship, including possible prorating in the current semester.

Bacone College Institutional scholarships, when added together with all other federal and state grants, or any other scholarships and grants, will not exceed the total cost of Tuition, Room, and Board. Bacone College scholarships do not cover fees or books. Federal Work Study, Tribal Awards, and Student Loans can be used to cover outstanding balances, fees and/or books. All institutional scholarships will be applied with one-half of the award for participation during the fall semester and one-half of the award for participating during the spring semester. If a student withdraws from a semester completely, or falls below full-time status, their Bacone College Scholarship will be prorated from the last day of full-time attendance.

Alexander Posey Scholarship- American Indian Students

This scholarship awards up to \$10,000 per academic year, to full-time, residential, American Indian Students. Tribal ID/CDIB must be provided in admissions to acquire the scholarship.

Incoming freshmen must have a 2.0 GPA or better, 18 ACT, and top 50% of graduating class (must meet 2 of the 3 criteria). Students must maintain a 2.5 GPA, no tickets or violations on file.

Full-time nonresidential students can receive up to \$2,500 per semester. Must maintain a 2.5 GPA, no tickets or violations. Scholarships renewed upon exit interview by the VPSA.

Athletic Scholarship- Awarded by the Head Coach-A. Posey

American Indian Athletes can be awarded up to \$5,000-\$10,000 per year for full-time residential students. And up to \$1,000- \$2,500 per semester for full-time commuter students. This scholarship is awarded by the Head Coach of the intended sport at their discretion, in coordination with the office of the CFO. An athletic scholarship cannot be combined with any other institutional scholarships. The student-athlete must be enrolled in at least 12 hours per semester to qualify and maintain a 2.0 or above GPA. As an incoming freshman you must (meet 2 of the 3) of a 2.0 GPA, 18 ACT, top 50% of graduating class. Tribal ID/CDIB must be provided. The Scholarship may be renewed by the coach at the end of the academic year. Can be adjusted per semester via Academic Catalog.

Descendant Grant

A grant for the direct blood descendants of the following contributors to Bacone College:

- Samuel Richard
- Walter Starr
- William McCombs
- Benjamin Wacoche

Qualifications include: Must provide proof of their heritage (birth certificates and bloodline from tribe). Must apply for Federal Financial Aid with Free Application for Federal Student Aid (FAFSA).

Resident Students - This grant applies to Total Cost (excluding books and fees) with Federal Aid (excluding loans) and outside scholarships and grants being applied to room and board first.

Any remaining cash-based funds will be applied to tuition. This grant will be used to make up the difference and can be reduced as other funds are applied.

Commuter students - This grant will cover any remaining tuition cost after Federal Aid (excluding loans) and outside scholarships and grants are applied. If the student does not qualify for any Federal Aid except for loans, and no outside resources, the grant will cover tuition only.

Rennard Strickland- Criminal Justice Scholarship

Rennard Strickland School of Criminal Justice - Native American scholarship-up to \$10,000 per academic year, full time residential student. Non-Native- up to \$5,000 per academic year, full time residential student. This scholarship is awarded by the Chair of the School of Criminal Justice.

Presidential Scholarship**

Merit based scholarship for first-time freshmen. Scholarship is valid for up to four years of attendance at Bacone College. Must meet 2 of 3 criteria for initial eligibility:

- A minimum ACT composite score of 23;
- A high school GPA of at least 3.50;
- High school standing within the top 15% of graduating class. (GPA Requirement to maintain scholarship: 3.25)

** Presidential scholarship applications must include two (2) written recommendations from a teacher, school counselor, or principal, and a two (2) page, typewritten, double spaced essays describing the student's qualifications as a leader or significant achievements the student has accomplished.

Success Scholarship* This is the standard Bacone scholarship. This scholarship awards any residential main campus full-time student up to \$5,000 per academic year and up to \$1,500 for full-time commuter students. Must maintain a 2.5 GPA, good academic standing, no tickets or violations.

Miss Indian Bacone

Bacone College hosts the Miss Indian Bacone pageant for students. The winner of the pageant will receive a scholarship in the amount of \$500. This award is funded by private donors. This scholarship is signed by the VP of Student Affairs, the winner must be in good academic standing, with no tickets or violations.

BUSINESS OFFICE/COLLEGE EXPENSES

Bacone College will make every effort to contain costs from the date they are announced through the current academic year. The Board of Trustees, however, reserves the right to make changes in tuition and fees at any time.

Students need to have a plan for meeting their college expenses before they register and begin attending classes. The beginning point for this is the Financial Aid office. Once a Financial Aid Award letter has been presented to a student, the student will know what portion of his/her account the student is responsible for paying.

Cash Pay Students

Once students have applied for and received their financial aid award package, the next question may be, "How do I take care of the costs that financial aid doesn't cover?" The full balance after scholarships, grants, and loans is due at the start of the semester. If the student or the student's family cannot pay the balance in full before the semester starts, Bacone College offers a payment plan option. Similar to the purchase of a house or a car, higher education is a long-term investment with long-term value.

The Financial Aid office will present each student with an Estimated Charges worksheet and a separate Payment Plan if needed. Bacone College is one of the few private colleges today who does not charge an up-front payment plan enrollment fee or interest charges on unpaid balances.

Payment Plan

Payment Plan terms are as follows:

Semester Payment Plans

This payment plan is designed for students who enroll for only the Fall or Spring semesters separately:

Fall

Payments for enrollment costs, less verified financial aid are due as follows: Down payment (due prior to

enrollment- see schedule above)

1/3 of the balance due by September 2 1/3 of the balance due by September 30 1/3 of the balance due by October 28

Spring

Payments for enrollment costs, less verified financial aid are due as follows: Down payment (due prior to enrollment- see schedule above)

1/3 of the balance due by February 3 1/3 of the balance due by March 10 1/3 of the balance due by April 14

Summer

Payments for enrollment costs, less verified financial aid are due as follows:

One-half of all charges not covered by financial aid must be paid by the first day of class. The remainder of charges must be paid by the first day of the fifth week of class for eight week terms.

Students who do not complete their payment plan obligations by the final day of the semester or do not stay current with their payment plan will be administratively withdrawn unless an extended payment plan has been approved by the Bacone College Chief Operations Officer. Appeals may be made in writing to the President.

VA beneficiaries using chapters 31, 33, and 35 VA educational benefits will not be penalized for late payment by the VA.

Payment of Accounts

The College reserves the right to withhold grades, academic records, transcripts, and diplomas until all financial obligations to the College are satisfied. Students whose accounts remain delinquent by the 8th week in a given semester may be administratively withdrawn.

VA beneficiaries using chapters 31, 33, and 35 VA educational benefits will not be penalized for late payment by the VA.

Students who have made some payments in an academic term but are behind in their payment plans by Finals Week may be allowed to take their finals. However, until they have satisfied their balance or made sufficient progress in doing so, as determined by the Business Office, these students will receive an "AW" on their grade report and transcript for all of the courses in which they are enrolled in that academic term. Students will have until the middle of the next academic term to have their balances cleared. Upon doing so by that time, the "AW" will be replaced with the final grade the professor assigned to the course. However, students failing to have their balance cleared or at an appropriate level by the middle of the next academic term will have the "AW" become a permanent grade in all of their courses for the academic term in which they failed to meet their financial obligations.

Students that have failed to make any payments on their account balance by the middle of an academic term will be subject to immediate withdrawal.

Delinquent Accounts

When a student's account is delinquent, no degree will be awarded (i.e. no participation in the Commencement ceremony) and no transcript of credits will be issued until settlement has been made. Students owing money from previous semesters will not be permitted to re-enroll until adequate arrangements are made through the Business Office. Students who fail to make appropriate payment toward their payment plan may be administratively withdrawn at any time.

VA beneficiaries using chapters 31, 33, and 35 VA educational benefits will not be penalized for late payment by the VA.

Charges for the 2022-2023 Academic Year

Tuition:

Main Campus:		
Full-time (12-17 Credit Hours)	Fall/Spring	\$6,000 Per Term
Part-time (1-11 Credit Hours)	Fall/Spring	\$400 Per Cr. Hour
Enrolled in 18+ Credit Hours	Fall/Spring	\$400 Per Cr. Hour
Tribal Colleges: (12-17 Cr. Hour)		
Chartering Tribes (Online students taking 9 or less Cr. Hours)	Fall/Spring/Summer	\$250.00 Per Cr. Hour

Other:		
Community Audit	(1/7th of the hourly rate)	\$58 Per Cr. Hour
Concurrent Enrollment for High School Students	\$400 Per Cr. Hour	
General Fees		
Main Campus:		
General Fee (full-time)	\$1,350 Per Term	
General Fee (part-time)	\$550 Per Term	
DOTL Fall or Spring Semester	\$100 Per Term	

Other General Fees	Library Fee: \$5 per credit hour Technology Fee: \$10 per credit hour New Student Enrollment Fee: \$100 Graduation Application Fee: \$75.00 Official Transcript Fee—Current Students first 5 copies \$0 Official Transcript Fee—Current Students copies after first five: \$5.00 per copy Official Transcript Fee—Former Students (no balance) \$5.00 per copy
Concurrent	\$ 100 Per Term

Room and Board:		
Private Room		\$4,800 Per Term
Multi-Occupancy		\$4,300 Per Term
Other Fees:		
Fall and Spring Semesters:		

Admissions Application Fee	\$0	
International Student Deposit	\$12,575	Per Student
No Show Fee (Off-Campus)	\$1,000	Per Occurrence
No Show Fee (On-Campus)	\$2,000	Per Occurrence
Processing Fee (CLEP, APP, Challenge or PEP Credits)	\$0	Per Cr. Hour
Graduation Application Fee	\$75	Non-Refundable
Official Transcript Fee – Current Students (first 5 copies)	\$0 (+5 = \$5ea)	Per Copy academic yr.
Official Transcript Fee – Former Students w/ \$0 balance	\$5	Per Copy
Course by Special Arrangement or Directed Study	\$825	Per Course
Book Shipping & Handling (based on actual order)		S&H Fee

SUMMER:			
Tuition Main Campus	\$338	Per Cr. Hour	
General Fee – 8 Week Main Campus	\$200	Per 8 Wk Session	

Multi-Occupancy Room	\$580	Per 8 Wk Session	
Private Room	\$770	Per 8 Wk Session	
No Show Fee (Summer)	\$550	Per Occurrence	
Application Fee (New Student)	\$0	Per Occurrence	
Processing Fee (CLEP, APP, Challenge or PEP Credits)	\$0	Per Cr Hour	
Classes by Special Arrangements or Directed Study	\$825	Per Course	
Individual Course Charges 2021-2022			
Course	Description	Trans Doc	Amount
ESE 3114	Exercise Physiology I	Course Fee	\$25.00
ELE 4115	Mentor Teacher Charge	Course Fee	\$150.00
ELE 4125	Mentor Teacher Charge	Course Fee	\$150.00

ESE 3403	Prevention and Care of Injuries Charge	Course Fee	\$25.00
ESE 3124	Exercise Physiology II	Course Fee	\$35.00
ESE 4113	Administration of Exercise Prescription	Course Fee	\$50.00
ESE 4123	Fitness Assessment and Exercise Prescription	Course Fee	\$50.00
ESE 4996	Internship in Exercise Science	Course Fee	\$35.00
RAD 1224	Introduction to Imaging w/lab	Lab Supplies	\$20.00
RAD 1223	Clinical I	Liability Insurance	\$25.00
RAD 1223	Clinical I	Trajecsyst Clinical Tracking System	\$150.00
RAD 1223	Clinical I	Energized Lab	\$40.00
RAD 1223	Clinical I	Film Badge Service	\$60.00

RAD 2153	Clinical III	Liability Insurance	\$25.00
RAD 2153	Clinical III	Energized Lab	\$40.00
RAD 2153	Clinical III	Film Badge Service	\$60.00
RAD 2203	General Registry Seminar	HESI: Exit Exams (3 exams)	\$180.00
RAD 2303	Radiography Seminar	Corectec: Registry Review	\$80.00
RAD 2363	Clinical V	OSRT Convention (membership registration and hotel)	\$160.00
RAD 2413	Career Skills	ASRT Membership	\$35.00

Fees subject to change.

Tuition, Room & Board Refunds

(*Cost subject to change based on dining service provider contract renewal for 2021- 2022)

A student must officially withdraw in order to receive a Tuition or Room/Board refund. To officially withdraw from all courses students must go online to www.bacone.edu and complete the withdrawal process electronically. If students have any questions with the electronic withdrawal process they are encouraged to contact Bacone College Registrar for assistance at 918-781-7275.

If completed within the proper time frame refunds will be as shown below:

Tuition Refunds

Fall or Spring Semesters:

Withdrawal before Classes Begin	100%
Withdrawal During the First Week of Semester	75%
Withdrawal During the Second Week of Semester	50%

Withdrawal After Second Week

No Refund

Summer Eight-Week Session:

Withdrawal Before Classes Begin

100%

Withdrawal During the First Week of Semester

75%

Withdrawal During the Second Week of Semester

50%

Withdrawal After Second Week

No Refund

Room and Board Refunds	
Fall and Spring Semesters:	
Withdrawal Before Classes Begin	100%
Withdrawal During the First Week of Classes	90%
Withdrawal During Second and Third Weeks of Classes	75%
Withdrawal During Fourth and Fifth Weeks of Classes	50%
Withdrawal During Sixth and Seventh Weeks of Classes	25%
Withdrawal After the Seventh Week of Classes	No Refund
Summer Eight-Week Session:	
Withdrawal Before Classes Begin	100%

Withdrawal During the First Week of Classes	50%
Withdrawal During the Second Week of Classes	25%
Withdrawal After Second Week of Classes	No Refund

Cost of Books and Supplies

The cost of books and supplies varies between programs. Students are encouraged to work with financial aid to ensure they have budgeted wisely for the academic year.

Computer Requirement

It is highly recommended that students have a computer appropriate for accessing course material, conducting research, completing assignments, and communicating with peers and instructors. As a minimum, computers need to be capable of accessing the internet (wireless), creating lengthy word processing documents, and watching class-related videos. Some degree programs such as Media Arts and Computer Information Systems may have very specific computing requirements. Students can check with advisors to verify computing needs.

STUDENT LIFE

Bacone College believes that education occurs outside the classroom as well as inside. To encourage the extracurricular growth of its students, the college provides a well-rounded student life program. A complete guide to this program is published each year in the student handbook. Available on the web site, this handbook should be consulted for more specific information about matters discussed in this section of the catalog. A hard copy of the handbook is available upon request to Student Life.

The Student Life Offices are located in Palmer Center. Student Life is responsible for the function of student discipline and implementation of the fair hearing process.

Mission

The mission of the student activities program is to engage students in the college experience. Bacone College has many exciting opportunities, such as clubs, events, and exploring academic interests. This experience also encourages students to become more involved and social with the campus community.

Student Life Goals and Learning Outcomes

1. Engage Bacone students with the best possible experiences.
 - a) Demonstrate active participation in campus involvement.
 - b) Build connections to better help students with their academic journey.
2. Develop strong leadership skills that they can use in their own communities and lives.
 - a) Apply the mission of Bacone College by developing students that become lifelong learners with knowledge and skills to be transformational leaders in their communities.
3. Develop teamwork and communication.
 - a) Working cooperatively with others and seeking their involvement in campus activities and feedback.
 - b) Understand and practice steps of effective communication and planning.
4. Foster a sense of community and belonging.
 - a) Develop civic literacy and social responsibility.
 - b) Boost retention rates by monitoring morale and acting accordingly to student needs.

5. Amalgamation of cultures and sharing different points of view.

- a) Recognize the contributions of diverse students and engage students with individuals different from themselves.
- b) Cultural and spiritual growth.

Clubs, Departments and Organizations

- Student activities department - intramurals and social events
- Center for American Indians - cultural events
- The Rennard Strickland School of Tribal Law and Criminal Justice
- School of Business and Finance
- Student Government Association
- Criminal Justice Society
- Baptist Collegiate Ministries
- Alpha Chi
- Education Club

Residential Life

Bacone College currently has residence halls available for student use: Isaac McCoy Hall, Alexander Posey Hall, and two apartment style halls. Room and Board rates are detailed in the fees section of this catalog. The housing office is located at the Palmer Center.

Students are required to have a Bacone College Student I.D. Card regardless of residency status.. The cards may also be utilized to obtain student discounts at various businesses throughout the city.

Residential life is one of the many ways that our students become an active part of the campus community. The residential life experience is available to those students who meet residency requirements on a space-available basis; some scholarships require full time residency on campus for continued award.

Residency Requirements:

- Freshmen and Sophomores shall be residential students. (Excluding DOTL students) See the housing application for housing exceptions.
- Students receiving Athletic scholarships shall be residential students.
- Students receiving 50%+ Academic scholarships shall be residential students.
- All International students shall be residential students.
- Students in some program-specific scholarships.

Appeals for housing exemption should be submitted to Housing and approved by the Vice President of Student Affairs. If denied, a final written appeal may be submitted to the Office of the President.

Any student who must request a replacement residential hall key may be charged the standard key replacement fee. Residential students are required to provide proof of medical/accident coverage and verification of immunization, including the Hepatitis series, prior to assignment of a room in the residence halls. If a vehicle is to be driven on campus, a vehicle registration form as well as proof of vehicle insurance must be provided to the Housing Office. All vehicles must be registered regardless of residency status.

The College's policies related to vehicles and guests may be found in the latest published revision of the Student Handbook.

Student Housing Refund Policies

Fall and Spring Semesters:	
Withdrawal Before Classes Begin	100%
Withdrawal During the First Week of Classes	90%
Withdrawal During Second and Third Weeks of Classes	75
Withdrawal During Fourth and Fifth Weeks of Classes	50
Withdrawal During Sixth and Seventh Weeks of Classes	25
Withdrawal After the Seventh Week of Classes	No Refund
Summer Eight-Week Session:	
Withdrawal Before Classes Begin	100
Withdrawal During the First Week of Classes	50
Withdrawal During Second Week of Classes	25
Withdrawal After Second Week of Classes	No Refund

For further information, or to apply for campus housing, please contact housing@bacone.edu

Dining Service (Meal Plans)

Bacone College Food Service offers well-planned cafeteria service meals that assure a balanced, nutritious diet.

Commuter students may also arrange for meals. Whenever necessary, students with special dietary needs may make special arrangements with the Housing Office, located at the Palmer Center. (The Housing Office will make notification to the meal provider.) Meals are served at the dining room from the first day of classes through the last day of test week.

The food service program serves 14 meals per week except during the Christmas holiday, Thanksgiving holiday, Spring Break week, and Easter, when the dining hall is closed. All students residing in the residence halls during Fall and Spring are required to participate in the food service program.

Food Service Refund Policies

Fall and Spring Semesters:	
Withdrawal Before Classes Begin	100%
Withdrawal During the First Week of Classes	90%
Withdrawal During the Second and Third Weeks of Classes	75 %
Withdrawal During the Fourth and Fifth Week of Classes	50%
Withdrawal During the Sixth and Seventh Week of Classes	25%
Withdrawal After the Seventh Week of Classes	No Refund
Summer Eight-Week Session:	
Withdrawal Before Classes Begin	100%
Withdrawal During the First Week of Classes	50%
Withdrawal During the Second Week of Classes	25 %
Withdrawal After the Second Week of Classes	No Refund

Center for American Indians

The Center for American Indians (Center) was established in Fall 2009. The Center will coordinate campus-based cultural programs and will work in collaboration with the Division of American Indian Studies in research related to the future of American Indian education and collections in higher education.

The Center is expected to attract interest, energy, funding, faculty, staff and students and expanding American Indian Programs. These expectations will then provide for a new creative energy for this primary and historic mission of higher education with American Indians. The Center is located at the Kiva.

American Indian Student Programs

Bacone College offers a variety of programs for American Indian Students. The college is committed to the provision of scholarship and program opportunity and a variety of American Indian clubs, i.e., stickball, arts, crafts, and song and dance.

ACADEMIC AFFAIRS

The Office of Academic Affairs is responsible for supporting student learning and experiences, program initiatives, and providing faculty support

Academic Honors

1. Semester Honor Rolls: Outstanding students are recognized each semester through the publication of the President's and Academic Dean's Honor Rolls. In order to be eligible for the President's Honor Roll, students must earn for the semester a GPA of 3.75 or above. The Academic Dean's Honor Roll requires students to earn a semester GPA between 3.50 and 3.74. Students must complete 12 or more semester hours, with a grade no lower than a "B", in college level courses (1000 level and above) at the time of final grade reporting, to be eligible for either honor roll. High school equivalency courses do not meet the criteria for inclusion in the determination of honor awards.
2. Graduation Honors:
 - Summa Cum Laude - For students achieving a cumulative GPA of 3.90 and above.
 - Magna Cum Laude - Students are awarded this honor with a cumulative GPA between 3.70 and 3.89.
 - Cum Laude - Students receive this honor with a cumulative GPA between 3.50 and 3.69.

Academic Forgiveness

A currently enrolled student may request academic forgiveness for work completed five years or more prior to the request. Forgiveness can be for ALL work, or for ALL work at a specific institution. Acceptance of any portion of previous work at a specific institution will make all work applicable. Students must apply to the Registrar for academic forgiveness upon application or re-application to the College. Academic forgiveness does not affect any financial aid policies or regulations.

Academic Classification

To determine a student's academic classification, reference the scale below:

Freshmen	0-30 earned credit hours
Sophomores	31-60 earned credit hours
Juniors	61-90 earned credit hours
Seniors		91 + earned credit hours

Earned credit hours must be on record in the Registrar's office.

No student with fewer than 61 earned credit hours may register for a class at the 3000 level or higher without signed approval from the course instructor and their advisor.

Semester Load and Status

A full-time student is one who carries a minimum load of 12 credit hours in the regular semester or 6 credit hours during a summer session for main campus.

A resident student is one who carries a minimum load of 12 credit hours in the regular semester or 6 credit hours during summer and is residing in Bacone College housing.

A student should carry a normal load of 12 to 17 credit hours per regular semester. In most cases, this enrollment will lead to the successful completion of all bachelor's degree requirements in 8 regular semesters and all associate degree requirements in 4 regular semesters. This does not include, however, any developmental or high school equivalency course work that may be needed. It also does not include any transfer credit or college credit earned while in high school.

A student who wishes to carry more than 17 credit hours per regular semester and more than 9 credit hours during summer must have approval from the Office of Academic Affairs.

A full-time student within the Division of Online Teaching and Learning is one who carries a minimum load of 9 credit hours in the Fall and Spring semesters as well as 6 credit hours during a summer session.

Academic Progress

(policy revised 12-22-16)

Bacone College requires that all of its students make satisfactory academic progress toward a degree in order

to remain eligible as an enrolled student. Satisfactory academic progress is also necessary for students applying for and receiving assistance through the Federal Pell Grant, Federal SEOG, Federal Work Study, Oklahoma Tuition Aid Grant (OTAG), and Oklahoma Tuition Equalization Grant (OTEG) Oklahoma Higher Learning Access Program (OHLAP), Direct Subsidized Stafford Loan, Direct Unsubsidized Stafford Loan, Direct Parent PLUS Loan programs and VA education benefits.. Bacone College students must meet THREE requirements to maintain their enrollment and, if applicable, financial aid eligibility:

- Students are required to maintain a minimum cumulative grade point average, and
- Students are required to complete (pass) a certain percentage of hours they attempt, and
- Students must complete their degree within a timely manner.

These three requirements are summarized in the following charts. Failure to meet these minimum academic standards can result in the loss of continued enrollment and financial aid eligibility. Students are expected to know, based on this Satisfactory Academic Progress Policy, when they may be placed on warning, probation, or suspension.

Satisfactory academic progress is reviewed at the end of each academic semester once grades have been posted.

- 1) Grade Point Average Requirement - Each student must meet a minimum cumulative grade point average to remain eligible for continued enrollment and federal student aid.

Satisfactory Academic Progress Policy Requirements	Undergraduate Students Credit Hours		
Total Hours Attempted from all Institutions or More	1-30	31-60	61
Minimum Cumulative GPA Requirements	1.60 GPA	1.80 GPA	2.0 GPA

- 2) Satisfactory Completion of Semester Hours Requirement - Students must also successfully complete and pass 67% of all courses they attempt. Grades of A, B, C, D, F, P, S, W, AW, WP, WF, I, N, NA, NP, X, and U are all considered attempted hours. All transfer hours are included in this calculation.

Percentage of cumulative attempted hours a student

Undergraduate Students

must complete to remain eligible for Federal Student Aid

Students must successfully complete

67% of all attempted hours

- 3) Maximum Time Frame for Degree Completion - Students must complete their degree program within an allotted time frame to remain eligible for financial aid. The chart below indicates the time frame in which a degree must be acquired. Be aware that hour limits are cumulative; therefore, all hours from all institutions attended will be included, even if a student did not receive federal student aid. For financial aid purposes grades of A, B, C, D, F, P, S, W, AW, WP, WF, I, N, NA, NP, X, and U are all considered attempted hours. Once students reach their maximum time frame for their specified degree, they are no longer eligible for federal student aid.

Attempted Hours Allowed for Earning a Degree

186 HOURS-First Bachelor's Degree

Repeated Coursework - Title IV funds may only pay for one repeat of a previously passed course. More than one repeated course will not be calculated in your enrollment status pertaining to Title IV funds.

Satisfactory Academic Progress Evaluation

Satisfactory Academic Progress is evaluated at the conclusion of each academic semester after grades have been posted. All attempted and transfer hours are counted during this evaluation.

A warning is given to students for one semester who do not meet either requirement #1 or #2 shown above. This is a warning status and students can continue enrollment and receive financial aid during their next semester of attendance. Note: A warning is not

given to students regarding maximum time frame, it is the student's responsibility to know how many hours they have attempted and where they stand.

Appeal of Suspension

A student with extenuating circumstances may appeal a suspension by submitting a typed appeal to the Office of Academic Affairs AND the Office of Financial Aid (if applicable).

Appeals must explain in detail why the student failed to meet the minimum academic standards, what extenuating circumstances caused the failure, and how the situation has since improved. Examples of extenuating circumstances include illness, medical issues with immediate family members, or a death in the family. Personal or financial issues with family, friends, or roommates are not considered extenuating circumstances. A student's typed appeal should include:

- The reason(s) why the student failed to meet Satisfactory Academic Progress.
- Supporting documentation that may be pertinent to the student's appeal.
- An academic plan for success. (Details will be outlined in students' suspension letter)

The Office of Academic Affairs and the Office of Financial Aid (if applicable) appeal committees will evaluate all documentation submitted and the student's appeal will be approved or denied. The results of the appeal will be emailed/mailed by USPS within approximately ten (10) working days after the appeal is received in the Office of Academic Affairs. **If denied**, the student's academic and financial aid suspension is upheld, the student will be ineligible to enroll. A student suspended for failure to meet the Financial Aid academic progress standards can enroll but is responsible for paying for their own educational costs until the student improves his/her scholastic record to meet the minimum standards for financial aid. Students who were denied due to maximum time frame are responsible for paying for their own educational costs for the remainder of their degree program. **If approved**, the student will either be: Placed on **probation** for one semester only or placed on a **continued probation** based on the academic plan for success that they submitted with their appeal.

The student's approval email/letter will explain all requirements that must be met during the probationary period to continue as a Bacone student and to receive financial aid. A student who fails to complete a single course or has a complete withdrawal from the college after receiving financial aid may be automatically placed on suspension.

Student (SAP) Responsibility

Students are held responsible for reading and understanding the Satisfactory Academic Progress eligibility requirements and knowing their status at the end of each semester. If questions arise, contact the Office of Financial Aid at 918-781-7239.

Academic Dishonesty Policy

The fundamental principle of academic life is integrity. The Bacone College community does not condone academic dishonesty in any form. When an act of academic dishonesty has occurred, the incident must be reported to the Office of Academic Affairs by the faculty member in whose class(es) the act(s) of academic dishonesty occurred. Following the reporting of the incident(s) the subsequent actions may be taken:

1. The instructor has the right to not accept the assignment or test in question and record a "zero" for the assignment or test, and/or require the student to redo the assignment (or test) or require the student to complete a substitute assignment or test.
2. The student may be dropped from the class and assigned a failing grade (F). A written recommendation from the instructor is required.
3. In cases of extreme or repeated incidents (two or more) of academic dishonesty, the student may be suspended from Bacone College.

The instructor and/or the Office of Academic Affairs will notify the student as to the action taken. If the student believes there has been an erroneous accusation made, the student may appeal the action. The student must file a written appeal within 10 working days of notification. The Office of Academic Affairs hears the appeal in the presence of the student, the instructor and the division chair as deemed necessary. The student and faculty member are informed in writing of the action taken.

College credit may also be earned through distance learning courses offered through approved colleges and universities. The Division Chair, the Registrar, and the Office of Academic Affairs must approve for transfer of credit from distance learning courses offered by other institutions.

Students may obtain up to 21 credit hours of general education advanced standing credits via transfer credits.

Audit Courses

Student Audit

Students who wish to participate in a class without earning credits toward a degree may audit the class. Grades or grade points for these courses will not be issued. Students must pay the full tuition rate for courses taken by audit. Students may change enrollment status from audit to credit, or credit to audit, until the close of the late enrollment period.

Audited courses do not apply toward meeting graduation requirements.

Community Audit

Community members are encouraged to participate in auditing a program at Bacone College. There is no tuition; however, there is a fee that is one-seventh (1/7th) of the hourly established rate. Any applicable fees for materials as outlined in the Financial Section of the catalog also apply. Full-time students have priority for enrollment in all classes; therefore, community participants cannot enroll in any audited class until after the last day to enroll. Consequently, the date a community participant can enroll is two weeks after the first day of class in the fall and spring semesters.

Attendance and Responsibility for Learning

Bacone College expects students to attend class on a regular and punctual basis. Students who are absent from class, regardless of the cause, have the responsibility of communicating with the instructor to discuss the missed work. The instructor will determine whether the student will be permitted to submit the work and will decide on the time and nature of the make-up assignment. Students who do not appear at the time prearranged for the make-up assignment forfeit any right to make-up the work. Excessive class absences do have a negative impact upon a student's participation in a class and could result in a final grade of "F" for a course.

Attendance and Academic Intervention Policy

Bacone College believes that class attendance is an important factor in student success. Those who are in class consistently do better, learn more and earn better grades.

With a goal to aid in learning, attendance, retention, and graduation, the following policy is recommended.

Campus Attendance Policy

1. All students will be advised of the campus absence policy at orientation and in first year seminar. All Faculty members will include the policy in their syllabi
2. All communication with students will be by Bacone email only and students are required to use only that for class communication or Moodle. Students will be trained in the use of Bacone email in classes, orientation, and other means for the first two weeks. These instructions will be repeated throughout the semester..
3. Student athletes who are departing for travel in the afternoon are required to attend morning classes. Athletes will provide their instructors with their schedules as the season opens and notify their instructors of travel in advance.
4. Students who are absent due to illness are required to provide a doctor's note.
5. Instructors will have the discretion to award extra credit as appropriate to their syllabus.
6. Attendance will be taken from the first day of class.
7. Upon the 4th unexcused absence, the instructor may advise the student that their grade will be reduced one letter grade due to excessive unexcused attendance.
8. Continued absences will result in notification to the VPAA. Faculty will be accorded the right to exercise discretion based on knowledge of the student.
9. Students have an opportunity for appeal of grades or absences. Appeals of grades are made to the Division Chair in accordance with policies in the college catalog. Appeals of absences are made in writing to the VPAA in accordance with policies in the college catalog.

Intervention Practices

The Bacone College Intervention Agreement is designed to help students build skills and reach their educational goals. By establishing an intervention plan early in the semester, students can receive the academic and social support they need to be successful students. It is critically important that instructors reach out to students and

notify advisors when students in their courses are not attending classes or submitting their work in a timely manner.

When a student has accumulated 2 unexcused absences or when Faculty refers a student for support services to his/her Advisor, the Intervention Team will act.

The Faculty member who is aware of the absences and/or academic difficulty will advise the Intervention Team (the student's Faculty advisor, VP of Student Affairs, and the student's coach if an athlete) via email.

The following steps will be taken:

The Bacone College Intervention Agreement

Student Issue: Academics_____ Attendance_____

*Step 1: Student contacted by instructor and responded to Instructor: Yes_____ No_____

Issue resolved: Yes_____ No_____

*Step 2: Notification of Advisor

Student contacted by Advisor and responded to Advisor: Yes_____ No_____

Issue resolved: Yes_____ No_____

*Step 3: Intervention Committee

If after the first two steps, the student continues to have academic issues, a committee will be established by the Advisor. The committee will include the student, two faculty members, a representative from student services and the coach (if the student is an athlete). The committee will develop an intervention plan that is specific to the needs of the referred student that may include tutoring and study hall.

Student contacted by committee chair and participated in meetings: Yes_____ No_____

Issue resolved: Yes_____ No_____

*Step 4: Meeting with the VPAA to address concerns. Continued violations may result in the student being administratively withdrawn from the class or the college (showing a grade of "AW" in the student record)

*Students have an opportunity for appeal of grades or absences. Appeals of grades are made to the Division/Department Chair in accordance with policies in the college catalog. Appeals of absences are made in writing to the VPAA in accordance with policies in the college catalog.

Courses Repeated and Final Grades

Students may repeat a course in which they have made a grade of D or F. They may repeat a course a maximum of four (4) times. When repeating a course, the last grade earned is the grade that will be used in computing the hours attempted, hours for credit, and for cumulative grade point determination. All entries remain a part of the student's permanent transcript.

Final grades, other than incompletes, may be changed by faculty or college action only when there has been an error in computing the grade.

Adding and/or Dropping Classes

Students need to be familiar with the current Academic Year Calendar for the dates associated with adding a class to their official schedule and have until the last business day of the tenth week to officially drop a class. The dates to add and/or drop courses during the summer sessions, or for courses that meet at special times, may vary. Students must check the current, official Academic Calendar or inquire in the Office of the Registrar to find out the allowed dates for adding or dropping classes in those sessions or for classes that

meet at special times, including accelerated programs.

To add or drop a class, students are required to meet with their advisor to review their options, then need to have a Drop/Add slip filled out with class changes. Both advisor and student signatures are required. The completed form (with signatures) must be submitted to the Office of the Registrar during normal business hours.

Prior to add/drop no record of courses that are dropped is needed since the period is during active enrollment. After add/drop deadline, as per academic calendar, any dropped courses must be recorded as a "W", and the hours listed as attempted on the transcript. The add/drop slip is brought to the Registrar Office. The Registrar's Office will then "W" the student from the class.

A student may be withdrawn from class(es) by the Office of Academic Affairs in cases where the student displays disrespectful or disruptive behaviors.

Students may be issued an "AW" by the instructor due to non-attendance. A drop/add slip with the AW information must be submitted to the VAPP for approval and then sent to the Registrar's Office to be changed.

Credit Hour

A semester hour of credit is given for the equivalent of one 50-minute class period per week for a semester of 17 weeks. In the case of laboratory work, one semester hour of credit is granted for each two or more hours of laboratory work. With the exception of accelerated classes, the length of classes during summer and evening sessions will be proportioned according to the clock hours of a course meeting during the regular day classes.

Internship experiences for credit hours required the student to be registered and enrolled for the semester in which the internship is earned. Students must work 40 hours for each one hour of credit. For example, to earn three credits for the internship, 120 work hours must be completed over the course of the semester. A six-credit internship requires 240 work hours.

Final Examinations

The week set aside for final examinations is published each semester in the College's official Academic Calendar. A detailed schedule of final exams is distributed to faculty and posted for students during each semester. Examinations are to be given only at the scheduled time and each class must meet at that time. Only the Office of Academic Affairs can approve requests for early examinations or excuses from examinations. In emergency situations, a student may petition to take an incomplete in the course.

Grade Reporting

Each instructor reports to the Registrar midterm deficiency progress grades of those students who are performing unsatisfactorily at the end of the sixth week of classes in the fall and spring semesters. Mid-term deficiency progress grade reports are not reported in summer term. Students may print a final grade report using the CAMS Student Portal following the end of each semester or summer term.

Academic Appeals

Relationships between students and educators at Bacone College are based on the assumption of mutual acceptance of certain rights and responsibilities. Disputes involving academic performance (grades) can often be resolved through an appeal process. An Academic Affairs Committee will be appointed to review an appeal only after an attempt has been made by the involved persons to resolve their differences within the following framework:

- Student conferences with the instructor.
- If necessary, student conferences with his or her faculty advisor.
- If necessary, student conferences with the appropriate Division Chair.
- If necessary, the Division Chair conducts a conference with all parties present.

When appealing a final grade received in a course, students must file an appeal before the end of the eighth week of the fall or spring semester following the semester, session or term in which the grade was recorded.

Information on appeal procedures is available in the Office of Academic Affairs. After an Academic Committee has issued an opinion on an appeal, the plaintiff or defendant can appeal the decision to the

Office of Academic Affairs. An appeal must be submitted in writing to the Office of Academic Affairs within ten days after the decision of the Academic Committee.

Grading System

Final grades are reported for each student for every course undertaken according to the following grading system:

A	4.0 Grade Point	Excellent
B	3.0 Grade Point	Good
C	2.0 Grade Point	Average
D	1.0 Grade Point	Below Average
F	0.0 Grade Point	Failure
I	Incomplete	The instructor is required to submit to the VPAA an Incomplete Grade Request and an Incomplete Grade Agreement before the "I" can be issued
W	Withdraw	No grade points awarded. A "W" grade is assigned to a student's record as an understanding that a student has withdrawn from a class. This process is done only by the Registrar's office. An Individual faculty member cannot assign a "W."
U	Unsatisfactory	Unsatisfactory is now "No Credit."
C R	Credit	Credit allowed for athletics and clubs. Credit hours are included in hours earned, but not used in computation of grade point average.
A U	Audit	An "AU" indicates that no credit was earned and is not used in the computation of a grade point average.
A W	Administrative Withdrawal	The student has been "involuntarily" withdrawn by the institution during the designated semester for disciplinary

		or financial reasons or lack of attendance. An Administrative Withdrawal requires approval by the Office of Academic Affairs. An “AW” grade is not used in the computation of a grade point average.
L A	Leave of Absence Status	The student has voluntarily withdrawn due to personal, professional, or military reasons. LOAS application must be signed by the Associate Dean of Faculty (Office of Academic Affairs). The Vice President of Finance will approve the disposition of student’s financial obligations at time of application.
N S	No Show	No Show status applied by the Registrar when student receives no show status during a semester. NS is not used in the computation of a grade point average. A “NS” status is only assigned by the Registrar’s office. Individual faculty cannot assign a NS for a grade.

Incomplete Grades

Incomplete is defined as: when a student has done satisfactory work in a course but has failed to complete a portion of the course requirements because of documented, extenuating circumstances. The instructor submits the request via Incomplete Grade Request and Incomplete Grade Agreement forms for approval to the Office of Academic Affairs specifying the class assignments and exams yet to be completed. The time period to complete the coursework will not exceed beyond mid-term of the following semester. For students in accelerated programs, the time period to complete the coursework may not exceed beyond six months from the date the incomplete was approved. At the end of the contracted period the instructor must submit a change of grade request for the "I" with the final grade to be awarded via the Grade Change Request form to the Office of Academic Affairs. The approval is then submitted to the Registrar's office to be recorded in the student's record. If the instructor has not requested a change to the "I" grade within the specified time period, or the student does not complete the assignments as stipulated, the "I" grade will be changed to the grade submitted by the instructor on the original request. The "I" grade is not used in the computation of a student's grade point average.

Withdrawal

When a student finds it necessary to withdraw from Bacone College, he or she must officially withdraw from the College, or the academic record will reflect the grade assigned by the instructor according to the instructor's grading policy for that class. The withdrawal process begins by completing the official online withdrawal request at www.bacone.edu.

Click on Academics and then Registrar. Scroll down to Withdraw Process. When a student has officially registered, in order to receive a 100% refund a withdrawal form must be completed and submitted prior to the first day of class.

During the fall and spring semesters, students have until the end of the last business day of the tenth week to withdraw from an individual class and not have a grade reported for the course. After the tenth week, no withdrawals are possible, and the student will receive a grade for the course. Summer sessions and courses meeting at special times and have withdrawal dates that vary. Students must check the current, official Academic Calendar or with the Office of the Registrar to find out the allowed dates of withdrawal for those sessions.

Course by Special Arrangement

Under certain circumstances, students may petition for an "arranged" section of a course that is needed to graduate in a timely manner but is unavailable to them at its regularly scheduled time. The decision to

authorize such an arranged class is made by the student's advisor, the applicable division chair/dean, the Registrar, and the Office of Academic Affairs, respectively. Factors taken into consideration include the degree of conflict, convenience, previous opportunities to take the course, semesters remaining in which the course might be taken, and whether or not a substitution or waiver of the required course might be possible. An additional fee will be required when the course is solely for the convenience of the student and not due to some error on the part of the College. The fee can be waived by the VPAA under certain circumstances.

Directed Study

In consultation with an advisor or sponsor, students are invited to propose directed study in subject areas not included in the catalog or in the regular curriculum. This opportunity is available as an accommodation to students where special need, strong interest, and a lack of appropriate alternatives exist. Approval of directed study is by the student's advisor, the applicable division chair/dean, the Registrar, and the Office of Academic Affairs. An additional fee will be required.

Appropriate Use of Technology in the Classroom

Bacone College recognizes the growing importance and impact technology is having upon teaching and learning in higher education. As a result, the College supports the appropriate use of the latest technology by students and professors. However, the College is equally aware of the potential, serious distractions to learning that can occur by the thoughtless and insensitive use of technology in a classroom setting. To promote the most effective classroom learning environment possible, the following identify the appropriate use of technology in Bacone College's classrooms.

- The faculty member(s) of record for each course has the right and responsibility to determine the appropriate use of technology by students in the classroom(s) where course sessions are held.
- Cell phones must be switched to off, silent ring, or vibrate.
- PDA's, IPOD's, and other similar technological devices must be turned off.
- Laptops may be used in the course at the discretion of the instructor or professor. Students are not allowed to access non-class related websites, instant messaging, or software programs at any time during the class session.
- Recordings of class sessions shall be used only for the student's private study and information from those recordings will not be made available to other persons not enrolled in the course.
- Faculty may dismiss from any particular class session, a student violating any of the above requirements or uses another technological device not listed above in a way that is distracting to the professor and/or members of the class.

Audio/Video Recorders in the Classroom

Because indiscriminate or unauthorized use of audio/video recorders, including the recording functions of cell phones, can be an infringement on the property rights of the teacher's classroom materials and a restriction on the freedom of expression of both students and teachers, the use of audio/video recording devices in the classroom by students without authorization from the teacher is prohibited. In addition, the participation of individual students in a class should not be included in a recording, without their permission.

Recordings shall be used only for the student's private study and information from those recordings will not be made available to persons not enrolled in the course.

Transfer of College Credits

Bacone College reserves the right to determine college course credits from other institutions that are acceptable to be transferred in to meet graduation requirements.

Courses will not be accepted in transfer and applied to student degree programs until the College has made such determination and the student's advisor, the applicable division chair/dean, and the Registrar have granted PRIOR approval. Transfer credits will only be applied to the permanent record of a student currently enrolled at the College. Transcripts received for a student who does not have a current enrollment will be filed until such time as the student officially enrolls for classes at Bacone College. Bacone College allows credits transferred from another institution to apply towards one of its degree programs where a minimum grade of "C" has been earned in the course(s) taken at another institution. All coursework taken at any

previous college(s) will be applied to the permanent academic record of the student according to the grading policies and procedures of Bacone College (see under Academic Forgiveness in the Academic Information section regarding the policy to request removal of any previous coursework).

Current students who want to take a course at another college should complete a Request for Transfer of College Credit form prior to that time to be sure that course will be accepted in transfer (refer to the Academic Information section regarding the minimum number of hours required for associate degrees and bachelor's degrees). This form may be obtained from the website www.bacone.edu or the Registrar's Office.

Transfer of College Credit Policy for Non-Regionally Accredited Institutions

The Higher Learning Commission states, in their Commission Policy and Good Practices on Transfer of Credit, under The Role and Responsibilities of Institutions, that colleges and universities are ultimately responsible for decisions about the admission of transfer students and the acceptance or non-acceptance of credits earned elsewhere. Typically, academic faculty and student affairs professionals (working within the framework of faculty rules and standards) determine the transferability of courses and programs.

Institutions must balance responsiveness to students' preferences about transfer with institutional commitment to the value and quality of degrees or other credentials.

To align with HLC policies, the following procedures will be followed in determining how transfer of credits will or will not be applied from an institution of higher learning that is not regionally accredited based upon the previously noted HLC Practices on Transfer of Credit.

Step 1 - Registrar will contact surrounding area colleges who are regionally accredited to see if they have accepted credits from the college in question.

Step 2 - The student will be notified that Bacone College will need a syllabus for every course the student wants to have accepted in transfer.

Step 3 - A copy of the course syllabus received will be sent to the respective Division Chair/Dean for consideration. The Division Chair/Dean may determine that a specific faculty member in their department with expertise in the area of the course should review the syllabus. Once a review of the syllabus has been conducted, acceptance/denial will be noted and sent to the Registrar.

Step 4 - The Registrar will keep a paper trail of any syllabi sent to Division Chairs/Deans. Once a determination has been received from the Division Chair/Dean, the Registrar will notify the student by written communication.

Transcripts

Transcripts may be requested by:

1. Go to www.bacone.edu and click on Transcripts at the top of the page. Create an account and then place the order. This is the only way to request and receive an eTranscript. This is also the fastest method to process a request.
2. By personally stopping by the Office of the Registrar, located in Palmer Center on Campus.
3. By emailing a signed transcript request to registrar@bacone.edu. Along with payment.
4. By faxing a request to the following number: 1-866-498-1487.

All requests for transcripts must include the following information:

- Name
- Name on transcript (attended under)
- Social security or student ID number
- Approximate dates of attendance.
- Signature of person requesting the transcript. If the signature is missing a transcript will not be released.

Payment of transcript fee

Former students - a \$5.00 fee per copy will be charged. We accept check, money order, or Visa/Master Charge. For transcript inquiries you can call 918-781-7254.

Bacone College reserves the right to withhold official and unofficial transcripts until satisfactory arrangements have been made for payment in full of an outstanding student account with Bacone College.

Please allow two business days for processing a request for transcripts.

NOTE: No unofficial transcripts can be given to a student by any staff, faculty, advisors or coaches. They are only to be given out through the Registrar's Office.

Summer Term

The Summer Term consists of one eight-week session. Students may take no more than nine credit hours unless they obtain permission from the Vice President of Academic Affairs to take more.

Bacone American Indian Research Library

The mission is to support scholarship and education by providing outstanding and innovative information services and resources to the students, faculty, and the research community.

The Library provides access to materials in print and increasingly in electronic formats.

Bacone College Archives and Special Collections

The Bacone College Archives and Special Collections are housed in Betts Library which is the administrative division that oversees the library's rare, fragile, archival, or other holdings needing special care. Our goal is to make these materials accessible to researchers while preserving the items for posterity. This is a non-circulating part of Betts Library and is accessible by appointment only.

The collection ranges from American Indian literature to scholarly monographs including government documents detailing ethnographic studies and historical records of American Indian tribes. In addition, the holdings include some manuscript collections, notably the journals and diaries of Joseph Murrow, a prominent American Baptist missionary who resided in the Choctaw Nation in Indian Territory in the latter nineteenth century.

Betts Library houses existing materials and seeks to acquire manuscripts, photographs, older published materials, and contemporary scholarly monographs in American Indian history and cultures, with special attention to history of tribes in Indian Territory. The library accepts as donations published materials appropriate to research on American Indian history and culture. In addition, published or manuscript materials related to the history of Bacone College, especially collections of papers from Alumni who have achieved significant prominence in American history are desired for the collection. Oral history materials (recordings and/or transcriptions, preferably the latter) are sought from all the aforementioned and from individuals associated with Bacone College who can reflect on the past history of the institution. In accordance with Bacone College's donation policy, all donations are required to be approved by the Development Office and by the Executive Director of Betts Library prior to acceptance.

Statement on Learning and Physical Disabilities

Bacone College accepts students with learning and physical disabilities and provides reasonable accommodation to help them be successful. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. Disability accommodations in higher education are approached differently than in grades K-12, and colleges and universities are not obligated to provide the same accommodations provided by a previous school. For details from Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 regarding Documentation Guidelines, Burden of Proof, Individualized Accommodations, and Guidelines, See Section 504 of the Rehabilitation Act. Students needing accommodation should apply as early as possible, usually before the semester they plan to attend classes. Students are required to identify and document the nature of their disability which usually consists of results from testing done by a psychologist, psychiatrist, medical doctor and/or other qualified licensed individuals. It is the responsibility of the student to provide the College with the appropriate materials documenting the learning and/or physical disability. The documentation needs to include a recommendation for accommodations from the qualified licensed individual. The College does not provide assessment services for students who may be learning disabled nor does the College have structured programs available for students with emotional or behavioral disabilities. For information regarding learning or physical disability accommodations please contact the Office of

Academic Programs List

Radiography Program

Associate of Applied Science - Radiography

Business Administration Program

School of Business

Bachelor of Science - Business Administration

Bachelor of Science - emphasis in Accounting

Bachelor of Science - emphasis in General Business

Bachelor of Science - emphasis in Marketing

Bachelor of Science – emphasis in Management

Bachelor of Science - Recreational Management

Bachelor of Science - Sport Management

Art Program

(Bacone College School of Indian Art) Associate of Art – Art

American Indian Studies Program

Bachelor of Arts - American Indian Studies

Criminal Justice Program

(Rennard Strickland School of Tribal Law & Criminal Justice)

Associate of Science - Criminal Justice

Bachelor of Science - Criminal Justice

Exercise Science Program

Bachelor of Science - Exercise Science

Education Program

Bachelor of Arts - Early Childhood Development and Education

Bachelor of Arts - Elementary Education

Bachelor of Arts - Family Studies Education

Liberal Arts

Bachelor of Liberal Arts - Interdisciplinary Studies Bachelor of Liberal Arts

Bachelor of Liberal Arts - Emphasis in Philosophy and Religion

Core Curriculum, Learning Goals, & Outcomes

The "Bacone College Core" are those courses that the College requires all students to complete to demonstrate knowledge in the classic fields of human thought in the sciences and humanities. The philosophy underlying the Bacone College Core is to help students become:

- Informed, responsible, resourceful citizens and community leaders in local and global contexts.
- Ethical and moral decision-makers.
- Critical thinkers with effective communication skills.
- Individuals with an awareness of cultural diversity and social heritage.
- Individuals appreciative of aesthetic expressions.
- Individuals who are proficient in mathematical reasoning and scientific inquiry.

The value and efficacy of the Bacone College Core will be demonstrated by graduating students who:

- Have participated in community service projects in various course settings.
- Have participated in campus and community cultural and civic events.
- Can communicate effectively in verbal and in written prose.
- Have achieved a passing grade in all courses in the core curriculum.
- Can critically evaluate information and its sources.
- Have demonstrated an appreciation for cultural values and ways of life.

The Bacone College Core is designed according to specific curricular themes consistent with a liberal arts education.

The Medicine Wheel Framework

As Bacone College returns to its original mission of educating American Indians, the college is refocusing attention on the Medicine Wheel Framework and aligning coursework with the framework and the Core Curriculum. The Medicine Wheel framework is a circular, cyclical concept that is unending. It is an opportunity for teaching and learning, growth, and education.

Ruthe Blalock Jones, Associate Professor and Director of Art at Bacone College (now Professor Emeritus), created the medicine wheel drawing in September 1991 which has become Bacone College's logo. It was designed to focus on the mission and heritage of the school in serving the educational needs of American Indians.

- The cross symbolizes the College's Christian heritage. Knowledge is symbolized by the flame or lamp of learning.
- The four peyote birds, four fan shapes and spirit lines radiating from the center are included as homage to Woody Crumbo, a renowned American Indian artist and former Director of Art at Bacone. They were part of the Rose Window Crumbo designed in the Chapel (destroyed by fire in December of 1990).
- The single star recognizes Company I of World War II. The star also relates to the Oklahoma flag and the Five Civilized Tribes.
- Buffalo tracks in the quarter spaces represent good luck with the tee-pee designs representing a camp or place of dwelling. These images are Dick West's and are a tribute to him. Mr. West is another of the renowned American Indian artists who have been members of the Bacone faculty. These designs were used to represent continuity in building on the past and moving forward.
- 1880 is the date the college was established.

The First Section - East quadrant encourages brainstorming and thinking about cultural ideas/activities that engage students, staff, faculty, administrators, Board members, and community members. Thinking includes speaking and writing about appropriate cultural activities that respect the tribal traditions, region, and timing of the event. There is also discussion about personnel, budget, and the intended audience.

The Second Section - South quadrant involves planning events that celebrate the various American Indian cultures of students to create a home-like setting for students.

The Third Section - West quadrant is the time to implement by transforming ideas with the appropriate resources into action. Individual and teamwork, trust, communication, responsibility, and confidence are achieved. The planning and implementation stages generate a sense of pride that fosters a sense of community among the students, staff, and faculty.

The Fourth Section - North quadrant is the opportunity to reconvene and examine what students learned or achieved. This time to reflect inspires students to identify what worked and what did not so the next time the event is held, the identified missteps will not reoccur. This self-assessment of knowledge encourages new or additional ideas and activities to be part of the monthly, semester, or annual activities of the College.

Co-curricular: The Center for American Indians provides a safe space for students to gather and offers other co-curricular experiences to emphasize traditional/ceremonial spirituality.

Curricular: Every student is required to take a course in American Indian Studies to understand the philosophy and spirituality of Bacone College. Every student is also required to take one course in the cultural and spiritual life to enrich student comprehension of Indigenous ways of being. Cultural life is a fundamental part of Indian life and is fundamental to Bacone's mission.

Curriculum alignment to Institutional Goals and Medicine Wheel Framework

To fully align the core curriculum goals to the institutional outcomes and the Medicine Wheel Framework, faculty met to discuss how the course offerings and outcomes fit within the context of American Indian culture and tradition. The circular aspect of the framework encourages a world view of education, culture, and spirituality that honors the mission of Bacone College.

Skills/Outcomes	Course	Medicine Wheel Framework
<i>Engendering and Seeking</i> Goal 1 Question, doubt, and think, which inspires the search for knowledge and awareness	English Comp I (fundamentals, grammar, structure)	East (speaking, writing) North (reflect, self-assessment)
	US History Pre-1865 (overview history & culture)	East (speaking, writing) North (reflect, self-assessment)
	US History Post-1865 (overview history & culture)	East (speaking, writing) North (reflect, self-assessment)
<i>Engendering and Seeking</i> Goal 2 Develop awareness of how the student and the answers she/he seeks fits within the larger picture of life and learning	Introduction to Christianity (Christian theology, doctrine, faith)	West (sense of community) North (reflect, self-assessment)
	Intro to AIS (history, culture, language, literature, arts, politics, legal status)	East (speaking, writing) South (activities, resources) West (sense of community) North (reflect, self-assessment)
<i>Engendering and Seeking</i> Goal 3 Develop curiosity about material by asking questions	Intro to Chemistry (measurements, metric system, atomic structure, formulas)	North (reflect, self-assessment)

<p><i>Seeking and Pondering</i> <i>Goal 1</i> Learn to combine the subjective and objective, intuition and facts, beliefs, and emotions with observations and investigations</p>	<p>First Year Seminar (performance, retention, purpose of higher ed)</p>	<p>South (activities, resources) West (sense of community) North (reflect, self-assessment)</p>
<p><i>Seeking and Pondering</i> <i>Goal 2</i> Develop the initiative to learn issues and topics that help a person better know how she or he relates to the larger community and the natural environment</p>	<p>Human Biology (anatomy, physiology, cellular level)</p>	<p>North (reflect, self-assessment)</p>
	<p>General Physical Science (basic concepts)</p>	<p>North (reflect, self-assessment)</p>
<p><i>Seeking and Pondering</i> <i>Goal 3</i> Support their ideas by evaluating various sources and formats (written, numerical, spoken, and visual) of information</p>	<p>College Algebra (fundamentals of mathematics)</p>	<p>North (reflect, self-assessment)</p>
<p><i>Pondering and Knowing</i> <i>Goal 1</i> Use life's many uncertainties to inspire renewed seeking for answers to the many problems that face humans</p>	<p>Personal Health (good health practices, analyzing, effects, appreciation, understanding)</p>	<p>East (speaking, writing) West (sense of community) North (reflect, self-assessment)</p>
<p><i>Pondering and Knowing</i> <i>Goal 2</i> Evaluate the current state of knowledge and apply it to solve problems across many disciplines</p>	<p>Speaking & Thinking Critically (critical thinking, speak effectively)</p>	<p>East (speaking, writing) West (sense of community) North (reflect, self-assessment)</p>
<p><i>Pondering and Knowing</i> <i>Goal 3</i> Apply knowledge to specific problems and circumstances</p>	<p>Logic (reasoning, traditional, propositional)</p>	<p>East (speaking, writing) West (sense of community) North (reflect, self-assessment)</p>

<i>Knowing and Engendering Goal</i> 1 Engender new questions that will guide lifelong learning and self-discovery	AES/Creativity (social influences, attitudes, beliefs, nature of creativity)	East (speaking, writing) West (sense of community) North (reflect, self-assessment)
<i>Knowing and Engendering Goal</i> 2 Develop an awareness of global culture	World Religion (beliefs, values, worldview)	East (speaking, writing) North (reflect, self-assessment)
<i>Knowing and Engendering Goal</i> 3 Develop effective use of research resources and scientific methods	English Comp II (essay, research, APA)	East (speaking, writing) North (reflect, self-assessment)

Bachelor of Arts and Bachelor of Science Requirements

The Cultural/Spiritual Self

- Cultural/Spiritual Life - 3 hours
- Body and Mind - 2 hours The Social
- History - 3 hours
- The American Indian Experience - 3 hours The Aesthetic
- The Nature of Creativity - 3 hours The Scientific
- The Natural Sciences - 4 hours
- Mathematics - 3 hours Cognitive and Critical Thinking
- First Year Seminar 3 hours
- English Composition I - 3 hours
- English Composition II - 3 hours
- Critical Thinking and Speaking - 3 hours
- Philosophy, Religion, Ethics 3 hours
- Logic - 3 hours

Total Bacone College Core hours: 36

- A minimum of 124 credit hours is required for the bachelor's degree.
- The last 30 of the final 60 hours applied toward the degree must be satisfactorily completed at Bacone College.
- Students must achieve a cumulative grade point average (CGPA) of 2.0 as a

minimum for graduation. Consult individual degree plans for any additional requirements that may be necessary including CGPA.

- Degrees are conferred at the end of the fall, spring, and summers semesters with commencement ceremonies in December and May each academic year. Candidates must file applications for degrees prior to the semester they expect to graduate. At that time, the Office of the Registrar will conduct a final degree check. No degree will be awarded and no participation in the Commencement ceremony will be allowed if a balance is owed. Up to 30 credit hours may be earned through evaluation of

competency in subject matter by using the College Level Examination Program (CLEP), Advanced Placement Program (APP), ACT-PEP, or distance learning courses.

Associate of Arts and Associate of Science Requirements

- The Cultural/Spiritual Self Cultural/Spiritual Life 3 hours
- The American Indian Experience 3 hours
- The Natural Sciences 4 hours
- Mathematics 3 hours
- First Year Seminar 3 hours
- English Composition I 3 hours
- English Composition II 3 hours
- Critical Thinking and Speaking 3 hours

Total Bacone College Core hours: 25

Successful completion of a minimum of 60 semester hours of college work and a cumulative grade point average of 2.00 is required for graduation. The last 15 of the final 30 hours applied toward the degree must be satisfactorily completed at Bacone College.

- Degrees are conferred at the end of the fall, spring, and summer semesters with commencement ceremonies in December and May each academic year. Consult individual degree plans for any additional requirements that may be necessary including CGPA. Candidates must file applications for degrees prior to the semester they expect to graduate. At that time, the Office of the Registrar will conduct a final degree check. No degree will be awarded and no participation in the Commencement ceremony will be allowed if a balance is owed.
- Students who lack nine (9) credit hours toward graduation by the end of the spring semester may participate in the spring graduation exercises. However, all requirements for the degree must be met by the end of the summer term before the degree will be conferred. The requirements for the degree must be completed within one year from the date of the student's application for graduation to guarantee that the student may graduate under the catalog/degree plan of the student's year of entrance at Bacone College.
- In order to meet the U.S. Department of Education guidelines, the term in which the requirements for a degree are completed will be the date of degree completion listed on the student transcript.

In the event an applicant for an associate degree already has a bachelor's degree or higher, only those classes applied to the associate degree will be accepted and transferred to the Bacone College academic record.

Liberal Arts Guided Electives

As part of its goal to provide students with a rich exposure to the liberal arts, Bacone College requires students pursuing a bachelor's degree to choose 9 credit hours from selected courses in the following liberal arts disciplines:

- Political Science, Psychology, and/or Sociology - 3 hours
- Literature (LIT or COM1113 or ENG 3000+) - 3 hours
- Art - 3 hours

Students pursuing the Associate of Arts or the Associate of Science degree are required to choose 6 credit hours from the allowed courses in the following liberal arts disciplines:

- Political Science, Psychology, and/or Sociology - 3 hours
- Literature (LIT or COM1113 or ENG 3000+) - 3 hours
- Art - 3 hours

All students should consult with their advisor to make sure they choose courses that meet the Liberal Arts Guided Electives (LAGE) requirement. LAGE credit hours are in addition to the credit hours required in satisfying the core curriculum for the bachelors or associates degrees.

TRUSTEES, ADMINISTRATION, AND FACULTY

Board of Trustees

Chair: Chief Joe Bunch Stilwell, Oklahoma	United Keetoowah Band
Joe Garcia Ohkay Owingeh, New Mexico	Ohkay Owingeh
Neely Tsoodle Anadarko, Oklahoma	Kiowa
Chairman Lawrence SpottedBird Carnegie, Oklahoma	Kiowa
Governor Reggie Wassana Concho, Oklahoma	Cheyenne & Arapaho Tribes
Principal Chief Geoffrey Standing Bear Pawhuska, Oklahoma	Osage
Quinton Roman Nose Anadarko, Oklahoma	Cheyenne
Assistant Chief Jeff Wacoche Tahlequah, Oklahoma	United Keetoowah Band
Non Voting: Student Government President	

Trustee Emeriti

Kenneth Adams, Newport News, Virginia
Stephen Adkins, Charles City, Virginia
Ann Barker-Ong, Muskogee, Oklahoma
Elizabeth Higgins, Tahlequah, Oklahoma
Peggy Parsons, Muskogee, Oklahoma

Administration

Nicky Michael, Ph.D. - Interim President of Bacone College	Lenape
Leroy Thompson, D.Min. – Chief Operations Officer	
Rebecca Truelove Ed.D. - VP of Academic Affairs	Eastern Shawnee
Mary Jo Pratt - CFO and President of Finance	Osage
Shawn Dixon - Interim Dean of Accreditation and Research	Choctaw
Wil Lowe, M.B.A. - Director, Human Resources	Muscogee Creek
Tera Cuny-Baker, M.Ed. - Athletic Director	Hunkpati Dakota/Oglala Lakota

Faculty

Yaniv Cohen Ph.D.
Shawn Dixon, M. Ed, RT(T) - Assistant Professor, Radiology; Chair, Radiologic Sciences (Choctaw)
Diana Goodwin, Ed.D. - Assistant Professor, Education; Chair, Education
Linda Jordan, M.S. - Assistant Professor, English; Chair, Interdisciplinary Liberal Arts
Nicky Michael, Ph.D. - Associate Professor, AIS; Chair, American Indian Studies (Lenape)
Kevin Neal, M.S. - Assistant Professor, Criminal Justice (Cherokee)
Donna Sharp, Ph.D. - Assistant Professor, Family Studies
Linda Strange, M.B.A. - Associate Professor, Accounting
Derric Sutton, Ph.D. - Assistant Professor of Business (Muscogee Creek)

Leroy Thompson, D.Min. - Associate Professor, Philosophy and Religion

Stephen Wiley, D.Min. - Assistant Professor, Liberal Arts and Humanities

Administrator Emeriti

Marlene Smith, Ed. D - Academic Vice President, Emeritus

Lewis Woodson, M.S., - Vice President of Finance, Emeritus In Memoriam July 8, 1931 - June 30, 2019

Professor Emeriti

Linia Harman MT, Professor Emeritus, Math/Science in Memoriam August 3, 1921 - July 25, 2013

Ruthe Blalock Jones, Professor Emeritus, Art

Wendella Thomason, MT, Professor Emeritus, Home Economics and Developmental Studies In Memoriam September 27, 1928 - April 10, 2012

Billie Tower, MS, Professor Emeritus, Nursing

Walter Richard West, Sr., MFA, Professor Emeritus, Art In Memoriam September 8, 1912 - May 3, 1996

John Williams, MA, Professor Emeritus, Social Science

DEGREE DESCRIPTIONS, COURSE SEQUENCES AND PLANS

DIVISION OF AMERICAN INDIAN STUDIES

Bacone College provides teaching of historical and contemporary Native perspectives of culture and life. The Division of American Indian Studies offers the Bachelor of Arts in American Indian Studies. The Bachelor's degree offers a core liberal arts curriculum built around courses in American Indian history, culture and literature. Those courses build basic skills in critical and analytic reading, writing, and speaking. The curriculum also promotes students' career interests by offering a series of courses dealing with contemporary issues in American Indian communities-health, education, leadership, governance, environment, and arts. Students will also be required to complete an off-campus internship that complements coursework. The specialized courses and internship are intended to prepare students with a career plan that they can pursue after graduation.

The Division of American Indian Studies and the Center for American Indians support culturally appropriate academic and cultural enrichment programs for American Indian students. The degree programs, however, are open to all students at Bacone College. The activities sponsored by the Center for American Indian provide academic enrichment, social and cultural support for all American Indian students, both those who choose majors in American Indian Studies or in other academic programs at Bacone.

Bachelor of Arts in American Indian Studies

Course Sequencing

First Year Fall Semester

AIS 1103 Introduction to American Indian Studies

CLE 1103 First Year Seminar

ENG 1113 English Composition I

MTH 1513 College Algebra

____ ____ Philosophy, Religion, Ethics

15 Credit Hours

First Year Spring Semester

ENG 1213 English Composition II

SPC 1713 Speaking & Thinking Critically

AIS 1213 Survey of American Indian Arts and Crafts

AIS 2003 American Indian Government

____ ____ Liberal Arts Guided Elective (PSC, PSY, SOC)

15 Credit Hours

Second Year Fall Semester

____ Science Course w/Lab
CIS ____ 1113 or 2113 Computer Technology
AIS 2513 American Indian Religion
AIS 2333 American Indian Literature
____ General Elective
16 Credit Hours

Second Year Spring Semester

ESE 2112 Personal Health
____ LIT or COM Course
____ AIS /ART 1123-2133 or 2213-2223
____ General Elective
AIS 3123 American Indian Health Management and Services or
AIS 3133 Tribal Economic Development/Tribal Management
17 Credit Hours

Third Year Fall Semester

AIS 3013 American Indian History I (or HIS 3013)
LOGIC 3213 Introduction to Critical Thinking and Informal Logic
____ General Elective
____ General Elective
____ AIS Emphasis Elective (or AIS 3113/3133)
15 Credit Hours

Third Year Spring Semester

AIS 3003 American Indian Ecology
AIS 3023 American Indian History II
AIS 2401 American Indian Song and Dance
____ General Elective
____ General Elective
____ AIS Major (choose one) AIS 3113, 3003, 4003
16 Credit Hours

Fourth Year Fall Semester

AIS 4009 American Indian Internship
____ General Elective
____ General Elective
15 Credit Hours

Fourth Year Spring Semester

AIS 4203 Senior Seminar
____ General Elective
____ General Elective
____ General Elective
____ General Elective
15 Credit Hours

124 Total Credit hours for Bachelor of Arts in American Indian Studies

Student: _____ Advisor: _____

within a diverse, empowering environment.

The mission of the Division of Professional Studies is to assist in meeting the demands for highly competent health care providers, Exercise Science specialists, and others who are educated at the Baccalaureate degree level to provide skilled, informed, and caring expertise, with respect for individual, cultural, and spiritual differences. The Division of Professional Studies maintains Bacone College's commitment to serve American Indians and other ethnic groups in a culturally diverse, Christian environment while focusing on overall wellness and quality of life.

Associate of Applied Science in Radiography

Mission Statement:

The mission of Bacone College Radiography Program is to assist in meeting community needs for highly competent radiographers, who give skilled care with respect for individual, cultural, and spiritual differences, while maintaining the college commitment to serving American Indians. This is accomplished through didactic education, and clinical education provided at affiliated hospitals and clinics. The combination of theory and clinical practice enables the student to acquire the knowledge, skills, and professional values necessary for the practice of radiography in diverse community and clinical settings.

Program Goals/Student Learning Outcomes:

The program goals/student learning outcomes of Bacone College, Associate of Applied Science Degree in Radiography, can be located in the Radiography Student Handbook, Bacone College Website, or Trajecsyst (clinical tracking system).

Program Overview:

Radiography is an exciting and dynamic field of medical imaging. Radiographers use radiation generating machines and associated equipment to produce images of internal body structure/organs. These images contain vital information needed by the physician for proper patient diagnosis.

Bacone radiography students receive classroom instruction at the Muskogee location and clinical experience at affiliated hospitals and clinics. Upon successful completion of the program, the student will receive an Associate of Applied Science Degree in Radiography and is eligible to take the national certification examination administered by the American Registry of Radiologic Technologists (ARRT). Radiographers may be employed in a hospital/clinical setting, private physician office, or mobile diagnostic environments.

*Students who graduate after December 31, 2014, will be required to have a minimum of an associate degree in order to be eligible to apply and take the ARRT national certification exam.

Didactic Faculty

Shawn Dixon, M.Ed., RT(R)ARRT

Program Director, Instructor

Accreditation

Bacone College Radiography Program is Accredited by the:

Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 North Wacker Drive. Suite 2850

Chicago, IL 60606-3182 www.jrcert.org

Tel: (312) 704-5300; Fax: (312) 704-5304

COURSE SEQUENCING – ASSOCIATE OF APPLIED SCIENCE IN RADIOGRAPHY

The Radiography Program is a 19-month (five-semester) consecutive program consisting of 53 credit hours in Radiography courses (Didactic and Clinical) and 19 credit hours of General Education courses, for a total credit hour of 72. There are 7 hours of Bacone Core Prerequisite courses and 7 hours of Radiography Prerequisite course that are required as a part of the program 72 credit hours. Upon completion of the program, graduates receive an Associate of Applied Science (AAS) in Radiography, and are eligible to apply for the examination by the American Registry of Radiologic Technologist (ARRT).

First Year Fall Semester

RAD 1224 Imaging II w/ Lab
RAD 1223 Clinical I
RAD 1123 Patient Care & Education
RAD 2213 Image Evaluation & Acquisition
MTH 1513 College Algebra

16 Credit Hours

First Year Spring Semester

RAD 1403 Radiation Protection
RAD 2223 Imaging III w/ Lab
RAD 1333 Clinical II (Fluoro & Surgery Rotations)
RAD 2113 Radiation Physics
SPC 1713 Speaking & Thinking Critically

15 Credit Hours

Summer Semester

RAD 2313 Digital Imaging
RAD 2153 Clinical III (4 Week Evening Rotations)

6 Credit Hours

Second Year Fall Semester

RAD 2253 Clinical IV (CT Rotation)
RAD 2303 Radiography Seminar
RAD 2413 Career Skills
AIS 1103 Introduction to American Indian Studies

12 Credit Hours

Second Year Spring Semester

RAD 2363 Clinical V (Specialty Rotation)
RAD 2203 General Registry Seminar
_____ Philosophy/Religion/Ethics

9 Credit Hours

Radiologic Prerequisite

RAD 1103 Medical Terminology
RAD 1114 Intro to Imaging w/Lab
ENG 1213 English Comp II
BIO 2134 Anatomy & Physiology I

14 Credit Hours

72 Total Credit Hours for Associate of Applied Science in Radiography

*Prerequisites for the college are: ENG 1113 and BIO 1114.

**Prerequisites required to be completed before being able to start the Radiography program are: RAD 1103, RAD 1114, ENG 1213 and BIO 2134.

***Minimum grade for prerequisites and RAD prefix courses is a "C" or better.

****Must have a complete admissions file, orientations completed and a grad of "C" or better in RAD 1114 to be considered for the Fall start date.

Bacone College
Associate of Applied Science – Radiography

Student: _____ Advisor: _____

BACONE CORE REQUIREMENTS (12)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
AIS 1103 Intro to American Indian Studies	_____	_____	_____
MTH 1513 College Algebra	_____	_____	_____
SPC 1713 Speaking & Thinking Critically	_____	_____	_____
_____ _____ Philosophy / Religion / Ethics	_____	_____	_____

BACONE CORE (PREREQUISITE)

ENG 1113 English Comp I (Prerequisite)	_____	_____	_____
BIO 1114 Human Biology (Prerequisite)	_____	_____	_____

RADIOLOGIC (PREREQUISITE) (14)

RAD 1103 Medical Terminology (Prerequisite)	_____	_____	_____
RAD 1114 Intro to Imaging w/Lab (Prerequisite)	_____	_____	_____
ENG 1213 English Comp II	_____	_____	_____
BIO 2134 Anatomy & Physiology I	_____	_____	_____

Bacone Core Prerequisites do not count toward degree plan but are required by Bacone College.

For the Radiography Degree Program all courses listed on the degree plan must have a grade of "C" or better

RADIOLOGIC TECHNOLOGY (46)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
RAD 1123 Patient Care and Education	_____	_____	_____
RAD 1223 Clinical I	_____	_____	_____
RAD 1224 Imaging II w/lab	_____	_____	_____
RAD 1333 Clinical II	_____	_____	_____
RAD 1403 Radiation Protection	_____	_____	_____
RAD 2113 Radiation Physics	_____	_____	_____
RAD 2153 Clinical III	_____	_____	_____
RAD 2203 General Registry Seminar	_____	_____	_____
RAD 2213 Image Evaluation & Acquisition	_____	_____	_____
RAD 2223 Imaging III	_____	_____	_____
RAD 2253 Clinical IV	_____	_____	_____
RAD 2303 Radiography Seminar	_____	_____	_____
RAD 2363 Clinical V	_____	_____	_____
RAD 2413 Career Skills	_____	_____	_____
RAD 2313 Digital Imaging	_____	_____	_____

ELECTIVES (Not Required)

RAD 1201 Special Studies: Clinical Remediation	_____	_____	_____
RAD 1202 Special Studies: Critical Thinking in Healthcare	_____	_____	_____
RAD 2101 Special Studies: Clinical Remediation	_____	_____	_____
RAD 2102 Special Studies: Medicine in Film	_____	_____	_____
RAD 2302 Special Studies: Ethical Issues in Radiologic Sciences	_____	_____	_____
RAD 2431 Special Studies: Health Science Club	_____	_____	_____
RAD 2431 Special Studies: Health Science Club	_____	_____	_____

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Minimum of 72 credit hours and a GPA of 2.6 are required to graduate.

For Registrar Use Only:	Core Credit Hours _____	Core GPA _____	Total Credit Hours _____	Cumulative GPA _____
Date Graduation Requirements Met: _____	Approved by _____			

Bachelor of Science in Exercise Science

The Exercise Science program is committed to serving all qualified students in a culturally diverse population through introducing the skills to improve fitness and wellness in the community.

With the expansion of professions in sports, fitness and activity related to health care, Exercise Science is widely recognized as a degree program that can be used as a foundational bachelor's degree for acquiring health profession certifications and degrees. Graduating with a degree in Exercise Science opens the door to a broad range of opportunities for careers including personal training and/or strength and conditioning, athletic training, exercise testing technician for cardiac rehabilitation patients, wellness program director, exercise-based research, coaching and other health care-related field vocations.

Exercise Science

The Exercise Science program is committed to serving all qualified students in a culturally diverse population through introducing the skills to improve fitness and wellness in the community. Exercise Science is now being widely recognized as a degree program that can be used as a foundational bachelor's degree for acquiring health profession certifications and degrees. Someone graduating with a degree in Exercise Science, and possibly pursuing other post-graduate certification, would have a broad range of career choices including but not limited to fitness/ strength training, athletic training, physical therapy, medicine and other healthcare-related field careers. Students are prepared to sit for the ACSM Certified Personal Trainer Certification and the NSCA Certified Strength and Conditioning Specialist Certification.

Admission Requirements

Each of the following requirements must be fulfilled prior to program admission:

- Completion of two semesters of study with 24 or more hours toward graduation (developmental courses do not count).
- The student has successfully completed (C or better): 1) ENG 1113 English Composition I, 2) ENG 1213 English Composition II, 3) BIO 1114 Human Biology, 4) MTH 1513 College Algebra, and 5) CHM 1364 or BIO 2134.

Entrance Requirements for Exercise Science

The Exercise Science Program requires students meet the following threshold criteria for program admission: completion of two semesters of study with 24 or more hours toward graduation, completion of two of three science courses with a "C" or better (BIO 1114, BIO 2134, and/or CHM 1364), and a 2.25 composite GPA. After successful completion of these criteria, students will be transferred into the ESE program in which the program coordinator will serve as their advisor.

Graduation Requirements

A minimum of 124 credit hours and 2.25 GPA are required to graduate. All 'Degree Requirement' courses, 'Program Electives' courses, as well as ENG 1113, ENG 1213, BIO 1513, MTH 1513, and CHM 1363 or BIO 2134 must have a grade of C or better.

****A minimum of 124 credit hours and 2.25 GPA are required to graduate. All 'Degree Requirement' courses as well as ENG 1113, ENG 1213, BIO 1513, and MTH 1513, must have a grade of C or better.****

Course Sequence:

First Year Fall Semester

CLE 1103 First Year Seminar
ENG 1113 English Composition I
AIS _____ American Indian Studies
CIS _____ Computer Technology
MTH 1513 College Algebra
15 Total

First Year Spring Semester

ENG 1213 English Composition II

HIS _____ History
BIO _____ Human Biology
ESE 2103 Foundations of Exercise Science
ESE 2112 Personal Health
15 Total

Second Year Fall Semester

____ _____ Philosophy, Religion, Ethics
CHM 1364 Chemistry
BIO 2123 Nutrition
SPC 1713 Speaking/Thinking Critically
RAD 1103 Medical Terminology
16 Total

Second Year Spring Semester

BIO 2134 Anatomy and Physiology I
LOGIC 3213 Introduction to Logic and Critical Thinking
ART _____ Liberal Arts guided Elective
ESE 3102 Consumer, Environment, and Community Health
ESE 3114 Exercise Physiology
16 Total

Third Year Fall Semester

BIO 2144 Anatomy and Physiology II
ESE 3124 Exercise Physiology II
LIT _____ Liberal Arts Guided Elective
ESE 3303 Wellness/Fitness
PED 2013 Educational Technology
17 Total

Third Year Spring Semester

BIO 2324 Microbiology
ESE 3513 Kinesiology
SME 4113 Sports Law
ESE 3603 Strength and Conditioning Prep
____ _____ Program Elective
16 Total

Fourth Year Fall Semester

ESE 3703 Personal Training Certificate Prep
SME 4303 Psychology of Human Behavior
ESE 4113 Administration of Exercise Prescription
SME 3403 Organization and Administration of Sports Management
____ _____ PSC, PSY, SOC Liberal Arts Guided Elective
15 Total

Fourth Year Spring Semester

ESE 3403	Care and Prevention of Injuries
ESE 4213	Fitness Assessment and Exercise Prescription
_____	Program elective
ESE 4996	Internship

15 Total

Minimum 125 Credit Hours and cumulative GPA of 2.25 are required to graduate

Bacone College
Bachelor of Science Degree – Exercise Science

Student: _____ Advisor: _____

Bacone General Education Requirements (36)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
CLE 1103 First Year Seminar	_____	_____	_____
AIS _____ Am Indian Studies (3 hours)	_____	_____	_____
ENG 1113 English Composition I	_____	_____	_____
ENG 1213 English Composition II	_____	_____	_____
HIS _____ U.S. History Course (3 hours)	_____	_____	_____
ESE 2112 Personal Health	_____	_____	_____
CIS _____ 1113 or 2113 Computer Technology	_____	_____	_____
LOGIC 3213 Intro to Critical Thinking & Logic	_____	_____	_____
MTH 1513 College Algebra	_____	_____	_____
_____ Philosophy / Religion / Ethics	_____	_____	_____
SPC 1713 Speaking/Thinking Critically	_____	_____	_____
BIO 1114 Human Biology	_____	_____	_____

Liberal Arts Guided Electives (9)

ART _____	_____	_____	_____
LIT or COM 1113 _____	_____	_____	_____
PSY or SOC _____	_____	_____	_____

Program Electives (6)

HPE 2111 Athlete Sport (2 credits allowed over 4 yrs)	_____	_____	_____
RME 2313 Sociology of Sports & Recreation	_____	_____	_____
ESE 2433 SS in ESE: Advanced Fitness Assessment	_____	_____	_____
MGT 3253 Business Statistics	_____	_____	_____
ESE 4203 Health & Fitness Specialist Preparation	_____	_____	_____
CHM 2364 Organic & Biological Chemistry	_____	_____	_____
PED _____ PED Elective (PED 1002/2602/3103/3113)	_____	_____	_____
SME _____ SME Elective (SME 1003/3003)	_____	_____	_____

A Grade of "C" or better are required in College Algebra, Comp I & II, and Speech.

All "Degree Requirement" courses must have a grade of "C" or better.

Degree Requirements

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
Lower Level Courses Required: (24)			
(Pre-requisites / Co-requisites)			
CHM 1364 Chemistry	_____	_____	_____
BIO 2123 Nutrition	_____	_____	_____
RAD 1103 Medical Terminology	_____	_____	_____
BIO 2134 Anatomy & Physiology I (cc/c - BIO 1114, CHM 1364 & Med Term)	_____	_____	_____
BIO 2144 Anatomy & Physiology II (c-BIO2134)	_____	_____	_____
BIO 2324 Microbiology (c-BIO1114)	_____	_____	_____
PED 2013 Educational Technology	_____	_____	_____
Upper Level Courses Required: (49)			
ESE 2103 Foundations of Exercise Science	_____	_____	_____
ESE 3102 Consumer, Environment & Community Health (c-ESE2112)	_____	_____	_____
ESE 3114 Exercise Physiology I (ESE majors Only: cc/c- CHM 1364, BIO 2134)	_____	_____	_____
ESE 3124 Exercise Physiology II (c-ESE3114)	_____	_____	_____
SME 3403 Org. & Adm. Of Sports Management	_____	_____	_____
ESE 3303 Wellness and Fitness	_____	_____	_____
ESE 3403 Care and Prevention of Injuries	_____	_____	_____
ESE 3513 Kinesiology (c-MTH 1513)	_____	_____	_____
ESE 3603 Strength and Conditioning Prep	_____	_____	_____
ESE 3703 Personal Training Certificate Prep	_____	_____	_____
SME 4113 Sports Law	_____	_____	_____
SME 4303 Psychology of Human Behavior in Sports	_____	_____	_____
ESE 4113 Admin. of Exercise Prescription (c-ESE4213)	_____	_____	_____
ESE 4213 Fitness Assessment and Exercise Prescription (cc/c – ESE 3114)	_____	_____	_____
ESE 4996 Internship in Exercise Science (Sr. ESE Majors)	_____	_____	_____

() prerequisites, cc-concurrent, c-completed, cc/c- concurrent or completed.

Qualifying exams must be taken prior to graduation.

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Minimum 124 credit hours and cumulative grade point average of 2.25 are required to graduate.

For Registrar Use Only:	Core Credit Hours _____	Core GPA _____	Total Credit Hours _____	Cumulative GPA _____
Date Graduation Requirements Met: _____	Approved by _____			

(2.21.2022)

SCHOOL OF BUSINESS AND FINANCE

Mission Statement

The School of Business and Finance provides a student-centered learning environment to develop the business skills and appreciation for continuous learning necessary to succeed in a dynamic global economy. The faculty is empowered to help develop ethical, knowledgeable, and technologically competent business professionals. We strive to do this to further the College's mission of providing a premier educational experience while providing equal educational opportunity to all.

To best serve our students and to efficiently use institutional resources, the School of Business and Finance will seek to:

1. Offer a responsive, flexible business curriculum within a learning environment that prepares and supports analytical thinking and lifelong learning.
2. Integrate technology into our teaching and communications with students and colleges.
3. Create an environment to fulfill our mission by providing opportunities for faculty development; support for faculty efforts to serve students and improve our programs; and appropriate rewards for achievements in teaching, intellectual contributions, and service.
4. Target well-defined markets and promote the School of Business and Finance effectively in those markets.
5. Build and maintain partnerships with key constituencies.

Bachelor of Science in Business Administration Degree Programs

In order for a student to apply for admittance into the School of Business and Finance at the BSBA level, he/she must have earned a minimum of 60 credit hours; have a current GPA of 2.50 or higher on a 4.00 scale; and grades earned in the following required courses must be a "C" or higher: English Comp I, English Comp 11, College Algebra, Principles of Management, Principles of Marketing, Business Law I, Financial Accounting, and Managerial Accounting, Business Finance, Buyer Behavior, and either ECN or any 3000 level department course.

Required Total General Education is 45 credit hours. For more detail go to Bacone College Core Curriculum for Bachelor of Arts and Bachelor of Science Degree.

Required Courses in Business Administration Core - 46 credit hours

The major in Business Administration has a core of 46 credit hours taken by all students majoring in this business program. Besides the core, students choose from one of six different emphasis areas. These areas of emphasis are accounting, general business, management, marketing and tribal leadership. Students must maintain a 2.50 cumulative GPA to earn a Bachelor of Science in Business Administration from the School of Business and Finance. Furthermore, the student must also earn a 'C' or higher in all Business core class and major related course work.

Bachelor of Science in Business Administration with Emphasis in Accounting

The objective of this program is to prepare students to commence and to continue to develop in a wide range of professional accounting careers. Upon completion, students will have the basic conceptual knowledge of business and sufficient depth and breadth in accounting that will prepare for careers as professional accountants in financial institutions, industry, private practice and in the non-profit sector.

Successful completion of the program requires students to meet the Bacone College's general education requirements, the School of Business and Finance's core requirements and the required course of study for the focus on accounting. All courses taken to satisfy the accounting focus require a grade of 'C'.

Course Sequence:

First Year Fall Semester

CLE 1103	First Year Seminar
ENG 1113	English Composition I
AIS ____	American Indian Studies
CIS ____	1113 or 2113 Computer Technology

MTH 1513 College Algebra

15 Credit Hours

First Year Spring Semester

ACC 2123 Managerial Accounting

____ BIO 1114 or CHM 1364 or GPS 1114

ENG 1213 English Composition II

MKT 2283 Principles of Marketing or MGT 2223 Principles of Management

____ PSC, PSY, or SOC Liberal Arts Guided Elective

18 Credit Hours

Second Year Fall Semester

ACC 2113 Financial Accounting

BUS 2143 Business Law

ACC 2203 Intermediate Accounting I

ECN 2513 Microeconomics

SPC 1713 Speaking & Thinking Critically

ESE 2112 Personal Health

17 Credit Hours

Second Year Spring Semester

____ Philosophy, Religion, Ethics

____ LIT or COM 1113 Guided Elective

ACC 2213 Intermediate Accounting II

ECN 2613 Macroeconomics

CIS ____ 1113 or 2113 Computer Technology

15 Credit Hours

Third Year Fall Semester

CIS 3213 Technology Applications in Business

MGT 3253 Business Statistics

AIS ____ American Indian Studies

____ ART Liberal Arts Guided Elective

LOGIC 3213 Introduction to Critical Thinking and Informal Logic

15 Credit Hours

Third Year Spring Semester

ACC 3213 Cost and Management Accounting

ACC 3313 Auditing

BUS ____ Major Elective

FIN 3213 Financial Statement Analysis

FIN 3113 Business Finance

15 Credit Hours

Fourth Year Fall Semester

FIN 3553 Money and Banking

ACC 4313 Fund Accounting

ACC 4213 Federal Income Tax Accounting
ACC 4413 Advanced Financial Accounting
CIS 4113 Management Information Systems

15 Credit Hours

Fourth Year Spring Semester

MGT 4113 Org. Behavior & Leadership Theory

BUS 4553 Quantitative Methods

BUS 4954 Problems in Business (Capstone)

BUS _____ Major Elective

BUS 4013 Business Ethics

16 Credit Hours

124 Total Credit hours for Bachelor of Science in Business Administration with Emphasis in Accounting

Bacone College
Bachelor of Science Degree – Business Administration
Accounting

Student: _____ Advisor: _____

Bacone Core Requirements (36)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
CLE 1103 First Year Seminar	_____	_____	_____
AIS _____ American Indian Studies (3 hours)	_____	_____	_____
ENG 1113 English Composition I (C or better)	_____	_____	_____
ENG 1213 English Composition II (C or better)	_____	_____	_____
HIS _____ U.S. History Course (3 hours)	_____	_____	_____
HPE 2112 Personal Health	_____	_____	_____
CIS _____ 1113 or 2113 Computer Technology	_____	_____	_____
LOGIC 3213 Introduction to Critical Thinking & Logic	_____	_____	_____
MTH 1513 College Algebra	_____	_____	_____
_____ Philosophy / Religion / Ethics	_____	_____	_____
SPC 1713 Speaking and Thinking Critically	_____	_____	_____
_____ BIO 1114 or CHM 1364 or GPS 1114	_____	_____	_____

Liberal Arts Guided Electives (9)

ART or THE _____	_____	_____	_____
LIT or COM 1113 _____	_____	_____	_____
PSC, PSY, or SOC _____	_____	_____	_____

Business Core (46)

ACC 2113 Financial Accounting	_____	_____	_____
ACC 2123 Managerial Accounting	_____	_____	_____
BUS 2143 Business Law	_____	_____	_____
BUS 4553 Quantitative Methods	_____	_____	_____
BUS 4013 Business Ethics	_____	_____	_____
CIS 3213 Technology Applications in Business	_____	_____	_____
CIS 4113 Management Information Systems	_____	_____	_____
ECN 2513 Microeconomics	_____	_____	_____
ECN 2613 Macroeconomics	_____	_____	_____
FIN 3113 Business Finance	_____	_____	_____
MKT 2283 Principles of Marketing	_____	_____	_____
MGT 2223 Principles of Management	_____	_____	_____
MGT 3253 Business Statistics	_____	_____	_____
MGT 4113 Organizational Behavior and Leadership	_____	_____	_____
BUS 4954 Problems in Business	_____	_____	_____

Accounting Major (27)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
ACC 2203 Intermediate Accounting I	_____	_____	_____
ACC 2213 Intermediate Accounting II	_____	_____	_____
ACC 3213 Cost and Management Accounting	_____	_____	_____
ACC 3313 Auditing	_____	_____	_____
ACC 4313 Fund Accounting – Acct for Non-Prof.	_____	_____	_____
ACC 4213 Federal Income Tax Accounting	_____	_____	_____
ACC 4413 Advanced Financial Accounting	_____	_____	_____
FIN 3213 Financial Statement Analysis	_____	_____	_____
FIN 3553 Money and Banking	_____	_____	_____

Accounting Major Elective (choose 9)

ACC 3913 Principles of Fraud Exam	_____	_____	_____
ACC 4613 International Accounting	_____	_____	_____
ACC 4713 Advanced Tax Accounting	_____	_____	_____
ACC 4813 Advanced Auditing	_____	_____	_____

A Grade of "C" or better is required for
College Algebra, Comp I & II, and Speech

All "Degree Requirement" courses must have a
grade of "C" or better.

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Minimum of 124 credit hours and a CGPA of 2.5 are required to graduate.

For Registrar Use Only:	Core Credit Hours	Core GPA	Total Credit Hours	Cumulative GPA
Date Graduation Requirements Met:	_____	_____	_____	_____
Approved by	_____	_____	_____	_____

Bachelor of Science in Business Administration with Emphasis in General Business

Students who aspire to leadership positions in areas requiring significant subject matter expertise will find that Bacone's program in General Business allows the flexibility needed to allow the development of expertise in a select subject area while developing the skills needed to manage or provide leadership. Successful completion of the program requires students to meet Bacone's general education requirements and the School of Business and Finance's core requirement. In addition, the successful student will develop, working with their advisor, a cognate of courses that meet the subject matter area of interest.

Recommended Course Sequencing for Bachelor of Science in Business Administration with Emphasis in General Business:

First Year Fall Semester

MGT 2223 Principles of Management
MTH 1513 College Algebra
____ Philosophy, Religion, Ethics
ENG 1113 English Composition I
CLE 1103 First Year Seminar
ESE 2112 Personal Health

17 Credit Hours

First Year Spring Semester

AIS _____ American Indian Studies
SPC 1713 Introduction to Speaking and Thinking Critically
ENG 1213 English Composition II
MKT 2283 Principles of Marketing
____ ART Liberal Arts Guided Elective

15 Credit Hours

Second Year Fall Semester

ACC 2113 Financial Accounting
BUS 2143 Business Law
ECN 2113 Microeconomics
____ Minor/General Elective
____ Science w/Lab (4 Credit Hour)

16 Credit Hours

Second Year Spring Semester

ACC 2123 Managerial Accounting
CIS _____ 1113 or 2113 Computer Technology
ECN 2613 Macroeconomics
____ Minor/General Elective
CIS _____ 1113 or 2113 Computer Technology

15 Credit Hours

Third Year Fall Semester

CIS 3213 Technology Applications in Businesses
MGT 3253 Business Statistics
____ Minor/General Elective
____ Minor/General Elective

LOGIC 3213 Introduction to Critically Thinking and Informal Logic

15 Credit Hours

Third Year Spring Semester

HIS _____ History Course
FIN 3113 Business Finance

15 Credit Hours

CIS 4113	Management Information Systems
MGT 4113	Organizational Behavior and Leadership Theory
BUS 4553	Quantitative Methods in Business
____	Upper Division Elective
____	Upper Division Elective

15 Credit Hours

BUS 4013	Business Ethics
BUS 4954	Problems in Business
____	Upper Division Elective
____	Upper Division Elective
	Minor/General Elective

16 Credit Hours

Bacone College
Bachelor of Science Degree – Business Administration
General Business

Student: _____ Advisor: _____

CLE 1103	First Year Seminar	_____	_____	_____
AIS _____	American Indian Studies (3 hours)	_____	_____	_____
ENG 1113	English Composition I (C or better)	_____	_____	_____
ENG 1213	English Composition II (C or better)	_____	_____	_____
HIS _____	U.S. History (3 hours)	_____	_____	_____
HPE 2112	Personal Health	_____	_____	_____
CIS _____	1113 or 2113 Computer Technology	_____	_____	_____
LOGIC 3213	Intro to Critical Thinking & Logic	_____	_____	_____
MTH 1513	College Algebra	_____	_____	_____
_____	Philosophy / Religion / Ethics	_____	_____	_____
SPC 1713	Speaking and Thinking Critically	_____	_____	_____
BIO 1114, or CHM 1364, or GPS 1114		_____	_____	_____

ART or THE _____

LIT or JRN 1113 _____

PSC, PSY, or SOC _____

ACC 2113	Financial Accounting	_____	_____	_____
ACC 2123	Managerial Accounting	_____	_____	_____
BUS 2143	Business Law	_____	_____	_____
BUS 4553	Quantitative Methods	_____	_____	_____
BUS 4013	Business Ethics	_____	_____	_____
CIS 3213	Technology Applications in Business	_____	_____	_____
CIS 4113	Management Information Systems	_____	_____	_____
ECN 2513	Microeconomics	_____	_____	_____
ECN 2613	Macroeconomics	_____	_____	_____
FIN 3113	Business Finance	_____	_____	_____
MKT 2283	Principles of Marketing	_____	_____	_____

[illegible]**Electives (18)**

Bachelor of Science in Business Administration with Emphasis in Marketing

Marketing is the process of communicating the value of a product or service to prospective consumers of the product or service. Bacone College's program in marketing prepares students for careers in advertising, brand management, market research, media planning and public relations. Successful completion of the program requires students to meet the Bacone College's general education requirements, the School of Business and Finance's core requirements and the required course of study for the focus on marketing. All courses taken to satisfy the marketing focus require a grade of 'C'.

Recommended Course Sequence Bachelor of Science in Business Administration with Emphasis in Marketing

First Year Fall Semester

AIS _____ American Indian Studies

MTH 1513 College Algebra with a C or above

____ _____ Philosophy, Religion, Ethics/Liberal Arts Guided Elective

ENG 1113 English Composition I with a C or above

CLE 1103 First Year Seminar

ESE 2112 Personal Health

17 Credit Hours

First Year Spring Semester

ACC 2123 Managerial Accounting

ENG 1213 English Composition II with a C or above

MKT 2283 Principles of Marketing

____ _____ PSC, PSY, SOC/Liberal Arts Guided Elective

CIS _____ Computer Technology

15 Credit Hours

Second Year Fall Semester

MKT 2513 Buyer Behavior

BUS 2143 Business Law

ECN 2513 Microeconomics

SPC 1713 Speaking and Thinking Critically

____ _____ Science with Lab (4 CR HR)

16 Credit Hours

Second Year Spring Semester

ACC 2113 Financial Accounting

FIN 3113 Business Finance

CIS 3213 Technology Applications

ECN 2613 Macroeconomics

MGT 2223 Principles of Management

15 Credit Hours

Third Year Fall Semester

HIS _____ History

MGT 3253 Business Statistics

BUS 4553 Quantitative Methods in Business

MKT 3313 Retailing Management and Promotion

LOGIC 3213 Introduction to Critical Thinking and Informal Logic

15 Credit Hours

Third Year Spring Semester

MKT 3113 Marketing Research

MKT 3413 Sales Management

MKT 3213 Marketing Channels

_____ ART/Liberal Arts Guided Elective

_____ LIT or COM/Liberal Arts Guided Elective

15 Credit Hours

Fourth Year Fall Semester

MKT 4113 Marketing Management

MGT 4113 Org. Behavior & Leadership Theory

MKT 4513 International Marketing

MKT 4313 Advertising Management

CIS 4113 Management Information Systems

15 Credit Hours

Fourth Year Spring Semester

BUS 4954 Problems in Business

BUS 4013 Business Ethics

CIS 2443 Introduction to Website Construction

_____ Business Elective

_____ Business Elective

16 Credit Hours

125 Total Credit hours for Bachelor of Science in Business Administration with Emphasis in Marketing

Bacone College Bachelor of Science Degree – Business Administration Marketing

Student: _____ Advisor: _____

Bacone Core Requirements (36)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
CLE 1103 First Year Seminar	_____	_____	_____
AIS _____ American Indian Studies (3 hours)	_____	_____	_____
ENG 1113 English Composition I (C or better)	_____	_____	_____
ENG 1213 English Composition II (C or better)	_____	_____	_____
HIS _____ U.S. History (3 hours)	_____	_____	_____
HPE 2112 Personal Health	_____	_____	_____
CIS _____ 1113 or 2113 Computer Technology	_____	_____	_____
LOGIC 3213 Intro to Critical Thinking and Logic	_____	_____	_____
MTH 1513 College Algebra	_____	_____	_____
_____ Philosophy / Religion / Ethics	_____	_____	_____
SPC 1713 Speaking and Thinking Critically	_____	_____	_____
_____ BIO 1114 or CHM 1364 or GPS 1114	_____	_____	_____

Liberal Arts Guided Electives (9) (3 hrs ea)

ART or THE _____	_____	_____	_____
LIT or COM 1113 _____	_____	_____	_____
PSC, PSY, or SOC _____	_____	_____	_____

Business Core (46)

ACC 2113 Financial Accounting

Marketing Major (28)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
MKT 2513 Buyer Behavior	_____	_____	_____
MKT 3113 Marketing Research	_____	_____	_____
MKT 3213 Marketing Channels	_____	_____	_____
MKT 3313 Retailing Management and Promotion	_____	_____	_____
MKT 3414 Sales Management	_____	_____	_____
MKT 4513 International Marketing	_____	_____	_____
MKT 4113 Marketing Management	_____	_____	_____
MKT 4313 Advertising Management	_____	_____	_____
CMP 2443 Intro to Website Construction	_____	_____	_____

General Minor (6)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Bachelor of Science in Recreation Management

The major in Recreation Management degree prepares the student to work in professional settings such as church recreation, therapeutic recreation, directors of city recreation departments and private health clubs, ski instructors, community center supervisors, guides for wilderness trips, intramural sports directors, correctional recreation, adventure sport recreation, personal trainers, and corporate fitness directors. Graduates may also desire to pursue graduate degrees that may prepare them for highly specialized jobs in recreation or recreation management.

Minimum of 124 credit hours and 2.25 CGPA are required to graduate. All Degree Requirement Courses must have a grade of C or above.

Admission Requirements to Recreation Management

Freshman and transfer students must meet the following objectives for their specific degree plan:

For Recreation Management students must successfully complete the following course work to be transferred to the Department of Business:

- Complete twenty-four credit hours toward their degree plan
- Pass ENG 1213 English Composition II with a "C" or better
- Pass College Algebra with a "C" or better
- Pass RME 1003 Principles of Recreation Management or equivalent with a "C" or better
- Completion of two from AIS/REL/SPC
- Completion of 24 hours toward graduation

Required Total Gen Ed - 36 credit hours

For more detail, go to Bacone College Core Curriculum Required Liberal Arts Electives - 9 credit hours

For more detail go to Bacone College Guided Electives

Required Courses in Recreation Management Core - 51 credit hours

RME 1003	Principles of Recreation Management	ACC 2113 Financial Accounting
SME 2113	Sport Facility Management and Design	BUS 2143 Business Law I
MGT 2223	Principles of Management	
MKT 2283	Principles of Marketing	RME 2303 Sport Officiating I
SME 3113	Sport Marketing	
CIS 3213	Technology Applications in Business	
RME 2433	Sociology of Sport and Recreation	
RME 3403	Organization and Administration of Recreation and Sport	
BUS 3313	Entertainment Hospitality and Tourism	
BUS 4013	Business Ethics	SME 4113 Sport Law
SME 4303	Exercise and Sport Psychology	BUS 4954 Problems in Business
RME 4993	Recreation Management Internship	

Preferred Business Elective Hours (6 credit hours from 3000 or 4000 level BUS, CIS, MGT, MKT, RME or SME courses)

General Elective Hours - 22 credit hours

Recommended Course Sequence Bachelor of Science in Recreation Management Degree

First Year Fall Semester

CIS ____	Computer Technology
MTH 1513	College Algebra

ENG 1113 English Composition I
AIS ____3 American Indian Studies
CLE 1103 First Year Seminar

15 Credit Hours

First Year Spring Semester

RME 1003 Principles of Recreation Management
ENG 1213 English Composition II
ACC 2113 Financial Accounting
____ ____ Philosophy, Religion, Ethics
____ ____ ART/Liberal Art Guided Elective

15 Credit Hours

Second Year Fall Semester

SME 2113 Sport Facility Management & Design
SME 2403 Sociology of Sport and Recreation
SPC 1713 Speaking and Critically Thinking
MGT 2283 Principles of Management
____ ____ Liberal Art Guided Elective (LIT/COM/ENG)
ESE 2112 Personal Health

17 Credit Hours

Second Year Spring Semester

BUS 2143 Business Law I
RME 2303 Sport Officiating I
MKT 2223 Principles of Marketing
____ ____ General Elective
____ ____ General Elective
____ ____ Liberal Art Guided Elective (PSC/SOC, PSY)

17 Credit Hours

Third Year Fall Semester

BUS 3313 Entertainment, Hospitality, and Tourism
CIS 3213 Technology Applications in Business
LOGIC 3213 Introduction to Critical Thinking and Informal Logic
____ ____ Preferred Business Elective
____ ____ General Elective

15 Credit Hours

Third Year Spring Semester

____ ____ Science w/Lab (4)
SME 3103 Ethics in Sport Management
HIS ____ History
SME 3113 Sport Marketing
____ ____ Business Elective

15 Credit Hours

Fourth Year Fall Semester

SME 4113 Sport Law

BUS 4013 Business Ethics

SME 4303 Psychology of Human Behavior in Sport

____ General Elective

12 Credit Hours

Fourth Year Spring Semester

SME 4993 Recreation Management Internship

BUS _____ Upper Division Elective

_____ Preferred Business Elective

_____ General Elective

15 Credit Hours

124 Total Credit hours for Bachelor of Science in Recreation Management degree. All Degree Requirement Courses must have a grade of C or above.

Bacone College
Bachelor of Science – Recreation Management (REM)

Student: _____ Advisor: _____

Bacone Core Requirements (36)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
CLE 1103 First Year Seminar	_____	_____	_____
AIS _____ American Indian Studies (3 hours)	_____	_____	_____
ENG 1113 English Composition I (C or better)	_____	_____	_____
ENG 1213 English Composition II (C or better)	_____	_____	_____
HIS _____ U.S. History (3 hours)	_____	_____	_____
HPE 2112 Personal Health	_____	_____	_____
CIS _____ 1113 or 2113 Computer Technology	_____	_____	_____
LOGIC 3213 Into to Critical Thinking and Logic	_____	_____	_____
MTH 1513 College Algebra	_____	_____	_____
_____ Philosophy / Religion / Ethics	_____	_____	_____
SPC 1713 Speaking and Thinking Critically	_____	_____	_____
_____ BIO 1114, or CHM 1364 or GPS 1114	_____	_____	_____

Liberal Arts Guided Electives (9) (3 hrs ea)

ART or THE _____	_____	_____	_____
LIT or COM 1113 _____	_____	_____	_____
PSC, PSY or SOC _____	_____	_____	_____

Degree Requirements (51)

REM 1003 Principles of Recreation Management	_____	_____	_____
ACC 2113 Financial Accounting	_____	_____	_____
SME 2113 Sport Facility Management & Design	_____	_____	_____
BUS 2143 Business Law I	_____	_____	_____
MGT 2223 Principles of Management	_____	_____	_____
MKT 2283 Principles of Marketing	_____	_____	_____
RME 2303 Sport Officiating I	_____	_____	_____
SME 3103 Ethics in Sport Management	_____	_____	_____
SME 3113 Sport Marketing	_____	_____	_____
CIS 3213 Technology Applications in Business	_____	_____	_____
RME 2433 Sociology of Sport and Recreation	_____	_____	_____
_____ Upper Division Course ***	_____	_____	_____
BUS 3313 Entertainment, Tourism & Hospitality	_____	_____	_____
SME 4113 Sport Law	_____	_____	_____
SME 4303 Psychology of Human Behavior in Sport	_____	_____	_____
RME 4996 Recreation Management Internship	_____	_____	_____

**ACC, BUS, FIN, MGT, MKT, RME, or SME Course

Preferred Business Minor (6, 3 or 4000 only) BUS, CIS, MGT, MKT

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

General Minor (22)

A Grade of "C" or better is required in
College Algebra, Comp I & II, and Speech

All "Degree Requirement" courses must have a
grade of "C" or better.

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Minimum of 124 credit hours and a CGPA of 2.0 are required to graduate.

For Registrar Use Only:	Core Credit Hours _____	Core GPA _____	Total Credit Hours _____	Cumulative GPA _____
Date Graduation Requirements Met: _____	Approved by _____			

Bachelor of Science in Sport Management

Graduates with a major in Sport Management could pursue jobs as athletic directors, coaches on any academic level, sports team managers, armed forces sports coaches, sports administrators in private or semiprivate enterprises, municipal sports directors, front-office personnel and administrators with professional sports organizations, public colleges, and universities (facilities, marketing, media relations, and sports information), and in businesses that have a strong sports emphasis. In addition, graduates could go on to pursue graduate degrees that may prepare them for highly specialized jobs in sports.

Sport Management

Graduates with a major in Sport Management could pursue jobs as athletic directors, coaches on any academic level, sports team managers, armed forces sports coaches, sports administrators in private or semiprivate enterprises, municipal sports directors, front-office personnel and administrators with professional sports organizations, public colleges, and universities (facilities, marketing, media relations, and sports information), and in businesses that have a strong sports emphasis. In addition, graduates could go on to pursue graduate degrees that may prepare them for highly specialized jobs in sports. Minimum of 124 credit hours and 2.5 CGPA are required to graduate. All Degree Requirement Courses must have a grade of C or above.

Admission Requirements to Sport Management

Freshman and transfer students must meet the following objectives for their specific degree plan:

For Sport Management you must successfully complete the following course work to be transferred to the Department of Business:

- Complete twenty-four credit hours toward their degree plan
- Pass ENG 1213 English Composition II with a "C" or better
- Pass College Algebra with a "C" or better
- Pass SME 1003 Principles of Sport Management or equivalent with a "C" or better
- Complete the reading requirement (advanced reading or sufficient ACT score)
- Completion of the Reading Requirement
- Completion of two from AIS/REL/SPC
- Completion of 24 hours toward graduation

Recommended Course Sequence Bachelor of Science in Sport Management

First Year Fall Semester

_____	Science w/Lab (4)
MTH 1513	College Algebra
ENG 1113	English Composition I
AIS _____	American Indian Studies
CLE 1103	First Year Seminar

16 Credit Hours

First Year Spring Semester

ENG 1213	English Composition II
SME 1003	Introduction to Sport Management
MGT 2223	Principles of Management
HIS _____	History
_____	PSC, PSY, SOC Liberal Arts Guided Elective

17 Credit Hours

Second Year Fall Semester

ACC 2123 Managerial Accounting
MKT 2283 Principles of Marketing
SPC 1713 Introduction to Speaking and Thinking Critically
CIS _____ Computer Technology
_____ ART/Liberal Arts Guided Elective
15 Credit Hours

Second Year Spring Semester

BUS 2143 Business Law I
SME 3113 Sport Marketing
SME 2113 Sport Facility Management and Design
_____ Philosophy, Religion, Ethics
ACC 2113 Financial Accounting
_____ General Elective (2 Credit Hours)
17 Credit Hours

Third Year Fall Semester

CIS 3213 Technical Applications in Business
MGT 3413 Sales Management
LOGIC 3213 Introduction to Critical Thinking and Informal Logic
_____ Upper Division Guided Elective
_____ General Elective
15 Credit Hours

Third Year Spring Semester

SME 3003 Governing Bodies in Sport
BUS 4013 Business Ethics
SME 3213 Sport Communications
MGT 3323 Human Resource Management
_____ General Elective (3 Credit Hours)
15 Credit Hours

Fourth Year Fall Semester

MGT 4113 Organizational Behavior
SME 4113 Sport Law
SME 4303 Exercise and Sport Psychology
_____ Liberal Arts Guided Elective
_____ General Elective (3 Credit Hours)
15 Credit Hours

Fourth Year Spring Semester

SME 4996 Internship in Sport Management
SME 3103 Ethics in Sport Management
_____ General Elective
_____ General Elective
15 Credit Hours

125 Total Credit hours for Bachelor of Science Degree in Sport Management. and 2.5 CGPA are required to graduate. All Degree Requirement Courses must have a grade of C or above.

Bacone College
Bachelor of Science Degree – Sport Management (SME)

Student: _____ Advisor: _____

Bacone Core Requirements (36)

			<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
CLE	1103	First Year Seminar	_____	_____	_____
AIS	_____	American Indian Studies (3 hours)	_____	_____	_____
ENG	1113	English Composition I (C or better)	_____	_____	_____
ENG	1213	English Composition II (C or better)	_____	_____	_____
HIS	_____	U.S. History (3 hours)	_____	_____	_____
HPE	2112	Personal Health	_____	_____	_____
CIS	_____	1113 or 2113 Computer Technology	_____	_____	_____
LOGIC	3213	Intro to Critical Thinking & Logic	_____	_____	_____
MTH	1513	College Algebra	_____	_____	_____
		Philosophy / Religion / Ethics	_____	_____	_____
SPC	1713	Speaking & Thinking Critically	_____	_____	_____
_____	_____	BIO 1114 or CHM 1364 or GPS 1114	_____	_____	_____

Liberal Arts Guided Electives (9) (3 hrs ea)

ART or THE	_____	_____	_____	_____	_____
LIT or COM	1113	_____	_____	_____	_____
PSC, PSY, or SOC	_____	_____	_____	_____	_____

General Minor (19)

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Degree Requirements (60)

			<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
ACC	2113	Financial Accounting	_____	_____	_____
ACC	2123	Managerial Accounting *	_____	_____	_____
BUS	2143	Business Law I	_____	_____	_____
CIS	3213	Technical Applications in Business	_____	_____	_____
		Any Upper Division Course **	_____	_____	_____
MGT	2223	Principles of Management	_____	_____	_____
MGT	3323	Human Resource Management *	_____	_____	_____
MGT	4113	Organizational Behavior	_____	_____	_____
MKT	2283	Principles of Marketing	_____	_____	_____
MKT	3413	Sales Management	_____	_____	_____
SME	1003	Introduction to Sport Management	_____	_____	_____
SME	2113	Sport Facility Management & Design	_____	_____	_____
SME	3003	Governing Bodies in Sport *	_____	_____	_____
SME	3103	Ethics in Sport Management *	_____	_____	_____
SME	3113	Sport Marketing *	_____	_____	_____
SME	3213	Sport Communications	_____	_____	_____
SME	4113	Sport Law *	_____	_____	_____
SME	4303	Psy of Human Behavior in Sport *	_____	_____	_____
SME	4506	Internship in Sport Management	_____	_____	_____

** ACC, BUS, FIN, MGT, MKT, RME, or SME
* Requires Prerequisite

A Grade of "C" or better are required in
College Algebra, Comp I & II, and Speech

All "Degree Requirement" courses must have a
grade of "C" or better.

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Minimum of 124 credit hours and a CGPA of 2.25 are required to graduate.

For Registrar Use Only:	Core Credit Hours _____	Core GPA _____	Total Credit Hours _____	Cumulative GPA _____
Date Graduation Requirements Met: _____	Approved by _____			

Bachelor of Science in Business Administration with Emphasis in Management

Management is a field concerned with applying social, psychological, and economic theories of human behavior to problems of designing, leading, and motivating the individuals that make up an organization. Success in this area requires a broad range of understanding in the areas of finance and accounting, marketing, law, information system and decision science as it applies to the organization. Students in the area aspire to be leaders in business or non-profit organizations. Bacone's program provides students with a broad knowledge base which will prepare them to be successful in a wide variety of organizations.

Successful completion of the program requires students to meet the general education requirements, the Division of Business' core requirements and the required course of study for the focus on management. All courses taken to satisfy the management focus require a minimum grade of 'C'.

Required Courses in Business Administration – Management 27 credit hours.

Recommended Course Sequence Bachelor of Science in Business Administration with Emphasis in Management

ACC 4213	(Federal) Income Tax
ACC 3213	Cost Accounting
BUS 4013	Business Ethics
FIN 3553	Money & Banking
MGT 3313	Production & Operations Management
MGT 3323	Human Resource Management
MGT ____	Upper Level Management Course
MKT 3113	Marketing Research
MKT ____	Upper Level Marketing Course

First Year Fall Semester

MGT 2223	Principles of Management
MTH 1513	College Algebra
ACC 2113	Financial Accounting
ENG 1113	English Composition I
CLE 1103	First Year Seminar
HPE ____	HPE Course (1 Cr. Hr.)

16 Credit Hours

First Year Spring Semester

ACC 2123	Managerial Accounting
HIS ____	History Course
ENG 1213	English Composition II
MKT 2283	Principles of Marketing
____ ____	ART/Liberal Arts Guided Elective
HPE ____	HPE Course (1 Cr. Hr.)

16 Credit Hours

Second Year Fall Semester

____ ____	PSC, PSY, SOC/ Liberal Arts Guided Elective
BUS 2143	Business Law I
ECN 2113	Microeconomics
SPC 1713	Speaking & Thinking Critically

____ Science w/Lab (4 CR HR)

16 Credit Hours

Second Year Spring Semester

____ Philosophy, Religion, Ethics

FIN 3113 Business Finance

BUS 4553 Quantitative Methods

ECN 2613 Macroeconomics

AIS _____ American Indian Studies

15 Credit Hours

Third Year Fall Semester

CIS 3213 Technology Application in Business

MGT 3253 Business Statistics

MGT 3323 Human Resource Management

ACC 3213 Cost Accounting

LOGIC 3213 Introduction to Critical Thinking & Logic

15 Credit Hours

Third Year Spring Semester

MKT 3313 Marketing Research

FIN 3553 Money & Banking

____ Literature or Communication/Liberal Arts Guided Elective

CIS _____ Computer Technology

____ PSC, PSY, SOC/Liberal Arts Guided Elective

15 Credit Hours

Fourth Year Fall Semester

MGT _____ Upper Level Management

ACC 4213 Federal Tax Accounting

MKT _____ Upper Level Marketing

MGT 4113 Organizational Behavior

CIS 4113 Management Info Systems

15 Credit Hours

Fourth Year Spring Semester

BUS 4013 Business Ethics

BUS 4954 Problems in Business

MGT 3313 Production & Operations MGT

____ General Elective

____ General Elective

16 Credit Hours

124 Total Credit hours for Bachelor of Science in Business Administration with Emphasis in Management.

Bacone College
Bachelor of Science Degree – Business Administration
Management

Student: _____ Advisor: _____

Bacone Core Requirements (36)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
CLE 1103 First Year Seminar	_____	_____	_____
AIS _____ American Indian Studies (3 hours)	_____	_____	_____
ENG 1113 English Composition I (C or better)	_____	_____	_____
ENG 1213 English Composition II (C or better)	_____	_____	_____
HIS _____ U.S. History (3 hours)	_____	_____	_____
HPE 2112 Personal Health	_____	_____	_____
CIS _____ 1113 or 2113 Computer Technology	_____	_____	_____
LOGIC 3213 Introduction to Critical Thinking & Logic	_____	_____	_____
MTH 1513 College Algebra	_____	_____	_____
_____ Philosophy / Religion / Ethics	_____	_____	_____
SPC 1713 Speaking and Thinking Critically	_____	_____	_____
_____ BIO 1114 or CHM 1364 or GPS 1114	_____	_____	_____

Liberal Arts Guided Electives (9) (3 hrs ea)

ART or THE _____	_____	_____	_____
LIT or COM 1113 _____	_____	_____	_____
PSC, PSY, or SOC _____	_____	_____	_____

Business Core (46)

ACC 2113 Financial Accounting	_____	_____	_____
ACC 2123 Managerial Accounting	_____	_____	_____
BUS 2143 Business Law	_____	_____	_____
BUS 4553 Quantitative Methods in Business	_____	_____	_____
BUS 4103 Business Ethics	_____	_____	_____
CIS 3213 Technology Applications in Business	_____	_____	_____
CIS 4113 Management Information Systems	_____	_____	_____
ECN 2513 Microeconomics	_____	_____	_____
ECN 2613 Macroeconomics	_____	_____	_____
FIN 3113 Business Finance	_____	_____	_____
MKT 2283 Principles of Marketing	_____	_____	_____
MGT 2223 Principles of Management	_____	_____	_____
MGT 3253 Business Statistics	_____	_____	_____
MGT 4113 Organizational Behavior	_____	_____	_____
BUS 4954 Problems in Business	_____	_____	_____

Business Administration Major (27)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
ACC 3213 Cost Accounting	_____	_____	_____
ACC 4213 Federal Income Tax Accounting	_____	_____	_____
ECN 3513 International Economics	_____	_____	_____
FIN 3553 Money and Banking	_____	_____	_____
MKT 3113 Marketing Research	_____	_____	_____
MKT _____ Upper Level Marketing	_____	_____	_____
MGT _____ Upper Level Management	_____	_____	_____
MGT 3313 Production and Operations Mgt.	_____	_____	_____
MGT 3323 Human Resources Management	_____	_____	_____

General Minor (6)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A Grade of "C" or better is required in
College Algebra, Comp I & II, and Speech.

All "Degree Requirement" courses must have a
grade of "C" or better.

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Minimum of 124 credit hours and a CGPA of 2.5 are required to graduate.

For Registrar Use Only:	Core Credit Hours _____	Core GPA _____	Total Credit Hours _____	Cumulative GPA _____
Date Graduation Requirements Met: _____	Approved by _____			

DEPARTMENT OF EDUCATION

Department of Education Summary

The Department of Education houses one early childhood non-certification program, one teacher certification program, and a Family Studies Education program. Bacone college is committed to preparing students for a career in the rewarding world of education from birth to grade eight. Courses challenge students to think critically as they pursue excellence in education.

Mission Statement

The mission of the Department of Education is to prepare highly qualified professionals who truly make the difference in the lives of others through their outstanding scholarship and rich knowledge base, appreciation of and adaptation to diversity, community involvement as it relates, and professionalism and high ethical standards.

- Outstanding scholarship and rich knowledge base
- Appreciation of and adaptation to diverse learners
- Community involvement as it relates to education
- Professionalism and high ethical standards

Thus, the overall theme of the Department of Education is "Teachers Make The Difference" through four components: Scholarship, Diversity, Community, and Professionalism.

Bachelor of Science in Early Childhood Development and Education (non-licensure)

Recommended Course Sequence for Bachelor of Science in Early Childhood Development and Education

First Year Fall Semester

BIO 1114 Human Biology
ENG 1113 English Composition I
MTH 1513 College Algebra
AIS 1103 Introduction to American Indian Studies
CLE 1103 First Year Seminar
16 Credit Hours

First Year Spring Semester

GPS 1114 General Physical Science
ENG 1213 English Composition II
PED 1002 Introduction to Education
HIS _____ US History
SPC 1713 Speaking and Thinking Critically
PED 2002 Education Technology
17 Credit Hours

Second Year Fall Semester

CIS _____ Computer Technology
ESE 2112 Personal Health
ECH 2102 Foundations of Education
PSC 2013 American Government
PED 2102 Legal Issues in Education
MGT 2223 Principles of Management
15 Credit Hours

Second Year Spring Semester

ECH 3003 Creative Experience and Play
ECH 2203 Health Safety and Nutrition of Children
FSE 2103 Families with Special Needs
ECH 2103 Child Development (Birth-8 yrs)
____ Philosophy, Religion, Ethics

16 Credit Hours

Third Year Fall Semester

LOGIC 3213 Introduction to Critical Thinking and Informal Logic
PED 3203 Education of the Exceptional Child
REA 3003 Child's Lit., Literacy, and Technology
REA 3103 Literacy Language and Cognitive Development
PED 2212 Motor Skills Dev. For the Young Child

14 Credit Hours

Third Year Spring Semester

PED 3113 Multicultural Issues in Education
PED 3103 Educational Psychology
ECH 3123 Infant and Toddler Brain Development
REA 3103 Literacy, Language, & Cognitive Development
ECH 3103 Family, School, & Community

15 Credit Hours

Fourth Year Fall Semester

ECH 4103 Integrated Curriculum & Assessment
ECH 4113 Organization and Admin of ECH Programs
ECH 4203 Science Soc. Studies and Math in ECH
PED 3303 Classroom Behavior Management
FSE 2203 Addiction in the Family

15 Credit Hours

Fourth Year Spring Semester

ECH 4102 Capstone Seminar
ECH 4116 Capstone Experience

8 Credit Hours

124 Total Credit hours for Bachelor of Science in Early Childhood Development and Education

Bacone College
Bachelor of Arts Degree – Early Childhood Development and Education (Non Certifying)

Student: _____ Advisor: _____

Bacone Core Requirements (36)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
CLE 1103 First Year Seminar	_____	_____	_____
ENG 1113 English Composition I	_____	_____	_____
ENG 1213 English Composition II	_____	_____	_____
SPC 1713 Speaking and Thinking Critically	_____	_____	_____
LOGIC 3213 Intro to Critical Thinking	_____	_____	_____
HIS _____ U.S. History	_____	_____	_____
AIS _____ American Indian Studies	_____	_____	_____
MTH 1513 College Algebra	_____	_____	_____
BIO 1114 Human Biology	_____	_____	_____
_____ Philosophy / Religion / Ethics	_____	_____	_____
AES 2003 Creativity: Treasuring the Arts	_____	_____	_____
ESE 2112 Personal Health	_____	_____	_____

Liberal Arts Guided Electives (9)

ECH 3003 Creative Experience and Play	_____	_____	_____
REA 3003 Children Literature, Literacy & Technology	_____	_____	_____
PSC 2013 American Government	_____	_____	_____

Professional Education Requirements (38)

MGT 2223 Principles of Management	_____	_____	_____
_____ SCI 2124 or GPS 1114	_____	_____	_____
PED 2013 Educational Technology	_____	_____	_____
PED 2102 Legal Issues in Education	_____	_____	_____
PED 3103 Educational Psychology	_____	_____	_____
PED 3113 Multicultural Issues in Education	_____	_____	_____
PED 3203 Education of the Exceptional Child	_____	_____	_____
PED 3303 Classroom Behavior Management	_____	_____	_____
ECH 2203 Hlth, Safety, Nutrition of Young Children	_____	_____	_____
ECH 2103 Families with Special Needs	_____	_____	_____
ECH 4102 ECH Capstone Seminar	_____	_____	_____
ECH 4116 ECH Capstone Experience	_____	_____	_____

A Grade of "C" or better is required in
College Algebra, Comp I & II and Speech

All Professional Education and Specialization
Courses must have a grade of "C" or above.

Specialization Requirements (31)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
ECH 2102 Foundations of Early Childhood Ed.	_____	_____	_____
ECH 2103 Child Development (Birth – 8yrs)	_____	_____	_____
ECH 3103 Family, Schools, and Communities	_____	_____	_____
ECH 3123 Infant and Toddler Brain Development	_____	_____	_____
ECH 4103 Integrated Curriculum and Assessment	_____	_____	_____
ECH 4113 Organization and Admin of ECE	_____	_____	_____
ECH 4203 Science, Soc. Studies & Math in ECE	_____	_____	_____
PED 2212 Motor Skills Dev. For the Young Child	_____	_____	_____
REA 3103 Literacy, Language and Cognitive Dev.	_____	_____	_____
FSE 2203 Addiction in the Family	_____	_____	_____
SOC 2223 The Family	_____	_____	_____

General Electives (12)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Minimum of 126 credit hours and a 2.0 CGPA are required to graduate.

For Registrar Use Only: Core Credit Hours _____ Core GPA _____ Total Credit Hours _____ Cumulative GPA _____
Date Graduation Requirements Met: _____ Approved by _____

Bachelor of Arts in Family Studies Education (non- licensure)

Mission: to promote understanding of the consistent and dynamic factors found today in American families, and to equip students with the knowledge and practical skill sets to meet the needs of families found in current society.

- Demonstrate an understanding of the complexity of individual and family development across the life span in diverse contexts and changing environments.
- Demonstrate an ability to evaluate and apply research and theory to practice and policy.
- Analyze processes, policies and contextual factors that affect the delivery of human services to individuals and families.
- Demonstrate professional, ethical, and culturally sensitive standards of conduct.
- Demonstrate knowledge and competence in helping, leadership, and administrative skills for human services.
- Apply theoretical models of the major in clinical settings.

Completers of the Bachelor of Arts in Family Studies Education will be able to:

- Identify and describe the role of Families in American Society.
- Analyze the socio-economic, emotional and educational needs of people at various stages of their life.
- Design research based and principled practices in the formation, implementation and evaluation of a variety of family experiences.
- Construct a personal philosophy of service learning to the community at large and its role in being an ethical professional with human service practice.
- Identify and Implement successful strategies regarding community-based education for learners of varying age and social background.
- Construct, Implement, and Evaluate action plans to meet specific family needs.

Indicators of Success

- Successful completion of course work with a GPA of 2.5 in all specialization courses.
- Successful completion of field experiences in community and educational settings.

Course sequence:

First Year Fall Semester

ENG 1113 English Composition I

AIS 1103 American Indian Studies

____ Philosophy, Religion, Ethics

CLE 1103 First Year Seminar

FSE 1003 Introduction to Family Studies Education

____ * Foreign Language Requirement (if applicable) Spanish or Native Language

15 Credit Hours

First Year Spring Semester

ENG 1213 English Composition II

SPC 1713 Speaking and Thinking Critically

MTH 1513 College Algebra

CIS _____ Computer Technology

_____ Science Course w/Lab (4 CR HR)

16 Credit Hours

Second Year Fall Semester

PED 2002 Educational Technology
PED 1002 Introduction to Education
ESE 2112 Personal Health
ECH 2203 Health, Safety, and Nutrition
FSE 2333 Ethnic and Non-Traditional Families
PED 2603 Human Growth and Development
____ Lower Division Emphasis Course I
18 Credit Hours

Second Year Spring Semester

FSE 2203 Addiction in the Family
SOC 2223 The Family
LOGIC 3213 Introduction to Critical Thinking and Informal Logic
FSE 2103 Families with Special Needs
____ Lower Division Emphasis Course II
15 Credit Hours

Third Year Fall Semester

HIS 3333 Poverty in America
ECH 3103 Families, Schools and Communities
PED 3113 Multicultural Education
PED 3103 Educational Psychology
____ Upper Division Emphasis I
FSE 3222 Family Finance
17 Credit Hours

Third Year Spring Semester

FSE 3403 Education of the Adult Population
PED 3203 Education of Exceptional Child
FSE 3113 Media and the Family
FSE 3333 Community Resources for the Family
SOC 1113 Introduction to Sociology
15 Credit Hours

Fourth Year Fall Semester

FSE 4113 Research Proposal in Family Studies
FSE 4223 Death and Dying
FSE 3103 Aging and the Family
REA 3003 Children's Lit, Literacy and Technology
____ ART/ Liberal Arts Guided Elective
15 Credit Hours

Fourth Year Spring Semester

FSE 4116 Practicum in Family Studies
FSE 4153 Applications of Family Case Theory
____ Upper Division Emphasis II

12 Credit hours

124 Total Credit Hours in the Bachelor of Science in Family Studies Education Degree.

Bacone College
Bachelor of Arts Degree – Family Studies Education

Student: _____ Advisor: _____

Bacone Core Requirements (36)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
CLE 1103 First Year Seminar	_____	_____	_____
ENG 1113 English Composition I	_____	_____	_____
ENG 1213 English Composition II	_____	_____	_____
SPC 1713 Speaking and Thinking Critically	_____	_____	_____
LOGIC 3213 Intro to Critical Thinking & Logic	_____	_____	_____
HIS _____ History	_____	_____	_____
AIS 1103 Introduction to American Indian Studies	_____	_____	_____
MTH _____ MTH 1513, MTH 1493	_____	_____	_____
_____ BIO 1114, CHM 1364, GPS 1114	_____	_____	_____
_____ Philosophy / Religion / Ethics	_____	_____	_____
COM 1113 Media Culture	_____	_____	_____
ESE 2112 Personal Health	_____	_____	_____

Liberal Arts Guided Electives (9)

ART or THE _____	_____	_____	_____
LIT or JRN _____	_____	_____	_____
SOC or PSY _____	_____	_____	_____

Professional Education Requirements (36)
(24 hrs + 12 hrs area of emphasis)

PED 2013 Educational Technology	_____	_____	_____
PED 2603 Human Growth and Development	_____	_____	_____
PED 3103 Educational Psychology	_____	_____	_____
PED 3113 Multicultural Issues in Education	_____	_____	_____
PED 3203 Education of the Exceptional Child	_____	_____	_____
ECH 2203 Health, Safety, and Nutrition of Children	_____	_____	_____
ECH 3103 Families, Schools, and Communities	_____	_____	_____
FSE 3663 Education of the Adult Population	_____	_____	_____

****Choose twelve hours from areas of emphasis -
(2 upper level and 2 lower level courses)**

**A Grade of "C" or better is required in
College Algebra, Comp I & II and Speech**

**All Professional Education and Specialization
Courses must have a grade of "C" or better.**

Areas of Emphasis (12)

****Emphasis A (Sociology / Psychology)**

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
FSE 2013 Early Childhood Development	_____	_____	_____
PSY 2023 Developmental Psychology	_____	_____	_____
SOC 2213 Introduction to Social Work	_____	_____	_____
HPE 4253 Adolescent Psychology	_____	_____	_____
FSE 4553 Geriatric Psychology	_____	_____	_____

****Emphasis B (Philosophy and Religion)**

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
BAL 2113 Introduction to Philosophy	_____	_____	_____
REL 2253 Comparative World Religions	_____	_____	_____
BAL 3123 Intro to Ethics	_____	_____	_____

****Emphasis C (Tribal Affairs Concentration)**

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
AIS 2003 Tribal Government	_____	_____	_____
AIS 2913 Contemporary Affairs	_____	_____	_____
AIS 3103 American Indian Political Experience	_____	_____	_____
AIS 3123 American Indian Health Mgt. & Serv.	_____	_____	_____
AIS 3153 Tribal Languages III	_____	_____	_____

****Emphasis D (Am Ind. Studies Concentration)**

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
AIS 1153 Tribal Languages I	_____	_____	_____
AIS 2153 Tribal Languages II	_____	_____	_____
AIS 2733 Curriculum Dev of Tribal Languages	_____	_____	_____
AIS 2743 Methods of Tribal Languages	_____	_____	_____
AIS 3153 Tribal Languages III	_____	_____	_____
AIS 4003 Issues in Native American Education	_____	_____	_____

Specialization Requirements (43)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
FSE 2203 Addiction in the Family	_____	_____	_____
FSE 2103 Families with Special Needs	_____	_____	_____
FSE 2333 Ethnic & Non-Traditional Families	_____	_____	_____
CJS 3113 Social Ethics	_____	_____	_____
FSE 3113 Media and the Family	_____	_____	_____
FSE 3222 Family Finance	_____	_____	_____
FSE 3333 Community Resources for Families	_____	_____	_____
MKT 3113 Marketing Research	_____	_____	_____
FSE 4202 Family Studies Practicum Seminar	_____	_____	_____
FSE 4116 Practicum in Family Studies	_____	_____	_____
FSE 4223 Death and Dying	_____	_____	_____
FSE 4153 Applications of Family Case Theory	_____	_____	_____
SOC 2223 The Family	_____	_____	_____
REA 3003 Child's Literature, Literacy & Tech.	_____	_____	_____

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Minimum of 124 credit hours and a 2.5 CGPA are required to graduate.

For Registrar Use Only:	Core Credit Hours _____	Core GPA _____	Total Credit Hours _____	Cumulative GPA _____
	Date Graduation Requirements Met: _____	Approved by _____		

Bachelor of Arts in Elementary Education

General Information

Admission Requirements

All students in the Division of Teacher Education majoring in a degree program that leads to teacher certification are called Teacher Candidates. Teacher Candidates in the Department of Education complete the process of Admission to Teacher Education.

Complete a minimum of 45 hours of college credit with a CGPA of 2.5 or higher. (2.75 or higher CGPA required starting 6/1/15 for entry and exit from the program)

- Demonstrate proficiency in written and oral English as indicated by having a grade of "C" or higher in English Comp I, English Comp II, and Speech.
- Complete PED 1002 and PED 3003 with a grade of "C" or higher.
- Pass the Oklahoma General Education Test (OGET) with a score of 240 or higher.
- Receive an acceptable criminal background check.
- Receive two (2) Recommendation and Disposition Assessments from General Education Faculty. Scores must be at a developing proficient or proficient level as indicated on the Faculty Recommendation Form.
- Pass Portfolio Checkpoint# I at a developing proficient or proficient level for all required submissions.
- Submit documentation of experiences working with children.
- Submit a typed biographical essay which includes why you want to be a teacher and their first and second philosophy of education.
- Complete an Application to Teacher Education.
- Demonstrate critical thinking skills and an understanding of DOE's Conceptual Framework during a formal interview with the DOE Executive Education Council.
- Receive a formal letter of approval for admission from the Director of Admission to Teacher Education. Admission to Teacher Education permits you to take DOE courses marked with an asterisk.

Teacher Candidates must also meet all requirements at each candidate checkpoint beyond admission to teacher education. Upon successful completion of Bacone College's teacher preparation program and receiving passing scores on the Oklahoma General Education Test (OGET), the Oklahoma Specialty Area Test (OSAT) and the Oklahoma

Professional Teaching Examination (OPTE), teacher candidates may apply for an Oklahoma state teaching license in the area of their certification. The license may be converted to a teaching certificate upon the successful completion of a residency year of public-school teaching.

A passing score on the OGET in the area of initial certification is required for student teaching and graduation. A passing score on the OPTE is required before a recommendation is made for teacher licensure. Teacher candidates are responsible for paying for their licensure testing. Consult the State Department of Education for current costs.

Graduation Requirements

A minimum of 124 credit hours and 2.5 CGPA are required to graduate. (2.75 or higher CGPA required starting 6/1/15 for entry and exit from the program) All Professional Education and Specialization Courses must have a grade of "C" or above. The Oklahoma General Education Test must be taken and passed in order to graduate. As of July 1, 2010, early childhood and elementary majors must pass with a minimum of 70% on the Oklahoma Reading Instruction Exam.

The Department of Education is accredited through the Office of Education Quality and Accountability

(OEQA) and the Higher Learning Commission, North Central Association of Colleges and Schools.

Teacher Education Programs

Bacone College offers initial certification in one program, Elementary Education.

Mission:

The philosophy of Bacone's Department of Education rests on the belief that "Teachers Make the Difference." This is our theme statement: It is the belief that teachers must believe that all students have intrinsic value; that all students can learn; and that all teachers can teach. Consistent with the vision of the founding father, Almon Bacone, and the current mission of the college, the specific mission of the unit is to prepare highly qualified teachers, particularly from under-represented ethnic groups and especially from American Indian tribes, who truly make the difference in the classroom and in the lives of their students through...

- Outstanding scholarship and rich knowledge base
- Appreciation of and adaptation to diverse learners
- Community involvement as it relates to education
- Professionalism and high ethical standards

Thus, the overall theme of the unit is **TEACHERS MAKE THE DIFFERENCE** through four components: Scholarship, Diversity, Community, and Professionalism.

Checkpoints in Teacher Education - Students matriculate from declaration of the major to initial certification in three checkpoints, with a fourth after graduation and working as a teacher for one year. Each checkpoint has key indicators of success which are summarized below:

Checkpoint	Criteria for Success
Checkpoint One -Admission to Program Freshman and Sophomore Year	2.75 GPA Passing the OGET Faculty Recommendations for Scholarship/Dispositions Successful Field Placements Entry Interview
Checkpoint Two - Program Candidate Junior and Senior Year	2.75 GPA Faculty Recommendations Successful Field Placements
Checkpoint Three - Clinical Teaching	2.75 GPA Exit Interview
Checkpoint Four - Post Graduation	Supervisors Review Program

Department of Education enrollment requirements:

All students in the Department of Teacher Education majoring in a degree program that leads to teacher certification are called Teacher Candidates. Teacher Candidates in Education complete the process of Admission to Teacher Education after 45 hours of college credit, a minimum of CGPA of 2.75, a minimum grade of "C" in English Composition I, English Composition II, and Speech, and a passing score on the Oklahoma General Education Test (OGET). Admission to Teacher Education is required for many of the required Professional and Specialization Courses. For a complete listing of the admission requirements for Education please visit with the Department Chair of Education.

Program Details

The Bacone College Elementary Education initial licensure program consists of coursework and field experiences leading to a Bachelor of Arts Degree. This program provides a broad academic background and the specific professional education knowledge and skills necessary to prepare teacher candidates to teach children in First through Eighth Grades.

Many courses have extensive fieldwork and are taught at public school sites. Such clinical experiences enable the teacher candidate to observe and assist in school classrooms throughout the college experience. Full-time student teaching provides guidance and support from experienced cooperating teachers and a college supervisor as teacher candidates assume responsibility for planning and teaching in an elementary, intermediate or middle school classroom. With a degree in Elementary Education, students can pursue other teaching areas.

COURSE SEQUENCING – BACHELOR OF ARTS IN ELEMENTARY EDUCATION

Many courses have extensive fieldwork taught at public school sites. Such clinical experiences enable the teacher candidate to observe and assist in school classrooms throughout the college experience. Full-time student teaching provides guidance and support from experienced cooperating teachers and a college supervisor as teacher candidates assume responsibility for planning and teaching in an elementary, intermediate or middle school classroom. With a degree in Elementary Education, students can pursue other teaching areas.

FIRST YEAR FALL SEMESTER

ENG 1113 English Composition I
MTH 1513 College Algebra
CLE 1103 First Year Seminar
COM 1113 Media Culture
BIO 1114 Human Biology

16 Credit Hours

FIRST YEAR SPRING SEMESTER

ENG 1213 English Composition II
MTH 1713 Geometry
AIS _____ American Indian Course
GPS 1114 General Physical Science
SPC 1713 Speaking/Thinking Critically

16 Credit Hours

SECOND YEAR FALL SEMESTER

PED 2013 Educational Technology
PSC _____ American Government
_____ Philosophy/Religion/Ethics
MTH 2003 Math Concepts I
_____ Science Elective (4 hrs)

16 Credit Hours

SECOND YEAR SPRING SEMESTER

PED 2102 Legal Issues in Education
ECH 2003 Creative Experiences and Play (Meets Art Core)
MTH 3003 Math Concepts II
PED 2003 Foundations of Education
_____ Psychology or Sociology Elective
HIS _____ History Elective

17 Credit Hours

THIRD YEAR FALL SEMESTER

REA 3003 Child's Literature, Literacy and Technology
REA 3203 Literacy Development & Assessment I
PED 3113 Multicultural Issues in Education
PED 3203 Education of the Exceptional Child
PED 3303 Classroom/Behavior Management
PED 2431 Special Studies / Education Club

16 Credit Hours

THIRD YEAR SPRING SEMESTER

ESE 2112 Personal Health
PED 3103 Educational Psychology
REA 3303 Literacy Development & Assessment II
ELE 3503 Math for the Elementary Teacher (K-3)
LOGIC 3213 Introduction to Informal Logic and Critical Thinking
_____ Spanish / Approved Language (3 hrs)

17 Credit Hours

FOURTH YEAR FALL SEMSTER

ELE 4003 Language Arts in Upper Elementary
ELE 4103 Integrated Curriculum & Assessment
ELE 4203 Social Studies Methods
ELE 4303 Science Methods
ELE 4403 Math Methods (4-8)

15 Credit Hours

FOURTH YEAR SPRING SEMESTER***Seeking Initial Cert.***

ELE 4115 Student Teaching (1-3)
ELE 4125 ELE Student Teaching (4-8)
PED 4202 Educational Seminar

Or

Not Seeking Initial Cert.

ELE 4116 Education Internship (100+ hrs. Comp)
FSE 4113 Education Research
PED 4253 Adolescent Psychology

12 Credit Hours

125 Total Credit Hours for Bachelor of Arts Degree in Elementary Education

Bacone College
Bachelor of Arts Degree Plan – Elementary Education

Student: _____ Advisor: _____

Bacone General Education Requirements (59)

ENGLISH – State Requirement (12 hours)

ENG 1113	English Comp I (Grade C or better)	_____	_____	_____
ENG 1213	English Comp II (Grade C or better)	_____	_____	_____
SPC 1713	Speak/Think Critically (Grade C or better)	_____	_____	_____
COM 1113	Media Culture	_____	_____	_____

SOCIAL STUDIES – State Requirement (12 hours)

PSY _____	Psychology Elective (or)	_____	_____	_____
SOC _____	Sociology Elective	_____	_____	_____
AIS _____	American Indian Studies	_____	_____	_____
PSC 2013	American Government	_____	_____	_____
HIS _____	History Elective	_____	_____	_____

MATHEMATICS – State Requirement (12 hours)

MTH _____	1153 Col Algebra or 1493 Math Structures	_____	_____	_____
MTH 1713	Fund of Geometry	_____	_____	_____
MTH 2003	Math Concepts I	_____	_____	_____
MTH 3003	Math Concepts II	_____	_____	_____

SCIENCE – State Requirement (12 hours)

BIO 1114	Human Biology	_____	_____	_____
GPS 1114	Physical Science	_____	_____	_____
_____	Science Elective (4 hours)	_____	_____	_____

Additional Bacone Requirements (11 hours)

_____	Philosophy / Religion / Ethics	_____	_____	_____
CLE 1103	First Year Seminar	_____	_____	_____
LOGIC 3213	Critical Thinking and Logic	_____	_____	_____
ESE 2112	Personal Health	_____	_____	_____

A Grade of “C” or better is required in
College Algebra, Comp I & II and Speech

All Professional Education and Specialization
Courses must have a grade of “C” or better.

Professional Education Requirements (35)

(23 hours)

PED 2003	Foundations of Education	_____	_____	_____
PED 2013	Educational Technology	_____	_____	_____
PED 2102	Legal Issues in Education	_____	_____	_____
*PED 3103	Educational Psychology	_____	_____	_____
*PED 3113	Multicultural Education	_____	_____	_____
*PED 3203	Education of the Exceptional Child	_____	_____	_____
*PED 3303	Classroom/Behavior Management	_____	_____	_____
_____	Spanish or Approved Language	_____	_____	_____

(12 hours)

Track for Those Seeking Initial Cert.

***ELE 4115	Student Teaching (1-3)	_____	_____	_____
***ELE 4125	ELE Student Teaching (4-8)	_____	_____	_____
***ELE 4202	Educational Seminar	_____	_____	_____

OR

Track for Those Not Seeking Initial Cert.

ELE 4116	Education Internship (100+ hrs Comp)	_____	_____	_____
FSE 4113	Education Research	_____	_____	_____
PED 4253	Adolescent Psychology	_____	_____	_____

Specialization Requirements (30)

ECH 2003	Creative Experiences & Play (Art Core)	_____	_____	_____
ELE 3503	Math for the Elementary Teacher (K-3)	_____	_____	_____
REA 3003	Child's Literature, Literacy, & Tech	_____	_____	_____
REA 3203	Literacy Development & Assessment I	_____	_____	_____
REA 3303	Literacy Development & Assessment II	_____	_____	_____
ELE 4003	Language Arts in Upper Elementary	_____	_____	_____
ELE 4103	Integrated Curriculum & Assessment	_____	_____	_____
ELE 4203	Social Studies Methods	_____	_____	_____
ELE 4303	Science Methods	_____	_____	_____
ELE 4403	Math Methods (4-8)	_____	_____	_____

CLUB (1)

PED 2431	Special Studies / Education Club	_____	_____	_____
----------	----------------------------------	-------	-------	-------

***Prerequisite PED 2003 Required**

****Admission to Teacher Education and a
Minimum of 2.5 GPA is required to registrar
for these courses.**

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Graduation Requirements: Minimum of 125 credit hours and 2.5 GPA are required to graduate

For Registrar Use Only:	Core Credit Hours _____	Core GPA _____	Total Credit Hours _____	Cumulative GPA _____
Date Graduation Requirements Met: _____		Approved by _____		

Graduation Requirements: Minimum of 125 credit hours and 2.5 GPA are required to graduate. All Professional Education and Specialization Courses must have a grade of C or above.

Requirements for Recommendation for Initial Certification

Minimum of 125 credit hours and 2.5 GPA are required to graduate. All Professional Education and Specialization Courses must have a grade of C or above. The Oklahoma General Education Test, the Oklahoma Subject Area Test, Oklahoma Professional Teaching Examination and the Oklahoma Reading Instruction Exam must be taken and passed prior to graduation.

Language (other than English) Proficiency – State Requirement

Language: _____

This requirement is met in one of the following ways:

1. One College semester of language (not English with a minimum grade of “C”).
2. An assessment in conversational sign language.

Date Met

For Elementary Education –

- Complete twenty-four credit hours toward their degree plan
- Pass ENG 1213 English Composition II with a “C” or better
- Pass PED 2003 Foundations of Education with a “C” or better
- Completion of two from AIS/REL/SPC
- Completion of 24 hours toward graduation

*Transfer to the School of Education does not mean a teacher candidate is admitted to Teacher Education. Additional requirements must be met in order to be fully admitted.

DIVISION OF LIBERAL ARTS AND HUMANITIES

Bacone College School of Indian Art

Bacone College is well known for its contributions to American Indian art through its continuing legacy of outstanding American Indian artists who have collectively created what is known as the Bacone School of Art by serving as instructors and directors of the Art Department. Acee Blue Eagle became the first director in 1935. Woodrow "Woody" Crumbo, Dick West, and Chief Terry Saul followed him.

Art studies concentrate on the development of basic skills. Composition, perspective, color theory, and craftsmanship are stressed in all classes. Courses are offered in two and three-dimensional design. They include drawing, sculpture, painting, bronze casting, Indian arts and crafts, and silversmithing. Bacone College has had many graduates who have gone on to successful careers as fine artists, visual art educators, museum professionals, and graphic designers.

Mission Statement

Art matters. It changes lives, documents and reflects experiences, and shows students worlds and perspectives other than their own. Making art has been a fundamental part of human activity since the beginnings of known history; studying art has played a central role in the development of the understanding of human civilization. Further, societies are judged often by the art that they produce. Knowledge does not exist in isolation; particularly in this global, digital world it is interconnected, is created, developed, and maintained communally, as it changes over time and across cultures. All activities in the Art Department emerge from this fundamental set of core beliefs.

Objectives:

Degree programs in the Art Department are defined by the faculty and were developed through the following objectives:

- To offer programs of concentrated study that are sensitive to the needs of students and relate to the overarching goals of the college.
- To ensure well-organized, coherent programs that provide opportunities for synthesis and integration across courses within those programs.
- To help students assimilate the knowledge delivered within the programs and develop the capacity to focus on methods of inquiry and analysis that will enable them to use that knowledge.
- To encourage students to develop a critical perspective that will enable them to learn about and from the variety of views existing within their chosen field of study.
- To guide students in the cultivation of liberal learning by helping them perceive and appreciate the connections among courses in their major and those in other disciplines.
- To assure practical support and encouragement for students' intellectual and creative growth and development by providing opportunities for interaction and dialogue in an environment conducive to learning.
- To present students with a culturally diverse approach to art and to acknowledge biases that may be inherent within the discipline.
- To prepare students for graduate study or employment opportunities within the field.

COURSE SEQUENCE

The following course sequence is recommended for those working to earn an Associate of Arts degree in Art. Students are encouraged to choose from among a broad variety of course choices available, in consultation with the advisor, to provide the most benefit for the student's future goals.

FIRST YEAR FALL SEMESTER

CLE 1103 First Year Seminar
AIS 1103 Introduction to American Indian Studies
ENG 1113 English Composition I
_____ Liberal Arts Guided Elective
ART 1213 Drawing I
ART 1013 Native American Art History I
18 Credit Hours

FIRST YEAR SPRING SEMESTER

_____ BIO / GPS / CHM
ENG 1213 English Composition II
MTH 1513 College Algebra
_____ Liberal Arts Guided Elective
ART 1223 Drawing II
ART _____ Art Emphasis
19 Credit Hours

SECOND YEAR FALL SEMESTER

SPC 1713 Speaking & Thinking Critically
_____ Philosophy/Religion/Ethics
ART 2113 Figure Drawing
ART 1323 Acrylic Painting I
ART 2433A 2 Dimensional Design
ART _____ Art Emphasis
18 Credit Hours

SECOND YEAR SPRING SEMESTER

ART 2433B 3-Dimensional Design
ART 2433C Color Theory & Practice
ART _____ Art Emphasis
ART _____ Art Emphasis
ART _____ Art Emphasis
ART 2433F Internship
18 Credit Hours

73 Total Credit Hours for Associate of Arts in Art

Bacone College
Associate of Arts - Art

Student: _____ Advisor: _____

Bacone Core Requirements (25)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
CLE 1103 First Year Seminar	_____	_____	_____
AIS _____ American Indian Studies	_____	_____	_____
ENG 1113 English Composition I	_____	_____	_____
ENG 1213 English Composition II	_____	_____	_____
MTH 1513 College Algebra	_____	_____	_____
REL _____ Philosophy / Religion / Ethics	_____	_____	_____
SPC 1713 Speaking & Thinking Critically	_____	_____	_____
_____ BIO 1114 or CHM 1364 or GPS 1114	_____	_____	_____

Liberal Arts Guided Electives (6)

ART or THE _____	_____	_____	_____
LIT or JRN 1113 _____	_____	_____	_____
PSC, PSY, or SOC _____	_____	_____	_____

Major Concentration (27)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
ART 1213 Drawing I	_____	_____	_____
ART 1223 Drawing II	_____	_____	_____
ART 2113 Figure Drawing	_____	_____	_____
ART 1323 Acrylic Painting I	_____	_____	_____
ART 2433A 2-Dimensional Design	_____	_____	_____
ART 2433B 3-Dimensional Design	_____	_____	_____
ART 2433C Color Theory & Practice	_____	_____	_____
ART 1013 Native American Art History I	_____	_____	_____
ART 2433F Internship	_____	_____	_____

General Emphasis (15) (Complete 5 Classes)

ART 2433D Graphic Design	_____	_____	_____
ART 2433E Introduction to Ceramics	_____	_____	_____
ART 1713 Introduction to Sculpture	_____	_____	_____
ART 1333 Acrylic Painting II	_____	_____	_____
ART 2023 Introduction to Printmaking	_____	_____	_____
ART 2013 Native American Art History II	_____	_____	_____

Grade of "C" or better is required in
College Algebra, Comp I & II and Speech

All "Degree Requirement" must have a
grade of "C" or better.

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Minimum of 73 credit hours and a GPA of 2.0 are required to graduate.

For Registrar Use Only:	Core Credit Hours _____	Core GPA _____	Total Credit Hours _____	Cumulative GPA _____
Date Graduation Requirements Met: _____	Approved by _____			

Bachelor of Arts in Liberal Arts

Interdisciplinary Liberal Studies

Description of the Concentration:

The Concentration in Interdisciplinary Liberal Studies is an eclectic course of study with a generalist thrust. This generalist focus has the advantage of drawing coursework from the best of the other concentrations plus coursework from the Bacone curriculum at large.

Besides allowing students to personalize their own degree, they also have the advantage of pursuing coursework are enthusiastic about. A third advantage is that the interdisciplinary option is the epitome of the spirit of Liberal Arts and critical thinking. Many college graduates are unprepared for the content of their future jobs since a multitude of jobs have not yet been created; thus, the student who has focused on eclectic coursework has more diverse educational experiences. The Interdisciplinary degree holder brings a fresh set of skills that future employers will need. The Interdisciplinary degree is perhaps the best program to prepare students for applying their knowledge to other disciplines, to satisfy the latest needs of employers looking for both field-specific skills and broad skills. Because students have so many avenues of study open to them, they can enter many fields of employment including advertising, business, marketing, public relations, journalism, broadcasting, media, and film, to name a few.

Goals of the Concentration:

- The Concentration in Interdisciplinary Studies provides students with broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth study in a specific area of interest.
- The Concentration in Interdisciplinary Studies with a liberal education-including, for example, philosophy, art and sociology-educates the whole person, and prepares students to excel in a range of careers and, most importantly, live lives rich with meaning and purpose.
- The Concentration in Interdisciplinary Studies seeks to develop free human beings who know how to use their minds and can think for themselves.
- The Concentration in Interdisciplinary Studies is not intended to prepare people for professional competence, although a liberal education is indispensable for any intellectual profession. In keeping with the mission of Bacone College to provide higher education to American Indians, the Interdisciplinary degree includes many more possibilities of coursework in indigenous peoples and religion, literally all those in the catalog (and beyond, for that matter, in the form of guided studies and interdisciplinary/team-taught courses).

Bacone College
Bachelor of Liberal Arts Degree –
Interdisciplinary Liberal Studies

Student: _____ Advisor: _____

Bacone General Education Requirements (36)

			<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
CLE 1103	First Year Seminar		_____	_____	_____
AIS _____	American Indian Studies (3 hours)		_____	_____	_____
ENG 1113	English Composition I (C or better)		_____	_____	_____
ENG 1213	English Composition II (C or better)		_____	_____	_____
HIS _____	U.S. History (3 hours)		_____	_____	_____
ESE 2112	Personal Health		_____	_____	_____
CIS _____	1113 or 2113 Computer Technology		_____	_____	_____
LOGIC 1513	Introduction to Critical Thinking & Logic		_____	_____	_____
MTH 1513	College Algebra		_____	_____	_____
	Philosophy / Religion / Ethics		_____	_____	_____
SPC 1713	Speaking and Thinking Critically		_____	_____	_____
_____	BIO 1114 or CHM 1364 or GPS 1114		_____	_____	_____

Liberal Arts Guided Electives (12)

ART, LIT, HIS	_____	_____	_____
AIS, CJS, BUS	_____	_____	_____
PSC, PSY, SOC	_____	_____	_____
ENG or LANG	_____	_____	_____

Liberal Arts Major Concentration (13)

BAL 1113	Great Ideas of Western Civilization	_____	_____	_____
BAL 2113	Great Ideas of Phi. Lit, Soc Studies	_____	_____	_____
BAL 2123	Great Ideas in Phi, Lit, Soc Studies	_____	_____	_____
BAL 4994	Capstone in Liberal Arts	_____	_____	_____

Interdisciplinary Concentration Requirements (24)

COM 2013	Introduction to Communication	_____	_____	_____
LIT 2013	Introduction to Literature	_____	_____	_____
HIS 2333	Western Civilization II	_____	_____	_____
COM 2883	American Indian Film	or	_____	_____
LIT 2333	American Indian Literature	or	_____	_____
HIS 3123	Native American History II		_____	_____
COM 2553	Christian Film	or	_____	_____
HIS 2633	History of American Religions	or	_____	_____
LIT 2633	Bible as Literature		_____	_____
LIT 3113	Genre Literature	or	_____	_____
HIS 3213	American Labor History		_____	_____
COM 3223			_____	_____
ENG 3553	Screenwriting	or	_____	_____
HIS 3693	Special Topics in American History		_____	_____
ENG 3213	Creative Writing	or	_____	_____
COM 4363	Advanced Communication		_____	_____

Liberal Studies Disciplines (39)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
Course Name – Up to 15 hours from 4 study areas:			
AREA 1: English, Drama, Language or Liter.			
Up to 15 hours, half which are 3000 level or above			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
AREA 2: Visual and Performing Arts - COM			
Up to 15 hours, half which are 3000 level or above			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
AREA 3: Humanities & Soc Sciences I *			
Up to 15 hours, half which are 3000 level or above			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
AREA 4: Human Soc Sciences, Misc *			
Up to 15 hours, half which are 3000 level or above			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*Area 3: AIS, HIS, PSC, ECN

*Area 4: CJS, BUS, AES, PSY, REL, SOC

A Grade of "C" or better is required in
College Algebra, Comp I & II, and Speech

All "Degree Requirement" courses must have a
grade of "C" or better.

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Minimum of 124 credit hours and a CGPA of 2.25 are required to graduate.

For Registrar Use Only:	Core Credit Hours _____	Core GPA _____	Total Credit Hours _____	Cumulative GPA _____
Date Graduation Requirements Met: _____	Approved by _____			

Bacone College
Bachelor of Arts – Religious Studies

Student: _____ Advisor: _____

	Sem.	Hrs.	Gr.
CORE REQUIREMENTS (36)			
CLE 1103 First Year Seminar	_____	_____	_____
HPE 2112 Personal Health	_____	_____	_____
AIS _____ American Indian Studies	_____	_____	_____
HIS _____ U.S. History Course	_____	_____	_____
CIS _____ 1113 or 2113 Computer Technology	_____	_____	_____
_____ BIO 1114, CHM 1364 or GPS 1114	_____	_____	_____
MTH _____ College Algebra	_____	_____	_____
ENG _____ English Composition I	_____	_____	_____
ENG _____ English Composition II	_____	_____	_____
LOGIC 3213 Intro to Crit. Thinking & Informal Log.	_____	_____	_____
SPC 1713 Speaking & Thinking Critically	_____	_____	_____
_____ Philosophy / Religion / Ethics	_____	_____	_____

LIBERAL ARTS GUIDED ELECTIVES (9)			
ART or THE _____	_____	_____	_____
LIT or JRN _____	_____	_____	_____
PSC/SOC/SCI _____	_____	_____	_____

MAJOR DEGREE REQUIREMENTS (45)			
AIS 1002 American Indian Philosophy & Religion	_____	_____	_____
REL 1003 Introduction to Religion	_____	_____	_____
REL 1253 Survey of Worldviews	_____	_____	_____
REL 1000 Monotheism: The Emergence of Judaism, Christianity and Islam	_____	_____	_____
REL 2000 New Religious Movements in North Am.	_____	_____	_____
REL 2000 Eastern Pantheistic Religions	_____	_____	_____
AIS 2023 American Indian Traditional Teaching	_____	_____	_____
AIS 3111 Indigenous Pathways & Spirituality	_____	_____	_____
REL 2000 Philosophy of Religion	_____	_____	_____
REL 3243 History of Religion	_____	_____	_____
REL 3000 Psychology of Religion	_____	_____	_____
REL 3000 Sociology of Religion	_____	_____	_____
REL 3000 Religion and Law	_____	_____	_____
_____ 3993 Religious Internship I	_____	_____	_____
_____ 4993 Religious Internship II	_____	_____	_____

CAPSTONE (6)			
ECDE 4116 Capstone Experience	_____	_____	_____

A Grade of "C" or better is required in College Algebra, Comp I & II, and Speech.

SPECIALIZATION REQUIREMENTS

Indigenous Emphasis (21)			
AIS 1013 American Indian Worldviews	_____	_____	_____
AIS 2333 American Indian Literature	_____	_____	_____
AIS 1413 American Indian Art Theory	_____	_____	_____
AIS 2000 Critical Indigenous Theory	_____	_____	_____
AIS 3103 American Indian Leadership Principles	_____	_____	_____
AIS 3243 American Indian Women	_____	_____	_____
AIS 4001 American Indian Ecology & Religion	_____	_____	_____

Western and Semitic Religions (21)			
REL 1143 The New Testament & Christian Origins	_____	_____	_____
REL 1213 Who Was or Is Jesus	_____	_____	_____
REL 2423 Great Books of Judaism	_____	_____	_____
REL 2613 Christianity in the Roman Empire	_____	_____	_____
REL 3313 The American Sermon	_____	_____	_____
REL 3213 Reading Ancient Text I	_____	_____	_____
REL 4313 Reading Ancient Texts II	_____	_____	_____

Practical Skills (21)			
REL 2443 Foundations in Wellness Counseling	_____	_____	_____
FSE 2203 Addiction in the Family	_____	_____	_____
FSE 2333 Ethnic and Non-Traditional Families	_____	_____	_____
FSE 3663 Education of the Adult Population	_____	_____	_____
REL 3000 Temperament Counseling	_____	_____	_____
REL 4000 Religion and the Public Conversation	_____	_____	_____
REL 3513 Family Systems	_____	_____	_____

ELECTIVES (7)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

All "Major Concentration" courses must have a Grade of "C" or better.

Total Hours Completed _____
Current Enrollment (Hrs) _____
Hrs. needed after current semester _____

Advisor Check by _____
Required Coursed needed after current semester _____

Minimum of (124) credit hours required and a minimum 2.0 cumulative grade point average are required to graduate.

For Registrar Use Only:	Core Credit Hours _____	Core GPA _____	Total Credit Hours _____	Cumulative GPA _____
	Date Graduation Requirements Met: _____		Approved by _____	

RENNARD STRICKLAND SCHOOL OF TRIBAL LAW AND CRIMINAL JUSTICE

The purpose of the Criminal Justice Studies program is to provide the student with a system orientation to the field of Criminal Justice. Study in Criminal Justice involves the application of the principles of Criminal Justice and the related behavioral and social sciences to problems and issues in the field. The program focuses on building knowledge in the areas of law enforcement, courts and corrections. Within the program students will develop a knowledge base for an in-depth understanding of human behavior and the kinds of problems and circumstances that often result in criminality. Furthermore, the program provides students with the opportunity to gain necessary skills in the area of interviewing, program development, community organizations, planning and research within the field of criminal justice. The Associate of Science in Criminal Justice curriculum is intended to provide its graduates with the necessary foundation for a successful career.

Associate of Science in Criminal Justice Studies

Course Sequencing for the Associate of Science in Criminal Justice Studies

First Year Fall Semester

CJS 1103 Introduction to Criminal Justice
CLE 1103 First Year Seminar
MTH 1513 College Algebra or MTH 1493 Math Structures
CJS 1123 Drugs, Alcohol, and Crime
ENG 1113 English Composition I
15 Credit Hours

First Year Spring Semester

ENG 1213 English Composition II
REL1003 Introduction to Christianity
CJS 2303 Courts and Constitutional Law
CJS 2313 State Criminal Law
CJS 2613 Law Enforcement
CJS _____ CJS Elective (3 cr. hrs.)
18 Credit Hours

Second Year Fall Semester

SPC1713 Speaking and Thinking Critically
CJS 2413 Federal Corrections
SOC 2213 Intro to Social Work
_____ Science w/lab (4 cr. hrs.)
_____ Liberal Arts Guided Elective (LIT/COM- 3 cr. Hrs.)
16 Credit Hours

Second Year Spring Semester

PSY 1113 Introduction to Psychology
CJS 2513 Forensics I
CJS _____ CJS Elective (3 cr. hrs.)
AIS _____ American Indian Studies (3 credits)
_____ Liberal Arts Guided Elective (LIT/HIS/ART/AES- 3 cr. Hrs.)
15 Credit Hours

64 Total Credit Hours for Associate of Science in Criminal Justice Studies

Bacone College
Associate of Science Degree – Criminal Justice

Student: _____ Advisor: _____

Bacone Core Requirements (25)

Sem. Hrs. Gr.

CLE 1103 Freshman Seminar

MAJOR CONCENTRATION (24)

Sem. Hrs. Gr.

CJS 1103 Introduction to Criminal Justice

Bachelor of Science in Criminal Justice Studies

The Baccalaureate Program of Criminal Justice Studies is the study of the structure, functions and decision-making processes of the police, courts and correctional agencies involved in the control and management of criminal offenders. The discipline examines the causes and patterns of criminal behavior and the role of the law in regulating both crime and the operation of the criminal justice system. Furthermore, the program provides students with the opportunity to gain necessary skills in the area of program development and evaluation as well as planning and research within the field of criminal justice.

The Baccalaureate Degree in Criminal Justice Studies will serve the following types of students:

- Those seeking a four-year degree as a prerequisite for entry into the criminal justice field;
- Those currently in service in the criminal justice system who seek to broaden their skills and obtain job-related knowledge and expertise, and
- Those currently in the criminal justice system who seek to specialize and/or work in some other area of the system.

* Introduction to Psychology is a course requirement in this category.

Recommended Course Sequence for Bachelor of Science in Criminal Justice Studies

First Year Fall Semester

ENG 1113 English Composition I
CJS 1103 Introduction to Criminal Justice
CLE 1103 First Year Seminar
MTH _____ MTH 1513 College Algebra or MTH 1493 Math Structures
_____3 Liberal Arts Guided Elective (ART/AES/COM/LIT- 3 cr. Hrs.)
15 Credit Hours

First Year Spring Semester

ENG 1213 English Composition II
CJS 2303 Courts and Constitutional Law
CJS 1123 Drugs, Alcohol, and Crime
CJS 2313 State Criminal Law
_____3 Liberal Arts Guided Elective (PSC/SOC) – 3 cr. Hrs.
15 Credit Hours

Second Year Fall Semester

SPC 1713 Speaking and Thinking Critically
_____ Science course w/lab (4 CR Hrs.)
CJS 2213 Juvenile Justice
CJS 2613 Law Enforcement
CJS 2413 Federal Corrections
16 Credit Hours

Second Year Spring Semester

ESE 2112 Personal Health (2 credits)
REL _____ Religion Course (3 cr. hrs.)
SOC 2113 Social Problems
CJS 3313 Federal & Tribal Criminal Law
AIS _____ American Indian Studies
CJS 3623 Criminal Investigations
17 Credit Hours

Third Year Fall Semester

HIS _____ History Course (3 cr. Hrs)
PSY 1113 Introduction to Psychology
CJS 2513 Forensics I

CJS _____ CJS Elective (3 cr. Hrs.)

CJS _____ CJS Elective (3 cr. Hrs.)

15 Credit Hours

Third Year Spring Semester

SOC 2213 Intro to Social Work

LOGIC 3213 Introduction to Critical Thinking and Informal Logic

CJS _____ CJS Elective (3 cr. Hrs.)

CJS _____ CJS Elective (3 cr. Hrs.)

CJS _____ CJS Elective (3 cr. Hrs.)

15 Credit Hours

Fourth Year Fall Semester

AES _____ Aesthetics or Humanities (3 credits)

CJS 4013 State Corrections

_____ Liberal Arts Guided Elective (LIT/COM/ENG- 3 cr. Hrs.)

CJS _____ CJS Elective (3 cr. Hrs.)

CJS _____ CJS Elective (3 cr. Hrs.)

15 Credit Hours

Fourth Year Spring Semester

CJS 4954 Capstone (4 credits)—Mandatory Capstone Exam

CJS 3113 Social Ethics

CJS 4996 CJS Internship (6-12 hrs)

CJS _____ CJS Elective (3 cr. Hrs.)

16 Credit Hours

124 Total Credit Hours in the Bachelor of Science in Criminal Justice Studies

Bacone College
Bachelor of Science Degree – Criminal Justice Studies

Student: _____ Advisor: _____

Bacone Core Requirements (36)

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
CLE 1103 First Year Seminar	_____	_____	_____
AIS _____ American Indian Studies (3 hours)	_____	_____	_____
ENG 1113 English Composition I	_____	_____	_____
ENG 1213 English Composition II	_____	_____	_____
HIS _____ U.S. History	_____	_____	_____
ESE 2112 Personal Health	_____	_____	_____
CIS _____ 1113 or 2113 Computer Technology	_____	_____	_____
LOGIC 3213 Intro to Critical Thinking and Logic	_____	_____	_____
MTH 1513 College Algebra (or)	_____	_____	_____
MTH 1493 Mathematical Structures	_____	_____	_____
_____ Philosophy / Religion / Ethics	_____	_____	_____
SPC 1713 Speaking and Thinking Critically	_____	_____	_____
_____ BIO 1114 or CHM 1364 GPS 1114 w/lab	_____	_____	_____

LIBERAL ARTS GUIDED ELECTIVES (9)

ART OR THE _____	_____	_____	_____
LIT OR COM 1114 _____	_____	_____	_____
PSC/SOC/PSY _____	_____	_____	_____

MAJOR CONCENTRATION (40)

CJS 1103 Introduction to Criminal Justice	_____	_____	_____
CJS 1123 Drugs, Alcohol, and Crime	_____	_____	_____
CJS 2213 Juvenile Justice	_____	_____	_____
CJS 2303 The Courts and Constitutional Law	_____	_____	_____
CJS 2313 State Criminal Law	_____	_____	_____
CJS 2413 Federal Corrections Law	_____	_____	_____
CJS 2613 Law Enforcement: The Process of Policing	_____	_____	_____
CJS 2513 Forensics I: Intro to Forensic Sciences	_____	_____	_____
CJS 3313 Federal and Tribal Criminal Law	_____	_____	_____
CJS 3623 Criminal Investigations	_____	_____	_____
PSY 1113 Introduction to Psychology (required)	_____	_____	_____
CJS 4013 State Corrections Law	_____	_____	_____
CJS 4954 Issues in Justice (CAPSTONE) (4 Hours)	_____	_____	_____

Criminal Justice Electives (30 Hours Required) Choose From...

	<u>Sem.</u>	<u>Hrs.</u>	<u>Gr.</u>
AIS 2113 American Indian Tribal Government	_____	_____	_____
ACC 2113 Financial Accounting	_____	_____	_____
BUS 2143 Business Law I	_____	_____	_____
CJS 2653 Theories of Crime and Deviance	_____	_____	_____
CJS 2813 Organized and White Collar Crime	_____	_____	_____
CJS 2996 Prof. Practice: Co-Op Ed in CJ (1-6)	_____	_____	_____
CJS 3413 Research Methodology & Prog. Eval.	_____	_____	_____
MGT 3253 Business Statistics	_____	_____	_____
CJS 3513 Race, Gender, and Crime	_____	_____	_____
CJS 3613 Comparative CJ	_____	_____	_____
CJS 3713 Victimology	_____	_____	_____
CJS 3913 Crisis Mgt & Conflict	_____	_____	_____
CJS 4213 Forensics II: Forensic Scientific Proc.	_____	_____	_____
CJS 4313 Community Policing	_____	_____	_____
CJS 4413 Police Problems and Practices	_____	_____	_____
SOC 2113 Social Problems	_____	_____	_____
CJS 4996 Criminal Justice Internship (6-12 hours)	_____	_____	_____
CJS 3263 Interviewing and Interrogating	_____	_____	_____
CJS 3293 Special Topics	_____	_____	_____
CJS 2423 Probation & Parole	_____	_____	_____
SOC 2213 Intro to Social Work	_____	_____	_____
CJS 2001 Criminal Justice Club	_____	_____	_____

SENIOR CAPSTONE EXAM DONE _____

GENERAL MINOR (9)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A Grade of "C" or better is required in
College Algebra, Comp I & II, and Speech

All "Degree Requirement" coursed must have a
grade of "C" or better.

Advisor Check by: _____

Date: _____

Total Hours Completed _____

Required Courses needed after current semester _____

Current Enrollment (Hrs) _____

Hrs. needed after current semester _____

Elective hours needed after current semester _____

Minimum of 124 credit hours and a CGPA of 2.5 are required to graduate.

For Registrar Use Only:	Core Credit Hours _____	Core GPA _____	Total Credit Hours _____	Cumulative GPA _____
Date Graduation Requirements Met: _____	Approved by _____			

DIVISION OF ONLINE TEACHING AND LEARNING

Bacone College's Online Degree Completion Programs for the bachelor's degree are designed for those students who desire to complete a fully accredited online program. Degrees offered are:

Bachelor of Science in Business Administration

Bachelor of Science in Early Childhood Development and Education

Bachelor of Science in Criminal Justice Studies

*Refer to degree requirements and course sequencing for more information.

2022-2023 COURSE DESCRIPTIONS

ACC - ACCOUNTING

ACC 2113	Financial Accounting	3 Hours
----------	----------------------	---------

Introduction to financial accounting. Examines the nature of accounting, basic accounting concepts, financial statements, accrual basis of accounting, the accounting cycle, monetary assets, inventories, fixed assets, current and nonoccurrence liabilities, and owner's equity.

ACC 2123	Managerial Accounting	3 Hours
----------	-----------------------	---------

Introduction to managerial accounting. Examines the nature to cost-volume-profit analysis and product costing; budgets and standard costs in planning, control and performance measurements; and employs relevant costs and present value techniques in decision making. Prerequisite of ACC 2113, however, it may be taken simultaneously with ACC 2113 with consent of instructor.

ACC 2203	Intermediate Accounting I	3 Hours
----------	---------------------------	---------

The study of financial accounting theory and practice relating to monetary assets, inventories, plant assets, intangible assets, current liabilities, contingencies, and stockholders' equity. Present value applications, and preparation of financial statements are examined. Coverage of the environment of financial accounting, the development of accounting standards, and the conceptual framework underlying financial accounting.

Prerequisite: ACC 2123.

ACC 2213	Intermediate Accounting II	3 Hours
----------	----------------------------	---------

The study of financial accounting theory and practice relating to the following topics: long term liabilities, dilutive securities, earning per share, investments, revenue recognition, accounting for income taxes, pension costs, leases, accounting changes, errors, and the preparation of cash flow statements. Prerequisite: ACC 2203 with a "C" or better.

ACC 3113	Financial Statement Analysis	3 Hours
----------	------------------------------	---------

Financial statement analysis and interpretation from the managers', investors' and creditors' perspective. Principles of marketing, underwriting, rate making and loss adjusting. Prerequisite: FIN 3113.

ACC 3213	Cost Accounting	3 Hours
----------	-----------------	---------

Study of managerial accounting concepts in planning, control, and decision making. Emphasis on product costing methods. Cost drivers, cost-volume-profit analysis, budgets, standard costs, just-in-time implications, relevant costs and capital budgeting decisions.

Prerequisite: ACC 2123.

ACC 3313	Auditing	3 Hours
----------	----------	---------

The CPA profession, including professional ethics and legal liability; professional auditing standards; evidence; internal control; audit programs and procedures; audit reporting; introduction to operational auditing. Prerequisite: ACC 2123.

ACC 3913	Principles of Fraud Examination	3 Hours
----------	---------------------------------	---------

The course will cover all of the major methods employees use to commit occupational fraud. Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisite: ACC 3313

ACC 4213	(Federal) Income Tax Accounting	3 Hours
----------	---------------------------------	---------

Provides an understanding of basic income tax laws applicable to individuals and sole proprietorships. Subjects covered include personal exemption, gross income, business expenses, non-business deductions, capital gains, and losses. Emphasis is on problems commonly encountered in the preparation of income and tax returns. Prerequisite: ACC 2123.

ACC 4313	Fund Accounting (Accounting for Non-Profit Entities)	3 Hours
----------	--	---------

Examination of accounting and financial reporting principles for nonprofit entities including state and local governmental units, colleges, hospitals, and other nonprofit organizations. Prerequisite: ACC 2123.

ACC 4413	Advanced Accounting	3 Hours
----------	---------------------	---------

Specific emphasis on business combinations and consolidated financial statements. Other topics include partnership accounting, international operations, branch accounting, segment reporting and interim statements. Prerequisite: ACC 2213.

ACC 4613	International Accounting	3 Hours
----------	--------------------------	---------

Examines the nature of accounting theory and how it applies to the following basic accounting concepts, financial statements, accrual basis of accounting, the accounting cycle, monetary assets, inventories, fixed assets, current and non-current liabilities, and owner's equity. Prerequisite: ACC 2123

ACC 4713	Advanced Tax Accounting	3 Hours
----------	-------------------------	---------

Study of concepts and issues associated with corporate, partnerships, estate and gift taxation. Prerequisite: ACC 4213.

ACC 4813	Advanced Auditing	3 Hours
----------	-------------------	---------

In-depth analysis of selected advanced topics in auditing, including professional auditing standards, planning, evidence, internal control, statistical sampling, reporting, integrative audit case, operational auditing. Prerequisite: ACC 3313.

BACONE CORE

AIS - AMERICAN INDIAN STUDIES

Some 3-hour courses with an AIS prefix, so designated for any specific academic year, will satisfy the core curriculum requirement in American Indian Studies. In the case of cross listed courses, students must register under the AIS prefix to receive AIS credit. Cross listed course numbers, if applicable, are indicated at the end of each description.

AIS 1013	American Indian Worldviews	3 Hours
----------	----------------------------	---------

This course will examine the spirituality based knowledge of Indigenous peoples across North America. The philosophies, worldviews, sacred ways of knowing and relationships to the Natural World will be explored.

AIS 1103	Introduction to American Indian Studies	3 Hours
----------	---	---------

This interdisciplinary course introduces students to the broad field of American Indian Studies. It provides a general introduction to the history, culture, social organization, political experience, spirituality, and Updated 08/01/2022 artistic expression of American Indians within North America. The topics are broken up into four different areas of AIS: 1) Introduction to Native American Cultures, Origins, and Colonization, 2) American Indian Policy and Its Effects, 3) Political and Social Issues Facing Native Americans, and 4) American Indian Art, Literature, Film, and Expression.

BACONE CORE

AIS 1133	Elementary Cherokee I	3 Hours
----------	-----------------------	---------

Elementary Cherokee is a basic language course that introduces students to Cherokee phonology, morphology, and syntax with attention given to the syllabary as well as the spoken language. Elementary Cherokee I acquaints students with basic vocabulary, common phrases, and modern idioms. The course is offered when warranted by student interest and availability of faculty.

CROSS-LISTED AS CHE 1113

AIS 1153	Tribal Languages I	3 Hours
----------	--------------------	---------

Tribal Language I is a basic language course which introduces students to phonology, morphology, and syntax with attention to the spoken language. This course acquaints the student with basic vocabulary, common phrases, and modern idioms. The subject language is chosen and offered when warranted by student interest and availability of faculty. PREREQUISITE: AIS 1103

AIS 1213	Survey of American Indian Arts and Crafts	3 Hours
----------	---	---------

Students will be able to identify American Indian arts and crafts styles from different regions of the country and understand how they have changed over time. Students will learn basic elements of bead work styles, feather work, basketry, and contemporary multimedia artwork. PREREQUISITE: AIS 1103

AIS 1413	American Indian Art Theory	3 Hours
----------	----------------------------	---------

This course introduces the ancient and modern tribal and textual diversity of the Indigenous arts and peoples of Native North America. By engaging with Indigenous aesthetics, Native artists' critical and creative ways of expression, and multiple modes of media, we will analyze concepts and cultural philosophical meanings embedded in the material, visual, and artists through Indigenous-centered lenses.

AIS 2003	American Indian Government	3 Hours
----------	----------------------------	---------

This course provides students with an opportunity to analyze leadership and diverse strategies for American Indian governance. The course provides relevant material for students to gain a basic understanding of the history of traditional governance as well as the transition to tribal governance in the modern era.

AIS 2033	Tribal Studies I	3 Hours
----------	------------------	---------

This course will focus on a comprehensive study of a particular tribal culture, including its history, life ways, and culture. Tribal content will be determined by student interest and offered depending on availability of faculty. PREREQUISITE: AIS 1103

AIS 2112	American Indian Wellness	2 Hour
----------	--------------------------	--------

An introductory look at the topic of wellness from an American Indian perspective. Particular time and attention will be given to the incorporation of wellness techniques and lifestyle changes that will bring a more balanced and holistic way of life for Bacone College students. The course will explore wellness from many different tribal perspectives and traditions but will lean heavily upon the Southeastern tribal ways. PREREQUISITE: AIS 1103

AIS 2333	American Indian Literature	3 Hour
----------	----------------------------	--------

This course examines various representative works produced by modern American Indian writers. Readings include poetry, essays, biography, and novels.

AIS 2433	Critical Indigenous Theory	2 Hour
----------	----------------------------	--------

Seeks to transcend disciplinary boundaries and ground scholarly inquiry in Indigenous frameworks that reflect Native-centered concerns and objectives. Provides an alternative philosophical and theoretical toolkit for applying Indigenous methodologies, understanding strategies of decolonization, envisioning collective and individual agency and models of sovereignty, and examining the intersection of Indigenous intellectual production and lived experiences.

AIS 3013	American Indian History I	3 Hour
----------	---------------------------	--------

This course offers an introduction to the history of American Indian societies from the late 18th century to the beginning of the 21st century. It will focus on the major issues and events that defined and shaped Indian peoples' lives pursuant to the fledgling U.S. government's liberation from Britain. The course will explore the dynamics of Indian European encounters, the impact of Euro-American expansion, the process of removal and the programs to "Americanize" Indian peoples. Throughout the course, we will examine how Indians struggled to retain a sense of their historic cultures and political autonomy, even as they confronted and adapted to the powerful forces unleashed by Euro-American society.

AIS 3101	American Indian Leadership Principles	3 Hour
----------	---------------------------------------	--------

This course examines the development of leadership within individuals and explores the influence of leaders within Indigenous Leadership roles. The course will pay special attention to the role of mid-levels managers in tribal organizations and their ability to work both up, down, and across organizational tribal structures. The challenges of balancing the needs of supervisors, subordinates, colleagues, and citizens will be addressed along with case studies exploring how Indigenous leaders successfully handled challenges and crisis, using Indigenous Leadership models.

AIS 2133	Comparative American Indian Cultures	3 Hour
----------	--------------------------------------	--------

This online course examines American Indian tribal cultures at the time of European contact. These include economics, customs, and socio-political structures as demonstrated by a variety of tribes from across the continent. Students will also learn how these forms have evolved over time. **AIS 1103 PREREQUISITE - NOT BACONE CORE**

AIS 2153	Tribal Languages II	3 Hour
----------	---------------------	--------

This course is a continuation of Tribal Languages I. This course is offered when warranted by student interest and availability of faculty. Prerequisite: AIS1153.

AIS 2333	American Indian Literature	3 Hours
----------	----------------------------	---------

American Indian Literature examines various representative works produced by modern American Indian writers. Readings include poetry, essays, biography, and novels. CROSS LISTED AS LIT 2333 (LIBERAL ARTS GUIDED ELECTIVE) PREREQUISITE: AIS 1103

AIS 2403	American Indian Dance and Song	3 Hours
----------	--------------------------------	---------

Students learn to understand and appreciate two indigenous art forms. In addition to performing dances and songs in public performances on behalf of the college, the class covers the historical significance of tribal contact with other people and its effects on tribal dress, dance, and song. Students also begin to understand the complexity of "what it means to be an Indian" in a diverse, contemporary world. PREREQUISITE: AIS 1103

AIS1002/ 2513	American Indian Philosophy and Religion	3 Hours
------------------	---	---------

This course is designed to provide a foundational understanding of American Indian Philosophy and Religion through Socratic discussion and interaction. Throughout the course we will be looking at what philosophy is in a general context and how it applies in Indian Country. This course is also designed to give a brief overview of selected American Indian religions throughout the country. By no means is this class designed to teach Indian culture, but to examine and analyze it in an academic manner.

AIS 2733	Curriculum Development for Tribal Languages	3 Hours
----------	---	---------

This course examines various curriculum models used in immersion teaching and learning for tribal languages and provides students with an opportunity to plan, develop, assess, and utilize instructional materials they develop in an immersion setting. Emphasis is given to the examination, preparation, integration, and application of appropriate models within specific instructional environments matched to student's needs, interests, and abilities.

PREREQUISITE: AIS 1103

AIS 2743	Methods for Tribal Languages	3 Hours
----------	------------------------------	---------

This course provides an overview of proven models and best practices for teaching tribal languages. The course will focus on the foundational methods and principles of immersion teaching approaches and language acquisition based on communicative needs; specifically, the course will examine effective application of methods to specific teaching environments for tribal languages.

PREREQUISITE: AIS 1103

AIS 2913	Contemporary American Indian Affairs	3 Hours
----------	--------------------------------------	---------

This course surveys the social, political, and religious landscape of the Indian people of North America. After a short historical examination of some of the issues that still affect Indian people today, it looks at the history of treaties, allotment, military actions, boarding schools, and a history of

efforts to Christianize the Indian people. It further examines the Indian Reorganization Act and its impact on contemporary tribal government and ends with contemporary events such as the 1969 occupation of Alcatraz, the 1973 takeover at Wounded Knee, the 1975 Oglala shootout, and the Individual Indian Money lawsuit.

PREREQUISITE; AIS 1103

AIS 3003	American Indian Ecology	3 Hours
----------	-------------------------	------------

Years of teaching sanitized history has promulgated many differing perceptions concerning Pre-Columbian Indians and their land usage. This course explores the innate, inseparable symbiotic relationships that exist between Native Americans and the natural universe and separates fact from fiction. The study of Pre-Columbian Native American use and abuse of ecosystems and how these practices effected their spirituality, their use of fire, their reliance on wildlife and plants lays the foundation for more than 5 centuries of Indian/White relations.

AIS 3023	Oklahoma History	3 Hours
----------	------------------	---------

The American frontier in 1840, Indian resistance to American expansion, Indians in the Civil War, railroads and allotment of Indian land, Indians in World War I and II, resurgence of Indian identity and sovereignty in the 20th century. PREREQUISITE: AIS 1103 CROSS LISTED HIS 3113

AIS 3103	American Indian Political Experience	3 Hours
----------	--------------------------------------	---------

This course examines the development of the political and policy relationship between American Indian nations and the United States government using political, social, economic, and cultural context. PREREQUISITE: AIS 1103

AIS 3113	American Indian Cultural Preservation and Museum Science	3 Hours
----------	--	---------

This course is an introduction to current developments in tribal and non-tribal museums, with special attention to ideology of display and politics of repatriation. The course will address the needs of tribal cultural archives consisting of records, photographs, oral histories, maps, recordings, and physical artifacts. PREREQUISITE: AIS 1103

AIS 3153	Tribal Languages III	3 Hours
----------	----------------------	---------

This course is a continuation of Tribal Languages II. It will consist of conversational practice, vocabulary-building, history, and culture of the tribe. This course is offered when warranted by student interest and availability of faculty. Prerequisite: AIS1103, AIS3033

AIS 3213	American Indian Health Management and Services	3 Hours
----------	--	---------

This course addresses health care systems, policy, and health conditions unique to American Indians. The course examines the historical information about American Indians with emphasis on health, including behavioral health and tribal/Indian health service policy issues. Discussions include traditional medicine and healing, research needs related to American Indian health, and career opportunities in health management and services. PREREQUISITE: AIS 1103

AIS 3133	Tribal Economic Development/Tribal Management	3 Hours
----------	---	---------

This course introduces students to the concepts of tribal economic development and the various issues facing tribal and federal governments. Theories and roles of tribal economic development as it relates to the survival and continuation of tribal governments. Included in this course is the social and political context of American Indian tribal gaming, political relationships between federal and tribal governments, contemporary examples of tribal gaming, sociocultural and economic forces leading to gaming as strategy for economic development, and/or support from Indian and non-Indian communities to tribal gaming. PREREQUISITE: AIS 1103

AIS 3233	American Indian Sovereignty	3 Hours
----------	-----------------------------	---------

This course will introduce and consider the concept of sovereignty involving the relationship of tribal people to federal and state governments through historical development of treaties, congressional acts, and court decisions. It will also explore the ways in which Federal Indian law and policy have been significantly influenced through many broad swings in public ideology.

'AIS 3243	American Indian Women	3 Hours
-----------	-----------------------	---------

This course will examine the historical experience of Native American women with respect to their cultures. This class pursues ethno history using the cultural framework of Native Communities to interpret the historical record. Over the course of the semester, we will examine gender and gender roles in Native American culture, Indian women in the social structure, historical and contemporary roles, problems and opportunities of contemporary women, the feminist movement and Indian

rights, as well as the contributions of Individual native women.

'AIS 4001	American Indian Ecology & Religion	3 Hours
-----------	------------------------------------	---------

American Indian Ecology and Religion approaches the histories, thought and religious traditions of American Indian peoples as providing significant insights into human-Earth relations. Some fundamental questions will frame the opening investigations. For example, what insights emerge in a critical examination of such terms as “American”, “Indian”, Religions”, and “Ecology”? Religion is not a separate set of practices among Native American peoples; rather, religion is explored in explored in this course as lifeway. That is, life lived in relation to local place in which languages, symbol systems, and rituals give expression to the intimacy and distance of communities with local ecology and biodiversity. The diverse and changing traditions of First Peoples raise interesting and challenging perspectives on environmental questions of the 21st century. For example, what is the role(s) of local environments in the formation of self and community? Does the relational character of traditional religion among American Indian communities have contemporary force? Finally, the student will determine how they will live in relationship to nature and the world around them and state a plan for their lifeway.

AIS 4003	Issues in American Indian Education	3 Hours
-------------	-------------------------------------	------------

This course studies the history of Indian education policy and practice in the United States focusing on traditional tribal methods as well as contemporary, federal, state, and tribal programs. Discussions will include cross-cultural differences in learning styles, emphasis on American Indian styles. Other cross-cultural differences will be explored such as socialization needs related to readiness for school.
PREREQUISITE: AIS 1103

AIS 4006	American Indian Internship	6 Hours
-------------	----------------------------	---------

The purpose of this course is to provide intensive language study and entry-level professional experience in a tribal language program setting for qualified students. Each student will intern at a faculty-approved site for a minimum of 480 hours. Internship experiences will be designed to fit the student’s professional goals and current level of ability. It is strongly recommended that students complete their Tribal Language Internship 3 at the same site that they interned for Tribal Language Internship 2; however, exceptions will be allowed on case-by-case basis. Internships may include classroom teaching experience, assisting with administration of a tribal language program, or other professional experience related to language program development and management.

AIS 4203	Senior Seminar (Capstone)	3 Hours
----------	---------------------------	---------

This course is the capstone course in American Indian Studies. Students will utilize research methods and theory to conduct their own research culminating in a research paper. Professional development aimed to prepare students for graduate studies and careers will also be covered.

ART

A condition of enrollment in any studio course in ART is agreement by the student that the department may select and retain for the permanent collection of Bacone College up to three examples or specimens of the student's work in the course. For studio courses, the department requires three hours of work each week for each hour in addition to time spent in class. A three-hour course requires a commitment of six to nine in-studio hours each week. Fees: Studio courses require a materials fee. Students are expected to purchase their personal art supplies for all studio courses.

All classes beginning with an ART prefix which have no prerequisites will fulfill the Guided Liberal Arts Electives graduation requirement. Classes which cross-list with AIS must be taken with an ART prefix.

ART 1013	Native American Art History I	3 Hours
----------	-------------------------------	---------

This course examines both the anthropological and bioregional approaches to describing the diversity in American Indian cultures in the United States and Canada, with an emphasis on developing an awareness and appreciation for American Indian cultures.

ART 1213	Drawing I	3 Hours
----------	-----------	---------

Basic drawing materials will be covered in this introductory course. Students will be introduced to the following visual elements: line, value, form, texture, composition and perspective. There will be an emphasis on developing perceptual drawing skills through a series of in-class exercises and outside assignments.

ART 1223	Drawing II	3 Hours
----------	------------	---------

This course will focus on increasing the student's knowledge of drawing techniques and principles. Continuing emphasis is placed on developing perceptual drawing, including concepts related to pictorial space and composition. Students will begin to work with thematic drawings and experimental techniques to communicate personal solutions to given assignments.

ART 1323	Acrylic Painting I	3 Hours
----------	--------------------	---------

Students learn to identify the purpose and effects of basic materials used in acrylic painting, then study elementary concepts of pictorial organization. They learn and practice basic acrylic rendering

techniques, working in the primary colors only. Course encourages students to demonstrate individualized expression. Each student will keep all paintings done during the semester in a portfolio. In some semesters, this course may be listed as ART 2013.

ART 1333	Acrylic Painting II	3 Hours
----------	---------------------	---------

In this continuation of ART 1323, the student begins to find his/her own direction, demonstrating individual expression in composition, subject matter, and paint quality and techniques. Students will work on larger size canvas or panel support. Each student will keep all paintings done during the semester in a portfolio; these should reflect growing complexity and detail. (Prerequisite: ART 1323)

ART 1713	Introduction to Sculpture	3 Hours
----------	---------------------------	---------

This beginning course offers an introduction to basic sculptural materials and techniques. Students experiment with additive and subtractive processes in clay, plaster, wood, or stone to learn a variety of construction techniques. The focus is on developing skills and fabrication solutions in three-dimensional form, with an emphasis on the safe use of materials.

ART 2013	Native American Art History II	3 Hours
----------	--------------------------------	---------

The student, in cooperation with an instructor, develops an advanced technique and/or analysis a selected topic or media in art. May be repeated with a different topic. Conferences and studio, if warranted. Prerequisite: Permission of instructor

ART 2023	Introduction to Printmaking	3 Hours
----------	-----------------------------	---------

This course introduces students to the artist's printmaking studio through a series of assignments in various basic printmaking techniques including monotype, drypoint, collagraph, woodcut, and linocut. This course emphasizes nontoxic printmaking processes, materials and the proper use of tools and equipment. Instruction includes lectures, demonstrations and critiques.

ART 2113	Figure Drawing	3 Hours
----------	----------------	---------

This course prepares students through direct observation emphasizing strong fundamental skills, materials, mixed media, draftsmanship, and experimentation with increasing attention on the conceptual as well as the perceptual. A progressive understanding of materials and mixed media with a broader development of critical vocabulary is also covered. Working with an assortment of traditional media we will explore fundamental techniques such as line, contour analysis and value to illustrate form and space. We will study anatomy, figure/ground relationships, composition plotting and layout, planar value, light and shadow analysis, color theory and the fundamentals of perspective.

ART 2433A	2-Dimensional Design	3 Hours
-----------	----------------------	---------

This course is an introduction to the basic elements and vocabulary of two-dimensional design, covering line, shape, space, texture, and basic fundamentals of color. Projects will emphasize creative solutions to visual problems through the study of two-dimensional models of pictorial organization.

ART 2433B	3-Dimensional Design	3 Hours
-----------	----------------------	---------

This foundation course is an introduction of three-dimensional form, space materials, and methods using elements and principles of design. Inquiry is encouraged through assigned problems and readings. 3D fundamentals provide students with basic skills, knowledge, and artistic practice to prepare them for future studies in arts. (Prerequisite: ART 2433A)

ART 2433C	Color Theory & Practice	3 Hours
-----------	-------------------------	---------

This course is an introduction to the principles of color and color theory as they relate to the visual arts. A series of lectures and projects will examine color from a theoretical perspective, exploring the physical, psychological, and cultural aspects of color.

ART 2433D	Graphic Design	3 Hours
-----------	----------------	---------

This course concentrates on the fundamentals of research, design, creation, and production of raster and vector digital imagery. Students will learn the foundational principles, functionality, and strategies of Adobe Photoshop for producing raster imagery and Adobe Illustrator for producing vector imagery. This course will engage students in the technical, conceptual, and aesthetic aspects of digital imagery.

ART 2433E	Introduction to Ceramics	3 Hours
-----------	--------------------------	---------

This course provides a broad introduction to the full range of hand-building techniques and processes. Through assigned projects students examine the relationship of ideas to clay and construction methods. This course will provide technical information on ceramic processes and highlight contemporary ceramics as they relate to assignments through digital classroom presentations.

ART 2433F	Internship	3 Hours
-----------	------------	---------

The art internship places students with museums, gallery studios and artists in residence. The internship will provide valuable hands on real world experiences and prepare students for professional careers in the field of art.

BIO - BIOLOGY

BIO 1114	Human Biology	4 Hours
----------	---------------	---------

This course provides an overview of the introduction to life with emphasis on structure and function of the human body and how it maintains homeostasis. The topics covered include the chemistry of life, cell structure and function, nutrition and digestion, various organs and organ systems, immunity and infectious diseases, heredity and reproduction and human development.

BACONE CORE

BIO 2123	Nutrition	3 Hours
----------	-----------	---------

This course acquaints the student with basic concepts of nutrition, physiology, chemistry and food science. Methods of presentation will primarily include online lecture notes, audio- visuals, Forums, discussions, and online learning exercises and exams.

BIO 2134	Anatomy and Physiology I	4 Hours
----------	--------------------------	---------

Anatomy and Physiology I is the first part of a two-semester course sequence offering a comprehensive study of human anatomy and physiology. This course introduces the student to human body at the cellular, tissue and organ system levels of organization. The first semester topics include anatomical terminology, cells, tissues, and body systems such as the muscular, nervous and sensory systems. The pre- requisite for this course is a “C” in Human Biology. **BACONE CORE**

BIO 2144	Anatomy and Physiology II	4 Hours
----------	---------------------------	---------

This is the second course in a two-semester sequence that offers a comprehensive study of normal human anatomy and physiology. This course builds upon the fundamentals studied in Anatomy and Physiology I by exploring the more intricate systems of the body. Topics covered include endocrine system, cardiovascular system, and digestive system with nutritional implications, respiratory and urinary systems. This course includes both lecture and laboratory. Prerequisite for this course is a grade of "C" in Anatomy and Physiology I.

BACONE CORE

BIO 2324	Microbiology	4 Hours
----------	--------------	---------

Included will be a survey of viruses, protozoa, and fungi of medical significance, with an in-depth survey of the bacteria including morphology, metabolism, pathogenic capabilities and classification. Laboratory instruction will emphasize techniques concerned with the isolation, pure culture, and identification of microorganisms as well as the use of biochemical and genetic criteria in taxonomy.

BACONE CORE

BUS - BUSINESS

BUS 2143	Business Law	3 Hours
----------	--------------	---------

The law of contracts, agency, partnerships, and corporations. The purpose of this course is to provide students with an understanding of the legal environment in which business decisions are made, and to develop the skills needed to be effective business leaders. Students are introduced to the complex legal rules and court decisions affecting those in business. Particular attention is paid to the law governing contracts (creation of enforceable agreements between parties) and torts (“private wrongs”). Students will also explore the U.S. court system and civil procedure to gain a framework for their understanding of the law’s operation.

BUS 3313	Entertainment, Tourism & Hospitality	3 Hours
----------	--------------------------------------	---------

This course provides a rigorous investigation of private for-profit commercial recreation, event, and tourism businesses. It explores consumer leisure behavior, trends, products, and services and their implications for managers and entrepreneurs. You will learn about and apply management and marketing strategies and techniques used by some of the best commercial recreation enterprises. You will help develop a business plan for a commercial recreation, event, or tourism enterprise. You are expected to work outside the classroom to complete projects.

BUS 4013	Business Ethics	3 Hours
----------	-----------------	---------

A consideration of the major ethical theories that guide human and business behavior. Topics will include ethical issues in advertising, product safety, pursuit of profits, employee rights, treatment of workers, effects on the environment, use of natural resources, and multi-national operations.

BUS 4553	Quantitative Methods	3 Hours
----------	----------------------	---------

Explore quantitative methods and techniques for decision support in a management environment, using mathematical models. The course includes formal project management tools and techniques, such as linear programming; use of time series analysis for forecasting; applications of regression analysis in management; and aspects of decision theory and simple modeling

BUS 4954	Problems in Business (Capstone)	4 Hours
----------	---------------------------------	---------

Integration of the decision-making processes involved in each of the major functional areas of business. Senior capstone classification. Enrollment is restricted to senior business majors or with the consent of instructor.

CHM CHEMISTRY

CHM 1364	Introduction to Chemistry	4 Hours
----------	---------------------------	---------

This course explores the fundamental concepts of chemistry. Topics include measurements, the metric system, matter and energy, basic atomic structure, chemical bonding, intermolecular attractions, names, and formulas of compounds. In addition, mole and molar mass calculations, chemical reactions, solutions and solution concentration calculations, and acids and bases are also covered. This course includes both lab and lecture and assumes no prior knowledge of chemistry. Although there is no math prerequisite, it is recommended that students successfully complete Introductory Algebra (MTH 0125) or an equivalent course or a higher math course, prior to taking this course.

BACONE CORE

CHM 2364	Organic & Biological Chemistry	4 Hours
----------	--------------------------------	---------

Emphasizes nomenclature and functional group reactivity. Addresses the structure and function of lipids, carbohydrates, proteins, and nucleic acids at an introductory level.

CLE - COLLEGE LEARNING ENRICHMENT

CLE 1103	First Year Seminar	3 Hours
----------	--------------------	---------

The First Year Seminar has two (2) purposes: (a) to improve student performance and retention and (b) to provide students with an introduction to the purposes of higher education in general and the expectations, demands, and resources of Bacone College in few than (30) college hours. The course includes orientation to college facilities, campus policies, services, service learning, personal growth and adjustment, study behavior, academic and career development. Faculty and staff are here to help, but college life is about you and the choices you make from here on. Let's get busy to successfully make the transition from high school to college. This course encourages students to claim their education through a focus on the process of learning how to learn and cultivating the habits of lifelong learning, achievement, and success.

BACONE CORE

COM - COMMUNICATIONS

COM 1113	Media Culture	3 Hours
----------	---------------	---------

Media & Culture is a course to introduce you to the industries of Mass Media, their basis of operation and what they produce and forces of change upon those media industries and how “public opinion”, ideals, heroes, celebrities and “national purpose” are formed via the media. This course also covers the subject of you as an individual member of society that consumes media products, Not only will this course allow you to consider a future working in a media industry but how you as a member of the public can affect the media and thus culture.

COM 2013	Introduction to Communication	3 Hours
----------	-------------------------------	---------

This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication.

COM 2123	Social Media	3 Hours
----------	--------------	---------

The course teaches individuals how to create a social media campaign, and how to analyze and present data to address organizational issues and make appropriate business decisions.... You will also learn how to build social media strategies and tactics, build and manage campaigns and develop social media content.

COM 2553	Christian Film	3 Hours
----------	----------------	---------

This course allows the student to apply the basics of film analysis, cinematic elements, genre, and narrative to artistic films with a Christian theme.

COM 2883	American Indian Film	3 Hours
----------	----------------------	---------

This course critically examines the portrayal of American Indians in film, including art films, cinema, documentaries, and works by Native filmmakers. The course also aims to strengthen

student skills in writing, speaking, and reading critically and effectively in peer group and independent projects.

COM 3223	Screenwriting	3 Hours
----------	---------------	---------

This course introduces the neophyte screenwriter to the basic elements of the screenwriting craft with special emphasis on the screen treatment and provides him/her with a forum of instructor/peer review of his/her work. Cross listed ENG 3553.

COM 4363	Advanced Communication	3 Hours
----------	------------------------	---------

This course emphasizes advanced forms of written, oral, visual, and electronic communication. Prerequisite: COM 2013.

CIS - COMPUTING AND INFORMATION SYSTEMS

CIS 1113	Fundamentals of Personal Computing	3 Hours
----------	------------------------------------	---------

An introductory course expanding the student's computer application skills to a level necessary for survival in the business world. Competencies will include developing spreadsheet, document templates, PowerPoint Presentations and creating and maintaining active links. Students are to create professional quality reports and forms including charts, graphs, tables, input forms, and query scenarios.

CIS 2113	Information in Modern Society	3 Hours
----------	-------------------------------	---------

Introduction to the history of computers, computer and network organization, principles of ethical utilization. Hands-on experience utilizing a variety of computer software tools including word processing, databases management, graphics, spreadsheet, and Internet applications.

CIS 2443	Introduction to Website Construction	3 Hours
----------	--------------------------------------	---------

This course is designed to provide the student with a working knowledge of the design, construction and publication of web pages. Current standard HTML is utilized in this course.

CIS 3213	Technology Application in Business	3 Hours
-------------	------------------------------------	------------

An introductory course expanding the student’s computer application skills to a level necessary for survival in the business world. Competencies will include developing spreadsheet, document templates, PowerPoint Presentations and creating and maintaining active links. Students are to create professional quality reports and forms including charts, graphs, tables, input forms, and query scenarios.

CIS4113	Management Information Systems	3 Hours
---------	--------------------------------	---------

Management Information Systems is an introductory course examining the role of information systems in meeting the needs of decision makers within organizations. Emphasis will be placed on strategic uses of the information system in traditional and virtual environments. Case analyses will be used to simulate planning, acquiring, designing system controls, and implementing an information system. Issues involved in maintaining, updating, and upgrading an information system will also be addressed.

CJS – CRIMINAL JUSTICE STUDIES

CJS1103	Introduction to Criminal Justice	3 Hours
---------	----------------------------------	---------

An examination of several major components of the Criminal Justice system - law enforcement, courts, and corrections - including historical and social perspectives; the roles and functions of various agencies; and the processes involved in the administration of justice.

CJS 1123	Drugs, Alcohol, and Crime	3 Hours
----------	---------------------------	---------

This course is a Criminal Justice elective which is offered in a 16 week format. This course is designed to help students understand the challenges that drug and alcohol abuse present to the criminal justice system and to society. This course provides an overview of U.S. drug control policies, current issues and strategies relevant to law enforcement as well as prosecution and adjudication of drug-law offenders.

CJS 2001	Criminal Justice Club	1 Hour
----------	-----------------------	--------

Introduces criminal justice majors to various careers in criminal justice through interaction with criminal justice professionals, field trip experiences, community service projects and leadership training for club officers. Each student must participate in at least one community service project. Criminal justice majors may earn 1 credit hour and up to 2 credits total for taking the Criminal Justice Club course.

CJS 2213	Juvenile Justice	3 Hours
----------	------------------	---------

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, juvenile delinquency theories, and other issues unique to juveniles.

CJS 2303	The Courts and Constitutional Law	3 Hours
----------	-----------------------------------	---------

This course is a required course for Criminal Justice majors offered over 16 weeks as an online course. The primary objective is to provide students with a foundation for understanding of the U.S. Constitution and the role of the U.S. Supreme Court in interpreting the law in the United States. This course provides students with a historical perspective of the Constitution, the Amendments to the Bill of Rights and examines the role of the U.S. Supreme Court as the final arbiter of law in our system of justice. Students study several key U.S. Supreme Court cases which pertain to civil liberties and civil rights. Students will also examine some of the multicultural and ethical issues that may arise in the criminal justice system.

CJS 2313	State Criminal Law	3 Hours
----------	--------------------	---------

This is a required course for Criminal Justice majors and is an introduction to state criminal laws within the criminal justice system. Students will examine the basic rules and laws which comprise the fabric of the criminal justice system in this country. Students will gain a basic understanding of the structure of the system, the theories underlying criminal responsibility and the elements of specific crimes. Students will also have an opportunity to explore different careers in law enforcement. This course also provides students with an overview of the development of the American criminal justice system as it relates to the global, political and social climate of the twenty-first century.

CJS 2413	Federal Corrections Law	3 Hours
----------	-------------------------	---------

This course will explore the range of programs and institutions responsible for treating offenders once they have been convicted of a crime. The class will examine the historical development of correctional institutions and the philosophies and perspectives that have shaped the field we now call corrections. Part of the term will be spent examining the individuals who are treated by the correctional system. This includes males and females, juveniles and adults. Attention also will be given to the two major types of correctional institutions found in the United States: jails and prisons. Furthermore, the realm of noninstitutional (or extra-institutional) corrections programming will be studied. These programs include familiar ones such as probation and parole, and less familiar programs in the rapidly expanding field of intermediate sanctions. Finally, the end of the term will be devoted to examining careers in corrections, the administrative environment of corrections, correctional law and litigation, and the future of corrections in the United States. Lectures will be supplemented with some films and guest speakers who work in the corrections field.

CJS 2423	Probation and Parole	3 Hours
----------	----------------------	---------

This course examines probation as a sentencing alternative to incarceration and the use of parole for those already incarcerated who meet statutory requirements for early release.

CJS 2513	Forensics I: Intro to Forensic Sciences	3 Hours
----------	---	---------

Role of forensic science in criminal justice. Major issues, legal aspects, research problems and practices. Techniques of crime scene search, including the collection and preservation of physical evidence, class and individual scientific tests, rules of evidence governing admissibility of physical evidence and expert testimony. Prerequisites: CJS 1103 and CJS 2313.

CJS 2613	Law Enforcement: The Process of Policing	3 Hours
----------	--	---------

This (3) Credit Hour course is a required course for Criminal Justice majors. The primary objective of this course is an opportunity to hone in on core policing concepts and to provide strong coverage on the basics of policing. Students will be able to differentiate between law enforcement and police. We will closely examine contemporary issues in American Policing as well as define and discuss Police Deviance and Ethics. Throughout the course we will be provided with the key information needed to understand modern policing practices in our society and the effectiveness.

CJS 2653	Theories of Crime and Deviance	3 Hours
----------	--------------------------------	---------

This course is an elective for Criminal Justice majors offered in the online format over a 16 week semester. The main focus of this course is to provide a general overview of theories regarding crime and deviance. Students will examine social, psychological and biological theories pertaining to crime and causes of crime. Students will gain an understanding of how to apply the various theories to various types of crime. Students will also examine ethical issues and contemporary social justice issues including inequality.

CJS 2813	Organized and White Collar Crime	3 Hours
----------	----------------------------------	---------

An analysis of organized and white-collar crime problems in America. Topics will include prevalence, investigative techniques, causes and effects, and both social and criminological responses to counter its dominance in American society. Prerequisites: CJS 1103, CJS 2313 and CJS 3313

CJS 2991-2996	Professional Practice: Cooperative Education in Criminal Justice	1-6 Hours
---------------	--	-----------

Field Placement in a criminal justice organization/agency for observation, participation and study. Interns work with designated agency personnel and receive an overview of agency functions. Must be CJS Major with 2.0 cumulative GPA; prerequisites: CJS 1103 and CLE 1103.

CJS3113	Social Ethics	3 Hours
---------	---------------	---------

This is an introductory course in ethical issues. Throughout the semester we will be looking at all kinds of social issues from systematic racism to ethical issues in government and law.

CJS 3263	Interviewing and Interrogations	3 Hours
----------	---------------------------------	---------

For criminal justice majors, Interviewing and Interrogations course is an elective course. This course introduces the student to the practice of interviews and interrogations. This course is intended to familiarize students with techniques used in the field of interviewing and interrogations, along with legal considerations for the admissibility of the information. This course is also

designed to provide a foundation for special populations such as children, the elderly, and persons with disability.

CJS 3293	Special Topics	3 Hours
----------	----------------	---------

This course is designed to explore criminal justice and related issues in greater depth in a formal academic setting than is possible in other structured courses offered in justice studies. It may be repeated with different topics to a maximum of nine hours credit.

Topics may include leadership in emergency preparedness, domestic violence, strategies for peacekeeping in a diverse society, ethics in criminal justice, computer crime, identity theft, terrorism, criminal profiling, criminal gangs, women and crime, etc. Must be a CJS Major with 2.0 cumulative GPA; Prerequisite: CJS 1103 and CLE 1103.

CJS 3313	Federal and Tribal Criminal Law	3 Hours
----------	---------------------------------	---------

This course is required for Criminal Justice majors and introduces students to fundamental concepts of federal criminal law, the basis for federal criminal jurisdiction and basic principles of federal Indian law. Students will study the role of treaties, the development of the federal trust relationship between tribes and the federal government as well as issues pertaining to tribal sovereignty. This course will also provide students with information about criminal justice careers available with federal and tribal agencies

CJS 3413	Research Methodology and Program Evaluation	3 Hours
----------	---	---------

In This class, we will be going over the different methods that have been used in the criminal justice framework. We will evaluate the different levels of criminal justice systems throughout the United States.

CJS 3513	Race, Gender, and Crime	3 Hours
----------	-------------------------	---------

Race, Gender and Crime will examine in detail ideas and theories on the roles of race and gender in criminology. We will address biological, physiological, psychological, sociological theories that are linked to race, ethnicity and gender. Further, we will examine the reality of the impact that race and gender have on the criminal make up of America.

CJS 3613	Comparative Criminal Justice	3 Hours
----------	------------------------------	---------

This is an elective for Criminal Justice majors. This course allows students to gain an international perspective of the criminal justice systems by examining the similarities and differences among the four major legal traditions of the world, the common, civil, Islamic and Eastern Asian. Today crimes may be international in nature, with crimes such as terrorism, human trafficking, maritime piracy and human genocide, which require that law enforcement agencies cooperate cross-nationally to prevent, investigate and combat these crimes. This introductory course provides students with a knowledge base about justice in countries around the world.

CJS 3623	Criminal Investigations	3 Hours
----------	-------------------------	---------

CJS 3623 Criminal Investigation is a required course for Criminal Justice majors and which is offered in a 16 week format. This course is designed to introduce the student to the fundamental theories and techniques used during the investigations of criminal activity. Particular focus will be paid to the admissibility of information and evidence into the Judicial System. This course is designed to provide a basic foundation for investigators to work from in a law enforcement setting.

CJS 3713	Victimology	3 Hours
----------	-------------	---------

This is an introductory course over the scientific study of victims. This course encompasses all sides of a crime. This course will go over the Discipline of Victimology, what it is to be a victim, theories of victimization, the justice system, school violence, partner violence, and victims of rape and sexual assault.

CJS 3913	Crisis Management and Conflict Resolution	3 Hours
----------	---	---------

This course is a study of intervention strategies utilized to cope with psychosocial human interaction problems in the criminal justice system. Crisis management, conflict resolution, and mediation practices will be examined and explored.

CJS 4013	State Corrections Law	3 Hours
----------	-----------------------	---------

The course examines the origin and historical underpinnings of the modern correctional system. Students will explore the philosophies of retribution, incapacitation, deterrence, and rehabilitation. The course will also focus on issues facing correctional facilities today including issues of the pendulum of politics, race, gender, and aging inmates.

CJS 4113	Introduction to Criminal Psychology	3 Hours
----------	-------------------------------------	---------

Introduction to Criminal Psychology is a Criminal Justice elective which is offered in a 16 week format. This course provides an overview of the scientific study of criminal thought and behavior patterns. Students will learn about the various psychological theories as to the origins of criminal behavior including risk factors, biological factors, learning and situational factors. The topics in this course include psychopathy, mental disorders, workplace violence, sexual assault as well as some of the more infamous serial killers.

CJS 4213	Forensics II: Forensic Scientific Procedures	3 Hours
----------	--	---------

Student will learn the role of forensic science in criminal justice and the issues of the legal aspects, as well as research problems and practices. This class includes techniques of crime scene search, including the collection and preservation of physical evidence, class and individual scientific tests, rules of evidence governing admissibility of physical evidence and expert testimony.

CJS 4313	Community Policing	3 Hours
----------	--------------------	---------

This (3) Credit Hour course is a required course for Criminal Justice majors. The primary objective of this course is an introduction to Community Policing. Students will Explore and Identify the three cornerstones of traditional policing. Students will examine the difference between traditional policing and community policing. This course will help students to explain the core principles of community policing. Students will identify issues that broaden the

CJS 4413	Police Problems and Practices	3 Hours
----------	-------------------------------	---------

An analysis of traditional and contemporary issues and problems existing in the community. Topics represent a wide variety of concerns, including corruption, use of deadly force, and the utilization of law enforcement to combat terrorism and computer crime. Prerequisite: CJS2613.

CJS 4954	Issues in Justice (Capstone)	4 Hours
----------	------------------------------	---------

This is a 4-credit course required for the Bachelor's Degree in Criminal Justice. Criminal Justice administration has been designed to assist the student in understanding the operation and administration of criminal justice organizations, aspects of organizational leadership theories will be examined to enable the students to better understand the on-the-job experiences of the profession, their current criminal justice positions or their future criminal justice careers. Ethical dilemmas as well as multicultural issues in the administration of justice will be explored. Students will have an opportunity to apply in an integrative fashion, knowledge and skills acquired in previous criminal justice courses.

CJS 4993, -6, -9	Criminal Justice Internship	6-12 Hours
------------------	-----------------------------	------------

Field placement in an approved criminal justice related agency. Interns work with designated agency personnel and receive an overview of agency functions, as well as an integration of theory and practice. Senior classification. *For Criminal Justice Majors only.* 6-12 CREDIT HOURS

ECH - EARLY CHILDHOOD EDUCATION

ECH 2003	Creative Experiences and Play	3 Hours
----------	-------------------------------	---------

This course is designed to assist pre-service educators in becoming comfortable with the integration of creative thinking and artistic expression. Students will learn the value of these processes and the resulting products for children and families, communities, and society at large. The skills needed to succeed in the 21st century require deep understanding of ideas, the ability to find and solve problems, ask relevant questions, and work cooperatively on projects; for academic standards, teacher accountability, and international ranking on tests dominates in the educational scene. Teacher candidates need to think in innovative and productive ways in a world where organizations expect workers to think creatively, be flexible, adapt to new situations, and see possibilities; we want to ensure that every child is engaged and has the tools to sustain motivation to learn.

Prerequisites: Full admission to Teacher Education and a 2.5 GPA

Required: Portfolio Task: Integrated Unit

ECH 2102	Foundations of Early Childhood Education	2 Hours
----------	--	---------

This course presents an overview of early childhood education with emphasis given to the historical roots and

development of childhood education, contributions of leaders in the field, and description of programs that meet the needs of young children. The development of a philosophy of early childhood education is an important part of the course. Prerequisite: PED 1002. PASS-PORT Portfolio required for Early Childhood Education Majors only. This class is worth 2 course credit hours.

ECH 2103	Child Development (Birth - 8 years)	3 Hours
----------	-------------------------------------	---------

Death and Dying is a process that all human beings go through, and is indeed the last act we do as humans. This course will

ECH 2203	Health, Safety, and Nutrition of Children	3 Hours
----------	---	---------

This course examines the health, safety, and nutrition needs of young children in relation to their social-emotional, physical, and cognitive development. The emphasis is on creating a developmentally appropriate and positive environment for learning that is psychologically and physically healthy for young children in various types of settings in early childhood education, family, and center care. Prerequisite: None.

ECH 3103	Families, Schools, and Communities	3 Hours
----------	------------------------------------	---------

This course is worth three credit hours. This course focuses on developing an understanding of the importance and role of families and communities in the lives of children and the implications for practice in Early Childhood/Elementary Education

ECH 3123	Infant and Toddler Brain Development	3 Hours
----------	--------------------------------------	---------

This course examines the neurological development of the brain, with emphasis on infant and toddler development, current research, and the current ongoing debate of nature versus nurture. The course will also focus on appropriate activities, curriculum, and environment that stimulate proper brain development in infants and toddlers, as well as the results of improper brain development.

ECH 4102	Early Childhood Capstone Seminar	2 Hours
----------	----------------------------------	---------

The purpose of the Capstone Seminar is to provide the student an opportunity to showcase their professional

knowledge, skills, and abilities developed as a result of coursework in the Early Childhood Development and Education degree program. The capstone seminar will involve developing a variety of artifacts and documents that show competencies in a variety of early childhood subject areas. Prerequisite: Advisor Approval

ECH 4103	Integrated Curriculum and Assessment	3 Hours
----------	--------------------------------------	---------

This course provides teacher candidates with the knowledge base that will prepare them to understand, plan, and develop an integrated curriculum that includes appropriate assessments. Emphasis will also include evaluation of early childhood curriculum and the role, function, and appropriate use of various assessment tools. Course must be taken concurrently with ECH 4203, EHC 3003, PED 3303, and ECH 4002. Prerequisite: Admission to Teacher Education, 2.5 CGPA, and SOE advisor approval.

ECH 4112	Early Childhood Internship Seminar	2 hours
----------	------------------------------------	---------

The purpose of this course is to provide weekly opportunities to reflect, assess, and share internship experiences with peers enrolled in the early childhood internship. Students will develop a professional portfolio and resume that reflects and documents their professional growth during their internship experience.

ECH 4113	Organization and Administration of Early Childhood Programs	3 Hours
----------	---	---------

This course focuses on the management of high quality early childhood programs. The course will explore the complex role that child-care plays in supporting families. Focus will be placed on the development of knowledge and skills essential to providing quality programs.

ECH 4115	Early Childhood Student Teaching (Grades PK-K)	5 Hours
----------	--	---------

Student teaching is designed to provide opportunities for teacher candidates to develop and demonstrate their competency as a professional educator in the actual classroom, working with an experienced mentor teacher and college supervisor. Teacher candidate must enroll in ECH 4115, ECH 4125, and ELE 4202 concurrently. Prerequisite: Admission to Student Teaching, 2.5 CGPA and Advisor Approval. PASS-PORT Portfolio and Criminal History required.

ECH 4116	Early Childhood Capstone Experience	6 Hours
----------	-------------------------------------	---------

The purpose of this course is to provide professional experience in an elementary education setting for qualified students. Each student will intern at an instructor-approved site for a minimum of 100 hours. Internship experiences will be designed to fit the student's professional goals. Internships may include classroom teaching, administration of an early childhood program, or experience with a nonprofit organization. Site requirements and responsibilities will vary depending upon the nature of the site selected.

ECH 4125	Early Childhood Student Teaching (Grades 1-3)	5 Hours
----------	---	---------

Student teaching is designed to provide opportunities for teacher candidates to develop and demonstrate their competency as a professional educator in the actual classroom, working with an experienced mentor teacher and college supervisor. Teacher candidate must enroll in ECH 4115, ECH 4125, and ELE 4202 concurrently. Prerequisite: Admission to Student Teaching, 2.5 CGPA and Advisor Approval. PASS-PORT Portfolio and Criminal History required.

ECH 4203	Science, Social Studies, and Math in Early Childhood	3 Hours
----------	--	---------

This course provides a study of the curriculum materials, activities, and instructional strategies desirable for teaching science, social studies, and mathematics in the early childhood classroom. National standards and state achievement skills are examined in light of curriculum development, instruction, and assessment. Emphasis is on interdisciplinary theme construction and assessment strategies to inform instruction.

ECH 4216	Early Childhood Internship	6 Hours
----------	----------------------------	---------

The purpose of this course is to provide professional experience in an early childhood setting for qualified students. Each student will intern at an instructor-approved site for a minimum of 96 hours. Internship experiences will be designed to fit the student's professional goals. Internships may include classroom teaching, administration of an early childhood program, or experience with a nonprofit organization. Site requirements and responsibilities will vary depending upon the nature of the site selected. Prerequisite: Advisor Approval

ECN - ECONOMICS

ECN 2113	Principles of Economics	3 Hours
----------	-------------------------	---------

An introduction to modern macroeconomic and microeconomic theory including economic analysis of national production, employment and income, business cycles, monetary and fiscal policies, analysis of supply and demand, the price system, and the basic types of market situations.

ECN 2513	Microeconomics	3 Hours
----------	----------------	---------

This course is suitable both for economics and non-economics majors as gives an overview of economics as a social science for those wishing to learn the basics of economics while pursuing other undergraduate majors, however at the same time, the course provides a solid grounding in microeconomics for those wishing to pursue further education in economics. The class as well gives an overview of “thinking like an economist” and as such provides a solid grounding in economic thought and not just microeconomics as a sub-field. Covers market and price systems, the allocation of resources, the distribution of income, budgets, deficits, taxes, fiscal and monetary policy.

ECN 2613	Macroeconomics	3 Hours
----------	----------------	---------

This course provides an overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Monetary and fiscal policies are discussed. Important policy debates such as the sub-prime crisis, social security, the public debt, and international economic issues are critically explored. The course introduces basic models of macroeconomics and illustrates principles with the experience of the U.S. and foreign economies.

ECN 3513	International Economics	3 Hours
----------	-------------------------	---------

This course intends to orient students about the functioning of the international economy. It defines the theoretical principles that govern international trade. In addition, we study empirical evidence of world trade patterns and trade policies of the industrial and developing countries. After explaining international logistics from trading functions, this course addresses macroeconomic policy in an open economy and international banking system.

ELE - ELEMENTARY EDUCATION

ELE 3003	Social Studies for the Elementary Teacher	3 Hours
----------	---	---------

This course is a study of the materials, activities, and instructional strategies for teaching social studies in the elementary school with emphasis on best practice based on current research, theory and national social studies standards. Prerequisite: Admission to Teacher Education and 2.5 CGPA.

ELE 3103	Science for the Elementary Teacher	3 Hours
----------	------------------------------------	---------

This course is a study of the materials, activities, and instructional strategies for teaching science in the elementary school with emphasis on best practice based on current research, theory, and national science standards. Prerequisite: Admission to Teacher Education and 2.5 CGPA.

ELE 3503	Math for the Elementary Teacher (K-3)	3 Hours
----------	---------------------------------------	---------

This course is a study of the materials, activities, and instructional strategies for teaching mathematics in the elementary school with emphasis on best practice based on current research, theory, and national math standards. Prerequisite: Admission to Teacher Education and 2.5 CGPA.

ELE 4003	Language Arts in Upper Elementary	3 Hours
----------	-----------------------------------	---------

This course provides students with a study of the language arts processes taught in upper elementary. Current approaches to teaching language arts are presented, along with underlying theories of learning, appropriate strategies and methodology for teaching, and opportunities to apply knowledge through interaction with students and teachers in language arts classrooms. Communicative competence for all students with appropriate assessment is stressed. Prerequisites: Criminal history check required, 2.75 GPA

ELE 4103	Integrated Curriculum and Assessment	3 Hours
----------	--------------------------------------	---------

This course examines various curriculum models used in elementary schools today and provides teacher candidates with an opportunity to plan, develop, and assess classroom curriculum. Emphasis is given to the examination, preparation, integration, and utilization of appropriate assessment tools to evaluate student learning as an integral element of curriculum development. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA

ELE 4115	Elementary Student Teaching (Grades 1-3)	5 Hours
----------	---	---------

Student Teaching is designed to provide opportunities for teacher candidates to develop and demonstrate their competency as a professional educator in the actual classroom (grades 1-3) working with an experienced mentor teacher and college supervisor. Students must enroll in ELE 4115, ELE 4215 and ELE 4202 concurrently. Prerequisite: Admission to the Bacone Teacher Education Program. All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA

ELE 4116	Education Internship	6 Hours
----------	----------------------	---------

The purpose of this course is to provide professional experience in an elementary education setting for qualified students. Each student will intern at an instructor-approved site for a minimum of 100 hours. Internship experiences will be designed to fit the student's professional goals. Internships may include classroom teaching, administration of an early childhood program, or experience with a nonprofit organization. Site requirements and responsibilities will vary depending on the nature of the site selected.

ELE 4125	Elementary Student Teaching (Grades 4-8)	5 Hours
----------	--	---------

Student Teaching is designed to provide opportunities for teacher candidates to develop and demonstrate their competency as a professional educator in the actual classroom (grades 4-8) working with an experienced mentor teacher and college supervisor. Students must enroll in ELE 4115, ELE 4215 and ELE 4202 concurrently. Prerequisite: Admission to the Bacone Teacher Education Program. All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA

ELE 4202	Educational Seminar	2 Hours
----------	---------------------	---------

Student Teaching is designed to provide opportunities for teacher candidates to develop and

demonstrate their competency as a professional educator in the actual classroom (grades 1-3) working with an experienced mentor teacher and college supervisor. Students must enroll in ELE 4115, ELE 4215 and ELE 4202 concurrently. Prerequisite: Admission to the Bacone Teacher Education Program. All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA

ELE 4203	Social Studies Methods	3 Hours
----------	------------------------	---------

This course is a study of the materials, activities, and instructional strategies for teaching social studies with emphasis on best practice based on current research, theory and national social studies standards. National standards and state achievement skills are examined in light of curriculum development, instruction, and assessment. Emphasis is on interdisciplinary construction and authentic assessment strategies to inform instruction. For ECH and ELE teacher candidates admitted to the Department of Education, this course must be taken concurrently with ECEL 4103 Integrated Curriculum and Assessment, ELE 4303 Science Methods, and ELE 4403 Math Methods.

ELE 4303	Science Methods	3 Hours
----------	-----------------	---------

This course is a study of the materials, activities, and instructional strategies for teaching science with emphasis on best practice based on current research, theory and national science standards. National standards and state achievement skills are examined in light of curriculum development, instruction, and assessment. Emphasis is on interdisciplinary construction and authentic assessment strategies to inform instruction. For ECH & ELE teacher candidates admitted to the School of Education this course must be taken concurrently with ECEL 4103 Integrated Curriculum and Assessment, ELE 4303 Science Methods, ELE 4403 Math Methods. Prerequisite: Admission to Teacher Education and 2.5 CGPA

ELE 4403	Math Methods (4-8)	3 Hours
----------	--------------------	---------

This course is a study of the materials, activities, and instructional strategies for teaching mathematics with emphasis on best practice based on current research, theory and national mathematics standards. National standards and state achievement skills are examined in light of curriculum development, instruction, and assessment. Emphasis is on interdisciplinary construction and authentic assessment strategies to inform instruction. For ECH & ELE teacher candidates admitted to the School of Education this course must be taken concurrently with ECEL 4103 Integrated Curriculum and Assessment, ELE 4203 Social Studies Methods, and ELE 4303 Science Methods.

ENG - ENGLISH

ENG 1113	English Composition I	3 Hours
----------	-----------------------	---------

English Composition I is the first of two writing-intensive courses required of all Bacone students prior to graduation. Students learn the skills necessary to compose well-developed, clear, unified prose through critical thinking, reflective practice and the writing process. 3 credit hours.

BACONE CORE

ENG 1213	English Composition II	3 Hours
----------	------------------------	---------

English Composition II is a continuation of English Composition I. Using the writing process, the course focuses on refining the rhetorical, critical thinking, research and reflective skills acquired in Composition I. Prerequisite ENG 1113. 3 credit hours.

BACONE CORE

ENG 3213	Creative Writing	3 Hours
----------	------------------	---------

Students in Creative Writing will write poems, short stories, plays, news stories, comic strips, children's books, an autobiography and other types of writing that express creativity. Students will also study writing samples from professional writers as well as student writers to guide student progress.

ENG 3553	Screenwriting	3 Hours
----------	---------------	---------

his course introduces the neophyte screenwriter to the basic elements of the screenwriting craft with special emphasis on the screen treatment and provides the student with a forum of instructor/peer review of his work.

ESE - EXERCISE SCIENCE

ESE 2103	Foundations of Exercise Science	3 Hours
----------	---------------------------------	---------

This is an introductory course dealing with the historical and philosophical approaches to health, physical education, and recreation.

ESE 2112	Personal Health	2 Hours
----------	-----------------	---------

This course is designed to provide a personal appreciation, understanding, and awareness of good health practices well-being by analyzing the causes and effects of major health problems in our society today.

ESE 2433	Special Studies in Exercise Science	3 Hours
----------	-------------------------------------	---------

This course is an independent study course for Exercise Science majors. It provides experiences reading and analyzing scientific literature in exercise science and related areas. When applicable, students will help host campus fitness events and work in the laboratory to learn about equipment and testing.

ESE 3102	Consumer, Environment, and Community Health	2 Hours
----------	---	---------

This course will cover the latest trends and statistics in community health, consumer, and environmental health with an emphasis on developing the knowledge and skills necessary for a career in health education. Topics to be covered are: Epidemiology, community organization, program planning, minority health, health care, mental health, environmental health, drugs, safety, and occupational health.

ESE 3114	Exercise Physiology I	4 Hours
----------	-----------------------	---------

An overview of the study of anatomical mechanical phenomena including major organs and tissues, and how they are affected by human motion and the study of the biological and biochemical processes associated with exercise and the underlying function of cells and organ systems in the human body. Prerequisite: CHM 1364, BIO 2134 requirements for ESE majors only.

ESE 3124	Exercise Physiology II	4 Hours
----------	------------------------	---------

The study of the biological and biochemical processes associated with exercise and overload that affects the underlying function of cells and organ systems. Advanced study of applications of physiological mechanisms and how they respond to acute and chronic exercise in a wide variety of intensity, duration, and

frequency. Prerequisite: ESE 3114 and CHM 1364.

ESE 3303	Wellness and Fitness	3 Hours
----------	----------------------	---------

A study of the various lifestyle areas that influence one's physical, emotional, and spiritual well-being. A major focus of the course is directed toward an individual awareness of ways to better develop these lifestyle areas in a positive manner and to strive toward a balanced lifestyle.

ESE 3403	Care and Prevention of Injuries	3 Hours
----------	---------------------------------	---------

This course is designed for prospective coaches, athletic trainers, and HPER educators. It will address the prevention, recognition, evaluation, and care of athletic related injuries. This is an online class and will focus on fundamental terminology, basic anatomy, and physiology, taping methods and rehabilitation of athletic injuries.

ESE 3513	Kinesiology	3 Hours
----------	-------------	---------

This course is designed to give the student an understanding of how the human body moves anatomically and mechanically and then be able to apply the principles learned to improve movement. Methods of presentation will primarily include live online lectures, audio-visuals, reviewing kinesiology papers, discussions, and other types of resources for learning exercises both in class and online via Moodle. Class times over a 16-week period.

ESE 3603	Strength and Conditioning Prep	3 Hours
----------	--------------------------------	---------

This course covers anatomy, physiology, and the training effect to all life functions of the human body, basic kinesiology and biomechanics, strength theory, conditioning theory, basic sports nutrition theory, training muscle masses, sports and fitness exercise, Olympic lifting for athletes, weight training technology, special topics in sports and fitness training, sports medicine, and organizing a sport conditioning plan/program.

ESE 3703	Personal Training Certification Prep	3 Hours
----------	--------------------------------------	---------

This course will provide a detailed overview of the competencies covered within a personal training certification preparation course. This course will prepare the student to attempt the American College of Sports Medicine's (ACSM) personal training certification exam.

ESE4113	Administration of Exercise Prescription	3 Hours
---------	---	---------

A comprehensive presentation of the administrative philosophies and techniques as they apply to a variety of health and fitness vocations. Management environments such as fitness, healthcare, and education will be studied, along with principles of leadership in each area. Prerequisite: ESE 4213 and ESE 3114.

ESE 4203	Health and Fitness Specialist Preparation	3 Hours
----------	---	---------

This course will provide a detailed overview of the competencies covered within a Health and Fitness Specialist Certification review course. This course will prepare the student to attempt the American College of Sports Medicine's (ACSM) Health and Fitness Specialist (HFS) certification by incorporating ACSM's Exercise is Medicine (EIM) global health initiative throughout this text prepares the HFS to become uniquely qualified to work with medical professionals to ensure that all patients and clients are participating in a physical activity program. Coverage of assessment and programming for both healthy and special populations and extensive content about behavior change allows the Health Fitness Specialist to provide program options for varying types of clients. Prerequisite: ESE 4213

ESE 4213	Fitness Assessment and Exercise Prescription	3 Hours
----------	--	---------

This course will summarize recommended procedures for exercise testing and exercise prescription in healthy and diseased individuals. Content covered includes the knowledge, skills and abilities (KSAs) that must be mastered by candidates for all ACSM certifications. Exercise programs will be based on the most current public health and clinical information and research-based recommendations.

ESE 4993-6	Internship in Exercise Science	3-6 Hours
------------	--------------------------------	-----------

Student internships are designed to complement the students' education in their particular field of study. With departmental approval, students may earn from 6 credits for participation in an established internship. The credits hours include 16 weekly hours (could be a combination of 8-weekly hour in-person – at a minimum and 8-weekly online hour). The purpose of an internship is to provide a supervised real-life work experience in which the student may:

1. relate theory with practice
2. focus on life goals
3. seek direction for academic projects or theses
4. seek specific direction for a future career
5. fulfill prerequisites for graduate education
6. enhance leadership and communication skills

FSE - FAMILY STUDIES EDUCATION

FSE 2013	Early Childhood Development	3 Hours
----------	-----------------------------	---------

This course will cover theories of child development and information that can lead to raising a happy and healthy child. Students will learn about child development beginning at conception, going through birth through adolescence. Topics include physical and cognitive development, along with psychosocial development.

FSE 2103	Families with Special Needs	3 Hours
----------	-----------------------------	---------

This course offers student an introduction the special needs that are part of the daily life of many families in the United States. Topics to be addressed include: Exceptionalities in family members (educational, emotional, and behavioral) and long-term medical care of family members, whether chronic or terminal. Other topics include review of short-term crises in families caused by catastrophic instances and long-term repetitive cycles of dysfunction in families. Laws and regulations applying to special needs families will be addressed.

FSE 2203	Addiction in the Family	3 Hours
----------	-------------------------	---------

Addiction in the family is a timely subject for students in the United States. We are bombarded with news stories of addiction and loss on a daily basis. The use of abuse of opioids is considered a national epidemic. This course considers the effects of addiction on the family system. Information will explore topics of various types of addiction and their impact on the family. Special focus will be given to the historical and present issues which may have led to the current level of addiction in the United States and addiction in various populations.

FSE 2333	Ethnic and Non-Traditional Families	3 Hours
----------	-------------------------------------	---------

This course considers the evolution of the ethnic minority and immigrant families in America's historical past, and its present and examine families' cross-cultural variability and consistency. The course examines how the family is currently defined in the U.S., discussing different views about what families may look like. Class and ethnic variability and the effects of changing gender roles are examined. Students also investigate how sexuality, traditional and non-traditional marriage, parenting, divorce, family violence, family economics, poverty, and governmental policies may impact ethnic and non-traditional families. Special focus will be given to the historical and present issues which may be unique to certain ethnic/social minorities (Native American, Hispanic, African-American, immigrants etc.)

FSE 3113	Media and the Family	3 Hours
----------	----------------------	---------

This course will investigate how media impacts the family and will focus on the portrayal of the American family on television from the 1950s to the present, how family communication is being impacted in the digital age, and how electronic media is impacting the social, emotional, and physiological development of children, from toddlers to adolescents. Topics include how families are portrayed in the media, gender role stereotypes in the media, family communication, screen time and the young child, educational videos and the young child, online dating, social media, chat sites, cyber bullying, and internet pornography.

FSE 3222	Family Finance	2 Hours
----------	----------------	---------

Economic downturns, recession, credit card debt, downsizing, dead-end jobs, and inadequate or depleted savings all can cause individuals and families to suffer. With these challenges come others as well. Recent studies confirm that more than half of all divorces are the result of financial pressures at home. And spiritually, many people are struggling to maintain a proper perspective amidst the constant tug of materialism. This course will show students how to manage personal and family finances in a practical way.

FSE 3333	Community Resources for Families	3 Hours
----------	----------------------------------	---------

This course presents a general study into the field of community resources available to the family. Topics covered range from Health & Diagnostic Services, Vocational Rehabilitation, Alcohol-Drug Treatment Programs, to Equal Employment Rights and Disabilities. The course will focus upon local community resources and programs.

FSE 3663	Education of the Adult Population	3 Hours
----------	-----------------------------------	---------

This course offers student an introduction the special needs that are part of the daily life of many families in the United States. Topics to be addressed include: Exceptionalities in family members (educational, emotional, and behavioral) and long-term medical care of family members, whether chronic or terminal. Other topics include review of short-term crises in families caused by catastrophic instances and long-term repetitive cycles of dysfunction in families. Laws and regulations applying to special needs families will be addressed.

FSE 4553	Geriatric Psychology	3 Hours
----------	----------------------	---------

This course presents students with theories of psychology that may be particular to human beings as they age and mature. Utilizing the work of Erikson students will identify and analyze the conflicts that humans undergo in their later years investigating the Crises and how favorable outcomes (integrity) are achieved and how unfavorable outcomes (despair) are overcome. Various theoretical perspectives will be reviewed, with an emphasis upon the work of Erikson. This course presents a thorough exploration of the aging population in society, and the unique psychological, physical, and spiritual problems they face.

FSE 4113	Education Research	3 Hours
----------	--------------------	---------

Research is a prevailing phenomenon in the modern world. Scholars and practitioners in the academic disciplines and professions engage in research. This course will include an examination of the nature and characteristics of education research. The main purpose is to introduce students to qualitative and quantitative methods for conducting meaningful inquiry and research and to help them become knowledgeable consumers of research data. Students will be able to distinguish between Basic (Theoretical), Applied, and Practical research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis that encourage reflection and innovations critical for the field of education. Prerequisite: All professional education and specialization courses must have a grade of C or above and 2.75 GPA.

FSE 4116	Internship	6 Hours
----------	------------	---------

Family Studies majors meeting the prerequisites will engage in an off-campus internship program – in a business or organization whose mission reflects the interests of the student. The student will fulfill a minimum 240 hours spent with the internship organization, supervised by a member of the organization's management. A journal will be submitted chronicling the events experienced, evaluating and analyzing the methods employed during the day's activities. The intern will represent Bacone College in a courteous, responsible, and professional manner.

FSE 4153	Applications of Family Case Theory	3 Hours
----------	------------------------------------	---------

Throughout societies families can be viewed as successful or unsuccessful. The clinician needs to be able to analyze case history in order to evaluate how circumstances and actions can achieve predictable results. This course will allow students to analyze individuals and families in crisis situations. Students will examine factors such as historical context, beliefs, actions, and the results that come from the interaction of these variables. Students will use Family Studies Theory and psychological theories to predict the success or failure of these families.

FSE 4202	Families Studies Practicum Seminar	3 Hours
----------	------------------------------------	---------

Supervised experience in a community setting having an identified family life education or service program. Minimum of 125 clock hours service-learning in the community program, plus one hour seminar per week to integrate the field experience with the family studies curriculum and to engage in reflective assessment of skill and knowledge in personal development as a family service practitioner. This course is available for variable credit. Please see your advisor for more information. Prerequisite: Senior standing; advisor and department chair approval; and acceptance of the student by a community program.

FSE 4223	Death and Dying	3 Hours
----------	-----------------	---------

Death and Dying is a process that all human beings go through and is indeed the last act we do as humans. This course will inform students of the processes of death and dying from the perspectives of the participants, including family and clinical workers. Cultural, historic, and religious views about death will be analyzed. Topics will include death and dying, grief and bereavement, preparations for families, medical and hospice care, assisted suicide, common cultural perceptions of death and dying, and the differences between a death which is predictable and when an unexpected death occurs. Students will utilize analysis and inquiry skills to refine critical thinking skills on a difficult subject.

FSE 4253	Adolescent Psychology	3 Hours
----------	-----------------------	---------

This course presents students with theories of psychology that may be particular to human beings in the stage known as adolescence. Utilizing the work of Erikson, students will identify and analyze the conflicts that humans undergo in adolescent years, investigating the stages and how favorable outcomes are achieved and how unfavorable outcomes are overcome. Various theoretical perspectives will be reviewed, with an emphasis upon the work of Erikson. This course presents a thorough exploration of the adolescent population in society, and the unique psychological, physical, and spiritual problems they face.

FIN - FINANCE

FIN 3113	Business Finance	3 Hours
----------	------------------	---------

Theory and practice of capital management. Topics include evaluation of risks, determination of capital structures, measures of costs and returns, allocation of capital, financial planning and models, and a survey of working capital issues. Prerequisite: ACC 2113

FIN 3553	Money and Banking	3 Hours
----------	-------------------	---------

This course is an introduction to the behavioral science of economics which focuses on interest rates, the concept of money, exchange rates, and monetary policy. Topics covered include banking structures and functions, the Federal Reserve, determinants of the money supply, fiscal policy and monetary policy, and international economies.

GPS - GENERAL PHYSICAL SCIENCE

GPS 1114	General Physical Science	4 Hours
----------	--------------------------	---------

This course is an overview of basic concepts in the physical sciences. Materials covered include topics from physics, chemistry, earth science and astronomy.

BAL - GREAT IDEAS

BAL 1113	Great Ideas of Western Civilization	3 Hours
----------	-------------------------------------	---------

This course introduces students to the intellectual foundations of Western Civilization and the study of the humanities. It surveys the major ideas that dominate Western Civilization from the ancient to the modern world, providing students with an outline of major historical movements of thought and an encounter with some of the principal works of philosophy, religion, literature, arts, and history that form the Western intellectual tradition. It provides students with the concepts needed to succeed in the courses that make up the humanities portion of the general education core curriculum.

CROSS-LISTED WITH HIS 1113

BAL 2113	Great Ideas in Phil Lit & Social Science: Psychology, Philosophy, Literature and Film	3 Hours
----------	---	---------

This course examines the intriguing relationships between literature, film and 20th century psychology and philosophy (notably Freud, Jung and and/or Existential Philosophy). Students will apply short readings in psychology and philosophy to works of fiction and films. CROSS-LISTED WITH LIT 2133

BAL 2123	Great Ideas in Phil Lit & Social Science: History of Satire	3 Hours
----------	---	---------

Introduction to Satire, a 2500-year retrospective seeking to shed light on the present political/social/psychological landscape in terms of the best satirists of Western Civilization: Aristophanes, Juvenal, Rabelais, Voltaire, Swift, Twain, Orwell, Huxley and others. Prerequisite: ENG 1213. CROSS LISTED WITH LIT 3133

BAL 3123	Introduction to Ethics	3 Hours
----------	------------------------	---------

Introduction to Ethics is an upper division class devoted to the study of spiritual ethics and a brief survey of some contemporary moral issues. We will begin with a short study of the origin of Western and Christian ethical traditions, then study Christian teachings as they pertain to the issues of love, justice, liberty, sin, and salvation. We will move on to study controversial moral issues such as world views, euthanasia, biomedical issues, abortion, the family, sexual ethics and justice. We will attempt to survey a number of issues within the framework of Christian ethical concerns and morality. The class will cover material in a general overview and may not get in depth of all topics.

BAL 4994	Capstone in Liberal Arts	4 Hours
----------	--------------------------	---------

Employing the student's course transcript as a guide and a faculty mentor, the Liberal Arts capstone project is designed to focus on a student-centered personal synthesis of all those seminal courses that have shaped the student's academic identity over four years - whether the project be academic, creative or applied. The capstone project provides ample latitude for a student to follow her passion to explore and create a product or learn something new in the student's field. 4 Credits Taken in the last semester.

HPE - HEALTH AND PHYSICAL EDUCATION

HPE 2111	Varsity Sports	1 Hour
----------	----------------	--------

Credit will be received through participation in any of the following varsity sports: baseball, basketball, cross-country, golf, soccer, softball, track. Class daily. Grading for this athletics course will be a CR or U instead of a letter grade.

HIS - HISTORY

HIS 1113	Great Ideas of Western Civilization	3 Hours
----------	-------------------------------------	---------

This course introduces students to the intellectual foundations of Western Civilization and the study of the humanities. It surveys the major ideas that dominate Western Civilization from the ancient to the modern world, providing students with an outline of major historical movements of thought and an encounter with some of the principal works of philosophy, religion, literature, arts, and history that form the Western intellectual tradition. It provides students with the concepts needed to succeed in the courses that make up the humanities portion of the general education core curriculum. CROSS-LISTED WITH BAL1113

HIS 2113	Western Civilization I	3 Hours
----------	------------------------	---------

HIS 2113 Western Civilization I provides a complete overview of the history and culture of Europe, the Mediterranean, and the Near East from the beginnings of civilization in the 4th millennium, before Christ, to the decline of the Roman Empire and the beginning of Medieval Europe. The course focuses on the ideas, institutions, experiences, expressions, and accomplishments of Western civilization, including politics, social change, art, music, literature, religion, science, and philosophy.

HIS 2123	Western Civilization II	3 Hours
----------	-------------------------	---------

This course will critically examine Global History from 1400 CE to present day. We will examine the following topics: the rise of the Americas; Western Christian overseas expansion; Colonialism and the Indigenous response; African kingdoms; the Atlantic slave trade and the origins of Black America; the Islamic and Hindu Empires in both North Africa and Asia; and the rise of Modernity. We will also explore the world of social history, by talking about various groups that came out of the shadows and demanded to be counted. Far left and far right will be talked about, maybe even explained how both extremes appeal to people.

HIS 2223	World History	3 Hours
----------	---------------	---------

HIS 2223 World History provides a complete overview of the history and culture of Europe, Asia, Africa, and the Americas from prehistory to the present. The course focuses on the ideas, institutions, experiences, expressions, and accomplishments of world peoples, including politics, social change, art, music, literature, religion, science, and philosophy.

HIS 2233	American Civilization I	3 Hours
----------	-------------------------	---------

American Civilization I provides a complete overview of early American history and culture. The course focus on the ideas, structures, and accomplishments of American civilization, including politics, social change and institutions, art, music, literature, religion, science, and philosophy. American Indian and African American contributions are included. American Civilization I begins during the age of exploration and discovery and proceeds through the colonial period to the age of the American Revolution, and the beginning of the New Nation.

HIS 2333	American Civilization II	3 Hours
----------	--------------------------	---------

American civilization provides a complete overview of modern American history and culture. The course focuses on the ideas, structures, and accomplishments of American civilization, including politics, social change, and institutions, art, music, literature, religion, science, and philosophy. American Indian and African American contributions are included. American Civilization begins during the 19th century antebellum period, and the Civil War followed by the Reconstruction Era, the Victorian Age, the Industrial Revolution of the nineteenth century, the two world wars of the 20th century, and changes in American society and culture from 1865 to the present.

HIS 2483	Pre-1865 US History	3 Hours
----------	---------------------	---------

Pre-1865 US History provides a complete overview of the history of America from colonization to the Civil War. The course focuses on the ideas, structures, and accomplishments of American civilization, including politics, social change and institutions, art music, literature, religion, science, and philosophy. The course examines colonization, Indian resistance to expansion, and the events preceding the Civil War.

HIS 2493	Post-1865 US History	3 Hours
----------	----------------------	---------

Post-1865 US History provides a complete overview of the history of America from the Civil War on. The course focuses on the ideas, structures, and accomplishments of American civilization, including politics, social change and institutions, art music, literature, religion, science, and philosophy.

HIS 2633	History of American Religions	3 Hours
----------	-------------------------------	---------

This class explores how religious people and communities in the United States affirm their faith, understand the ethical life, engage in ritual acts, and organize their communal relations. It also looks at the way the American social environment has shaped religious people and their communities.

HIS 3013	American Indian History I	3 Hours
----------	---------------------------	---------

The dynamics of Indian-European encounters beginning in the early sixteenth century, the impact of Euro-American expansion and the displacement of Indians, Indian resistance, the creation of "Indian territory" and ultimate removal of Indian tribes west of the Mississippi river. Cross listed with AIS 3013.

HIS 3023	American Indian History II	3 Hours
----------	----------------------------	---------

The purpose of this course is to present a survey of American Indian history from the 1870s to the present, highlighting the processes by which Europeans and Euro-Americans dispossessed the various Indian nations of their land and identities, as well as the Indians' efforts to adapt to rapidly changing circumstances. The dynamics of contact, conquest, interrelationship, accommodation, assimilation, and resistance is ongoing, and will be examined from both Indian and non-Indian perspectives (though far greater weight is given to the former). The means by which Indians have preserved their identities and cultures is the keynote to the course, rather than emphasizing the many tragic aspects of their histories..

HIS 3113	Oklahoma History	3 Hours
----------	------------------	---------

The American frontier in 1840, Indian resistance to American expansion, Indians in the Civil War, railroads and allotment of Indian land, Indians in World War I and II, resurgence of Indian identity and sovereignty in the 20th century. CROSS-LISTED WITH AIS 3023

HIS 3123	Native American History II	3 Hours
----------	----------------------------	---------

This course is designed to provide students with a deeper level of American Indians from a historical, cultural and academic perspective. The course involves critical examination of western models as well as Indigenous pedagogy. The academic overview will include method of research, terminology, and principles of various disciplines that include American Indians.

HIS 3133	Colonial America	3 Hours
----------	------------------	---------

Oklahoma History is a course that fulfills the core curriculum history requirement as well as fulfills three credits for a BA in history or Interdisciplinary Liberal Studies. The course covers the original tribes in Oklahoma, European and American exploration, early settlement, the creation of Indian Territory, the creation of Oklahoma Territory, statehood, missionary work in Oklahoma, higher education in Oklahoma, the consequences of the industrial revolution and urbanization in Oklahoma, and Oklahoma politics. Students read primary source materials and form their own interpretations to explain the motives, goals, and achievements of the people of Oklahoma throughout time.

HIS 3213	American Labor History	3 Hours
----------	------------------------	---------

The New Nation: United States, 1789-1900 is a course that fulfills the core curriculum history requirement as well as fulfills three credits for a BA in history or Interdisciplinary Liberal Studies. This course examines five periods in American history: Creation of the United States under the Constitution, Westward Expansion, Antebellum America, the Civil War, and the Industrial Revolution and Urbanization in America. Students will read and learn about the creation of the U.S. government, the expansion of the United States, sectionalism in America, the causes and consequences of the Civil War, the impact of American growth on American Indians, the development of industry, and the consequences of industrialization, particularly the development of new classes, ideas, and cities. Students read primary source materials and form their own interpretations to explain the motives, goals, and achievements of Americans from 1789-1900.

HIS 3693	Special Topics in American History	3 Hours
----------	------------------------------------	---------

Studies in periods, countries, or special themes in history. Subject and content vary from year to year.

ILS - INTERDISCIPLINARY LIBERAL STUDIES

ILS 1113	Perspectives on the Liberal Arts	3 Hours
----------	----------------------------------	---------

Perspectives on the Liberal Arts provides students with an understanding of the place in and value of the liberal arts in human society. It explores several different aspects including [1] the history of the liberal arts beginning in the Middle Ages and progressing through the great European centers of learning to the development of the liberal arts college in America; [2] a brief look at the diverse areas of study which make up the liberal arts and their defining commonalities, critical and creative thinking; [3] the philosophy and meaning of the liberal arts as they apply to the concept of "educated person;" and [4] the value of the liberal arts to 21st century American society-in understanding humanity, in worldview, in the prevalence of liberal arts colleges and curricula, and in the practical aspect of "What can I do with a B.A. in Liberal Arts?"

ILS2113	Exploring Ideas and Concepts I	3 Hours
---------	--------------------------------	---------

Designed as a true team-taught course, it will vary from term to term depending upon the subject selected and the approach of the instructors. This master syllabus provides an umbrella organization for the course format but will require input from the instructors in any given semester.

ILS 2123	Exploring Ideas and Concepts II	3 Hours
----------	---------------------------------	---------

Designed as a true team-taught course, it will vary from term to term depending upon the subject selected and the approach of the instructors. This master syllabus provides an umbrella organization for the course format but will require input from the instructors in any given semester.

LIT – LITERATURE

LIT 2013	Introduction to Literature	3 Hours
----------	----------------------------	---------

This course introduces the student to one or more of the various genres of literature - drama, poetry, and prose - and to its forms, concepts and themes. It focuses on evaluation, appreciation, and analysis thereof as reflected in written work. Prerequisite: ENG 1213.

LIT 2133	Great Ideas in Phil Lit & Social Science: Psychology, Philosophy, Literature and Film	3 Hours
----------	---	---------

This course examines the intriguing relationships between literature, film and 20th century psychology and philosophy (notably Freud, Jung and and/or Existential Philosophy). Students will apply short readings in psychology and philosophy to works of fiction and films. CROSS-LISTED WITH BAL 2113

LIT 2333	American Indian Literature	3 Hours
----------	----------------------------	---------

A reading, writing and discussion-intensive course centering on works written by, for, and about American Indians and Indigenous peoples. The course intends to hone the student's basic skills of literary analysis, critical thinking, while contextualizing themes within larger socio-economic settings specific to Indigenous peoples. Prerequisite: Completion of English 1213. CROSS-LISTED WITH AIS 2333

LIT 2633	Bible as Literature	3 Hours
----------	---------------------	---------

In many circles, the Bible is considered THE BOOK. However, the Bible is, in fact, a Book of Many Books, made up of numerous and different literary styles and forms. These forms are known as genres and in the Bible they include: epic stories, (Genesis), Laws (Leviticus/Deuteronomy) Hero's Journey (Abraham and Joseph), Tragedy (Samson and Saul), Tales of Great Women (Ruth, Esther, and Deborah), lyrical poetry (the Psalms), wisdom literature (Proverbs), Drama (Book of Job), Biography (Gospels), Short stories (the parables), prophecy (Isaiah), epistolary writing (Paul), hymns (throughout the NT), Nativity stories (Matthew and Luke), and Apocalyptic literature (Daniel and the Revelation).

LIT 3113	Genre Literature	3 Hours
----------	------------------	---------

An introduction to reading and analyzing these primary genres of literature: fiction, poetry, and drama. The course may also include creative nonfiction. Students will respond critically to readings of different historical and cultural contexts through class discussion and written evidence-based literary arguments.

REA 3003	Children's Literature, Literacy, and Technology	3 Hours
----------	---	---------

This course examines the role and use of children's literature and technology in the development of literacy skills in the kindergarten-elementary classroom. Emphasis is given to creating a learning

environment which supports the literacy process and includes learning centers and the use of quality children's books in literacy development. Cross listed as REA 3003.

LIT 3113, 3123	Genre Literature I and II	3 Hours
----------------	---------------------------	---------

This repeatable course will specifically focus on types of literature rather than the traditional specific forms of literature, going beyond the fiction, poetry, drama delineation to the exploration of popular forms such as Detective Literature, Women's Lit, Fantasy and Science Fiction. It is designed to improve your ability to understand and analyze motivations and techniques of good writers in various genres.

LOG - LOGIC

LOGIC 3213	Introduction to Critical Thinking and Informal Logic	3 Hours
------------	--	---------

In this course students will be exposed to a variety of concepts from traditional and propositional logic. The purpose of this course is to present students with a wide variety of reasoning techniques so that they will then be able to employ such techniques in critical thinking and will manifest itself in speaking, reading, and writing. This course combines traditional reasoning techniques (Syllogisms, truth tables, Mill's methods of inference, and deduction/induction) with classical philosophical work, which focus around argument and analysis. Prerequisites, successful completion of Speaking and Thinking Critically (SPC 1713) and English Composition II (ENG 1213). **BACONE CORE**

MGT - MANAGEMENT

MGT 2223	Principles of Management	3 Hours
----------	--------------------------	---------

This course is an orientation to Bacone College facilities, campus protocol, available services, and management as a career. It is a course that explores the impact of management techniques on organizational efficiency and effectiveness. Topics include planning, organizing, leading, and controlling.

MGT 3253	Business Statistics	3 Hours
----------	---------------------	---------

Application of statistical concepts to decision problems confronting organizations and individuals. Includes descriptive tools, probability concepts, sampling processes, statistical inference, regression, and nonparametric procedures. Prerequisite of junior classification. Prerequisite: MTH 1513

MGT 3313	Production and Operations Management	3 Hours
----------	--------------------------------------	---------

Operations of production plants. Methods analysis and work measurements, inventory control, quality control, facilities layout, machines, and maintenance. Prerequisite: MGT 2223; MGT 3253

MGT 3323	Human Resources Management	3 Hours
----------	----------------------------	---------

Principles and procedures relating to human resources management, including staffing, appraisal, training, compensation, and other programs for business and other organizations. Prerequisite: MGT 2223.

MGT 4113	Organizational Behavior	3 Hours
----------	-------------------------	---------

Emphasis is on leadership and motivations as directive functions of management that are instrumental for achieving high quality performance and organization member satisfaction. Techniques for enhancing one's individual leadership skills are utilized.

Prerequisite: MGT 2223. Must be junior/senior standing.

MKT- MARKETING

MKT 2283	Principles of Marketing	3 Hours
----------	-------------------------	---------

An introduction to marketing function of a business organization, analysis of environmental factors influencing marketing decisions with special regard to types of markets and market opportunities; primary emphasis on study of managerial factors and processes used to plan and control marketing action.

MKT 2513	Buyer Behavior	3 Hours
----------	----------------	---------

Theory and research on explaining and predicting consumer and organizational buying behavior. Course examines concepts that have implications for marketing management decisions. Prerequisite: MKT 2283.

MKT 3113	Marketing Research	3 Hours
----------	--------------------	---------

Examines marketing research methods and techniques used in the collection and interpretation of primary and secondary data. Hands-on experience is gained through participation in one or more research projects. Prerequisite: MKT 2283.

MKT 3213	Marketing Channels	3 Hours
----------	--------------------	---------

Theoretical concepts of marketing channel (distribution) structure and management and their practical applications. Prerequisite: MKT 2283.

MKT 3313	Retailing Management and Promotion	3 Hours
----------	------------------------------------	---------

Management and operation of retail firms. Emphasis on location analysis, pricing, inventory control, merchandising and promotion. Prerequisite: MKT2283.

MKT 3413	Sales Management	3 Hours
----------	------------------	---------

Theory, principles, and practices of sales force administration for manufacturing, wholesaling, and service enterprises. Topics include recruiting, training, compensation, and performance appraisal. Prerequisite: MKT2283.

MKT 4113	Marketing Management	3 Hours
----------	----------------------	---------

A managerial approach to the study of such key decision areas as advertising, distribution, pricing and product development as well as other concepts and activities that facilitate exchange and build relationships between buyers and sellers in the environments of business and non-business

organizations. Prerequisite: MKT2283.

MKT 4313	Advertising Management	3 Hours
----------	------------------------	---------

Evaluation of elements for the effective development, implementation, and management of advertising campaigns. Experience in making decisions will be gained via cases, campaign development exercises, and/or computer simulation. Prerequisite: MKT2283.

MKT 4513	International Marketing	3 Hours
----------	-------------------------	---------

This course is designed to create an understanding of the global marketing environment and develop marketing strategies across national boundaries. The political, economic, and cultural variables, which influence such strategies, are identified. Recent cross cultural research and real-world cases clarify concepts and their applications. Elementary Algebra is an introductory course for students with little or no background in algebra.

Topics include signed numbers, evaluation of algebraic expressions, linear equations and inequalities, polynomials, factoring, and graphing points and lines. Prerequisite: Fundamentals of Math or appropriate score on placement test. This course carries no credit toward graduation.

MTH - MATHEMATICS

MTH 0223	Intermediate Algebra	3 Hours
----------	----------------------	---------

Intermediate Algebra is designed as a refresher course in basic algebra skills. Topics include graphing points, lines, and inequalities; factoring; rational expressions; ratios, proportions, and percentages; exponents and radicals; solving quadratic equations by factoring, completing the square, and the quadratic formula; logarithms, and systems of equations. Intermediate Algebra is the high school equivalency course mandated by the Oklahoma State Regents for Higher Education. The student earns no credit toward graduation, although the grade will affect the student's GPA. To advance to the next course, the student must earn at least a grade of "C".

MTH 1493	Mathematical Structures	3 Hours
----------	-------------------------	---------

This course is a study of the fundamental structure of mathematics for non-mathematics majors. Topics include sets and problem solving, logic, numeration systems, number theory, and the real numbers, equations, inequalities, functions and graphs, geometry, probability, mathematical

systems and matrices, and statistics.

Prerequisites: Prerequisite: MTH 0223 or a score of 22 or above on the math portion of the ACT exam. **BACONE CORE**

MTH 1513	College Algebra	3 Hours
----------	-----------------	---------

Advanced topics in quadratic equations, graphics, functions, and their graphs. Polynomial and rational functions, and exponential and logarithmic functions. Prerequisite: MTH 0223 or a score of 22 or above on the math portion of the ACT exam. **BACONE CORE**

MTH 1713	Fundamentals of Geometry	3 Hours
----------	--------------------------	---------

The basic objective of this course is to show students how to apply the principles of geometry and how to recognize geometry's relevance to the real world. Prerequisite: MTH 1513 with a minimum grade of "C".

MTH 1813	Plane Trigonometry	3 Hours
----------	--------------------	---------

This course covers functions of angles, logarithms, applications to triangles, identities and equations. Prerequisite: MTH1513 or a good high school mathematics background and permission of the instructor.

MTH 1914	Plane Analytic Geometry	4 Hours
----------	-------------------------	---------

An analytic study of points, lines, and curves in the plane, including a study of plotting, and properties of the point, straight line, parabola, circle, eclipse, hyperbola, degenerate conics and polar coordinates, translation and rotation of axis, higher plane curves and parametric equations. Prerequisite: MTH1813 or a good high school mathematics background and permission of the instructor.

MTH 2003	Math Concepts I	3 Hours
----------	-----------------	---------

This course covers logic, sets and counting, probability, statistics, and geometry. Prerequisite: MTH 1513

MTH 2135	Differential Calculus	5 Hours
----------	-----------------------	---------

Differentiation and problems in its simpler applications. Prerequisite: MTH1914 or a good high school mathematics background and permission of the instructor.

MTH 2145	Integral Calculus	5 Hours
----------	-------------------	---------

Continuation of MTH2135. Integration and its simpler applications. Prerequisite: MTH2135.

MTH 2213	Linear Algebra	3 Hours
----------	----------------	---------

Finite dimensional vector spaces, linear transformations, matrices, solutions of linear systems. Prerequisite: MTH1914.

MTH 3003	Math Concepts 11	3 Hours
----------	------------------	---------

This course covers geometry, matrices, and linear programming, exponential and logarithmic functions, dimensional analysis, and an introduction to calculus. Prerequisite: MTH2003.

MODERN LANGUAGE

CHE 1113	Elementary Cherokee I	3 Hours
----------	-----------------------	---------

Elementary Cherokee is a basic language course that introduces students to Cherokee phonology, morphology, and syntax with attention given to the syllabary as well as the spoken language. Elementary Cherokee I acquaints students with basic vocabulary, common phrases, and modern idioms. The course is offered when warranted by student interest and availability of faculty. CROSS-LISTED AS AIS1133.

CHE 1123	Elementary Cherokee II	3 Hours
----------	------------------------	---------

A continuation of CHE1113, this course is offered when warranted by student interest and availability of faculty. PREREQUISITE: CHE1113 or demonstration of appropriate skills to instructor.

CRK 1113	Elementary Creek I	3 Hours
----------	--------------------	---------

Elementary Creek I is a basic language course which introduces students to Muskogee phonology, morphology, and syntax with attention to the spoken language. Elementary Creek I acquaints the student with basic vocabulary, common phrases, and modern idioms. The course is offered when warranted by student interest and availability of faculty.

CRK 1123	Elementary Creek II	3 Hours
----------	---------------------	---------

A continuation of CRK1113, this course is offered when warranted by student interest and availability of faculty. PREREQUISITE: CRK1113 or demonstration of appropriate skills to instructor.

PSC- POLITICAL SCIENCE

PSC 2013	American Government	3 Hours
----------	---------------------	---------

A study of the origin, structure and function of the United States Government. Special attention will be given to basic concepts, political beliefs, political processes, and the Constitution and it's features.

PED - PROFESSIONAL EDUCATION

PED 1002	Introduction to Education	2 Hours
----------	---------------------------	---------

This course is an orientation to the teaching profession as explained from a Christian world view. Students will study selected issues and trends in modern education, a study which will continue into the next required course in the School of Education: PED 3003 - Foundations of Education. Students will write a first version of their philosophy of education, a required component in the professional portfolio that is assembled throughout the student's tenure at Bacone. Students who have not already taken the Learning Styles Inventory will take it during this class. Students will be encouraged to begin the process of admission to the Teacher Education Program by obtaining an OSBI records check, and by preparing for the OGET, an examination required for Oklahoma teacher certification. There is no prerequisite for this class.

Prerequisite: PED 1002 Introduction to Education.

PED 2013	Educational Technology	3 Hours
----------	------------------------	---------

This course provides students with knowledge of current technology available for use in the classroom and with strategies for integrating technology across the curriculum, regardless of teaching field. Special attention will be given to the Microsoft Office Suite, software evaluation, web page design, Internet protocol and Internet searching as it applies to educational research.

Bacone Core

PED 2102	Legal Issues in Education	2 Hours
----------	---------------------------	---------

This course introduces the teacher candidate to the law and its application and interpretation as it applies to teachers, students, schools, coaches, and education. Prerequisite: PED 1002 Introduction to Education

PED 2212	Motor Skills Development for the Young Child	2 Hours
----------	--	---------

This course will prepare the student to develop a child-centered, success-oriented program designed to explore and develop fundamental motor patterns, as well as movement skill and concepts. The student will recognize and encourage self-initiated movement activities and the use of large and small equipment or apparatus in active learning areas.

PED 2431	Special Studies/Education Club	1 Hour
----------	--------------------------------	--------

The purpose of this organization is to facilitate communication and support among students interested in the teaching profession. The goal is to sponsor various professional activities and social events so that students will be able to share ideas about teaching and interact with professionals in the field. Also, the club will provide opportunities for participation in educational and volunteer work on campus and in the surrounding community. Elective, may be used twice for a total of 2 credits.

PED 2603	Human Growth and Development	3 Hours
----------	------------------------------	---------

This course is a study of the human development from conception through adolescence. Emphasis is placed upon the developmental phases of children and adolescents and the interrelationships among various aspects of development physical, cognitive, emotional, social, and spiritual and emphasizing the many factors influencing development.

Prerequisite: PED 1002. PASS-PORT Portfolio required.

PED 2003	Foundations of Education	3 Hours
----------	--------------------------	---------

This course examines teaching as a profession and views education from sociological, organizational, historical, philosophical, and program development perspectives. In addition to regular course assignments, students enrolled in this course will work with the Chair of the Department of Teacher Education to fulfill requirements for admission into Bacone's School of Education. Prerequisite: PED 1002 Introduction to Education.

PED 3103	Educational Psychology	3 Hours
----------	------------------------	---------

This course provides an overview of the historical and current research and theories of effective teaching and learning in Preschool through grade 12. A major focus will be relating theory to practice, constructing appropriate lesson plans, developing an understanding of authentic assessment, student diversity and reflective practice.

Prerequisites: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA

PED 3113	Multicultural Education	3 Hours
----------	-------------------------	---------

This course introduces the major goals, principles, and concepts of multicultural education with emphasis on clarifying key concepts and terminology, discovering multiple perspectives in culture and history, understanding cultural and individual differences in teaching and learning, and becoming a multicultural teacher. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA

PED 3203	Education of the Exceptional Child	3 Hours
----------	------------------------------------	---------

This course is a general introduction to the characteristics of exceptional learners and their education. Emphasis will be placed on classroom practices, as well as the psychological, sociological, and medical aspects of disabilities and giftedness. Prerequisite: Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA

PED 3303	Classroom/Behavior Management	3 Hours
----------	-------------------------------	---------

This course focuses on how to create a learning environment in the classroom that encourages positive social interaction, self-motivation, and active engagement in meaningful and purposeful learning. Prerequisites All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA

PED 4253	Adolescent Psychology	3 Hours
----------	-----------------------	---------

This course is designed to provide an introduction to the physical, social, emotional, and cognitive developmental changes that occur during adolescence. A particular emphasis will be placed on individual aspects of development, the contexts and social spheres that shape that development and behavioral problems of adolescence that result from bio psychosocial interactions in development. Patterns of continuity and transitions of adolescence in both group and individual patterns of development will also be addressed. Prerequisite: All professional education and specialization courses must have a grade of C or above and 2.75 GPA.

PSY - PSYCHOLOGY

PSY 1113	Introduction to Psychology	3 Hours
----------	----------------------------	---------

An introductory course designed to develop an understanding of the basic principles underlying human behavior. The subject matter, methods, and techniques of scientific psychology are presented. Emphasis is placed on heredity, environment abilities, learning, remembering, perception, observation, thinking, motivation, emotions and the basis of personality formation and development.

PSY 2023	Developmental Psychology	3 Hours
----------	--------------------------	---------

A study of the developmental processes from conception to death with emphasis on the social, emotional, and cognitive changes that occur throughout the lifespan. Significant research and theory and their application will be reviewed. Prerequisite: PSY1113.

RAD - RADIOGRAPHY

RAD 1103	Medical Terminology	3 Hours
----------	---------------------	---------

Content provides an introduction to the origins of medical terminology in the areas of Nursing, radiography, and sonography. A word-building system is introduced, and abbreviations and symbols are discussed. No prerequisites; 3 lecture credit hours.

RAD 1114	Introduction to Imaging w/ Lab	4 Hours
----------	--------------------------------	---------

This course will provide the student with an overview of the Profession of Radiologic Technology and supplemental information to the clinical environment. It covers many basic subjects that are building blocks for the rest of the program. These subjects include introduction to imaging and radiologic sciences, professional organizations, educational survival skills, critical-thinking and problem-solving strategies, introduction to clinical education, radiology administration, radiographic imaging, radiographic and fluoroscopic equipment, radiation protection and radiobiology, and human diversity. No prerequisites; must be enrolled in course to apply for radiography program; 3 lecture hours & 1 lab hour.

RAD 1123	Patient Care and Education	3 Hours
----------	----------------------------	---------

This course will provide the student with an overview of Patient Care, Ethical and Legal Issues. It covers many basic subjects that are building blocks for the rest of the program. These subjects include ethical and legal aspects, interpersonal communication, infection control, physical assistance and transfer, medical emergencies, pharmacology, and contrast media. Prerequisite: RAD1114; 3 lecture credit hours.

RAD 1223	Clinical I	3 Hours
----------	------------	---------

This course is a practical application course of basic skills and knowledge acquired in the didactic portion of the radiography program. Special emphasis is placed on routine radiographic examinations as well as the application of technique and radiograph analysis. Prerequisite: RAD 1114; 3 credit hours; 240 total clinical clock hours.

RAD 1224	Imaging II w/Lab	4 Hours
----------	------------------	---------

Content provides the knowledge base necessary to perform standard imaging procedures and special studies. Consideration is given to the evaluation of optimal diagnostic images. Prerequisite: RAD1114; 3 lecture credit hours & 1 lab hour.

RAD 1333	Clinical II	3 Hours
----------	-------------	---------

This is a continuation of RAD1223 (Clinical I), and the skills acquired in the clinical setting by practicing advanced positioning skills in conjunction with RAD1224-Imaging II, is emphasized as well as application of technique and radiograph analysis. Prerequisite: RAD 1223; 3 credit hours; 240 total clinical clock hours.

RAD 1403	Radiation Protection	3 Hours
----------	----------------------	---------

This course will address the beneficial and destructive potential of ionizing radiation. It will provide information necessary for the student to employ effective methods to limit or eliminate those hazards to the patient, general public, and him/herself. It will also provide a general overview of radiation physics, cell structure, and effects of radiation on humans at the cellular and systemic levels, regulatory and advisory limits for human exposure to radiation. Prerequisite: RAD1114; 3 lecture credit hours.

RAD 2113	Radiation Physics	3 Hours
----------	-------------------	---------

This course will provide the student with fundamental concepts of radiation physics and principles relevant to image construction. This course will focus on atomic structure, electromagnetism, electromagnetic radiation, structure of the x-ray machine, x-ray production and emission, photon/matter interactions, image production, computer application in radiography, computerized tomography, magnetic resonance imaging, and image intensification. Prerequisite: RAD1114; 3 lecture credit hours.

RAD 2153	Clinical III	3 Hours
----------	--------------	---------

This course is a practical application course of clinical practice in continuation of RAD1333 (Clinical II) with emphasis on specialized positioning. Each student will complete fluoroscopic and surgery rotations during this course. Prerequisite: RAD1333; 3 credit hours, 112 total clinical clock hours.

RAD 2203	General Registry Seminar	3 Hours
----------	--------------------------	---------

This course is designed to prepare the Bacone radiography students or other registry eligible individuals to take the National Registry Exam in Radiography (ARRT). When used in conjunction with references available, this course can help students assess their knowledge and understanding and identify and deficient areas. Class discussion and activities will focus around registry topics and professionalism. Prerequisite: RAD1224 & RAD1333; 3 lecture credit hours.

RAD 2213	Image Evaluation & Acquisition	3 Hours
----------	--------------------------------	---------

This course will acquaint the student with methods used for the application of routine and special technical factors available to radiographers, in order to create diagnostic radiographs. The student will understand how technique can significantly affect image quality. Radiation physics, radiation protection, and quality assurance are interlaced with the principles of radiographic exposure. The student will understand what technical factors can be safely used. Prerequisite: RAD1224; 3 lecture credit hours.

RAD 2223	Imaging III w/Lab	3 Hours
----------	-------------------	---------

This course is a continuation of RAD1224. It is designed to provide the knowledge necessary to perform advanced radiographic examinations. This knowledge shall include pediatric radiography, trauma radiography, equipment manipulation, basic and special structural positioning, radiographic anatomy of the structure being imaged, utilization of contrast media, introduction to special procedures, and radiographic film critique. Medical ethics, medical law, patient care, radiation

protection and professionalism will also be discussed. Prerequisite: RAD1224; 3 lecture credit hours.

RAD 2253	Clinical IV	3 Hours
----------	-------------	---------

This course is a practical application course of clinical practice in continuation of RAD2153 (Clinical III) with the opportunity to practice methods of application for routine and special technical factors and radiograph analysis. Each student will complete a four-week evening rotation during this course. Prerequisite: RAD2153; 3 credit hours, 360 total clinical clock hours.

RAD 2303	Radiography Seminar	3 Hours
----------	---------------------	---------

This course is an online review for the ARRT Radiography Examination through Corectec. There are 15 Lessons, 15 Exercises, 15 Quizzes and 4 Simulated Radiography Exams. This course will attempt to find out and focus on areas in which the student may have deficiencies and prepare the student for the ARRT examination. PREREQUISITE: RAD1123, RAD1224, & RAD2153; 3 lecture credit hours.

RAD 2313	Digital Imaging	3 Hours
----------	-----------------	---------

The course will provide the student with necessary coverage, terminology and definitions associated with digital imaging systems, including computed radiography (CR), digital radiography (DR), and PACS. This course will describe basic computers, image acquisition guidelines, exposure guidelines, quality control practices, networking and communication principles. Prerequisite: RAD2213; 3 lecture credit hours.

RAD 2363	Clinical V	3 Hours
----------	------------	---------

This course is a continuation of skills practice in previous clinical rotations. Special attention will be given to areas where the student may have deficiencies or, if none, then special attention will be given to the student's special interest area. Completion of all clinical competencies and special rotations. Prerequisite: RAD2254; 3 credit hours, 360 total clinical clock hours.

RAD 2413	Career Skills	3 Hours
----------	---------------	---------

Content will include preparation for the national certification, employ skills, job interview techniques, communication skills, portfolio/resume development, and professional organizations. Prerequisite: RAD2305; 3 lecture credit hours.

RAD 1201	Special Studies: Clinical Remediation	1 Hours
----------	---------------------------------------	---------

This course is designed to give the student the opportunity to develop professional growth through professional involvement and conducting research directly related to radiography. This course also offers assistance with problem areas in didactic or clinical courses. Prerequisite: Admission to Radiography program; 1 lecture credit hour.

RAD 1202	Special Studies: Critical Thinking in Healthcare	2 Hours
----------	--	---------

This course is designed to give the student the opportunity to develop professional growth through analytical thought processes. This course will develop the critical thinking skills of the student radiographer through specially designed exercises that are to be completed individually or within a group setting. Prerequisite: Admission to Radiography program; 2 lecture credit hours.

RAD 2101	Special Studies: Clinical Remediation	1 Hours
----------	---------------------------------------	---------

This course is designed to give the student the opportunity to develop professional growth through professional involvement and conducting research directly related to radiography. This course also offers assistance with problem areas in didactic or clinical areas. Prerequisite: Admission to Radiography program; 1 lecture credit hour.

RAD 2102	Special Studies: Medicine in Film	2 Hours
----------	-----------------------------------	---------

This course is designed to present medical issues in the format of film. Students will review movies that have health related issues pertaining to disease, ethics, and pathology. Each student will present a discussion topic and paper that analyzes each film reviewed.

Prerequisite: Admission to Radiography program; 2 lecture credit hours.

RAD 2302	Special Studies: Ethical Issues in Radiologic Sciences	2 Hours
----------	--	---------

This course will present biomedical issues in relation to beneficence, non-maleficence, autonomy and justice. Topics such as organ transplantation, euthanasia, stem cell research, etc. will be examined. Students will present discussion topics, written and verbal presentations over the pros and cons of each issue. Prerequisite: Admission to Radiography program; 2 lecture credit hours

RAD 2431	Special Studies: Health Science Club	1 Hour
----------	--------------------------------------	--------

The purpose of this organization is to facilitate communication and support among students interested in a health science profession. The goal is to sponsor various professional activities and social events so that students will be able to share ideas and interact with professionals in the field. Also, the club will provide opportunities for participation in educational and volunteer work on campus and in the surrounding community. Elective; may be used twice for a total of 2 credits.

REA - READING

REA 2433	Special Studies: Directed Readings in...	3 Hours
----------	--	---------

Explores advanced readings which allow the application of principles learned in classroom settings in various course genre. Serious intent and capacity to work independently required. Offered when student interest warrants and at the discretion of the Division Chair of Academic Support.

REA 3003	Children's Literature, Literacy, and Technology	3 Hours
----------	---	---------

This course is designed to assist pre-service educators in becoming comfortable with the integration of children's literature and creative/technological arts through a blend of background information, research, historical perspective and contemporary activities.

Through providing the basic tools and experiences that teachers need, this course will stimulate the learning process, enrich other subject areas, and provide opportunities for creative expression, inquiry and self-fulfillment. Prerequisites: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA

CROSS-LISTED WITH LIT 3003

REA 3103	Literacy, Language, and Cognitive Development of the Young Child	3 Hours
----------	--	---------

This course focuses on the literacy, language, and cognitive development of young children, ages birth through eight years. Teacher candidates will have opportunity to apply their knowledge and gain field experience through an in-depth investigation of one child's literacy and language learning processes. Prerequisite: Admission to Teacher Education and 2.5 CGPA. Criminal History required.

REA 3203	Literacy Development and Assessment I	3 Hours
----------	---------------------------------------	---------

This course focuses on the development of literacy skills and strategies in kindergarten, first and second grade students within a balanced literacy program based on best practices and integrated with ongoing developmental assessment of learning. Special emphasis is given to the development of literacy skills within the context of word study and orthographic (spelling) knowledge development. Opportunity is given to apply knowledge through active involvement with kindergarten and elementary age students. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA

REA 3303	Literacy Development and Assessment II	3 Hours
----------	--	---------

This course focuses on the development of literacy skills and strategies in third through eighth grade students within a balanced literacy program based on best practices and integrated with ongoing developmental assessment of learning. Special emphasis is given to the development of literacy skills within the context of word study and orthographic (spelling) knowledge development. Opportunity is given to apply knowledge through active involvement with upper elementary through eighth grade students. Prerequisite: All professional education and specialization courses must have a grade of C or above. Criminal history check required and 2.75 GPA

REA 3403	Reading and Writing in Upper Elementary	3 Hours
----------	---	---------

This course focuses on reading and writing instruction across the curriculum in grades 3-8 within a balanced literacy program based on best practices and integrated with ongoing developmental assessment of learning. Opportunity is given to learn and apply best practice in literacy instruction through active involvement with upper elementary age students. Prerequisite: Admission to Teacher Education, 2.5 CGPA, REA 3203, and REA 3303 (may be taken concurrently with REA 3303). PASS-PORT Portfolio and Criminal History required.

RME - RECREATION MANAGEMENT

RME 1003	Principles of Recreation Management	3 Hours
----------	-------------------------------------	---------

Provides an introduction to the leisure and recreation industry and the opportunity to view the area of recreation and leisure programs as piece in a global economy. Various issues are explored such as history of recreation, public recreation, nonprofit recreation, commercial recreation and tourism, therapeutic recreation, campus recreation, correctional recreation, recreation in the armed forces, faith-based recreation, and other areas.

RME 2303	Sport Officiating I	3 Hours
----------	---------------------	---------

The purpose of this course is to acquaint the student with the rules and techniques of all major sports. It is especially suited for those intent on officiating and for prospective physical education instructors.

RME 2433	Sociology of Sport and Recreation	3 Hours
----------	-----------------------------------	---------

The purpose of this course is to acquaint the student with the principles, issues, and trends within the American society and its interaction with sport and recreation service delivery systems.

RME 3403	Organization & Administration of Sports Management	3 Hours
----------	--	---------

This course provides a rigorous investigation as an upper-level course to assist future recreation and sport managers in the art of leadership, organization, and the administration of recreation and sport enterprises.

RME 2433	Sociology of Sport and Recreation	3 Hours
----------	-----------------------------------	---------

RME 4993-6	Recreation Management Internship	3-6 Hours
------------	----------------------------------	-----------

Professional experience in a recreation environment for qualified students. Prerequisite: Advisor

REL - RELIGIOUS STUDIES

REL 1003	Introduction to Religion	3 Hours
----------	--------------------------	---------

This class is designed to provide a basic introduction to foundational aspects of religion and religious studies. The course is divided into two emphases. (1) Since the World Health Organization deemed spirituality as a component of health equal to mental and physical wellbeing, religion and spirituality have received increasing attention in the academic realm (e.g., wellness paradigms, mindfulness, alternative medicine, prayer and healing, outdoor/wilderness adventure, and counseling). This class is designed to allow students to reflect upon their own journey in life and the role that spirituality and mindfulness play in optimal wellbeing. (2) In addition, the course will introduce concepts related to the academic study of religion. The course will present a variety of approaches to the study of religion such as ritual studies, comparative mythology, literary criticism, and history of religions. Finally, students will develop a plan for their own study of religion and the development of their own spiritual life.

BACONE CORE

REL 1143	The New Testament & Christian Origins	3 Hours
----------	---------------------------------------	---------

How did Jesus' earliest followers interpret his life and death? How did women participate in leadership? How did the Roman government react to this movement and why did Jesus' followers suffer martyrdom? How did early Christians think about the end of the world, and what did they do when it did not happen? This course is an introduction to the Jesus movement in the context of the Roman Empire and early Judaism. The course examines texts in the New Testament (the Christian Bible) and other relevant sources, such as lost gospels, Dead Sea Scrolls, and aspects of material culture.

REL 1213	Who Was or Is Jesus	3 Hours
----------	---------------------	---------

This course will begin with a review of sources for the life of Jesus, move on to consider differing views of Jesus of Nazareth, and then survey the life of Jesus from each of these perspectives. This is not sectarian teaching of faith or theology but a study of how Jesus' life has been viewed over the centuries. It will examine the best available literary and historical evidence about Jesus and his times and will discuss methodologies for interpreting that evidence. Special attention will be given to the internal and external evidence of authorship, date and place of writing of the books of the Christian New Testament. Ultimately, students will be invited to draw their own conclusions about Jesus and develop their own statements of their beliefs.

REL 1223	Monotheism: The Emergence of Judaism, Christianity and Islam	3 Hours
----------	--	---------

Beginning with a detailed analysis of Monotheism, this course focuses on the three great monotheistic religions of the world all formed out of Abrahamic traditions. Beginning with a detailed study of the monotheistic worldview, students will read the classic canonical and non-canonical texts of Judaism, Christianity, and Islam to learn the cultures in which the texts originate, understanding the foundations of the texts' main ideas. Students will learn to identify the basic contours (origins, growth, influence, fundamental beliefs) of these three great religions. Special attention will be given to the primary contributions of Judaism, Christianity, and Islam to the Arab-Israeli conflict, the Palestinian issue, Chechnya, Afghanistan, Pakistan, Sudan, Somalia, Syria Yemen, and post-911 American.

REL 1253	Survey of Worldviews	3 Hours
----------	----------------------	---------

Every person has a worldview, but few are aware of it. In this course, the student will be challenged to EXPAND their minds to consider other worldviews, EVALUATE their own worldview, and to EMBRACE a personal worldview. This course will identify the components of a worldview, trace historically how these worldviews have developed from a theistic worldview, moving in turn into deism, naturalism, nihilism, existentialism, Eastern mysticism, the new consciousness of the New Age, and Islam. Students will be challenged to identify these worldviews in media, film, internet websites, and conversations with peers, and ultimately develop and describe their own worldview.

REL 2003	Great Books of Judaism	3 Hours
----------	------------------------	---------

This course is intended to introduce students to the classical Jewish tradition through a close reading of portions of some of its great books, including the Hebrew Bible, the Qumran Scrolls, Midrash, Talmud, the Passover Haggadah, Maimonides's Mishnah Torah (code of Jewish Law), and the Zohar, the central work of Kabbalah (medieval Jewish mysticism). The course will give special attention to the authorship, date of writing, place of writing, and collection of the canon of the Hebrew Bible. Students will be invited to draw their own conclusions about these writing and develop their own statements of their beliefs.

REL 2023	American Indian Traditional Teaching	3 Hours
----------	--------------------------------------	---------

*New course in progress....

REL 2233	Eastern Pantheistic Religions	3 Hours
----------	-------------------------------	---------

Beginning with a detailed analysis of the Pantheistic worldview, this course introduces the student to the key

organizing themes of the primary religions of Asia: Hinduism, Buddhism, Jainism, Sikhism, Daoism, and Shinto. The course is interdisciplinary in that it includes historical and social materials, literary and artistic expressions, and philosophical insights of the religions of the East. In a world that has become increasingly aware of its cultural diversity and richness, it is clear that one way to gain access to that diversity and richness is by exploring space, sacred time, sacred rituals and sacred symbols in a comparative context that uses not only these eastern religions by also their world religions as reference points.

REL 2243	New Religious Movements in North America	3 Hours
----------	--	---------

America is one of the most religiously diverse nations in the world. There are more than 2,500 separate religious organizations in the U.S., and the number of groups has increased steadily through our history. The focus of this course is on groups that emerged during the last half of the twentieth century, New Religious Movements (NRM). The overall objective of the course is to examine the diversity of these movements and to make sense of them from a sociological perspective. Special attention will be given to understanding how these movements are distinctive, what gives rise to them, how they differ from one another, and how they develop through their histories.

REL 2433	Philosophy of Religion	3 Hours
----------	------------------------	---------

Philosophy of Religion will address the relationship between philosophy, religion and the culture. What is the nature of religion? What does it mean to be religious or spiritual? Is the religious self natural? The course will consider the nature of religion, the nature of religious experience, the relationship of faith and reason, the question of the divine attributes, the classical cosmological, ontological, and teleological arguments for the existence of God, the problem of suffering and evil, the problem of miracles, life after death, and the philosophy of science. The course will begin by reviewing the Enlightenment views of Descartes and John Locke and move through the writings of Soren Kierkegaard, Rudolf Otto, Martin Buber, Pierre Teilhard De Chardin, William James, Saint Anselm, Alvin Plantinga, and Richard Dawkins.

REL 2443	Foundations in Wellness Counseling	3 Hours
----------	------------------------------------	---------

This course is designed to equip the student to coach others using the concepts of holism and optimal functioning. Utilizing the Wheel of Wellness, the course will deal with holism as it relates to the relationship of stress and health, social relationships and overall wellness, and mental health and spirituality. The student will be introduced to the fact that health and life-satisfaction are not defined solely by the absence of illness but also by the *presence* of health-promoting factors and characteristics. In keeping with the college's mission to serve underserved populations, the work of Michael Tlanusta (Easter Cherokee) in regard to coaching Native Americans in *Cherokee Way* and Andrea Rayle's work regarding how spirituality is essential to the health African-American youth will receive special attention.

REL 2613	Christianity in the Roman Empire	3 Hours
----------	----------------------------------	---------

How did Jesus' earliest followers interpret his life and death? How did women participate in leadership? How did the Roman government react to this movement and why did Jesus' followers suffer martyrdom? How did early Christians think about the end of the world, and what did they do when it happened? This course is an introduction to the Jesus movement in the context of the Roman Empire and early Judaism. We examine texts in the New Testament (The Christian Bible) and other relevant sources, such as lost gospels, Dead Sea Scrolls, and aspects of material culture.

REL 3111	Indigenous Pathways & Spirituality	3 Hours
----------	------------------------------------	---------

American Indian Pathways and Spirituality introduces some of the many Native American spiritual traditions of the Americas. The course will consider the relationship of land/sky, how various tribes understand the Sacred, as expressed in their relation to land, their creation account, ceremonies and persistence and transformed continuity of their worldview over time. The course will also examine U.S. policies, prohibiting Native spiritual practices, and raise questions on how in the U.S. context, Native peoples have constructed, maintained, changed, resisted retrieved and adapted their religious spiritual ways. The course examines further ceremony, and ways Maya peoples relate with land, sky, sacred calendars and ritual to balance the world, and "to connect to the Mystery in which they trust." Because much of the Native teaching is done through story, the course will utilize Native American literature, and examine how Leslie Silko evokes the Laguna spiritual universe in her novel *Ceremony*. Throughout the course, students will investigate the underpinnings of Native spirituality, as well as ask questions on cultural and religious intersections of Indian and non-Indian worlds. Finally, the student will describe their own personal spirituality in light of the class content.

REL 3213	Reading Ancient Text I	3 Hours
----------	------------------------	---------

Through an analysis of ancient literature (myths, rituals, narratives, legal accounts) and archaeological remains (iconography, architecture, artifacts) the student will understand the social, historical, political, and religious development of the ancient Near Eastern and Indigenous cultures. The course applies a variety of theoretical and interdisciplinary methodologies (feminist critique, ideological criticism, comparative studies, textual criticism, historical analysis, etc.) to these primary texts to develop critical thinking skills and to understand that all texts have multiple meaning. The diversity of opinions encountered in the readings and in the class discussions will necessarily provoke the scholarly question of how one reads such ancient texts. The student will develop effective communication skills, specifically in the areas of written and communication.

REL 3223	Psychology of Religion	3 Hours
----------	------------------------	---------

Psychology of Religion introduces students to the major issues, research and theoretical approaches to the psychology of religion. The basic question in the course is "What is a religious experience?" The course considers various phenomena such as religious conversion, the nature of cults, understanding religious belief and behavior, and the socio-cultural

blending of mysticism, religion, and science. This course examines religiosity from the psychological perspective as it pertains to personality development, mental health, social behavior, and the human experience. It is important to note that this course does not attempt to validate or negate the tenets of any religion; rather, the focus of study centers around the human mind as it grapples with the psychological aspects of religion. Special attention will be devoted to what past and present psychological figures theorized on religion including Freud, Maslow, Fromm, James, Frankl, Allport, and Jung.

REL 3243	History of Religion	3 Hours
----------	---------------------	---------

History of Religion seeks to answer the question, “Where did religion come from? How did it get started?” This course begins with the assumption that to understand ones’ belief it is necessary to understand how those beliefs were formed. With that in mind, the course will look at how the four basic forms of religion and how they have grown and developed. (1) Individualistic: most basic: simplest. (2) Shamanistic religion to heal, to divine, usually on the behalf of a client. (3) Communal: elaborate set of beliefs and practices; group of people arranged in clans by lineage, age group, or some religious societies; people take on roles based on knowledge. (4) Ecclesiastical: dominant in agricultural societies and states: are centrally organized and hierarchical in structure, paralleling the organization of states. The student will be challenged to study the history of their own personal beliefs, to trace its development, and to evaluate their own views based upon that history.

REL 3306	Sociology of Religion	3 Hours
----------	-----------------------	---------

Sociology of Religion is an overview of the most important themes in the field. The course begins with understanding religion sociologically. Spiritual questions will be raised at the level of the individual (e.g., why are people religious in the first place?; why are women more religious than men?). At the level of the nation-state (e.g., why are some countries more religious than others?; how and why do state-religion relations differ cross-culturally?), and at the level of religious communities (e.g., how are religious communities maintained socially?) The second part of the course is concerned with the profound changes that have taken place in the religious field across the world during the 20th and 21st centuries. Student will compare the religious field in Europe (ongoing secularization) with the United States (continued high levels of religion) and China (religious revival despite Communist oppression) and try to explain the differences between these cases. The third part of the course looks at the relation between religion and other aspects of civil society. The leading voices in sociology of religion will be considered: Emil Durkheim, the functionalist, Karl Marx with his conflict theory, and Max Weber who emphasized social structure and change of society.

REL 3313	The American Sermon	3 Hours
----------	---------------------	---------

The sermon is one of the most unique contributions to the American literary and oral tradition. This course examines sermonic texts and recording from the late 18th century to the present. We will explore written and recorded homilies, placing both sermons and sermonizers in historical context. In this way we want to discover the cultural, social, economic, and political situations in the U.S. that helped shape them. This is not a course in how to preach but focuses on sermons as interpretation of the times.

REL 3443	Religion and Law	3 Hours
----------	------------------	---------

Religion and Law is a critical examination of the relation between concepts of “religion” and “law”, as they figure in modern Christian and Jewish thought, modern legal theory and contemporary debates about religious freedom. If religion gives law its spirit, and law gives religion its structure, then what is their practical relation in both religious and secular life? This course explores the relation between Western, Eastern, and Indigenous conceptions of law, both in their ancient and modern contexts, and the relation between traditional religious and modern secular views of law in debates about the modern nation state.

REL 3513	Religion & Family Systems	3 Hours
----------	---------------------------	---------

*New course in progress.....

REL 3523	Temperament Counseling	3 Hours
----------	------------------------	---------

Because coaching is the heart of all people-helping professions, this course will teach counseling utilizing temperament as the therapeutic model. Students will be introduced to the 5 basic temperaments, learning a description of each temperament in terms of the cognitive, emotional, and behavioral tendencies of each. Believing that self-understanding leads to self-improvement the student will be instructed in the use of temperament diagnostic tools to lead counselee’s to a better understand of themselves and their relationships to others. Specifically, the counselor will be led to understand their won temperament in terms of inclusion(casual relationships), control (who holds the power in relationships), and affection (deep personal relationships). Students will gain experience in using temperament tools to support counseling in a controlled classroom environment.

REL 4313	Reading Ancient Text II	3 Hours
----------	-------------------------	---------

Having completed Part I of this course, the student will apply skills learned in that course to ancient Greek and Mediterranean texts including: biographies, historical texts, epistolary manuscripts, prophetic and apocalyptic literature of the first century. Attention will be given to the non-canonical gospels, the Naga Maddi literature, intertestamental Jewish history, the Greek poets and philosophers, second temple Jewish writing, and the Qumran Scrolls.

REL 4416	Religion and the Public Conversation	6 Hours
----------	--------------------------------------	---------

Religion and the Public Conversation will introduce students to the interdisciplinary study of religion and its engagement with society and culture. We will identify where and how religion operates in the public conversation, especially in, but not limited to, the United States. Class will be focused around topics that intersect with religion in the public conversation such as gender, ecology, place, media, race, body, art and ethics. Students will develop recognition of the different ways people use religion to construct meaning, boundaries, and identity and will demonstrate the ability to engage in informed dialogue around issues of religion.

REL 4996	Religious Internship	6 Hours
----------	----------------------	---------

*New course in progress....

REL 1013	Sociology of Christianity	3 Hours
----------	---------------------------	---------

Sociologists define religion as "a system of beliefs and rituals that bind people together to what they consider sacred." Sacred things are those that evoke an attitude of awe and reference. This course looks at what Christians consider sacred, such as the Bible, the Trinity, the Christian church and ritual sacraments. Additionally, the course examines how sacred Christian rituals and beliefs have impacted society throughout the past

millennium. All personal religious views will be respected; students will learn the commonly held beliefs of Christians, the basic differences in beliefs among the three major movements within Christianity (Catholicism, Eastern Orthodoxy, and Protestantism}, and to identify these various Christian beliefs as they appear in the world today. **BACONE CORE**

REL 2253	World Religions	3 Hours
----------	-----------------	---------

This course surveys the beliefs, values, and worldviews of human beings. By examining the six major world religions that shape our world, students will discover the common and unique aspects of each religion. By the end of the semester, successful learners will understand and respect the differing religious beliefs of others who share our world. **BACONE CORE**

REL3113	Christian Ethics	3 Hours
---------	------------------	---------

Christian Ethics is an upper division class devoted to the study of Christian ethics and a brief survey of some contemporary moral issues. We will begin with a short study of the origin of Western and Christian ethical traditions, then study Christian teachings as they pertain to the issues

of love, justice, liberty, sin, and salvation. We will move on to study controversial moral issues such as world views, humanist vs. Christian euthanasia, biomedical issues, abortion, the family, sexual ethics, and the distribution of health care resources. We will attempt to survey a number of issues within the framework of Christian ethical concerns and morality. **BACONE CORE**

REL 4116	Capstone Experience	6 Hours
----------	---------------------	---------

*New course in progress....

SOC - SOCIOLOGY

SOC 1113	Introduction to Sociology	3 Hours
----------	---------------------------	---------

This course is designed to give a general survey of the field of sociology and its newer developments as well as to acquaint the student with the theory and fundamental process of the subject.

SOC 2113	Social Problems	3 Hours
----------	-----------------	---------

A study of the prominent social problems present in the world. Special emphasis is placed on American society and on comparing and contrasting different cultural value systems and their approaches to social problems.

SOC 2213	Introduction to Social Work	3 Hours
----------	-----------------------------	---------

An introduction to the profession of social work, including its purpose, systems of social welfare (e.g., child welfare, corrections, family services, mental health) and methods.

SOC 2223	The Family	3 Hours
----------	------------	---------

A course dealing with family-life education. The study of human relationships including marriage, individual adjustment, family adjustment, children in the home and values in democratic community living.

SOC 2333	Social Psychology	3 Hours
----------	-------------------	---------

This course examines the major theoretical and research traditions in social psychology, including behaviorism, social exchange theory, symbolic interactionism, attribution theory, expectation states theory, cognitive dissonance theory, role theory, group dynamics and norm formation, social power and influence, emergence of group structures and inequalities, and socialization processes.

SPC - SPEECH

SPC 1713	Speaking and Thinking Critically	3 Hours
----------	----------------------------------	---------

This course offers an introduction into public speaking and logical argument. Course content includes instruction and practice in writing, developing, and presenting public speeches, engaging in logical argument, and critical thinking. **BACONE CORE**

SME - SPORT MANAGEMENT

SME 1003	Introduction to Sport Management	3 Hours
----------	----------------------------------	---------

This course introduces students to sport management, both as an academic major and as a professional endeavor.

SME 2113	Sport Facility Management & Design	3 Hours
----------	------------------------------------	---------

The purpose of this course is to provide students with an introduction to the planning and management of sport facilities. The course will focus on elements of planning, design, and management, while examining functions related to maintenance, security, operations, and evaluations.

SME 3003	Governing Bodies in Sport	3 Hours
----------	---------------------------	---------

This course is designed to gain a familiarization with the major components of the bodies that govern sport competition. The bodies include recreational associations, the High School Activities Association, the NAIA, and the NCAA. International bodies such as the International Olympic Committee, FIFA, and the European sport governing bodies will also be explored. Comparative studies will be conducted to establish the relationship between these bodies and how they affect each other.

SME 3103	Ethics in Sport Management	3 Hours
----------	----------------------------	---------

This course is a study of ethics in the business of the sport management. This course will take you through one of largest industries in North America. We will discuss the different philosophies, ethics, and morals in the sport management world. We will look at the different aspects of ethics in different sport management situations.

SME 3113	Sport Marketing	3 Hours
----------	-----------------	---------

This course is designed to provide the sport manager with an overview of the major marketing issues facing the sport industry. Course content focuses on developing basic knowledge and understanding of sport marketing and sponsorship for educational, recreational, and professional settings. This course provides a foundation for marketing in most sport settings.

SME 3213	Sport Communications	3 Hours
----------	----------------------	---------

This course is a study of communication in the world of sport. Through the examination of key research, current trends, industry demands, and the organizational value of sport communication, students will gain a general grounding in the diverse areas the field offers for both academic study and professional practice.

SME 4113	Sport Law	3 Hours
----------	-----------	---------

This course examines the fundamental relationship between law and sport focusing on legal issues facing players, coaches, sport administrators, and the sport industry. Issues such as Title IX, mergers in sport, the rights to players, agents and teams are discussed.

SME 4303	Psychology of Human Behavior in Sport	3 Hours
----------	---------------------------------------	---------

This course approaches the subject of coaching from an organizational and psychological viewpoint. It develops and explores the psychological and philosophical attitudes of prospective coaches.

SME 4501-4506	Internship in Sport Management	1-6 Hours
---------------	--------------------------------	-----------

This course involves putting into practice those things learned in academic preparation. An internship site will be determined by the student's future goals. The internship may be set up in a variety of different areas such as coaching, sport administration, sport information, facilities management, sport marketing, etc. The internship will consist of 240 hours, which is equivalent to six credit hours. Prerequisite: 2.25 overall GPA and permission of internship.

THE 2333	Heroes, Villains, and Violence in American Movies	3 Hours
----------	---	---------

This class looks at how classic American movies depict the Hero, based upon the work of Joseph Campbell; at the nature of the Villian and the conflict between them; and at the nature of violence as expressed through classic American movies. For purposes of this class, "classic American movie" relies on the American Film Institute's definition.