

UNDERGRADUATE 2017-2018



**PIEDMONT**  
INTERNATIONAL UNIVERSITY

**ACADEMIC  
CATALOG**



# PIEDMONT

## INTERNATIONAL UNIVERSITY

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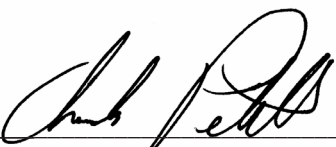
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## 2017-2018

# Undergraduate Catalog

Piedmont International University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) 15935 Forest Road, Forest, VA 24551; 434.525.9539; e-mail: [info@tracs.org](mailto:info@tracs.org) having been awarded Reaffirmed status as a Category IV institution by the TRACS Accreditation Commission on April 13, 2010. This status is effective for a period of 10 years.

This is the current undergraduate catalog, Volume 62, Issue #1, of this institution for the academic year 2017-2018, and it is certified to be true and correct in content and policy.



Charles W. Pettit, President

## **A PERSONAL NOTE FROM OUR PRESIDENT**

For over seventy years Piedmont has been known as the place where passion for Jesus Christ and academic excellence converge, as evidenced by thousands of alumni who are using their lives to truly count for eternity and make a difference in their corner of God's great vineyard. Over the past decade Piedmont has also become known for embracing technology, utilizing innovation, developing strategic partnerships, and leveraging the Internet to lower tuition, improve learning, and expand our influence across the nation and around the world. The results have been exciting and humbling, driving us to our knees over and over again as we express our profound appreciation to God and give glory where it is rightly due.

One of the more significant milestones for which we are grateful to God was our merger with Tennessee Temple in 2015. Temple Baptist Seminary has now relocated to Winston-Salem and offers both a Master of Divinity and a Doctor of Ministry in addition to a variety of Masters and Ph.D. programs already available at PIU. Other new programs emanating from the merger include both an M.A. and Ph.D. in Leadership and a B.S. in Sign Language Interpreting (available online). Thanks to this combination Piedmont's enrollment continues to set new records.

Going forward our vision is to graduate key Christian influencers in and from every state and nation. So, if you are a prospective student, I encourage you to enroll in one of our exciting programs today and join a global family of pastors, university presidents, authors, musicians, nonprofit managers, missionaries, chaplains, educators, sign language interpreters, and national and international leaders of all kinds who are truly making a difference and call Temple Baptist Seminary or Piedmont International University their Alma Mater.

Because God Alone Matters,

A handwritten signature in black ink, appearing to read "Charles Pettit". The signature is fluid and cursive, with a large, stylized "P" and "t".

Charles Pettit, President

# Table of Contents

Volume No. 62

Effective July 1, 2017

Winston-Salem, NC 27101

## GENERAL INFORMATION

University Profile.....	4
Doctrinal Statement.....	9
Student Life .....	13
Admissions Information .....	16
Financial Information.....	20

## ACADEMIC INFORMATION

Academic Policy .....	35
Teach-out Programs. ....	45
Bowman School of Bible and Theology (Temple Baptist Seminary) .....	46
Alford School of Ministry (Temple Baptist Seminary).....	67
School of Arts and Sciences .....	85
Moore School of Education.....	89
Course Descriptions.....	107

## PERSONNEL INFORMATION

Board of Trustees .....	147
Administration and Faculty .....	148

## REFERENCE INFORMATION

Academic Calendar.....	159
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# GENERAL INFORMATION

## UNIVERSITY PROFILE

### MISSION

Piedmont International University is an established provider of quality, Bible-centered higher education for effective lifetime ministry. We are driven by our love for students and alumni and are committed to their success. We serve churches by equipping leaders to obey the Great Commandment and fulfill the Great Commission.

### VISION

We will grow in influence to become an internationally recognized leader in innovative, Bible-centered higher education for effective ministry in a constantly changing world.

#### **Benchmarks**

- God's Blessing – we will actively seek the will of God and the good hand of God.
- Theological Foundation – we will equip our students to interact with a constantly shifting and pluralistic world by anchoring them with a literal, grammatical, contextual, historical hermeneutic for accurate Bible exegesis resulting in sound theology.
- Effective Ministry – we will prepare our graduates to be powerful communicators who serve the Lord as preachers, teachers, authors, musicians, and influential leaders who understand and engage the culture for maximum impact in fulfilling the Great Commission while obeying the Great Commandment.
- Broader Influence – we will actively seek, recruit, equip, and graduate increasing numbers of diverse students prepared to invest their lives in effective Christian ministry.
- Academic Excellence – we will ensure that every academic program is Bible-based, challenging, innovative, and practical, preparing graduates who have communication skills, professional competence, and Christian maturity.
- Adaptable Culture – we will foster an environment in which trustees, administrators, faculty, staff, and students model a biblical paradigm for ministry growth, adaptability, and balanced Christian living in a rapidly changing society.
- Valued Personnel – we will provide meaningful employment by hiring, developing, supporting, and effectively utilizing a professional administration, faculty, and staff who demonstrate expertise, communication skills, unwavering commitment to the authority of the Bible, and godly lives.
- Financial Responsibility – we will pray, plan, and work diligently to achieve and maintain financial stability and flexibility that will provide the resources necessary to fulfill our mission and vision.
- Attractive Facilities – we will renovate, build, and thoroughly maintain facilities that demonstrate excellence while reflecting good stewardship and an eternal perspective.

### Philosophy

We exist for the glory of God, recognize the preeminence of Jesus Christ, operate under biblical authority, adhere to our statement of faith, acknowledge the authority of the local church, and practice Christian virtues.

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## **General Objectives of the University**

Piedmont International University has both specific and general objectives. The specific objectives are stated for each program of study and are listed immediately preceding each curriculum in this catalog.

General objectives in the education of all students enrolled at Piedmont International University are as follows:

**Christian Maturity** - To cultivate Christian living so that graduates will:

- Practice a quiet time in the Scripture
- Demonstrate an effective prayer life
- Witness to others of the salvation available through Jesus Christ
- Join, faithfully attend, and actively serve in a Bible-believing local church
- Exhibit holy character through obedience to Christian principles
- Obey the will of God for their lives

**Biblical Knowledge** - To inculcate a comprehensive knowledge of the Bible so that graduates will:

- Develop a thorough working knowledge of Bible doctrine and systematic theology
- Cultivate a biblical world-view
- Interpret accurately the Bible using the Dispensational, Premillennial hermeneutic

**Christian Service** - To instill a vision for and commitment to Christian service so that graduates will:

- Engage in vocational Christian service as God leads
- Serve effectively in a local church ministry
- Participate in the cause of world missions

**General Education** - To broaden the general education of students for effective living as Christian citizens and workers so that graduates will:

- Communicate effectively in speech and writing, demonstrating skills such as creative expression, exposition, and argumentation
- Interpret and evaluate experiences, literature, language, and ideas in critical, logical, and constructive ways
- Develop aesthetic sensitivities and enhanced creativity
- Cultivate knowledge of other cultures and appreciation for diversity
- Construct an historical nexus for an appreciation of all other disciplines

**Professional Skills** - To teach students the specialized skills, knowledge, and attitudes necessary for competent Christian service so that graduates will:

- Minister as pastors, church staff members, evangelists, missionaries, or Christian educators
- Exhibit traits and skills necessary for spiritual leadership
- Be equipped to enter graduate-level professional programs of study

**Personal Growth** - To foster the personal development of the individual student so that graduates will:

- Practice a wholesome balance in diet, exercise, rest, and recreation
- Synthesize a biblical principles of physical, emotional, and social health
- Demonstrate habits of courtesy and thoughtfulness
- Exhibit social skills and graces



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## HISTORY

Piedmont International University is a testimony to the vision and leadership of Dr. Charles H. Stevens, former pastor of Salem Baptist Church in Winston-Salem. Dr. Stevens, a man of fervent love for the Bible, was long noted as a “walking Bible” and a pastor with a passion “to teach the Scriptures as they are, to men as they are.” It was this intense desire to share the Word of God that led him to lay the foundations of what was to become Piedmont International University.

In September 1945, Dr. Stevens established the Piedmont Bible Institute to accommodate returning war veterans eager to begin long-delayed Bible studies. Classes were held in the educational facilities of Salem Baptist Church for a number of years.

In January 1947, the Institute was officially chartered, and, under the direction of the Board of Trustees, plans were formulated for the enlargement of facilities and equipment. John M. Deeds Hall was the first major project to be completed in accordance with these plans.

In response to the recommendation of mission boards and leaders in the field of Christian Education, the Bible Institute enlarged its faculty and expanded its curriculum to include a Bible College in the spring of 1948. The first college students were enrolled in the fall semester of that year.

In 1956, Piedmont Bible College became an accredited member of the Accrediting Association of Bible Colleges, remaining affiliated with that organization until 2002. Although independent in operation, the institution is Baptist in polity and doctrine, premillennial (pretribulational) in interpretation, evangelistic in practice, missionary in emphasis, and compassionate in spirit. In addition to these tenets the standards of Christian conduct call for a life of devotion and consistent separation unto God from the world.

In the late 1950s and 1960s, the College continued to grow. New facilities were constructed, including Griffith Hall, a residence for single men located south of Deeds Hall. Classroom space was also added to Deeds Hall.

Dr. Donald K. Drake became president in 1970, succeeding Dr. Stevens who had served as president since Piedmont's founding. Dr. Drake had arrived at Piedmont in 1967 as Business Manager after serving in the home office of the Association of Baptists for World Evangelism. An expanded emphasis on international missions characterized his presidency. The campus continued to grow in 1973 and 1974 with the addition of Lee Hall, a residence facility for single women, and the Chapel-Gymnasium complex adjacent to Griffith Hall.

In 1987, Dr. Howard Wilburn succeeded Dr. Drake as president. An experienced pastor and Th.B. graduate of Piedmont, Dr. Wilburn also earned his M.Ed. and Ed.D. from the University of North Carolina at Greensboro. Under his leadership, the institution was accredited by the Transnational Association of Christian Colleges and Schools, and in August 1994, the first graduate class was offered. Piedmont also began offering classes in Bangladesh.

Dr. Charles W. Pettit was inaugurated as president of Piedmont Baptist College in 2002, and the influence of Piedmont has continued to expand significantly. The merger, in 2004, of Piedmont Baptist College and Spurgeon Baptist Bible College in Lakeland, Florida, has created a world-class online education program – the Spurgeon School. In conjunction with the establishment of the Ph.D. program in 2006, Piedmont experienced a name change, becoming Piedmont Baptist College and Graduate School. The fall of 2008 saw the launch of the online Spanish M.A.B.S. Also in 2008 Atlantic Baptist Bible College in Chester, Virginia, merged with Piedmont, establishing the Atlantic Scholarship for Ministry Training and assisting Piedmont in continuing its rich heritage of preparing young people to serve the Lord throughout the world by providing a quality biblical education.

In January, 2012, recognizing its continuing dedication to a strong general education core, its expanding emphasis on graduate education, and its passionate commitment to international education and ministry, Piedmont Baptist College and Graduate School became Piedmont International University.

Piedmont's e4-12 program was started in the fall of 2012 and allows students to complete a Master of Arts in Ministry at a considerable discount while completing online coursework in partnership with their local church or Christian School. A Master of Education in Curriculum and Instruction degree program was added in 2013 and attracts educators from diverse backgrounds. The growth in Piedmont's graduate programs is a testament to what the University has always been known for – a combination of academic rigor and practical application of the subject matter.

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On April 30, 2015, Tennessee Temple University merged with Piedmont International University, expanding the student body and the curricular offerings. The University grew to include the Temple Baptist Seminary which now houses the Alford School of Ministry and the Bowman School of Bible and Theology. New seminary degrees include a Master of Divinity and a Doctor of Ministry. In addition, the School of Leadership and the Center for Leadership moved from Chattanooga to Winston-Salem. This dynamic school includes both an MA and a PhD in Leadership. The Moore School of Education was also approved to offer the historic, award-winning Tennessee Temple BS in Sign Language Interpreting. This strategic merger combines the valuable heritage of two seventy-year-old institutions to offer exciting opportunities for the future.

## **LOCATION**

Piedmont International University is located in the beautiful rolling hills of North Carolina known as the Piedmont. Its home, Winston-Salem, is an industrial, progressive city of approximately 229,000, highly enriched by its wealth of religious and general cultural traditions. Of special interest to both student and visitor is the restored 18<sup>th</sup> century Moravian community, Old Salem, located within walking distance of the campus.

The University, two blocks south of Business I-40 (Broad Street exit), occupies more than three city blocks approximately one mile from the downtown business section. Such a strategic position affords ample opportunity for employment of students who depend in part upon their jobs to remain in school. This location also provides many opportunities for practical Christian activity.

Adjacent to the University is Salem Baptist Church with its daycare ministry, kindergarten through the twelfth grade Christian school, camp ministry, and evangelistic outreach into the community.

## **FACILITIES**

John M. Deeds Hall houses the Academic offices; Admissions office; Financial Aid office; Student Deans' offices; Moore School of Education; Bruins Den; George M. Manuel Library; cafeteria; faculty and business offices; and classroom space.

Lee Hall (men) and Patterson Hall (women) provide spacious and comfortable living quarters for single students.

Stevens Hall provides apartments for married students. It also houses Temple Baptist Seminary-consisting of the Bowman School of Bible and Theology and the Alford School of Ministry, graduate classrooms, administrative offices, faculty offices, the Graduate computer lab, and a lounge, the School of Arts and Sciences and the Technology Department are located on the ground floor, is also located in the same building.

Pope Activities Center houses the chapel, the gym, and locker rooms.

Grace Hall is named in honor of Mrs. Charles H. Stevens and is the home of the Executive Offices, Alumni Office, and Development Office as well as a museum featuring historical events and memorabilia from Piedmont International University, Spurgeon Baptist Bible College, Atlantic Baptist Bible College, and Tennessee Temple University.

## **GOVERNANCE**

Piedmont International University is an independent organization of higher education; it is not affiliated with any denomination in an organizational form. However, as noted in the history section, the University is Baptist in polity and doctrine.

An independent Board of Trustees governs the University. The Board of Trustees has a maximum of 36 members who serve three-year terms. After two consecutive terms, a member may not serve for at least one year. The Board meets three times each year.

The Board of Trustees has an executive committee of ten members who meet with the President and other executive members of the Administration on a routine basis. This committee is available for review of decisions that may need to be made before the full Board meets in its tri-annual sessions.

The Board of Trustees delegates the operations of the University to the President who reports to the Board. The President, in turn, hires those persons, as authorized by the Board, to assist him in the organization functions of the University. He also hires those faculty members, again, as authorized by the



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Board, necessary to provide the educational services needed for the mission of the University.

The President, the other executive members of the University, and the faculty are approved individually by the Board. Other staff members are approved by the President with advisement to the Board.

## **PHILOSOPHY OF EDUCATION**

Education at Piedmont International University is based upon a distinctly biblical view of reality, truth, and values. Ultimate reality is found in God, who created the universe with purpose and sustains its existence with His power. Truth originates from God; it is embodied in Christ and revealed in the Scriptures. Ethics and morals are grounded in scriptural absolutes, and the appreciation of art, athletics, music, and literature is based upon biblical principles.

Education at Piedmont International University has desired goals. Education is not merely the acquisition of knowledge or the accumulation of skills for financial success. The pursuit of higher education at Piedmont International University is the pursuit of a higher calling. Thus, the environment is one that prioritizes a personal saving relationship with Christ for every student. Then, upon this foundation, a biblical worldview is developed, where individual gifts and talents are molded around a proper understanding of the Scriptures, self, and society. The definitive goal is to produce graduates who combine outstanding general, biblical and professional education and who have the practical experiences necessary to effectively teach and defend the Gospel with exemplary lives of service to God, the local church, and others.

## **ACCREDITATION, RECOGNITION, AND AFFILIATION**

Piedmont International University is:

1. Accredited by the Transnational Association of Christian Colleges and Schools (TRACS), 15935 Forest Road, Forest, VA 24551. Telephone: (434) 525-9539
2. Chartered (1947) by the State of North Carolina as an educational institution
3. Recognized by all appropriate federal agencies, such as the United States Department of Education, the Veterans Administration, and the Department of Justice
4. Approved by the Association of Christian Schools International (ACSI)
5. A member of the National Association of Independent Colleges and Universities
6. A member of the American Association of Christian Colleges and Seminaries
7. Approved for the preparation of military chaplains
8. Authorized for federal financial aid
9. A member of the Carolinas Association of Collegiate Registrars and Admissions Officers

Degree programs of study offered by Piedmont International University have been declared exempt from the requirements for licensure with respect to religious education under provisions of North Carolina General Statutes (G.S.) 116-15(c). Exemption from licensure is not based upon any assessment of program quality under established licensing standards.

Piedmont International University is an independent Baptist institution with no affiliation with any particular group and enjoys rapport with various fundamental and separatist fellowships and groups, unaffiliated groups, and other groups who take the same doctrinal and ecclesiastical positions as Piedmont.

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# DOCTRINAL STATEMENT

## STATEMENT OF FAITH

### The Scriptures

We believe that the Holy Bible was written by men divinely inspired and is a perfect treasure of heavenly instruction; that it has God for its author, salvation for its end, and truth without any mixture of error, for its matter; that it reveals the principles by which God will judge us; and therefore is, and will remain to the end of the world, the true center of Christian union, and the supreme standard by which conduct, creeds, and religious opinions should be tried.

### The Godhead

There is one and only one living and true God, an intelligent, spiritual, and personal Being, the Creator, Preserver, and Ruler of the universe, infinite in holiness and all other perfection, whom we owe the highest love, reverence and obedience. He is revealed to us as a Father, Son, and Holy Spirit, each with distinct personal attributes, but without division of nature, essence, or being.

### God the Son

We believe that the Lord Jesus Christ was begotten of the Holy Spirit without a human father, born of a virgin, and is truly God and truly man, that His deity is absolute, wholly unique, and singular.

### God the Holy Spirit

We believe in the personality and deity of the Holy Spirit, the third person of the trinity, who is the divine interpreter of the infallible word, who convicts the world, regenerates and indwells every true believer, testifies of Christ, energizes, enlightens, and constrains in the way of holiness.

### The Fall of Man

We believe, according to the teachings of Scripture, that man was created a moral being in the image of God after His likeness, but man by voluntary transgression fell from his original sinless state. In consequence, the whole human race was involved in guilt, making all mankind now sinners, depraved in nature, spiritually dead, subject to the powers of evil, void of holiness, positively inclined to evil, and hopeless apart from divine grace.

### The Resurrection of Christ

We believe in the resurrection of the crucified body of Christ, that this body, which was raised from the dead according to the Scriptures, was a literal body consisting of flesh and bone and that He ascended into Heaven and "sitteth on the right hand of God" as the believer's High Priest and Advocate.

### The Way of Salvation

We believe that salvation, according to the Scriptures, is wholly by grace through faith plus nothing. This salvation of the ill-deserving sinner is based upon the finished work of the Lord Jesus Christ, who became the sinner's substitute before God and died a provisional sacrifice for the sins of the whole world. Since the natural man is dead in trespasses and sins, at enmity against God, and blinded by sin and Satan to his own condition, it is only through the operation of the Holy Spirit using the Word that man is brought to repentance and faith. No degree of reformation, however great; no attainment in morality, however refined; no culture, however attractive; no ordinance or ceremony, however ancient and sacred; no feeling, however satisfying; no sincerity, however approved; no church membership, however authenticated, can in the least degree add to the value of the precious blood or to the merits of that finished work wrought for us by the Lord Jesus Christ.

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## **Justification**

Justification is God's gracious and full acquittal, upon the principles of righteousness, of all sinners who believe in Christ. This blessing is bestowed, not in consideration of any work of righteousness which we have done, but as a state of most blessed peace and favor with God, and secures every other needed blessing.

The blessings of salvation are made free to all by the Gospel. It is the duty of all to accept them by penitent and obedient faith. Nothing prevents the salvation of the greatest sinner except his own voluntary refusal to accept Jesus Christ as Teacher, Savior, and Lord.

## **The Security of the Believer**

We believe that all born-again persons are eternally secure in Christ, since the Scriptures teach that our justification before God rests upon the finished work of Christ alone and forever remains the unchanging grounds of the believer's faith. This security is further guaranteed by the continuous High Priestly work of Christ in Heaven itself and by the work of the Holy Spirit who wrought in the believer regeneration and performs an unceasing ministry within his soul.

## **The Church**

We believe that the church, the body of Christ, is composed of all those who have true faith in the Lord Jesus Christ. We further believe that the visible church or assembly is a congregation of baptized believers associated by covenant in the faith and fellowship of the Gospel; observing the ordinances of Christ, the true head of the church; looking to the Holy Spirit, the administrator, for guidance in exercising the gifts, rights, and privileges invested in the believer by His Work.

## **The Obligation of Holiness**

We believe that all believers in the Lord Jesus Christ are called into a life of separation from the world to which they have been crucified by the death of Christ, and should abstain from worldly lust and such practices and habits as will retard spiritual growth or cause others to stumble and thus bring reproach upon the cross of Christ. The believer is called upon to walk worthily, keeping himself unspotted from the world, and to be zealous of good works.

## **The Evangelization of the World**

We believe in the evangelization of the world, placing emphasis upon the task of reaching the individual with the gospel and its implications, and that no humanitarian and philanthropic schemes may be substituted for the preaching of the Cross.

## **Biblical Interpretation**

We believe in accepting the literal teaching of the Word. "When the plain sense of Scripture makes common sense, seek no other sense." Therefore, every declaration is to be taken in its primary, ordinary, literal, and its most obvious meaning unless the facts of the context and the well-defined laws of language clearly indicate the terms either to be symbolic or figurative and not literal. Whatever is not literal must be explained in the light of other passages which are literal.

## **Creation**

We believe in the Genesis account of creation, which teaches that all things found their origin in God Who created by His own fiat, instantaneously, every living thing after its own kind.

## **The Return of Christ**

We believe, according to Scriptures, in the sure return of the Lord Jesus Christ; that this second coming will be a literal, bodily, personal return; and that His coming for His bride, the Church, constitutes the "Blessed Hope" set before us, for which we should be constantly looking. We believe that His coming will be premillennial.

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## **ESCHATOLOGY**

### **The righteous dead**

We believe that the souls of those who trusted in Christ for salvation will go immediately at death into His presence and there remain in conscious bliss until the resurrection of the righteous dead at the second coming when soul and body shall be reunited to ever be with the Lord in glory.

### **The unrighteous dead**

We believe that the souls of the lost remain after death in conscious misery until the final judgment of the great white throne when the soul

and body will be reunited in resurrection to be arraigned before God in judgment and then cast “into the lake of fire, which is the second death” to be “punished with everlasting destruction from the presence of the Lord and the glory of His power.”

### **Satan**

We believe in the reality of the person of Satan, “that old serpent, called the Devil and Satan, which deceiveth the whole world.”

## **POINTS OF CONVICTION**

### **A. Civil government**

We believe that God has ordained and created all authority consisting of three basic institutions: (1) the home, (2) the church, and (3) the state. Every person is subject to these authorities, but all, including the authorities themselves, are answerable to God and governed by His Word. God has given each institution specific biblical responsibilities and balanced those responsibilities with the understanding that no institution has the right to infringe upon the other. The home, the church, and the state are equal and sovereign in their respective biblically assigned spheres of responsibility under God. (Rom. 13:1-7; Eph. 5:22-24; Heb. 13:17; I Pet. 2:13-14)

### **B. Human sexuality**

We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. We believe that any form of homosexuality, lesbianism, bisexuality, bestiality, incest, fornication, adultery, and pornography are sinful perversions of God’s gift of sex. We believe that God disapproves of and forbids any attempt to alter one’s gender by surgery or appearance. (Gen. 2:24; Gen. 19:5,13; Gen. 26:8-9; Lev. 18:1-30; Rom. 1:26-29; I Cor. 5:1, 6:9; I Thess. 4:1-8; Heb. 13:4) We believe that the only legitimate marriage is the joining of one man and one woman. (Gen. 2:24; Rom. 7:2; I Cor. 7:10; Eph. 5:22-23)

### **C. Family relationships**

We believe that God has ordained the family as the foundational institution of human society. We believe that men and women are spiritually equal in position before God, but that God has ordained distinct and separate spiritual functions for men and women in the home and the church. The husband is to be the leader of the home, and men are to be the pastors and deacons of the church. Accordingly, only men are eligible for ministerial licensure and ordination by the church. (Gen. 1:26-28; Exod. 20:12; Deut. 6:4-9; Ps. 127:3-5; Prov. 19:18, 22:15, 23:13-14; Mk. 10:6-12; I Cor. 7:1-16; Gal. 3:28; Eph. 5:21-33, 6:1-4; Col. 3:18-21; I Tim. 2:8-15, 3:4-5,12; Heb. 13:4; I Pet. 3:1-7)

### **D. Lawsuits between Believers**

We believe that Christians are prohibited from bringing civil lawsuits against other Christians or the church to resolve personal disputes. We believe the church possesses all the resources necessary to resolve personal disputes between members. We do believe, however, that a Christian may seek compensation for injuries from another Christian’s insurance company as long as the claim is pursued without malice or slander. (I Cor. 6:1-8; Eph. 4:31-32)

### **E. Abortion**

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We believe that human life begins at conception and that the unborn child is a living human being. Abortion constitutes the unjustified, unexcused taking of unborn human life. Abortion is murder. We reject any teaching that abortions of pregnancies due to rape, incest, birth defects, gender selection, birth or population control, or the physical or mental well-being of the mother are acceptable. (Job 3:16; Ps. 51:5, 139:14-16; Isa. 44:24, 49:1,5; Jer. 1:5, 20:15-18; Luke 1:44)

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# Student Life

## Spiritual Life

Piedmont International University campus life contributes to the spiritual development of its students with dorm devotions and prayer meetings. In addition, the University sets aside a special week for prayer each year when students, administrators, faculty, and staff meet to remember the needs of the University family. Unlike secular universities, classes at Piedmont begin with prayer, and courses are taught with the goal of helping students develop spiritually.

## Chapel Attendance

The Chapel service is a central part of each class day. Speakers are chosen who will present a warm spiritual emphasis to encourage, uplift, and inform. Attendance is compulsory at the annual Celebration Days, all meetings scheduled in place of daily chapels, and selected events.

## Conferences

Each academic year is highlighted by a series of conferences and special emphasis weeks. During the fall semester, students participate in Spiritual Life Week. Excellent Bible preachers, church leaders, and missions' representatives are invited to the campus throughout the year. The spring semester culminates in Celebration Days, featuring great Bible preaching, alumni activities, musical performances, and Commencement.

## Church

The University believes that regular church attendance is important to the spiritual growth of the Christian. Therefore, students are required to be faithful in attending the services of their local churches. Students are required to attend churches that are Baptist in polity and doctrine. A student who wishes to continue attending his or her home church may request permission to do so as part of the admission process.

Students benefit from the conferences and special meetings of Salem Baptist Church as well as services held in other local Baptist churches.

## Fine Arts

The University sponsors and the department of music presents a Fall Music Festival featuring guest performers and Christian school bands and choirs from across the Carolina region. In addition, the department presents a number of concerts and recitals throughout the school year giving students the opportunity to enjoy a variety of excellent performances. Candlelight Carols is the Christmas concert, an event appreciated by the community. There is also a special music concert presented in the spring.

## Christian Ethics

It is the goal of Piedmont International University to provide a Christian atmosphere and one that challenges students to live lives pleasing to Christ, guided by biblical standards and manifesting the fruit of the Spirit.

The University expects believers to exemplify Christian love, consideration of the rights of others, honesty, and a high sense of Christian ethics. In keeping with that which Christ taught to be essential in the character of Christians, believers are to avoid gossiping, backbiting, and maligning of character.

## Christian Service

An integral part of the University program is involvement in Christian ministry. Christian service provides students with the opportunity to apply what they have learned in the classroom and to gain invaluable experience for their future ministries. Emphasis is given to building faithfulness and commitment to local churches where students serve throughout their college years.

Reports about Christian Service activity are completed regularly. A satisfactory Christian Service recommendation is a requirement for graduation.



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## **Character and Conduct**

Piedmont International University seeks to provide an atmosphere conducive to serious study and to the development of strong Christian character. Inasmuch as the welfare of the group and the individual is best promoted by adequate accountability, appropriate rules and regulations are published in the Student Life Guide. During Registration, students must sign a signature page stating that they agree to abide by the guidelines contained therein.

Students whose general conduct and influence are considered to be out of harmony with the standards of this handbook or out of harmony with standards of life and work believed to be essential to the academic, spiritual, and social welfare of the University may be expelled, suspended, or refused readmission. The University reserves the right to request withdrawal even though there may be no specific breach of conduct calling for dismissal.

## **Student Complaint Policy**

Students may register complaints with the Student Development Department. A confidential file is kept in the office of the Student Development Administrative Assistant. Each complaint is addressed by the Student Complaint Committee in a timely manner. The student will be notified of any action taken by the Student Complaint Committee. Should the action be deemed by the student as insufficient, that student may appeal through the office of the Provost. A final institutional appeal may be submitted to the Board of Trustees through the President. After all institutional avenues are exhausted, the student may contact TRACS at 15935 Forest Road, Forest, Virginia 24551 or call 434.525.9539.

## **Employment**

Students are expected to apply themselves conscientiously to their studies and will find it necessary to limit employment accordingly. Employment is available to students on campus and in the surrounding community.

## **Intercollegiate Athletics**

Piedmont is a Division II member of the National Christian College Athletic Association (NCCAA). Men's and women's sports are offered with details available at [www.PiedmontU.edu](http://www.PiedmontU.edu).

# **ORGANIZATIONS**

## **Student Council**

The Student Council consists of the student body officers and representatives of various student groups. The Council seeks to develop the spiritual, physical, and social life of the students; to inspire loyalty to the University and to the principles for which it stands; and to promote an efficient and harmonious school life.

## **Student's School of Study**

These are centered around the academic school of your degree program and led by the faculty of that school. School groups meet on a regular basis throughout the semester to keep the students up to date on pertinent issues within their field of study.

## **Student's Graduating Class**

A faculty member will work with class officers to guide students to graduation. Classes also do campus-wide events to raise money for community service projects. Classes are given community Chapel time for meetings. Classes provide a class officer to represent them on Student Council.

## **University Societies**

All main campus undergraduate students are placed on one of 6 Societies when accepted to the University. Online students may choose to participate in a Society by contacting Student Services. Societies, like classes, have a faculty sponsor to help guide the student officers. Societies are the primary social system on campus. Society officers serve on the Student Council. The Society members will have opportunities to participate in intramural sports, social gatherings, community service projects, and Student Council competitions. Online students can choose to be added to a society by contacting Student Services.

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The Societies are as follows:

Alpha Phi ΑΦ	Black and White
Beta Sigma ΒΣ	Black and Gold
Gamma Chi ΓΧ	Black and Lt Purple
Pi Delta ΠΔ	Black and Red
Zeta Phi ΖΦ	Black and Lt Blue
Omega Nu ΩΝ	Black and Lt Green

**University Clubs**

Student Services provides a way for students to come together in interest- based groups. The type of club may vary and is designed around the interests of the students. The only restriction is that it must be in line with the University’s mission and purpose. Membership in a club is completely voluntary. Clubs require 6 students, one employee sponsor, and submission of a Charter request. Initial administratively- approved Charters are for two years. After two years, clubs may re-apply for a 5-year Charter. Two long standing clubs are:

**Kappa Chi**

The Kappa Chi Fellowship (Preachers of Christ) is for all men interested in a Gospel preaching ministry. Meetings are held regularly to promote fellowship and to provide further insight into sermon preparation.

**Piedmont Missions Club**

The Missions Fellowship is composed of students who are either planning to go to the field or who are actively interested in missions. The activities include regular meetings with visiting missionaries frequently address the regular meetings. This organization is open to all students.

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## **ADMISSIONS INFORMATION**

### **STANDARDS FOR ADMISSION**

#### **High School Foundation**

First time Freshman students planning to enter Piedmont International University will benefit by taking college preparatory courses rather than technical or vocational courses. Students who have at least two years of language study, such as Latin, French, German, or Spanish, will find such study helpful. Anticipation of entering Piedmont International University should encourage students to pursue serious study in high school education. The better the foundation in such courses as English and history, the more readily students adapt to the more exacting requirements of the University curriculum. The following courses are strongly recommended as forming the best foundation for study at Piedmont International University: four units of English; two in science, including one in biology; three in mathematics; two in social studies; and two in foreign language.

Admission to Piedmont International University is predicated upon graduation from a high school of approved standing or successful completion of the General Education Development Test of the High School Equivalency examination (GED). Undergraduate entrance standards require a minimum 2.0 high school GPA (2.75 for the Moore School of Education) and a minimum ACT composite score of 17 or minimum SAT (prior to 2016) combined score of 1230 or minimum SAT (2016 to present) of 920. A minimum GPA of 2.0 is required for transfer students with twelve or more attempted undergraduate credits.

Students who do not meet either the GPA or ACT/SAT requirements may be reviewed for admission under the Academic Assistance Program.

#### **Personal Qualifications**

Each applicant for admission to Piedmont International University shall give evidence of the experience of the new birth. His/her character shall conform to the Christian life standards of the Scriptures, as witnessed by recommendations from certain references named by the applicant on his/her application. It is not essential that every prospective student be pledged to full-time Christian service. On the other hand, there should be a set purpose to minister as a servant of Jesus Christ. Applicants will be asked to agree to respect the Statement of Faith and Points of Conviction of the University.

#### **Application Procedure**

The prospective student should complete the following steps:

Complete and submit an application online at [www.PiedmontU.edu](http://www.PiedmontU.edu). The application should be accompanied by the application fee which can be submitted via web instructions.

Request official transcripts from high school and any other college(s) attended to be mailed or electronically transferred by the institutions to the PIU Office of Admissions.

Each applicant for admission to Piedmont International University is required to take either the ACT or SAT. ACT/SAT Scores will be utilized for program admission and course placement. ACT Testing is available on the campus of Piedmont International University. Information on national test dates and sites may be secured through a local school guidance office, public libraries or the University Admissions Office. Applicants for admission who hold an associate's or bachelor's degree from an accredited institution and/or are over 25 years of age may request a waiver.

Submit a Personal Testimony and recent digital photo as an email attachment to the personal admissions counselor.

Request that the Pastor's Reference and General Reference forms be completed by an appropriate non-relative adult.

#### **Notification of Applicant**

After receipt of all application materials, the Admissions Committee considers each applicant and notifies him/her of its decision. The committee must be persuaded that each applicant is in fundamental

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accord with the theological as well as Christian life standards of the University before his/her request for admission is validated. Since no decision can be rendered until all information has been received, it is to the applicant's advantage to hasten the process by acting promptly and double checking those whose cooperation is required to complete forms for references and mailing of transcripts.

### **Non-Discrimination Policy**

Piedmont International University does not discriminate on the basis of race, sex, color, disability, or national origin. However, as a Christian organization, PIU only admits students who have trusted Jesus Christ as their personal Savior and are in essential agreement with Piedmont's Statement of Faith and Points of Conviction.

### **Transfer Policy**

Piedmont International University grants transfer credit for previous college work from colleges or universities that are accredited by agencies approved by the Department of Education. Additionally, transfer work must adhere to the following guidelines:

Only courses with the grade C or better will be transferred for credit.

Only courses taken at Piedmont International University will apply to the student's cumulative GPA.

In order to qualify for transfer credit, courses must parallel requirements to the respective Piedmont International University program of study, and course work must be comparable.

Transfer of Bible courses will be based on comparable theological/doctrinal perspectives.

No more than 75% of Bible courses (Old Testament, New Testament, Hermeneutics, and Theology) in any PIU program can be transferred into the University.

Transfer students must complete a minimum of 30 hours at Piedmont in order to be eligible for graduation.

Courses taken at other institutions (including correspondence courses) while a student is enrolled at Piedmont require prior approval by the Registrar.

A Transfer applicant must have left his/her previous institution in good standing. A student who has been dismissed or suspended from another college for disciplinary reasons must submit a letter from the dean of the college giving the reason for dismissal. In addition, all debts with former institutions must be settled before acceptance is granted at Piedmont International University.

Official transcripts of all former institutions must be received by the Admission Office prior to approval for admittance.

Transfer students must also meet all additional admissions requirements.

In addition to these policies, transfer of credits from institutions not accredited by an agency approved by the Department of Education must adhere to the following guidelines. The following documentation will be sought:

The course work has been taught by faculty who are qualified by education and/or experience to teach at the appropriate degree level.

The course content is comparable as demonstrated by college catalog, course syllabi, hours of attendance, and grading standards.

The institution has received legal authorization or official exemption in its state or country.

In any case, a transfer student from an institution not accredited by an agency approved by the Department of Education must successfully complete 12 hours of work at Piedmont with a C average for the transfer work to be accepted.

### **Transfer of Piedmont International University Credits**

Piedmont International University credits are transferable to various institutions; however, academic institutions are autonomous in determining policies for admission and transfer of credits.

### **International Students - Resident Studies**

This University is authorized under federal law to enroll non-immigrant alien students. Any questions

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concerning admission policies should be addressed to the Admissions Office. A minimum of six months should be allowed for the processing of international student applications.

In addition to the standard admissions requirements for all undergraduate students, international students whose first language is not English must submit satisfactory scores on one of the following English proficiency tests: TOEFL, CPE, IELTS, or PTEL. The required minimum TOEFL (Test of English as a Foreign Language) score for admittance is a paper-based score of 500, a computer-based score of 170, or an Internet-based score of 60. Information about the test may be obtained from [www.toefl.org](http://www.toefl.org).

The required score for the Academic Version, Band 6 or above, of IELTS (International English Language Testing System) is a corresponding score of 25-40. The required score for PTEL (Pearson Test of English) is 68 or above. The minimum grade for the CPE (Cambridge Proficiency in English) is a C.

English proficiency examinations may be waived for students who have completed a secondary-level program at a recognized school with English as the medium of instruction after transcript evaluation, a satisfactory ACT/SAT score, and an institutional English examination or interview.

Financial responsibility must be demonstrated before the Certificate of Eligibility for Non-immigrant (F-1) Student can be issued. The University must receive on deposit the funds in United States dollars to cover the cost of the first year's education. Financial information may be obtained from the Admissions Office including amounts for all fees and tuition.

The Form I-20 will not be sent to the applicant until all of the admissions requirements have been met. International students are encouraged to submit all admissions materials at least six months prior to projected enrollment and obtain an acceptance letter at least three months prior to starting their first course.

### **International Students - Online Studies**

Online international applicants are encouraged to complete the Admissions process no less than three months prior to the expected start date to ensure adequate time for shipment of books. In addition to the standard admissions requirements for all undergraduate students, online international students whose first language is not English must submit satisfactory scores demonstrating English proficiency. Financial information may be obtained from the Admissions Office including amounts for all fees and tuition.

### **High School Dual Enrollment Criteria**

Qualified high school juniors and seniors may apply for admittance as a dual enrolled student to Piedmont International University if they meet the following criteria:

Minimum in progress high school GPA of 2.5.

Minimum ACT composite score of 17 or minimum SAT (prior to 2016) combined score of 1230 or minimum SAT (2016 to present) of 920. In some instances, a nationally normed standardized test can be substituted for the ACT/SAT scores as long as the student scores at or above the 75th percentile.

Credit for these courses will be given whether the student chooses to seek a degree at Piedmont International University or not. The credit for these courses will be transferable to any institution that accepts credit from Piedmont International University.

### **Returning Students**

Previously enrolled students who are classified as withdrawn should submit an application online at [www.Piedmontu.edu](http://www.Piedmontu.edu) and meet all additional admissions requirements. The applicant should request that all official transcripts from institutions attended since withdrawing from Piedmont be submitted by mail or electronic transfer to the Admissions Office. Students returning with a GPA less than 2.0 or after Academic Suspension must submit an action plan, explanation of accountability, and changes to circumstances which now support academic success.

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### Veterans Benefits

Veterans who wish to receive educational benefits should apply for the Certificate of Eligibility by completing the Veteran's Online Application at [www.gibill.va.gov](http://www.gibill.va.gov). The Certificate of Eligibility should be presented to the school's certifying official (SCO) by the student at least one month prior to enrolling. It is the responsibility of the student to inform the SCO when benefits have been used previously.

### Advanced Placement, CLEP, and Correspondence

Additionally, college credits can be earned by non-traditional means, such as Advanced Placement Exams, College-Level Examination Program (CLEP), and/or correspondence work. In no case may a student receive more than 30 hours credit for non-traditional study.

In order to receive credit for Advanced Placement, the student must score at least three on any exam, and the course(s) must be equivalent to courses offered at Piedmont.

Correspondence work from some colleges may be transferred. The above guidelines for transfer apply. The Registrar should approve such studies in advance.

Credit for experiential learning is given in the following instances: credit for physical education is given for individuals who have completed basic training in the military or for military service, and credit may be given for Early Field Experience, ED202, for individuals who have actual teaching experience in the formal school setting. The Dean of the School of Education decides if the individual has had the variety and depth of experience that warrant credit.

Information on CLEP registration and testing centers may be obtained in the Registrar's Office. An official CLEP transcript must be submitted to the University.

General Examination	Minimum Score	Hrs. of Credit Awarded	Comparable PIU Course
English Composition with Essay	50	6	GE101, GE102
Mathematics	50	3	GC203
Subject Examination			
American Literature	50	3	EN300/320
English Literature	50	3	EN201/202
General Psychology	50	3	GP202
Western Civilization I	50	3	GH101
Western Civilization II	50	3	GH102
American History I	50	3	GH201
American History II	50	3	GH202

### Orientation and Placement

New Student Orientation is conducted each semester. As part of this program, all new students are required to take a Bible exam. The student does not receive a grade on this exam, as it is used as a benchmark in tracking overall student progress. In addition, students receive instruction from the administration and staff of the University in order to facilitate adjustment to college life.



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# Financial Information

## Schedule of Fees

Contact the Student Accounts Office, or visit our website ([www.PiedmontU/Tuition-Undergrad.edu](http://www.PiedmontU/Tuition-Undergrad.edu)) for a current Schedule of Fees.

## Student Account Payments

Tuition and fees become due by the first day of classes. Room and board charges become due when a student moves into the dormitory. Any balance not covered by approved financial aid must be paid in full before class attendance or be scheduled for payment through the University sponsored payment plan. Enrollment brochures are available through Student Accounts.

The registration process is not complete until payment arrangements are made in full. Failure to adequately fulfill financial obligations may result in removal from class. Final grades, transcripts of credits, and diplomas will not be issued until the student's account is fully paid.

## Insurance and Medical Services

The Student Development Office provides an initial contact for students with medical needs. Students are expected to see their personal doctors and/or to enter a hospital in the event of serious illness. Students are encouraged to maintain or to acquire health and/or hospitalization insurance to cover accidents or illnesses. The university provides accident coverage for students involved in school sponsored on-campus or off-campus activities.

## Student Housing

### Single Student Housing

All single students under 22 years of age are required to live with their parents, grandparents, or married sibling or to occupy campus housing facilities and to patronize the University dining room. Students are required to be enrolled for a minimum of six academic hours in order to live in campus housing facilities.

### Married Student Housing

Apartments for married couples are available in Stevens Hall. Contact the Business Office for details.

## SCHOLARSHIPS, GRANTS & AWARDS

Discounts and scholarships are awarded and applied beginning with the term (Summer/Fall/Spring) in which a student is approved and enrolled and are not retroactive. The General Scholarship Rule applies to all undergraduate scholarships.

### Institutional Grants:

Piedmont International University offers a variety of Institutional Grants and Scholarships to make quality education accessible for degree-seeking students. Scholarship and Institutional Grant requirements vary and have limited stackability and cannot exceed 100% of tuition charged.

### Funded Scholarships:

Funded scholarships are awarded through an application process and Scholarship Committee review. The priority deadline for funded scholarships is March 1 of each year.

### General Scholarship Rule (GSR)

The total of federal grants and PIU scholarships cannot exceed the cost of actual tuition. If the combined aid in these categories exceeds the cost of tuition, Federal Aid will post first and then PIU scholarships will be reduced/applied accordingly.

A valid FAFSA must be on file for each year before an account can receive most institutional aid. If selected for Verification a student must have completed the verification process and have a current FAFSA on record.

Awards received that cover the majority of costs such as church partnerships have limitations for stacking with other PIU aid sources such as Alumni etc. Discounts and scholarships are awarded and applied beginning with the term in which a student is approved and enrolled, with a minimum half-time

enrollment status unless otherwise indicated, and are not retroactive.

Piedmont International University reserves the right to change terms and conditions of any grant or scholarship at any time at its discretion and terminate or suspend scholarships.

**Academic Award**

This tiered entrance scholarship is awarded based on high school academic performance and standardized test scores. Scholarship renewal requires satisfactory academic progress. Piedmont International University will take the best of High School GPA or a simple average of college GPA should the student transfer with 12 or more college credit hours from the last semester attended. Available to undergraduates only.

ACT	20-24	25-27	28+
SAT	1250-1499	1500-1749	1750+
3.80-4.00	\$1250	\$1,500	\$1,750
3.30-3.79	\$1,000	\$1,250	\$1,500
3.0-3.29	\$750	\$1,000	\$1,250

**Honors Scholarship**

Award: \$3,000 per year for up to four years

- GPA of 3.8
- ACT28/SAT1750+
- Maintain a minimum college GPA of 3.8

Transfer students can only receive scholarship if transferring less than 50 hours of undergraduate credit with a minimum unweighted GPA of 3.8. Honors Scholarship is stackable with Academic Award & Institutional Grants and Scholarship. General Scholarship Rule applies.

**ALUMNI SCHOLARSHIPS**

**Alumni Referral Program**

The Alumni Scholarship is available to all graduates of Piedmont International University, Spurgeon Baptist Bible College, and Tennessee Temple University and is used to refer and recruit new students to PIU. The student must be recommended and referred by an alumnus by completing an Alumnus New Student Referral form. Scholarship award is \$250.00 per academic year and will apply to incoming, first year, on campus undergraduate students and is available for four consecutive years.

**Alumni Scholarship PIU & Spurgeon**

The Alumni Scholarship is provided to all alumni\* of Piedmont International University and Spurgeon Baptist Bible College as well as their children and grandchildren in appreciation of their years of support and service. Alumni applicants are eligible for ½ off tuition for any program.

Eligibility:

- Must be new full time degree seeking on-campus or online student.
- Must maintain SAP
- Transfer students are eligible.
- Application must be submitted prior to semester admissions deadline
- Limited stackability.
- Does not apply to e4-12, dual enrollment or any “unique” program offered at PIU.

\*Alumni is defined as any graduate from PIU, TTU, Spurgeon from any degree program as well as former students who have completed at least 12 credit hours and have been out of school for five or more years.

**Temple Heritage Scholarship**

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To honor Tennessee Temple University, the Temple Heritage Scholarship has been established providing ⅓ of tuition toward PIU's undergraduate, graduate, and seminary programs. This scholarship is available in perpetuity for all TTU students, alumni, and faculty/staff who were employed at the time of the merger, as well as for the children and grandchildren of members in each of those groups.

Eligibility:

- Must be new full time degree-seeking, on-campus, or online student.
- Must maintain SAP (Satisfactory Academic Progress)
- Transfer students are eligible
- Application must be submitted prior to semester admissions deadline
- Limited stackability
- Does not apply to e4-12, dual enrollment or any "unique" program offered at PIU.

### **AWANA Scholarship**

Students who earn the Timothy, Meritorious, or Citation award can receive a scholarship toward on campus undergraduate tuition upon verification of the award. Piedmont must receive documentation from AWANA verifying this award. This is done by contacting the AWANA National office and filling out a Scholarship Verification form. They will contact PIU with the necessary information.

AWARD (available for first year of enrollment only)

Timothy Award \$500

Meritorious Award \$500

Citation Award \$1,000

The scholarship will be awarded based on the highest achievement level. Award is available for full time students and is stackable. Confirmation of award from AWANA headquarters must be received prior to University application deadline period of May 1 of incoming year.

### **Dependent Grant-in Aid (DGIA)**

Dependents of a full time benefited employee of Piedmont International University (PIU) are eligible to receive a tuition assistance scholarship classified as Dependent Grant-in-Aid (DGIA).

#### Eligibility Conditions

1. Financial Aid Satisfactory Progress (SAP) is incorporated into the DGIA benefit.
2. The benefit covers only the minimum number of hours required to complete the degree. A degree must be declared in order to enter into the DGIA program.
3. The DGIA benefit will cover tuition only and will not cover any additional fees, books or housing.
4. Employees will not be taxed for dependent(s) in the undergraduate program for tuition reduction. Graduate courses extended to dependents are fully taxable and the employee is subject to income reporting and any other IRS requirements.
5. If a degree was earned at Piedmont using DGIA a dependent may not use DGIA to complete another degree at the same level. If the degree was earned at another institution DGIA can be used towards a degree at the same level.
6. All hours taken at PIU will go to the minimum number of hours required in a degree program. Once these hours are reached no additional scholarship hours will be available.
7. Graduate degree program prerequisites must be met prior to entering the DGIA program.
8. General Scholarship Rule applies.
9. Scholarship is not stackable.

#### Process

1. An application must be completed by the full time benefited employee. The application should

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be completed annually by April 1<sup>st</sup> for the following academic year or for new employees waiting within the six month period the application can be completed once eligible.

2. Undergraduate students must complete and submit a Free Application for Federal Student Aid (FAFSA) each year. If verification is selected all appropriate requested paperwork must be submitted in a timely fashion as requested.
3. Graduate Students are not required to submit the FAFSA.

### **Piedmont International University Full time Employee Grant**

Full-time PIU employees may receive a grant to cover tuition for up to 2 classes per semester (six classes per academic year -including summer term).

#### Eligibility

Must be a full time benefited employee

Class schedule cannot exceed 2 classes per online section

An application must be submitted with Human Resources with department approval.

- A yearly FAFSA is required for all undergraduate applicants.
- There is a 90-day waiting period for the benefit to start. Should a term start prior to the 90 days, employee may begin the following term in classes once approved.
- If a degree is completed at PIU, this benefit cannot apply to a second degree at that same level.

### **Early Application Scholarship**

Early application incentive will be given in the amount of up to \$800 per new residential student. The incentive will require a confirmation deposit based on a schedule set by the administration and potentially available on a declining scale.

### **Founders Scholarship \$5,750 (effective for Fall 2016)**

Scholarship applies to on campus students

Year 1 \$1,000

Year 2 \$1,250

Year 3 \$1,500

Year 4 \$2,000

Scholarship is awarded and applied beginning with the term for full time student on campus students and applies to year enrolled and is not retroactive. Scholarship is only valid until completion of first year of senior year status. Transfer students begin at first year amounts and this scholarship expires once a senior year status is completed. Stackable with Academic, Honors, Early Application Scholarship, Alumni Referral, Awana Award, Talents for Christ, Word of Life Club Scholarships and Funded Scholarships. General Scholarship Rule applies.

### **Fruitland Baptist Bible Institute**

Awarded to Alumnus of Fruitland Baptist Bible Institute. Each FBBI alumnus is entitled to receive up to 1/3 in tuition assistance grants.

#### Eligibility:

- General Scholarship Rule applies.
- Student may study online or on campus. Student must be full-time.
- Must maintain SAP
- Student must be alumnus of FBBI
- Limited stackability

### **Graduate Assistance Grant**

Students selected to assist faculty members as a Teaching Assistant may receive up to 3 credit hours of free tuition per semester. This award is renewable if the student continues to serve as a TA. The amount will be based on the number of hours per week (for example 1.5 hours of tuition for a 1/2 time position).

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### **Home School Institutional Grant**

Piedmont International University offers a scholarship for up to a 1/3 of tuition assistance to home school graduates. Student must have graduated with a home school diploma or high school diploma issued by a co-opt or online group.

#### Eligibility:

- General Scholarship Rule applies
- Student may attend PIU online or on campus.
- Student must maintain Full-time status.
- Must meet PIU admissions requirements
- Must maintain SAP
- Limited stackability

### **International Scholarship**

This scholarship will provide up to 1/3 tuition assistance to an international student desiring to study at PIU. The scholarship is based on the following criteria.

- Non US citizen
- Must demonstrate academic capability and good character
- Ineligible for Federal Financial Aid
- Scholarship requires maintenance of SAP and good student conduct
- Must be enrolled full time
- Available to online or on campus students
- Limited stackability

### **Military Appreciation Scholarship – online or on campus**

This supplement covers the complete cost of tuition beyond the \$250 per credit hour paid by the military through tuition assistance. The student pays only the applicable fees. This award is not stackable and the General Scholarship Rule applies.

### **President's Diversity Scholarship**

The President's Diversity Scholarship is designed to help meet the vision goals laid out in Piedmont's Nine Vision Benchmarks. The Fourth Vision Benchmark states, "We will actively seek, recruit, equip, and graduate increasing numbers of diverse students prepared to invest their lives in effective Christian ministry." All recipients must be U.S. citizens of an ethnic minority. Tuition is based on need and students may receive up to a 1/3 tuition assistance grant.

- Must maintain SAP
- Must be a US Citizen
- Available for on campus or online students
- Available for undergraduate or graduate studies
- Must be an ethnic minority
- General Scholarship Rule applies
- Limited stackability

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## **Stevens Scholarship**

Awarded to employees and their dependents who serve in missions and or not-for-profit Christian ministries. Tuition is based on need and students may receive up to a 1/3 tuition assistance grant.

### Eligibility:

- Proof of eligibility must be submitted as follows:
  - Must be a full-time employee and/or dependents of a full-time employee of a not-for-profit Christian Ministry
  - Must provide proof of employment or parent/spouse employment with non-profit
- Undergraduates must complete a yearly FAFSA
- General Scholarship Rule applies
- Must be a US Citizen
- Not stackable

## **Supporting Church Scholarship**

### **Pastors**

Pastors who serve as full-time senior, associate or assistant pastors of churches supporting Piedmont International University at a minimum of \$100.00 per month will received up to a ½ tuition assistance grant.

### Eligibility:

- Upon application and support from the church there is a six month waiting period before benefit applies.
- Student must maintain SAP
- Grant applies to on campus or online students
- Grant applies to undergraduate and graduate students
- Church must be in good standing and current with payments
- Undergraduate students must complete a FAFSA each year
- General Scholarship Rule (GSR) applies
- Non stackable
- Application for scholarship is an annual requirement and must be completed minimum 30 days prior to term start date.

## **Supporting Church Member Scholarship**

Members of a supporting Church of Piedmont International University will receive up to a 1/3 tuition assistance grant per credit hour. Renewal requires continued church support.

### Eligibility:

- Must be new full time degree seeking undergraduate student
- Must maintain SAP
- Grant applies to on campus or online students
- Grant applies undergraduate or graduate students
- General Scholarship rule applies
- Transfer students are eligible
- Application for scholarship is an annual requirement and must be completed by April 1 for following year enrollment.



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## **Talents for Christ**

Students who win state and national competitions in the Talents for Christ program and enroll full-time on-campus will qualify for the scholarships as advertised (up to \$5,000 over 4 years).

### Eligibility:

- The deadline for the notification of competition results and application is August 1 of each year
- Scholarship applies to undergraduate degree seeking on-campus student
- General Scholarship rules apply
- Scholarship will be prorated over four years with last year of award being first senior year.
- Limited

## **Word of Life Bible Institute Faculty and Staff**

Piedmont International University is pleased to offer up to a \$150 per hour tuition assistance Grant awarded to current Faculty and Staff of Word of Life Bible Institute to seek a degree at the undergraduate or graduate level through our online school.

### Eligibility:

- General Scholarship Rule applies
- Must be currently employed and in good standing with Word of Life Bible Institute
- Must maintain SAP
- Non stackable

## **Word of Life Bible Institute Scholarship**

Awarded to graduates from World of Life Bible Institute. Each WOL alumnus is entitled to receive up to 1/3 in tuition assistance grants.

### Eligibility:

- General Scholarship Rule applies
- Student may attend PIU online or on campus.
- Student must maintain Full-time status.
- Must meet PIU admissions requirements
- Must maintain SAP
- Student must be an alumnus of WOL
- Limited stackability

## **Word of Life Club Scholarships \$750**

Students who earn the Steadfast Award or Creative Discipleship Award can receive scholarships from Piedmont International University. Certificates must be presented to the Financial Aid Office 30 days before the start of the semester. Award will be equally disbursed over four academic years.

## **Funded Grants and Scholarships**

Funded scholarships are made possible through the generous support of donors. Other than for Operation Uplift, applications are received each spring from new and currently enrolled students.

## **Atlantic Scholarship for Ministry Training**

In 2008, Atlantic Baptist Bible College merged with Piedmont International University, creating the Atlantic Scholarship for Ministry Training. Eligible recipients must be enrolled in an Online, Graduate, or PhD program and may include in the following order of priority: a) Atlantic Alumni, Faculty, and Staff, b) Members of Atlantic's supporting churches, c) American church planters and church planters in training, d) Full-time missionaries, national pastors, and national pastors in training, e) Full-time pastoral staff members and those preparing for full-time pastoral or missionary ministry. Awards will be in the amount of 33% of tuition. The recipients will be selected by the University Scholarship Committee. The number of awards will be based on the funds available.

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### **Johnny Albert Award**

Johnny Albert is an alumnus of Piedmont, graduating in 1966 with a Th.B. degree. He pursued graduate studies, receiving a masters from Bob Jones University and a doctorate from Community Bible Institute in Richmond, Virginia. He has pastored for over 40 years and is currently serving at Faith Baptist Church in Cumberland, Virginia. This scholarship is to be awarded to a full-time student studying for the pastorate. The recipient must be recommended by the Theology Department. The scholarship is an award of \$500.

### **Alumni Outstanding Student Award**

The Alumni Association gives a \$100 award for scholarship, character, and leadership to an outstanding rising senior.

### **Dr. Carl E. Bollinger Memorial Award**

In honor of Dr. Carl E. Bollinger, the class of 1987 established the Carl E. Bollinger Memorial Scholarship to be awarded to a rising senior in a bachelor's degree program. The recipient of this scholarship is to be chosen by the current senior class. The student must have an excellent Christian Service record and be involved in extracurricular activities. The amount of the scholarship will vary according to the funds on hand at the time it is awarded.

### **The Roni and Charity Bowers Endowed Memorial Scholarship**

This scholarship was established by the Board of Trustees with monies given in memory of Veronica Bowers. Known as Roni, she and her husband Jim graduated from Piedmont International University and served their Lord faithfully with the Association of Baptists for World Evangelism in the Amazon region of Peru. The lives of Roni and their infant daughter Charity were tragically taken on April 20, 2001, on the mission field of Peru.

The purpose of this scholarship is to assist men and women training for the mission field. The student selected annually as the recipient shall be fully enrolled in a missionary program, preferably with plans to work on a foreign mission field. The student must be in good academic standing (maintaining a minimum cumulative GPA of 2.5) and have a record of exemplary conduct both on and off campus. The recipient will be selected by the University Scholarship Committee. The amount of the scholarship will vary each year according to the amount realized by the annual return on the funds invested.

### **Hoyle E. Bowman Theology Scholarship**

This scholarship is provided by Dr. and Mrs. Hoyle E. Bowman. Dr. Bowman serves as Professor of Theology at Piedmont International University. Both Dr. and Mrs. Bowman have served the University for many years.

This award is to be granted annually to a student who is enrolled in the Bachelor of Arts in Biblical Studies degree. The student must indicate that he intends to pursue graduate study and that he aspires to teach systematic theology or biblical studies on the undergraduate level.

In addition to the conditions enumerated above, the student must exhibit good scholarship by maintaining a 3.0 overall grade point average (GPA), have a strong Christian Service record, have a record of exemplary conduct both on and off campus, never have been divorced (nor his wife divorced), and testify in writing of a financial need. The scholarship will be in the amount of \$2000 per year payable in the sum of \$1000 for the fall and spring semesters. The recipient will be selected by the University Scholarship Committee.

### **The John A. Carrara and Kathleen E. Carrara Memorial Scholarship**

The John A. Carrara and Kathleen E. Carrara Memorial Scholarship was established in honor of Evangelist John A. Carrara and Kathleen E. Carrara to be awarded to full-time students with a demonstrated financial need who are enrolled in or applying to the BA Christian Ministries. Priority will be given to those in excellent academic standing. The award will be based on funds available. The recipients will be selected by the University Scholarship Committee.

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### **Rev. Willard U. Fulton Memorial Scholarship**

In grateful appreciation for Rev. Willard Fulton's life as a pastor and his love for the pastoral ministry, this scholarship seeks to fulfill the spirit of II Timothy 2:2, "And the things that thou hast heard of me among many witnesses, the same commit thou to faithful men, who shall be able to teach others also." This spirit was seen by the congregation served by their undershepherd, Rev. Willard Fulton. The \$2,000 scholarship seeks to further the training of future pastors. The recipient will be selected by the University Scholarship Committee.

### **The W. E. Hobbs Endowed Ministry Scholarship**

The W. E. Hobbs Endowed Ministry Scholarship is intended to assist men and women training for ministry. After graduating from Piedmont in 1961, Mr. Hobbs began serving his church in multiple roles including Sunday School teacher for over 40 years. Before his death, Mr. Hobbs instructed his family to direct a portion of his estate to endow a scholarship for students who would otherwise not be able to attend the University. Accordingly, Piedmont International University will disburse, in accordance with the University's Endowment Policy, scholarships to qualifying students, chosen annually by the University Scholarship Committee. The students selected (new or returning) must demonstrate financial need and be in good academic standing (maintain a minimum GPA of 2.5). The amount of the award will be based on funds available.

### **The Pastor Jimmie Jones Memorial Scholarship**

The Pastor Jimmie Jones Memorial Scholarship is provided by Johnston Chapel Baptist Church in Princeton, WV, in memory of its founding pastor, Rev. Jimmie Jones. Pastor Jones served Johnston Chapel for 37 years, was on the Board of Trustees at Piedmont for over 20 years, and was responsible for directing numerous students to the University. This scholarship of \$1000 per year will be awarded to a rising junior or senior in the B.A. in Biblical Studies program who has indicated the intention of entering pastoral ministry. Juniors or seniors in an equivalent online program or graduate students who are studying with the intention of pastoring may also be considered. Preference will be given to any qualifying student from Johnston Chapel Baptist Church. Selection will be made by the University Scholarship Committee.

### **George M. and Doris T. Manuel Ministry Scholarship**

This scholarship was established in honor of George M. and Doris T. Manuel, who both were loyal and dedicated employees of Piedmont International University. Mr. Manuel served as a professor and librarian for many years before his premature death while Mrs. Manuel served in a variety of roles at the University for 38 years.

Following extensive military service in WWII as a commissioned officer, including time as a prisoner of war in Germany, George Manuel surrendered to the Lord and enrolled in Piedmont Bible College in 1948 accompanied by his new bride, Doris. Following graduation in 1953, he served on the staff at Piedmont during which time he completed a B.A. degree in history from Guilford College. Two months before he was to receive his Master of Library Science degree from UNC-CH, he was called home to be with the Lord in June 1963 at the age of 40.

Doris, a young widow with three children, continued to serve in various capacities on the staff for more than 35 years, serving until the last year of her life, passing into the Lord's presence in May 1999.

George and Doris were exemplary in character, in their love for Christ, and in their loyal, devoted, dedicated service to Piedmont for a combined total of almost 50 years.

This scholarship is awarded to two full-time students (one male and one female) preparing for full-time Christian service. Each recipient must have a cumulative grade point average (GPA) of 2.5, maintain a satisfactory Christian Service record, demonstrate consistency by fulfilling reporting and financial obligations to the University, and demonstrate a commitment to full-time ministry. This scholarship is based on need.

The University Scholarship Committee will review the list of eligible students and, based on the criteria identified above, award scholarships in the amount of \$600 per student per year.

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### **Robert L. Patterson Memorial Scholarship**

The Robert L. Patterson Memorial Scholarship was established in 2008 by Mrs. Patricia Patterson in honor of her late husband who consistently demonstrated his love for Jesus Christ and the Word of God. Mr. Patterson continued to preach the Word right up till the day that he went to be face-to-face with his beloved Lord.

Piedmont is proud to count Bob Patterson as an alumnus. He and Mrs. Patterson provided outstanding consultation and significant resources during the critical startup phase of Piedmont's Spurgeon School of Online Education. It was obvious to all involved that one of the reasons God had so blessed their business was to put them in the position to advance the vision of Piedmont.

The Robert L. Patterson Memorial Scholarship will assist students preparing for a ministry of preaching or teaching the Bible. The student(s) selected annually must enroll full-time in either the B.A. Biblical Studies (on campus) or B.A. Bible with Selected Minor (online). Recipients must have a minimum high school GPA of 3.0 and/or ACT score of 24 or an SAT score of 1620 or above. The total annual scholarship amount will be \$8,000, and the University Scholarship Committee will select the recipient(s) and determine the amount of each scholarship.

### **Barbara Williamson Pope Scholarship for Women**

This scholarship is in memory of Mrs. Barbara Williamson Pope. Mrs. Pope was a Christian businesswoman who worked side by side with her husband, Richard E. Pope, for many years. She was a long-time member of Salem Baptist Church.

Three awards are to be granted annually to women who are enrolled in study programs preparing them for Christian ministry.

Each student must exhibit good scholarship by maintaining a 2.0 overall grade point average (GPA), have a strong Christian Service record of exemplary conduct both on and off campus, and testify in writing of a financial need.

The scholarships will be in the amount of \$1,500 per year payable in the sum of \$750 for the fall and spring semesters. The recipients will be selected by the University Scholarship Committee.

### **Richard E. Pope Scholarship for Men**

This scholarship was provided by Mr. Richard E. Pope. Mr. Pope was a Christian businessman from Winston-Salem, North Carolina. He was a member of the University's Board of Trustees and a long-time member of Salem Baptist Church.

The three awards are to be granted annually to men who are enrolled in a study program preparing them for Christian ministry. Each student must exhibit good scholarship by maintaining a 2.0 overall grade point average (GPA), have a strong Christian Service record, have exemplary conduct both on and off campus, and testify in writing of a financial need. The scholarships will be in the amount of \$1,500 per year, payable in the sum of \$750 for the fall and spring semesters. The recipients will be selected by the University Scholarship Committee.

### **Lehman Strauss Grant**

Lehman Strauss was a world-renowned Bible teacher, completed Jew, and noted author of over 30 books. The \$50 Lehman Strauss award is given annually to the student judged to be the outstanding expository preacher.

### **The Mary Love Todd Memorial Scholarship**

The Mary Love Todd Memorial Scholarship was established by Larry Todd in memory of his late wife Mary Love, who went home to be with the Lord on March 29, 2013. Mary Love had a passion for teaching and taught 1<sup>st</sup> grade for 36 years at Falls Road Baptist Church School in Rocky Mount, NC. Piedmont is forever grateful to Mary Love for her key involvement in gaining state approval for our current teacher licensure track and partnership with High Point University. This award is granted annually to students enrolled in a teacher education program. The award will be granted during the semester in which the student completes his or her student teaching requirement. Strong preference will be given to students enrolled in Elementary Education licensure track. Qualified candidates must demonstrate a financial need by completing a FAFSA and exhibit excellence in the classroom by maintaining a 3.0 overall grade point average (GPA). The recipient of the award will be nominated by the School of Education Faculty and approved by the University Scholarship Committee.

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### **The Ruth VandeBunte Memorial Scholarship**

The Ruth VandeBunte Memorial Scholarship was established in memory of Anna Ruth Varney VandeBunte, former Dean of Women, elementary teacher, and principal. The scholarship is in recognition of her love for students as demonstrated by her lifetime service as a career educator. The scholarship is available to full-time juniors and seniors in the Teacher Education program. The scholarship will be in the amount of \$2000 payable in the sum of \$1000 in the fall and spring semesters. The recipient will be chosen by the Teacher Education Faculty based on the student's demonstrated potential for classroom teaching.

### **Williams Family Endowed Scholarship**

The Williams Family Endowed Scholarship was established by Abie and Debbie Williams in December of 2005 to assist students enrolled at Piedmont. Preference will be given to students from the New River Valley area of southwest Virginia, particularly from Calvary Baptist Church of Radford, Virginia. The student(s) selected annually must enroll full-time. The recipient(s) shall be selected by the University Scholarship Committee. The amount of the scholarship will vary each year according to the amount realized by the annual return on the fund investment.

### **Federal Grants, Loans, and Work-Study**

To receive federal student aid, recipients must be accepted as a regular student into an approved program, be a citizen or eligible non-citizen, make satisfactory academic progress, enroll in courses required for the approved program, and complete the Free Application for Federal Student Aid (FAFSA). If the FAFSA is selected for verification or flagged for additional documentation, required paperwork must be submitted before any federal financial aid can be awarded. See below for eligibility requirements for each federal aid program.

#### **Direct Loans**

This government-insured loan program with low interest rates is available through the Department of Education. The FAFSA and Master Promissory Note must be completed before a Direct Loan will be originated and disbursed. Amounts borrowed may not exceed annual loan limits, aggregate loan limits, or cost of attendance when combined with other estimated financial assistance. Direct Unsubsidized Loans will enter repayment six months after graduation or when enrollment drops below half-time.

#### **Federal Pell Grants**

This federal grant is awarded to eligible undergraduate students based on their calculated financial need. The FAFSA determines Pell eligibility, and the Department of Education determines the amount of Pell awarded. Pell awards will be pro-rated according to enrollment status and EFC (Expected Family Contribution). The FAFSA is available beginning January 1, and can be completed via [www.fafsa.ed.gov](http://www.fafsa.ed.gov) as soon as student and/or parent have filed taxes.

#### **Federal PLUS Loans**

Parent PLUS loans are credit-based loans available to parents of dependent students to help cover college expenses. The PLUS application may be submitted via [www.studentloans.gov](http://www.studentloans.gov) using the parent's PIN. The credit check will remain valid for 180 days. If denied, the student will become eligible for the independent annual unsubsidized loan amounts, or the parent may choose to have the PLUS denial endorsed. If approved, the PLUS loan may be scheduled up to, but not exceeding, the cost of education when combined with all other estimated financial assistance. The FAFSA must be completed prior to filling out the PLUS application, and the Master Promissory Note must be completed prior to disbursement.

#### **Federal SEOG**

The Federal Supplemental Educational Opportunity Grant is awarded only to Pell-eligible students. Priority order is based on lowest EFCs (Expected Family Contribution). Number of awards will be based on availability of funds.

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## **FEDERAL WORK-STUDY**

This program provides on-campus jobs for students who need financial aid, thus giving them an opportunity to earn money to help pay educational costs. The Federal Work-Study award varies according to funds provided to the University

and aid received from other programs. Students will be paid at least the current federal minimum hourly wage. Students must first complete the Free Application for Federal Student Aid and must be making satisfactory academic progress.

### **Additional Information**

If the University does not receive the funding for any scholarship or grant, it will not be awarded. The combination of federal grants and institutional scholarships cannot exceed the cost of tuition per semester. Institutional scholarships will be reduced proportionately. The University uses "dependent status" as defined by the U.S. Department of Education's FAFSA application.

### **Verification Policy**

Verification is the process of confirming the accuracy of students' information as reported on the FAFSA application. The University is notified by the U.S. Department of Education of applications that require verification. In addition, the Financial Assistance Office may select a student if there is a discrepancy or a condition which is unusual and warrants investigation. The U.S. Department of Education gives the University the authority to request copies of certain financial documents from the student and spouse or parents in order to accomplish this task. The student may be notified by the Department of Education and by the Financial Assistance Office that verification is required. Documents can include, but are not limited to, student and spouse/parent Tax Return Transcripts, W-2 forms, and verification worksheet. Links to the verification worksheets are available on the Financial Aid Student Terminal (FAST) page of the website. Instructions are on the worksheets.

The student is required to submit in a timely fashion all information requested for the verification process. The student's financial aid cannot be processed until the verification is complete. All financial aid must be processed in its entirety before the end of the semester to satisfy the debt on the student's account. Failure on the part of the student to fulfill his/her financial obligation to the University can result in the student's removal from class attendance.

If the verification reveals changes that need to be made to the FAFSA to ensure that it is accurate, the Financial Aid Office will make those on behalf of the student. Any resulting change to the EFC that causes a variance in the amount of Pell grants, loans, or scholarships will be reported to the student in an Award Notice.

### **Financial Aid Satisfactory Academic Progress Policy**

The Financial Aid Office of Piedmont International University administers financial aid programs from federal and institutional sources. The U.S. Department of Education requires that schools develop and implement policies by which academic progress is evaluated and monitored for all students, including those who have not received financial aid in previous semesters.

Students must meet Financial Aid Satisfactory Academic Progress requirements to receive federal Title IV aid, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, and Federal Direct Loans (including Parent PLUS and Graduate PLUS). This policy includes standards for Qualitative and Quantitative measures. The academic record of all students is reviewed after the end of each payment period, and after evaluation, letters will be sent jointly from the Registrar's Office and the Financial Aid Office notifying those with insufficient academic progress when they are being placed on Financial Aid Warning, Probation, or Suspension as a result. Institutional Aid is administered under the institutional guidelines and policies.

#### Definition of Attempted Hours

- The hours for which the student is registered as of the last day of the add/drop period
- All transfer hours (transfer hours are applicable to rate of completion but not towards a student's GPA.)
- All hours taken even if the student did not receive financial assistance during these time periods

#### Definition of Completed Hours

- The hours for which a letter grade of A, B, C, D, or P is received. Transfer hours are included.



**Qualitative Standard**

Cumulative GPA is composed of all attempted hours at the current academic level and is calculated by the Registrar's Office. To meet the qualitative standards the students must meet the minimum cumulative GPA as determined by their classification and program. Courses taken under the "repeat" policy may be considered for appeal.

Student Classification	Required Minimum Cumulative GPA for Program
Certificate and Associate's Programs	2.00
Teacher Education Bachelor's Programs	
0-70 hours attempted	2.00
71 + hours attempted	2.50
All other Bachelor's Programs	
Bachelors Program (0-70 hrs. attempted)	1.80
Bachelor's Programs (71-100 hrs. attempted)	1.90
Bachelor's Programs (100+ hrs.)	2.00
Master of Arts in Ministry	2.00
Master of Arts in Leadership Studies	3.00
Master of Education (Curriculum Instruction or Educational Leadership)	2.50
Master of Arts in Biblical Studies*	2.50
Master of Divinity	2.50
Doctor of Ministry	3.00
Doctor of Philosophy	3.00

\* M.A.B.S. Ph.D. preparation track students can graduate with a 2.50 GPA, but must graduate with a 3.00 GPA to qualify for admission to the Ph.D. program.

**Quantitative Standard**

The student must complete the required number of attempted hours of coursework at his/her current level. The requirements are as follows:

Certificate and Associate's Programs	67%
Bachelor's Programs	
Freshmen	50%
Sophomores	67%
Juniors	67%
Seniors	67%
Graduate Students	67%

Withdrawals after the last day of the add/drop period, incompletes, repeated courses, failure grades, and transfer hours will count as attempted coursework. The rate of completion is calculated by the Registrar's Office. The student may not receive federal financial aid for more than 150% of the degree program as

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measured in credit hours, but will lose eligibility at the point where he is unable to complete his degree program within the 150% timeframe. All coursework is included whether the student received federal financial aid during that period or not. The student may appeal on the basis of coursework not applicable to the current degree program, but the SAP may only be reset one time.

### **Satisfactory Academic Progress Review**

Students will be reviewed for satisfactory academic progress at the end of each payment period. If a student fails to meet either the qualitative or quantitative standard for his or her degree program and classification at the end of the payment period, the following rules will apply:

#### Institutional Aid

Institutional Aid will be awarded in direct correlation to the student's Academic Standing following Catalog academic policies. This means that if a student is not on Academic Suspension, he/she may continue to receive institutional aid subject to the academic requirements of individual scholarships. It is possible for a student to receive institutional aid while not qualifying for federal aid.

A student will receive institutional aid during semesters of Academic Warning, Financial Aid Warning, and Financial Aid Probation, but will not receive institutional aid while on Financial Aid suspension, nor after readmission from a semester of suspension. Institutional Aid will be reinstated when Federal Aid Eligibility is reinstated.

#### Federal Aid

To maintain eligibility for Title IV aid after failing to make Satisfactory Academic Progress, students must be placed on Financial Aid Warning, Financial Aid Probation, or an Academic Plan.

### **Financial Aid Warning**

Any student who does not meet either the qualitative or quantitative standard for his or her degree and/or classification at the end of any payment period will automatically be placed on Financial Aid Warning for one semester. Federal financial aid eligibility will continue for the warning semester. After one period of Financial Aid Warning, a student who does not meet the Satisfactory Academic Progress requirements will not be eligible for Federal Financial Aid unless an appeal is made and granted.

### **Financial Aid Probation**

A student who fails to make Satisfactory Academic Progress following their Financial Aid Warning semester will lose Title IV eligibility unless the student successfully appeals.

If an appeal is granted and the institution determines the student has the capability to make SAP after one payment period, the student will be placed on Financial Aid Probation for warning semester. If the student on Financial Aid Probation is not making SAP by the end of the probationary term, or meeting the standards as outlined in the academic plan as proposed by the Satisfactory Academic Progress Appeals Committee, the student will become ineligible for Federal Student Aid.

If an appeal is granted and the institution determines that more than one payment period will be necessary for the student to make Satisfactory Academic Progress, the student may be placed on an academic plan. The plan may specify when the student will be able to make SAP again, or may carry the student through the completion of their degree program. The student must be meeting the requirements of the plan at the end of each payment period in order to receive Title IV funds. The student may appeal in writing to change the academic plan, and must document why the change is requested and how he/she will be able to make Satisfactory Academic Progress under the changed plan.

### **Financial Aid Suspension**

A student who fails to make Satisfactory Academic Progress after the Financial Aid Warning semester and a Financial Aid Probation semester (if applicable), or who fails to meet the requirements of his/her academic plan will lose eligibility for Federal Student Aid. Eligibility will be reinstated after the student has met both the qualitative and quantitative standards.

### **Academic Warning**

Any student who does not meet either the qualitative or quantitative standard for his or her degree and/or classification at the end of any payment period will automatically be placed on Academic Warning.

### **Academic Suspension**

After an initial warning semester, any student whose semester GPA or Completion rate doesn't meet

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the requirements for his/her degree and/or classification is placed on academic suspension. A student whose semester GPA and rate of completion meet the requirements but whose cumulative GPA and rate of completion do not meet the requirements will be placed on Academic Warning. It is possible to be on Academic Warning and Financial Aid suspension during this semester. After a semester on Academic Warning, a student whose cumulative GPA and rate of completion do not meet the requirements is placed on academic suspension.

The suspension will last for a period of one semester, and the student must reapply for admittance and must meet any standards mandated by the Admissions Committee at that time. Students reentering from Academic Suspensions will be readmitted on Academic Warning, will be guided by an approved academic plan, and will not qualify for Federal Financial Aid or institutional scholarships until they meet appropriate GPA and Rate of Completion requirements.

### **Satisfactory Academic Progress Appeal**

The student who wishes to appeal the accuracy of the academic criteria upon which financial assistance is based, should write a letter of appeal and submit it to the Registrar for correction. If not satisfactorily resolved, the appeal will be reviewed by the Academic Council. Such appeals would generally be based on errors in the evaluation process, such as the miscalculation of the student's GPA, the incorrect inclusion/exclusion of transfer work on the student's rate of completion calculation, or a miscalculation in the student's maximum time frame.

A student who wishes to appeal the loss of financial assistance should submit a request simultaneously to the Director of Enrollment Services and the Director of Financial Assistance. The Satisfactory Academic Progress Committee will be comprised of the Representative from Enrollment Services, Director of Financial Aid, Registrar, and an appointed academic representative. Successful appeals are usually based on factors beyond the student's control and include, but are not limited to, death in the immediate family, serious accident or illness. The appeal must contain what has changed to allow the student to have the capacity to meet SAP. The appeal must be submitted within 2 weeks of notification of status or at least 2 weeks before the start of the next period in which the student wishes to enroll. All appeals will be filed in the student's folder.

Incomplete grades at the time of the SAP evaluation will be treated as a failed course with 0% towards GPA and no earned credits. When the incomplete has been satisfied and the professor has updated the grades with the Registrar's office, the SAP will be reevaluated.

Financial aid eligibility will be reestablished when the student agrees to the proposed academic plan for reinstatement or when the student reaches SAP again.

### **Filing an appeal:**

Appeals to the Satisfactory Academic Progress evaluation must be made within two weeks of notification to the student. Students will be notified within 2 weeks of the end of the fall semester. The appeal is to be submitted prior to the start of the spring semester. The appeal is to be made in writing. It is required to address the specific areas of deficiency in the appeal letter. If the student did not make SAP based on completion rate, the letter should address why the student did not complete the courses and why the current circumstances will be different. It is required for the student to be specific in the details for the SAP committee to be informed regarding circumstances which led to the deficit, and the circumstances which will allow the student to achieve academic success in future terms. Examples of documentation to support the student's appeal include doctor's letter regarding medical condition, attorney documents regarding legal issues, or counselor's letter regarding emotional crisis. Students must be specific in stating why the course could not be completed due to extraordinary circumstances during the semester in question.

A student is responsible to monitor his/her grades throughout the semester. It is a good idea to document any instances where a student tried to get assistance to avoid a failed course, meetings with professors, tutoring sessions, email correspondence to show ongoing issues, etc.

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# ACADEMIC INFORMATION

## ACADEMIC POLICY

### Educational Objectives

The educational program is designed to prepare young people for Christian service as pastors, evangelists, missionaries, educators, student ministry pastors, counselors, musicians, nonprofit managers, and sports ministry directors.

### Educational Process

The educational process as conceived by the Bible college philosophy is directed toward the orientation of the entire personality including body, mind, and spirit. It is a process of development to lead students into the knowledge of both natural and revealed truth. Such knowledge provides the criteria and force for a right relationship to God, society, and humanity.

### Areas of Learning Experience

The complete educational process at Piedmont International University includes four areas of the learning experience. In the first, mental development, students acquire truth and adjust their thinking accordingly. In the second area, spiritual growth, the ethical and moral principles of the Word of God become an activating force in the lives of students. In the third area, cultural development, students are encouraged to cultivate habits of refinement in speech, conduct, and social ethics to relate properly to society. In the fourth area of the learning process, applied work, students develop skills in the practical application of the knowledge and methods acquired in the classroom and campus life to the needs of the society in which they move, thus preparing them for obedience to the Great Commission.

### Theological Curriculum

The theological curriculum is composed largely of courses in biblical studies, systematic theology, Christian apologetics, and practical theology. This curriculum covers the entire English Bible. Studies in the field of systematic theology ground students in the doctrinal fundamentals of the faith. Apologetics confirms students in their beliefs by presenting proofs for the divine authority of Christianity. Practical theology courses are designed to provide methods and develop skills for an effective Christian witness.

### Student Participation

Students, not the teacher, occupy the central place in the learning process. It is not simply through exposure in the classroom to an academic lecture that students are enlightened with regard to truth. They must actually participate in the learning process through research projects, special papers, assignment preparation, class discussion, and recitation if they are to be truly taught. In addition, there is the added and unquestioned value of the on-the-spot Christian service training program to provide learning internship. These apprenticeships make theoretical instruction meaningful and enable students to gain the practical experience necessary for skillful service. This was the educational method employed by our Lord to instruct His disciples, and it is equally effective in the training of the twenty-first century disciples. This practice is likewise the method of Piedmont International University, where the scholastic, social, athletic, and practical Christian service activities are all integrated to achieve the true objective of formal education in general and Christian education in particular.

## ACADEMIC INTEGRITY AND MISCONDUCT

### Definition of Academic Integrity

Academic integrity is honest and responsible scholarship, research, information collection, and presentation. The University expects students to submit assignments that are original to them and properly cite and reference other peoples' ideas using the prescribed style guide. Biblically, these issues are reflected in verses about honesty (Eph. 4:25), integrity (Prov. 2:6-8), diligence (Col. 3:23), and uprightness (I Cor. 10:31). Students at PIU are expected to follow the letter and the spirit of academic integrity in all assignments. The very foundation of university success is academic integrity. Learning

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how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. If a student is uncertain about an issue of academic honesty, he/she should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work;
- Acknowledging all sources of information including verbal, written, digital, graphic;
- Completing assignments independently or acknowledging collaboration;
- Accurately reporting results when conducting your own research or with respect to labs;
- Honesty during examinations.

### **Forms of Academic Misconduct**

The following is a list of common issues that students struggle with in the pursuit of academic integrity. This list, although extensive, should not be considered exhaustive in definition or example.

#### ***Academic Technology Misuse***

Academic technology misuse is the unauthorized use of technology/software to complete an assignment.

- Example of misuse is the unauthorized use of a digital Greek or Hebrew lexicon in a timed examination.

#### ***Cheating***

Cheating is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.

- Examples of cheating include completing an examination while looking at another student's examination, using external aids (for example, books, notes, calculators, conversation with other) unless specifically allowed in advance by the faculty member, and/or having others conduct research or prepare work for you without advance authorization from the faculty member. This includes, but is not limited to the services of commercial or black market term paper companies.

#### ***Complicity***

Complicity is intentionally or knowingly helping or attempting to help another to commit an act of academic misconduct or dishonesty. Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty.

- Examples of complicity include knowingly allowing another to copy from one's paper during an examination or test, distributing test questions or substantive information about the materials to be tested before the scheduled exercise, collaborating on academic work knowing that the collaboration has not been approved and will not be reported, taking an examination or test for another student, or signing another's name on an academic exercise.

#### ***Fabrication or Invention***

Fabrication is the intentional invention and unauthorized alteration of any information or citation in an academic exercise.

- Examples of Fabricated or Invented information would be to analyze one sample in an experiment and then invent data based on that single experiment for several more required analyses or a student taking a quotation from a book review and then indicating that the quotation was obtained from the book itself.

#### ***Falsification***

Falsification is a matter of altering information while fabrication is a matter of inventing or

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counterfeiting information for use in any academic exercise or University record.

- Falsification of institutional records includes altering or forging any document and/or record, including identification material issued or used by the University.

### **Forgery**

Forgery is defined as the act to imitate or counterfeit documents, signatures, and the like.

### **Multiple Submission**

Multiple submission is the submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors of all classes for which the student submits the work.

- Examples of multiple submission include submitting the same paper for credit in more than one course without all faculty members' permission and making revisions in a credit paper or report (including oral presentations) and submitting it again as if it were new work.

### **Plagiarism**

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations. The failure occurs in an oral, written, or media project submitted for academic credit or some other benefit.

- Examples of Plagiarism include (but are limited to), the following:
  - Word-for-word copying of another person's ideas or words.
  - The mosaic (interspersing of one's own words here and there while, in essence, copying another's work).
  - The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory).
  - Submission of another's work as one's own.
  - Having another person write or correct a paper.
  - Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service.
  - Neglecting quotation marks on material that is otherwise acknowledged.
  - Fabrication of references (inventing or counterfeiting sources)

### **Sabotage**

Sabotage is acting to prevent others from completing their work.

- Examples of Sabotage include (but are not limited to) the following:
  - Hiding, stealing or destroying library or reference materials, computer programs, or willfully disrupting the experiments of others.
  - Stealing or destroying another student's notes or materials, or having such materials in one's possession without the owner's permission.
  - Tampering in any way with University software.

## **Consequences of Academic Misconduct**

Basis of Consequences

Academic Misconduct is seen to be at least dishonest and as severe as a theft.

Stealing may involve ideas, information, wording, or phraseology.

Academic dishonesty cheats the student of valuable learning experiences.

## **Penalties of Academic Misconduct**

When Academic Integrity is brought into question it must be referred to the Academic Integrity Committee. The committee will review the allegation by interviewing both faculty members and

students involved. If the committee determines the allegation to be a case of misconduct one or more of the following penalties could be instituted:

- A written warning of reprimand
- Resubmission of assignment with or without a grade reduction
- A zero(0) will be given for the assignment/test/paper/etc. in which the offense occurs
- The student(s) will receive a failing grade in the course.
- The student(s) will be recommended to the Student Guidance Committee for expulsion from the university.

Academic Misconduct offenses are permanently recorded and filed in the Academic Office but only accessible by the Academic Integrity Committee and authorized members of the Student Services Department. The consequences of academic misconduct may apply to the whole of a student’s academic career at PIU and not one course in the semester.

**George M. Manuel Library**

The George M. Manuel Library was named in honor of a man who served the institution faithfully as history professor, dean of men, and the first professional librarian. The present library facility, the west wing of Deeds Hall, was dedicated October 22, 1970. The value of classroom instruction is enhanced considerably by directed reading and research in the literature bearing upon the subjects under study. The well-chosen library of more than 71,000 volumes provides this needed supplementation. Contemporary thought is well represented by the more than 500 periodicals which the library receives in print and through its connectivity with online databases, including international theological journals.

**Family Education Rights and Privacy Act (FERPA)**

A student’s record is confidential. The release of information from a student’s permanent record is governed by federal law. Only directory information may be released by the institution without the consent of the student. Directory information includes the following: student’s name, address, telephone number, birthplace and date, field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, and the most recent previous educational institution attended. This policy applies to all PIU students (resident, modular, and online) and to all official documents (personal records, academic information, e-mails, examinations, and assignments).

**Grading Scale**

- Grading Symbols
- A .....100-93 - Superior Scholarship

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B .....	92-85 - Above Average
C .....	84-77 – Average
D .....	76-70 - Below Average
F .....	Below 70 – Failure
WP .....	Passing at the time of withdrawal from class/University. This does not affect the student's GPA.
WF .....	Failing at the time of withdrawal from class/University. This will affect the student's GPA in the same manner that an F would.
I .....	Incomplete. Incompletes do not affect the student's GPA. After six weeks, grades still incomplete will be automatically recorded as failures. Financial aid may be affected until the I is changed to a grade.
P .....	Passed

### **Point System**

The 4.0 system of awarding academic credit is used. One credit hour is awarded for a class meeting one hour per week for a semester, two credit hours for a class meeting two hours per week, etc. Quality points are awarded using the following scale:

- 4 points for each credit hour of A-grade work
- 3 points for each credit hour of B-grade work
- 2 points for each credit hour of C-grade work
- 1 point for each credit hour of D-grade work
- 0 points for each credit hour of F-grade work

Grade point averages are determined by dividing quality points by credit hours.

### **Undergraduate Grade Replacement**

Students are allowed to repeat courses in which they have received grades of D or F. The lower grade will remain on the transcript, but it will not be used in the computing of the student's GPA. The student is allowed only one attempt to replace a D in a course but multiple attempts to replace an F (only the original F will not be used in computing the GPA). Students who do not attain a C or better after two attempts in designated major courses within their program must receive approval from their respective school's faculty and the Provost before being allowed to continue in their program of study.

### **Online Policy for Main Campus Students**

Main campus students may enroll in on-line courses with the approval of the student's academic advisor. Students on Academic Warning need to seek the additional approval of the Director of the Student Success Center.

### **Attendance and Punctuality**

In general, regular attendance is necessary for the student to receive full benefit from the university experience; therefore absences should be taken seriously.

### **Face-to-face Classroom and Online Live Streamed Synchronous Course**

With the understanding that students have the choice to utilize the live classroom and/or the online integrated synchronous classroom, the following attendance policies apply to both approaches simultaneously.

### **Student Absence Management**

Absences, for any reason, count toward the Maximum Total Number of Absences allowed.

In 080-099, 100, and 200 level courses that are scheduled over the length of a normal semester, students will receive a two-point reduction in the final grade for each absence beyond the following (or equivalent clock hours):



- 
- 1 absence in a class that meets 1 time a week
  - 2 absences in a class that meets 2 times a week
  - 3 absences in a class that meets 3 times a week
  - 4 absences in a class that meets 4 times a week

In 300 and 400 level course, all absences will follow the make-up work policies listed below.

If a student exceeds the Maximum Total Number of Absences allowed in any course, the student automatically fails the course.

Maximum Total Number of Absences allowed for ANY Reason:

- 3 absences in a class that meets 1 time a week
- 7 absences in a class that meets 2 times a week
- 11 absences in a class that meets 3 times a week
- 14 absences in a class that meets 4 times a week
- 1 day (8 hours) in a one week (5 days) module

### **Tardy, Early Departure, and/or Partial Attendance**

When a student is late to class 3 times and/or departs early three times, this will count as one absence.

Students who miss more than 25% of a single class meeting will be counted absent for the entire class.

Percentages per single class meeting are as follows:

- 15 minutes for any class up to 60 minutes
- 20 minutes of a 75 minute class
- 25 minutes of a 90 minute class
- 30 minutes of a 120 minute class
- 45 minutes of a 180 minute class

### **Inclement Weather**

Absences due to inclement weather closing or delays are not counted into the maximum total number of absences.

Weather absences are determined based on the university's Inclement Weather Policy.

### **Make-Up Work Policy**

The university sees the following absences as immediately available for make-up work:

Absences that occur because a student is taking part in a PIU sponsored event

- On a weekly basis, the Coach, Staff Advisor, or Faculty Advisor will send to all faculty a list of all students who will be absent that week; the list will include student names, dates and times of absence(s), and the nature of the absence.
- Prior to each absence, students who will be absent are expected to contact each of their professors to inform them of their absence and request assignments and their due dates to insure full credit.
- Students must complete all work assigned on days missed, according to the specifications of the professor. Students should make every effort to complete assignments early, if possible.

## **ILLNESSES**

### **Funerals**

Selected school-sponsored class trips or projects that meet divisional or degree requirements. Other situations the Academic Council Committee collectively deems as having merit or basis. All other course make-up work policies will be included in the course syllabus.

### **Professor's Responsibility**

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- Professors must take roll every class period and make the attendance record promptly available to the students via the student portal.
  - The professor's policy on make-up work for absences not covered above and tardies must be included in the syllabus.
  - Professors are encouraged to include attendance incentives in their syllabi.

### **Student's Responsibility**

Students, especially those involved in PIU athletic, music, or ministry teams, are expected to inform professors prior to a scheduled absence and make arrangements for work to be made up at the professor's discretion to insure full credit.

Upon an unexpected absence from class, the student should contact the professor immediately to discuss make-up work.

Students should keep track of their own absences in each class, and resolve any discrepancies with the professor's posted record of attendance as soon as possible.

Students should not wait until the end of the semester to deal with any concerns about absences.

### **Attendance Appeal Policies**

Appeals concerning a professor's decision concerning make-up work are to be directed in writing to the dean of the school.

In extreme circumstances a student may appeal the Maximum Total Number of absences in writing to the Office of the Provost and accompanied by documentation for every absence.

Professors may advocate for those students with unusual circumstances, and those students with excused absences will be given due consideration.

#### **Online Asynchronous Course Check-In and Participation Policy**

- Enrolled online students must check-in to courses, continue with assigned work or officially withdraw.
- Failure to check-in will result in administrative withdrawal from the course.
- Ongoing participation will be based on the student fulfilling weekly requirements of a course.
- Students who withdraw after the check-in period may receive a grade of "WP" or "WF"
- Students who check-in to a course and fail to maintain ongoing participation but do not officially withdraw will receive a grade of "F."

### **Commencement Attendance**

Students are required to attend commencement. Limited exceptions may be made based upon written requests presented to the Provost at least two weeks prior to Commencement. Grades are reduced one letter for failure to comply with this regulation except when the reduction would result in failure of that course. Degrees are granted at the May commencement each year. The university may approve an alternate graduation date in conjunction with international partners when appropriate.

### **Academic Load**

The minimum number of hours to be classified as a full-time student is 12 hours per semester. Most semesters a student will average 17 hours. (See program requirements for each semester's normal load.) In limited cases, students who have demonstrated the ability may carry more than 18 semester hours with approval by the Provost. A student has 150% of the time requirements in the catalog to finish a program.

### **Records of Progress**

Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are furnished for the students, veterans and non-veterans alike, at the end of the scheduled school term.

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## **Academic Advising**

Faculty members are required to check student academic progress by periodic examinations, term papers, class reports, and such other means as seem desirable to estimate achievement. Grades are recorded by the Registrar's Office and then provided to the student on his/her student portal.

Individual counseling at regular intervals supplies further stimulation for advancement. Each student is assigned an academic advisor upon enrolling. Periodic advising sessions are required at midterm and pre-registration. Students are encouraged to discuss both academic and personal issues with their advisors at other times, as needed.

## **Academic Review Process**

All students will be reviewed for satisfactory progress at the end of the fall, spring, and summer semester. A student fails to demonstrate satisfactory academic progress if he/she does not meet the designated GPA and completion rate standards outlined in the Satisfactory Academic Progress Policy. A student who does not meet the satisfactory academic progress standards will be notified by the Registrar. A student who wishes to appeal his/her status should do so by following the Academic Appeals Policy or the Satisfactory Academic Progress Appeals Policy, as appropriate.

## **Academic Assistance**

Students at the main campus whose academic record does not qualify them for standard admission may be recommended by the Admissions Committee for acceptance on the Academic Assistance Program. Acceptance is contingent on participation in the required Academic Assistance coursework. Any course substitution must be approved by the Academic Review Committee. The Academic Assistance Program will be in effect for a period of two semesters.

## **Academic Warning**

Any student who does not meet either the qualitative or quantitative standard for his or her degree and/or classification at the end of any payment period will automatically be placed on Academic Warning.

## **Academic Suspension**

After an initial warning semester, any student whose semester GPA or Completion rate doesn't meet the requirements for his/her degree and/or classification is placed on academic suspension. A student whose semester GPA and rate of completion meet the requirements but whose cumulative GPA and rate of completion do not meet the requirements may remain on Academic Warning. It is possible to be on Academic Warning and Financial Aid suspension during this semester. After a second semester on Academic Warning, a student whose cumulative GPA and rate of completion do not meet the requirements is placed on academic suspension.

The suspension will last for a period of one semester, and the student must reapply for admittance and must meet any standards mandated by the Admissions Committee at that time. Students reentering from Academic Suspensions will be readmitted on Academic Warning, will be guided by an approved academic plan, and will not qualify for Federal Financial Aid or institutional scholarships until they meet appropriate GPA and Rate of Completion requirements.

## **Academic Appeals Policy**

Any student desiring to appeal an academic decision should begin by discussing the situation with the appropriate professor. If not satisfied with the response, the student should contact the dean of the appropriate school. If a conflict persists, the student should submit a written appeal to the Appeals Committee through the Provost. The committee is composed of the members of the Academic Review Committee (Director of the Student Success Center, Registrar, and Provost) plus one student appointed from the elected student officers and one student appointed from the Resident Assistants. The committee will review the appeal and respond in writing. A final institutional appeal may be submitted to the Board of Trustees through the President. After all institutional avenues are exhausted, the student may contact TRACS at 15935 Forest Road, Forest, Virginia 24551 or call (434) 525-9539.

## **Student Success Center**

The services of the Student Success Center are provided for students in need of help with basic study skills, reading, writing, and mathematics. It is the desire of the faculty and staff to provide these services

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so the student will have a greater capacity to learn and acquire necessary skills to serve the Lord. The Student Success Center offers study skills and test-taking assistance, motivational skills and survival strategies, improved reading skills and comprehension, time and stress management, computer-assisted instruction, referrals to counseling, one-on-one tutoring, and learning style discovery and assistance.

### **Classification of Students**

**Freshman:** Those who have completed up to and including 30 credit hours.

**Sophomores:** Those who have completed 31 to 60 credit hours.

**Juniors:** Those who have completed 61 or more credit hours.

**Seniors:** Those who have 100+ credit hours or who are planning to graduate during the academic year in progress. Seniors will receive a letter from the Faculty inviting them to enter the senior class.

**Auditors:** Those who do not wish academic credit.

**Full-time Students:** Those who are taking 12 or more credit hours.

**Part-time Students:** Those who are taking from 1 to 11 credit hours.

### **Withdrawal from Courses**

Changes in courses made after the student has attended the class or accessed the appropriate Blackboard course site require permission from the Registrar and consultation with the Advisor, the Financial Assistance Director, and the Student Accounts Associate. A course which is dropped because of a failing grade will be recorded as a failure. No course may be dropped after the tenth week of a semester class, after the fourth week of an online class, after the second week of the month-long modules, and after the third day of the week-long modules. Courses dropped without permission will be recorded as failures.

### **Withdrawal from University**

Any student withdrawing from the University for any reason must obtain the proper form from his/her Advisor and counsel with the Director of Student Development before an acceptable dismissal can be permitted. Students must also consult the Registrar, the Financial Assistance Office, and the Student Accounts Associate prior to withdrawal.

If a student's attitude or conduct does not conform to his/her pledge, the University reserves the right to request withdrawal. The same holds true if the student demonstrates that he/she is unsuited to the work of the University because of inability to maintain a satisfactory grade point average.

Grades are recorded as Withdrew Passing or Failing as of the day of withdrawal. Financial obligations are also computed as of that date. A complete refund schedule is included on the Schedule of Fees which is available in the Financial Assistance Office or on the Piedmont International University website, [www.PiedmontU.edu](http://www.PiedmontU.edu).

### **Returning Students**

Previously enrolled students desiring to re-enter the University should submit an application online at [www.PiedmontU.edu](http://www.PiedmontU.edu). The applicant should request that all official transcripts from institutions attended since withdrawing from Piedmont be submitted by mail to the Admissions Office. Those returning with a GPA of less than 2.0 will be required to submit a written statement supporting their plans for academic improvement and success. Submission of additional documentation will be the discretion of the Admissions Committee.

### **Graduation Requirements**

In order to become a candidate for graduation a student

1. Shall have completed a minimum of 30 credit hours at PIU.
2. Shall have maintained a minimum academic average of C (higher for some programs).
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program.
4. Shall have completed at least 24 of the final 30 hours in residence.
5. Shall have satisfactorily completed the Christian Service requirements.

6. Shall have given evidence of high Christian character and conduct in accord with University standards. He/she shall also manifest essential agreement with the Statement of Faith.
7. Shall have paid in full his/her account with the University.
8. Must have received a decision of eligibility for graduation from the Faculty.

### **Delayed Graduation**

Students who drop out of the University for a year or more and later return to graduate must meet the requirements in effect for the catalog of the year in which they re-enter. Continuing students who change majors must meet the requirements of the catalog in effect for the year in which they make the change.

### **Graduation Rate**

Pursuant to the Federal Student Right-to-Know Act, the completion or graduation rate in 2016-2017 for undergraduate students who entered Piedmont International University in 2011 as a first-time, full-time, certificate or degree-seeking student was 43%.

### **Honors**

**Dean's List:** Names of full-time students are placed on the Dean's List when their semester grade point averages are 3.3 or higher. This honor is in keeping with the biblical injunction of Romans 13:7 to give honor to whom it is due.

**Honor Graduates:** At commencement, honors are given on the following basis to students who maintain high academic averages:

cum laude	3.3
magna cum laude	3.6
summa cum laude	3.85

Such achievement is recorded on the student's permanent record.

### **Award of Excellence**

Piedmont International University recognizes superior scholarship and excellence of Christian character with an Award of Excellence. To qualify for this award, a student must have a minimum grade point average of 3.3 and be in the top seven percent of the senior class.

### **Who's Who**

- Carefully selected students are nominated annually for membership in Who's Who Among Students in American Universities and Colleges.

Note: Students already holding a bachelor's degree are not eligible for the Award of Excellence or Who's Who awards.

### **Official Transcripts**

Official transcripts may be obtained through the Registrar's Office of the University or at [www.piedmontu.edu/transcript](http://www.piedmontu.edu/transcript). A minimal fee is charged for every transcript. Mid-semester and final grade reports are not official transcripts and are issued only to the student.

### **Summer Semester**

Piedmont International University offers a combination of on-campus and online sessions during the summer. Each session is equivalent to 15 weeks of academic study. These sessions are designed for students who want to enrich their programs of study or to correct deficiencies. Students of other colleges or universities may take courses for transfer credit. Individuals may take courses to improve their Bible knowledge or enhance their Christian service. The summer courses consist of representative courses from the University curriculum that are offered on a demand basis, as well as a significant offering of online courses. The University reserves the right to cancel any class with fewer than four students. Courses are normally taught by resident faculty members.

A full-time load for summer school is considered 12 hours over any combination of sessions. No student may register for more than three courses in one session.

Directed studies begin the first day of the first summer school session and must be completed by the last

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day of the summer semester.

### **Independent Studies**

Students desiring credit for an independent study should submit a formal request to the Provost. The policy and form may be obtained from the Registrar's Office. The request should include a valid, detailed rationale for needing the directed study.

### **Distance Education**

Spurgeon Online makes a significant number of Piedmont degrees available at a distance. Programs available in their entirety are identified as such in this catalog. Qualified students may earn an associates, bachelors, or masters degree. Online courses are taught via highly interactive, web-based delivery systems. All courses are designed and taught by faculty with appropriate academic credentials, many of whom teach at the main campus as well. Course content is regularly reviewed for comparability with traditional classes. This review includes syllabi and textbook comparison, student outcomes evaluation, credit hour policy compliance, and faculty evaluations.

Piedmont International University defines a credit hour in a traditional classroom as one hour of formal classroom instruction accompanied by approximately 2 hours of study/academic work outside of the classroom. The Institution further defines online comparability by a comparison of "time on task" which takes into account online lecture (whether video, audio, or print), student discussion, research, writing assignments, projects, assessments etc. In addition the accomplishment of all significant learning outcomes is considered.

Online student identification is based on course syllabus policy statements, student affirmation on every assignment and examination, chat room participation, telephone interviews, institutional email addresses, and password protected course and portal access.

The University policies of privacy and integrity find their rationale in federal law and the Scriptures. Abiding by the policies established by the University makes student academic success possible.

### **Teach-out Programs**

The curricula for Piedmont International University academic programs are provided in detail in the appropriate school sections of this catalog. Additional programs are currently available as part of the Tennessee Temple University teach-out plan. A complete list of those programs may be found at <http://www.piedmontu.edu>.

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# **Temple Baptist Seminary**

## **Bowman School of Bible and Theology**

**LARRY TYLER, PH.D., DEAN**

### **Overview**

Central in the studies comprising the educational program of the University are the courses in Bible. To be thoroughly and safely educated, the student must be grounded on the bedrock of the revealed Truth. If there is to be a piety of character, correctness of conduct and achievement in service, the motivation for such ends must come from a discerning knowledge of God's Word. In avowing the centrality of Jesus Christ, the Christian philosophy of education makes mandatory a knowledge of the Book that makes Christ known.

The Bowman School of Bible and Theology seeks to demonstrate the integrity of the Bible text, to unfold the meaning of that text, and to reveal its influence on the minds, methods, and actions of men throughout the course of the Christian era.

### **Approved Bible Core – 30 hours**

Old Testament Survey

New Testament Survey

Bible Doctrine I

Bible Doctrine II

Biblical Interpretation I: Principles of Biblical Interpretation

Biblical Interpretation II: Dispensationalism

Biblical Interpretation III: Issues in Eschatology

Acts

Christian Ethics

Evangelism

2 Bible Electives

Students pursuing a baccalaureate degree in the Bowman School of Bible and Theology are required to achieve a minimum final grade of C or above in each of the following courses:

Systematic Theology I, II, III, and IV

Greek I, II, III, and IV

General Epistles Survey

Daniel/Revelation

Romans

John

Hebrews

Acts

The Pastoral Epistles

Prophetic Books

Poetic Books

Certificate in Biblical Studies

The Certificate in Biblical Studies is one year of concentrated Bible study providing a solid foundation for those pursuing professional education other than a Bible college degree or for those desiring an intensive study of the Bible. Students in the program must meet all Piedmont International University admissions requirements. This certificate serves as a foundational study for all other two-year and four-year programs. The course of study includes biblical interpretation, content, and doctrine. Upon completion of the requirements, a Bible Certificate will be awarded.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Demonstrate a basic knowledge of the books of the Bible, including the key individuals, major events, and historical settings.
- Explain the major doctrines of the Bible consistent with literal, grammatical, contextual, and historical principles of interpretation.
- Exhibit an ability to integrate a biblical world view in personal and professional life applications.

Summary of required semester hours:

Biblical Studies.....	26
General Education.....	1
Professional/Ministry .....	4
Total.....	31

Fall Semester

BN104	Life of Christ	3
BN201	Pauline Epistles I	3
BO101	Old Testament Survey	3
BT301	Bible Doctrine I	3
GT100	Student Life Seminar	1
PT101	Evangelism	2
	Total	15

Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BO202	Pentateuch	3
BP102	Christian Ethics	2
BT302	Bible Doctrine II	3
	Bible Elective	3
	Total	16



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**Associate of Arts, Bible**

The Associate of Arts in Bible is designed for those who want a two-year course of study. It is suited for those who need training in the Word of God, whether spouses of students who are in degree programs, members of area churches who want to enhance their present ministries, or mission workers who need to add Bible to their existing professional expertise. This program is not a substitute for a four-year program but is designed to lead directly into such a program.

The program offers the equivalent of a semester of general education but concentrates on Bible and Bible-related subjects. This program can be completed in two years of full-time or four years of part-time study, and is available online.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Demonstrate a general knowledge of the books of the Bible, including key individuals, major events, and historical settings
- Explain the major doctrines of the Bible consistent with literal, grammatical, contextual, and historical principles of interpretation
- Exhibit an ability to integrate a biblical world view in personal and professional life applications
- Interpret and defend the Bible consistent with literal, grammatical, contextual, and historical principles of interpretation

Summary of required semester hours:

Biblical Studies.....	33
General Education.....	18
Professional/Ministry .....	7
Elective.....	6
Total.....	64

YEAR ONE

Fall Semester			Spring Semester		
BO101	Old Testament Survey	3	BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
GC100	Introduction to Computers	1	BN102	New Testament Survey	3
GE101	English Composition I	3	BP102	Christian Ethics	2
GH101	Survey of World History I	3	GE102	English Composition II	3
GT100	Student Life Seminar	1		Elective	3
MI101	Introduction to Missions	3		General Education Elective	3
PT101	Evangelism	2			
Total		16	Total		16

## YEAR TWO

Fall Semester			Spring Semester		
BH201	Biblical Interpretation II: Dispensationalism	2	BC302	Baptist History	3
BN104	Life of Christ	3	BH202	Biblical Interpretation III: Issues in Eschatology	2
BN201	Pauline Epistles I	3	BO202	Pentateuch	3
BT301	Bible Doctrine I	3	BT302	Bible Doctrine II	3
GS201	Principles of Speech	3		Bible Elective	3
PA100	Health Education or P.E. Activity	1		Elective	3
Total		15	Total		17

**Bachelor of Arts, Bible with Selected Minor**

The Bachelor of Arts in Bible with Selected Minor provides men and women with preparation for Christian ministry through extensive Bible courses and strategic ministry courses. The program is designed for those who are already active in local church ministry or would like to expand or enrich their service for Christ. The program includes a minor so students can explore with some depth a second area of academic and ministry interest. Transfer students may utilize the General Ministry Minor to maximize transfer credit. This flexible minor may be approved in a variety of practical fields with ministry applications including business, marketing, technology, plumbing, electrical, etc. This program can be taken on-campus or online.

**Objectives:**

- Upon completion of the program, the student should be equipped to do the following:
- Demonstrate a general knowledge of the books of the Bible, including key individuals, major events, and historical settings
- Employ competence in a minor field as a base for future instruction or ministry
- Exhibit an ability to integrate a biblical world view in personal and professional life applications
- Interpret and defend the Bible consistent with literal, grammatical, contextual, and historical principles of interpretation

Relate effectively as a servant/leader in a local church setting

**Summary of required semester hours:**

Biblical Studies.....	53
General Education.....	36
Professional/Ministry .....	38
Elective.....	3
Total.....	130

**Choose two Minors from this list:**

American Sign Language	Israel Studies
Biblical Languages	Intercultural Studies
Children’s Ministry*	Management for Nonprofits*
Church Education	Missions
Coaching and Recreational Ministry**	Music**
Counseling**	North American Church Planting
English**	Pastoral Studies**
Expanded Bible	Secondary Bible Education**
General Ministry	Student Ministry**
History	Worship Leadership**
Humanities	

\*Online Only  
\*\*On-Campus Only  
All remaining minors can be taken both on-campus and online.

## YEAR ONE

### Fall Semester

BO101	Old Testament Survey	3
GC100	Introduction to Computers	1
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
MI101	Introduction to Missions	3
PT101	Evangelism	2
	PE Activity	1
	Total	17

### Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
	Total	16

## YEAR TWO

### Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
BN104	Life of Christ	3
BN201	Pauline Epistles I	3
GS201	Principles of Speech	3
	Ministry or Bible Elective	3
	Science Survey	3
	Total	17

### Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
BN202	Pauline Epistles II	3
BO202	Pentateuch	3
PT202	Church Education	3
	Fine Arts Elective	3
	Literature Survey	3
	Total	17

## YEAR THREE

### Fall Semester

BN301	General Epistles Survey*	3
BT303	Systematic Theology I*	3
	Humanities Elective	3
	Bible Elective	3
	Minor Course	3
	Total	15

### Spring Semester

BC302	Baptist History	3
BN302	Daniel and Revelation*	3
BT304	Systematic Theology II*	3
	General Education Elective	3
	Ministry or Bible Elective*	3
	Minor Course	3
	Total	18

\*Must make a C or better

## YEAR FOUR

Fall Semester		
BP411	History of Christian Thought	3
BT403	Systematic Theology III*	3
	Bible Elective	3
	Minor Course*	3
	Minor Course*	3
Total		15

Spring Semester		
BN402	Acts*	2
BP412	Senior Seminar	1
BT404	Systematic Theology IV*	3
	Elective	3
	Minor Course*	3
	Minor Course*	3
Total		15

\*Must make a C or better

### **Bachelor of Arts, Bible with Selected Minor (Online Sequence)**

#### YEAR ONE

##### Fall Semester

##### Session 1

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BO101	Old Testament Survey	3
GC100	Introduction to Computers	1
GT100	Student Life Seminar	1
Total		7

##### Session 2

BH201	Biblical Interpretation II: Dispensationalism	2
GE101	English Composition I	3
PA100	Health Education	1
Total		6

## Spring Semester

### Session 1

BH202	Biblical Interpretation III: Issues in Eschatology	2
GE102	English Composition II	3
	Total	5

### Session 2

BN102	New Testament Survey	3
	Humanities Elective	3
	Total	6

## Summer

### Session 1

BP102	Christian Ethics	2
	Fine Arts Elective	3
	Total	5

### Session 2

BN104	Life of Christ	3
MI101	Introduction to Missions	3
	Total	6

## YEAR TWO

### Fall Semester

#### Session 1

BN201	Pauline Epistles I	3
GH101	Survey of World History I	3
PT101	Evangelism	2
	Total	8

#### Session 2

BN202	Pauline Epistles II	3
GC111	Mathematics Survey	3
	Total	6

## Spring Semester

### Session 1

	Bible Elective	3
	Minor Course	3
	Total	6

### Session 2

BO202	Pentateuch	3
GP202	General Psychology	3
	Total	6

## Summer Semester

### Residence Module I

GS201	Principles of Speech	3
	Total	3

### Session 1


### Session 2

BN301	General Epistles Survey*	3
PT202	Church Education	3
	Total	6

\*Must make a C or better

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## YEAR THREE

### Fall Semester

#### Session 1

BT303	Systematic Theology I*	3
	Minor Course	3
	Total	6

#### Session 2

BT304	Systematic Theology II*	3
	Minor Course	3
	Total	6

### Spring Semester

#### Session 1

BT403	Systematic Theology III*	3
	Science Survey	3
	Total	6

#### Session 2

BC302	Baptist History	3
BT404	Systematic Theology IV*	3
	Total	6

### Summer

#### Session 1

BN302	Daniel and Revelation*	3
	Literature Survey	3
	Total	6

#### Session 2

	Ministry or Bible Elective	3
	Total	3

## YEAR FOUR

### Fall Semester

#### Session 1

	Bible Elective	3
	Minor Course	3
	Total	6

#### Session 2

	Minor Course	3
	Minor Course	3
	Total	6

### Spring Semester

#### Session 1

BN402	Acts*	2
BP412	Senior Seminar	1
	General Education Elective	3
	Total	6

#### Session 2

GY411	History of Christian Thought	3
	Ministry or Bible Elective	3
	Total	6

### Summer

#### Residence Module II

	Elective	3
	Total	3

\*Must make a C or better

**Bachelor of Arts, Biblical Studies**  
**(A Pastoral Training Program)**

The Bachelor of Arts in Biblical Studies degree provides men basic preparation for a pastoral ministry and excellent background for graduate study. This program is designed for individuals called to a preaching ministry in the following fields: church planting, evangelism, missions, or student ministry. In accordance with 1 Timothy 3:2 and Titus 1:6, Piedmont International University does not admit women or divorced men into the pastoral training program.

Objectives:

- Upon completion of the program, the student should be equipped to do the following:
- Demonstrate a general knowledge of the books of the Bible, including key individuals, major events, and historical settings
- Identify and describe major events associated with the Creation, the Flood, the person of Christ, the Church, God's prophetic program
- Assess the place and role of key individuals in the Bible
- Elucidate essentials of biblical and systematic theology
- Interpret and defend the Bible consistent with literal, grammatical, contextual, and historical principles of interpretation
- Employ competence in the skills of leadership, preaching, teaching, and communication associated with pastoral ministry and evangelism

Summary of required semester hours:

Biblical Studies.....	65
General Education.....	36
Professional/Ministry .....	29
Total.....	130

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GC100	Introduction to Computers	1
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
MI101	Introduction to Missions	3
PT101	Evangelism	2
	PE Activity	1
	Total	17

Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
	Total	16



## YEAR TWO

### Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
BN104	Life of Christ	3
BN201	Pauline Epistles I	3
GS201	Principles of Speech	3
	Bible Elective*	3
	Science Survey	3
	Total	17

### Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
BN202	Pauline Epistles II	3
BO202	Pentateuch	3
PT202	Church Education	3
	Fine Arts Elective	3
	Literature Survey	3
	Total	17

## YEAR THREE

### Fall Semester

BN301	General Epistles Survey*	3
BN311	Greek I*	3
BT303 BT403	Systematic Theology I* or Systematic Theology III* (rotates)	3
PT301	Homiletics	3
	Humanities Elective	3
	Total	15

### Spring Semester

BC302	Baptist History	3
BN302	Daniel and Revelation*	3
BN312	Greek II*	3
BT304 BT404	Systematic Theology II* or Systematic Theology IV* (rotates)	3
PT302	Expository Preaching	2
	General Education Elective	3
	Total	17

## YEAR FOUR

### Fall Semester

BN411	Greek III*	3
BP411	History of Christian Thought	3
BT303 BT403	Systematic Theology I* or Systematic Theology III* (rotates)	3
PT401	Pastoral Counseling	3
PT412	Pastoral Theology	2
	Bible Elective*	3
	Total	17

### Spring Semester

BN402	Acts*	2
BN412	Greek IV*	3
BP412	Senior Seminar	1
BT404	Systematic Theology IV*	3
PT402	Church Administration	3
PT414	Pastoral Internship	2
	Total	14

\*Must make a C or better

Dual Degree Option: B.A./M.A. in Biblical Studies

For those in the Bachelor of Arts in Biblical Studies who would like to complete a Master of Arts in Biblical Studies, the following five-year sequence is also available. Students who are academically qualified may follow this plan to complete both a Bachelor's and a Master's Degree in five years. For details on admission requirements for graduate studies, see the Graduate Catalog. Application to graduate studies should be made the last semester of undergraduate courses.

Summary of required semester hours:

Biblical Studies.....	65
General Education.....	36
Professional/Ministry .....	29
Total.....	130

Summary of required graduate hours:

Biblical Studies and Biblical Languages.....	15
Church History.....	6
Electives .....	6
Research.....	3
Theology .....	9
Total.....	39
Total.....	169

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GC100	Introduction to Computers or Introduction to Computers	1
GC103	(Tech. in Ministry)	
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
MI101	Introduction to Missions	3
PT101	Evangelism	2
PA100	Health Education or PE Activity	1
Total		17

Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
Total		16

## YEAR TWO

### Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
BN104	Life of Christ	3
BN201	Pauline Epistles I	3
GS201	Principles of Speech	3
	Bible Elective*	3
	Science Survey	3
	Total	17

### Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
BN202	Pauline Epistles II	3
BO202	Pentateuch	3
PT202	Church Education	3
	Fine Arts Elective	3
	Literature Elective	3
	Total	17

## YEAR THREE

### Fall Semester

BN301	General Epistles Survey*	3
BN311	Greek I*	3
BT303	Systematic Theology I* or	3
BT403	Systematic III* (rotates)	
PT301	Homiletics	3
	Humanities Elective	3
	Total	15

### Spring Semester

BC302	Baptist History	3
BN302	Daniel and Revelation*	3
BN312	Greek II*	3
BT304	Systematic Theology II* or	3
BT404	Systematic Theology IV* (rotates)	
PT302	Expository Preaching	2
	General Education Elective	3
	Total	17

### Summer

BIN500	Introduction to Hermeneutics~	3
RES511	Research Writing and Communication~	3
	Total	6

## YEAR FOUR

### Fall Semester

BN411	Greek III*	3
BT303 BT403	Systematic Theology I* or Systematic Theology III* (rotates)	3
GY411	History of Christian Thought	3
PT401	Pastoral Counseling	3
	Bible Elective*	3
	Total	15

### Summer

HIS501	Church History II~	3
	Graduate-level Elective~*	3
	Total	6

## YEAR FIVE

### Fall Semester

BLH600	Hebrew I	3
BSO500	Introduction to the Old Testament~	3
THE505	Dispensationalism~	3
	Graduate-level Elective~*	3
	Total	12

### Spring Semester

BN402	Acts*	2
BN412	Greek IV*	3
BP412	Senior Seminar	1
BT304 BT404	Systematic Theology II* or Systematic Theology IV* (rotates)	3
HIS500	Church History I~	3
PT402	Church Administration	3
PT414	Pastoral Internship	2
	Total	17

~Please see Graduate Catalog for course descriptions.

\*Must make a "C" or better

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## **ACCELERATED DEGREE OPTION: 5-YEAR B.A.–M.DIV. PROGRAM**

### **Purpose:**

The Five-Year Integrated B.A.–M.Div. Seminary Scholars Program is designed for academically gifted and highly motivated students with proven records of excellence and clear sense of calling. The exceptional students selected to pursue this program will earn accredited Bachelor of Arts and Master of Divinity degrees in just five years. Students can prepare for advanced ministry leadership either in the traditional way with a four-year Bachelor of Arts degree followed by a three-year Master of Divinity degree or, if they are qualified and selected, in the new, accelerated way, with the Five-Year B.A.–M.Div. Seminary Scholars Program.

### **Overview:**

The highly selective Five-Year Integrated Bachelor of Arts–Master of Divinity Program provides an opportunity for academically competitive students to receive advanced biblical, theological, and ministry training for the contemporary world while minimizing the time required. Graduates of the Five-Year Scholars Program are fully qualified to enter the Doctor of Ministry or the Doctor of Philosophy program. Students indicate their desire to pursue the Scholars Program when applying to PIU. Initial approval is granted at admission, and official acceptance into the program is issued upon students' completion of 60 undergraduate hours. Scholars' eligibility to continue in the program is monitored at the end of every semester.

During the first two years students complete the majority of their core of Bible and General Education courses. During the third year they begin courses in their track and graduate-level courses that apply to both the B.A. and the M.Div. Students apply to the Seminary Scholars Program in the spring of their second year and graduate with their B.A. in the spring of their fourth year. The fourth year is a bridge year, and the fifth year is entirely devoted to completing their M.Div. requirements. Students graduate with their M.Div. degree in the spring of their fifth year.

### **Objectives:**

Upon completion of the program, the student should be equipped to do the following:

- Demonstrate through expository messages, lectures, or journal articles a general knowledge of the Bible (original languages or English translation) and an in-depth understanding of selected books using a literal hermeneutic leading to a dispensational, premillennial interpretation of the Scriptures
- Exhibit competence in providing appropriate spiritual counsel or guidance in a church and in other ministry settings
- Demonstrate ability in applying Christian Apologetics to evaluate contemporary philosophical ideas and commitment to applying biblical truth in evangelism
- Conduct graduate-level research on a ministry related subject, as demonstrated in a paper using clear English and standard procedures
- Explain and contrast the basic tenets of Christian theology and principles of ministry from a perspective of Christian maturity and Baptist distinctives
- Develop measurable strategies for establishing and leading effective ministries

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### Special Requirements for Admission

- A high school graduation GPA of 3.0 or above
- An ACT score of 22 or above or an SAT score of 1700 or above
- Written declaration upon admission to PIU to pursue the Scholars Program
- Maintaining a cumulative GPA of 3.00 every semester
- Five-Year B.A.–M.Div. Scholars Program application upon completing 60 undergraduate hours

Note: Accompanying the B.A.–M.Div. Scholars Application should be an essay by the applicant stating and explaining the following:

- a. Evidence of academic excellence
- b. Record of ministry effectiveness
- c. Clear sense of calling
- A letter of endorsement by a local church, a church-related ministry or a parachurch organization recommending the applicant to pursue the Scholars Program
- Selection by the Five-Year B.A.–M.Div. Scholars Program Committee
- Note: The selection criteria include the following:
  - a. Cumulative GPA and academic success
  - b. Commitment to excellence in ministry
  - c. Letter of endorsement
  - d. Student Christian character
  - e. Vote of the Scholars Committee

### Special Requirements for Degree Completion

- Time limits to Complete Program
  - a. Standard: 5 years
  - b. Maximum: 8 years
- Minimum Hours to be Completed at Piedmont
  - a. Undergraduate credits: 30 hrs
- Graduate credits: 36 hrs Maximum Transfer Credits Allowed
  - b. Undergraduate credits: 60 hrs
  - c. Graduate credits: 36 hrs
- Minimum Graduation GPA
  - a. Undergraduate: 3.00
  - b. Graduate: 3.00

Choose one Track from this list (track will carry over into M.Div.):

Pastoral Training (Language)

Church Ministry (Non-language)

Summary of required semester hours:

Bible.....	24
General Education.....	36
B.A. Track (choose one) .....	30
Pastoral Training Track	
Practical Theology .....	18 hrs
Language Component I (Greek) .....	12 hrs
Church Ministry Track	
Church Ministry .....	30 hrs
Graduate hours that fulfill the requirements of both B.A. and M.Div.....	36
B.A. Total .....	126

Summary of required additional graduate hours:

Theology .....	12
M.Div. Track (carries over from B.A. choice).....	18

Pastoral Studies Track

Ministry Studies .....	12 hrs
Language Component II (Hebrew).....	6 hrs

Church Ministry Track

Church Ministry .....	18 hrs
Research.....	3
Internship/Mentoring.....	3
Additional Graduate Total .....	36
M.Div. Total .....	72
(36 graduate hours applied to B.A. plus Additional Graduate Total)	
Five-Year B.A.–M.Div. Total .....	162
(B.A. Total plus Additional Graduate Total)	

Choose one of the Following Ministry Options:

- American Sign Language
- Children’s Ministry
- Church Education
- Coaching and Recreational Ministry
- Counseling
- Management for Nonprofits
- Missions
- Music
- North American Church Planting
- Student Ministry
- Worship Leader

Pastoral Training Track

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GC100	Introduction to Computers	1
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
MI101	Introduction to Missions^	3
PT101	Evangelism^	2
	PE Activity	1
	Total	17

Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics^	2
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
	Total	16

YEAR TWO

Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
BN104	Life of Christ	3
BN201	Pauline Epistles I	3
GH201	US History to 1865	3
GS201	Principles of Speech	3
	Science Survey	3
	Total	17

Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
BO202	Pentateuch	3
GF104	Survey of Fine Arts	2
PT302	Expository Preaching^	2
PT402	Church Administration^	3
	Literature Survey	3
	Total	15

YEAR THREE

Fall Semester

BN301	General Epistles Survey*	3
BN311	Greek I^*	3
BP411	History of Christian Thought	3
PT401	Pastoral Counseling^	3
PT412	Pastoral Theology^	3
	Total	15

Spring Semester

BIN500	Intro. to Hermeneutics ≈~	3
BN312	Greek II^*	3
BSN518	Acts~*	3
MIN620	Issues in Counseling ~	3
RES511	Research: Writing and Communication~	3
	Total	15



## YEAR FOUR

### Fall Semester

BN411	Greek III^*	3
BSO500	Introduction to the Old Testament ≈~	3
MIN500	Leadership and Vision Casting~	3
MIN520	Homiletics ≈~	3
THE500	Theology I~	3
Total		15

### Summer

HIS511	Bapt. History and Distinctives ≈~	3
MIN628	Internship and Mentoring~	3
Total		6

### Spring Semester

BN412	Greek IV*	3
BP412	Senior Seminar	1
BSN500	Introduction to the New Testament ≈~	3
HIS500	Church History I ≈~	3
MIN522	Biblical Preaching	3
THE501	Theology II*~	3
Total		16

## YEAR FIVE

### Fall Semester

BLH600	Hebrew I	3
BSO696	Daniel* ≈	3
MIN560	Program Planning, Budgeting, & Evaluation ≈~	
THE517	Apologetics ≈~	3
Total		12

### Spring Semester

BLH601	Hebrew II~	3
BSN548	Revelation* ≈~	3
MIN525	Discipleship and Christian Education~	3
MIN621	Marriage and Family Counseling	3
Total		12

^Undergraduate track specific course

≈ Graduate course that fulfills requirements for both B.A. and M.Div.

\*Must make a C or better

~Please see the Graduate Catalog for course descriptions

Church Ministry Track

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GC100	Introduction to Computers	1
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
MI101	Introduction to Missions^	3
PT101	Evangelism^	2
	PE Activity	1
	Total	17

Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics^	2
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
	Total	16

YEAR TWO

Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
BN104	Life of Christ	3
BN201	Pauline Epistles I	3
GH201	US History to 1865	3
GS201	Principles of Speech	3
	Science Survey	3
	Total	17

Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
BO202	Pentateuch	3
GF104	Survey of Fine Arts	2
PT202	Church Education^	3
	Literature Survey	3
	Ministry Option	3
	Total	16

YEAR THREE

Fall Semester

BN301	General Epistles Survey*	3
BP411	History of Christian Thought	3
	Ministry Option^	3
	Ministry Option^	3
	Ministry Option^	3
	Total	15

Spring Semester

BIN500	Intro.to Hermeneutics ≈~	3
BSN518	Acts ≈~*	3
MIN509	Origins~	3
	Ministry Option^	3
	Ministry Option^	3
	Total	15

## YEAR FOUR

### Fall Semester

BSO500	Introduction to the Old Testament ≈~	3
CO308	Field Experience/General Elective	2
MIN500	Leadership and Vision Casting~	3
MIN520	Homiletics ≈~ or	3
MIN524	Teaching the Bible ≈~	
THE500	Theology I~	3
Total		14

### Spring Semester

BP412	Senior Seminar	1
BSN500	Introduction to the New Testament ≈~	3
HIS500	Church History I ≈~	3
MIN563	Ministry to Children and Youth~	3
	General Ministry Elective^	3
THE501	Theology II~*	3
Total		16

### Summer

HIS511	Bapt. History and Distinctives ≈~	3
MIN628	Internship and Mentoring~	3
Total		6

## YEAR FIVE

### Fall Semester

BSO696	Daniel ≈~*	3
MIN560	Program Planning, Budgeting, & Evaluation ≈~	3
	General Ministry Elective^	3
THE517	Apologetics ≈~	3
Total		12

### Spring Semester

BSN548	Revelation ≈~*	3
MIN550	Critical Issues in Ministry~	3
MIN621	Marriage and Family Counseling ≈~	3
THE503	Theology IV~*	3
Total		12

^Undergraduate track specific course

≈ Graduate course that fulfills requirements for both B.A. and M.Div.

\*Must make a C or better

~Please see the Graduate Catalog for course descriptions

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# Temple Baptist Seminary Alford School of Ministry

**TIM WHITE, D.MIN., DEAN**

## Overview

God's Calling demands the utmost level of preparation: at the Alford School of ministry, passion for Christ and academic excellence converge. The School of Ministry is committed to equipping men and women around the world for a lifetime of effective ministry for the glory of God.

The school provides online and residential programs leading to the Associate of Arts in Ministry, the Bachelor of Arts in Ministry (Double Minor), Dual Degree Option: B.A./M.A. in Ministry, the Accelerated B.A./M.Div., and the Doctor of Ministry.

Students pursuing a baccalaureate degree in the Alford School of Ministry are required to achieve a minimum final grade of C or above in each course in the two Minors selected.

## Associate of Arts, Ministries

The program is designed for those who serve in church-related ministries such as assistant pastors, music directors, student ministry pastors, Sunday School teachers, or children's workers. In general, the program is designed for individuals who need training for specialized ministries and is not designed to substitute for a regular four-year degree program.

Piedmont International University offers its programs in Ministry for the purpose of equipping men and women to communicate effectively God's truth to their generation. Its primary focus is on the preparation of pastors, missionaries, youth leaders, and lay church leaders in their respective ministries of training others.

This training involves both winning individuals to Christ and discipling them with the ultimate goal that they be transformed into His likeness. While His truth in our message must never be altered, our methods should be constantly examined to determine their conformity to Scriptural principles, relevance, and effectiveness.

A person may opt for one of four different ministry modules: church education, music, pastoral, or student ministry. A student will receive one year of Bible, one semester of general education, and one semester of ministry courses. This program is especially appropriate for spouses of Piedmont students enrolled in regular degree programs.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Demonstrate a general knowledge of the Bible as a foundation of all Christian service
- Exhibit skills in a selected area of ministry in a local church
- Appraise and defend a biblical worldview in personal and professional life applications

Summary of required semester hours:

Biblical Studies.....	30
General Education.....	18
Professional/Ministry .....	7
Ministry Elective .....	9
Total.....	64

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GC100	Introduction to Computers	1
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
MI101	Introduction to Missions	3
PT101	Evangelism	2
Total		16

Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
GE102	English Composition II	3
General Education Elective		3
Ministry Elective		3
Total		16

YEAR TWO

Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
BN104	Life of Christ	3
BN201	Pauline Epistles I	3
BT301	Bible Doctrine I	3
GS201	Principles of Speech	3
PA100	Health Education or P.E. Activity	1
Total		15

Spring Semester

BC302	Baptist History	3
BH202	Biblical Interpretation III: Issues in Eschatology	2
BO202	Pentateuch	3
BT302	Bible Doctrine II	3
Ministry Elective		3
Ministry Elective		3
Total		17

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## Bachelor of Arts, Ministry (Double Minor)

### Overview

The 130-hour Bachelor of Arts in Ministry degree has nineteen minors that equip students biblically and practically in multiple areas of ministry. Students receive 44 hours of Biblical studies to ground them in God's Word. In addition to the Biblical Studies, students gain a well-rounded education with 36 hours of general education. This degree provides 50 hours of professional/ministry hours so the student can apply his/her general education and Biblical training in local church and non-profit ministries.

The Bachelor of Arts in Ministry has the advantage of providing ministry training in nineteen areas of ministry, such as sign language, Biblical languages, children's ministry, church education, coaching and recreational ministry, counseling, English, expanded Bible, history, general ministry, humanities, management for non-profit, international missions, North American church planting, music, pastoral studies, secondary Bible education, student ministries, and worship. Transfer students may utilize the General Ministry Minor to maximize transfer credit. This flexible minor may be approved in a variety of practical fields with ministry applications including business, marketing, technology, plumbing, electrical, etc.

The outcome of the Bachelor of Arts in Ministry is the ministry and job placement of our graduates in local churches and non-profit organizations in North America and around the world. Literally the sun never sets on a continent where a Piedmont International University student has not or is not fulfilling the Great Commission to make disciples of all nations.

Approved Bible/Ministry Core – 30 hours

Old Testament Survey

New Testament Survey

Bible Doctrine I

Bible Doctrine II

Biblical Interpretation I: Principles of Biblical Interpretation

Biblical Interpretation II: Dispensationalism

Biblical Interpretation III: Issues in Eschatology

Acts

Christian Ethics

Evangelism

2 Bible Electives

A grade of "C" is required in all of the classes in each of the two minors the student chooses.

### Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Demonstrate a general knowledge of the Bible as a foundation for all Christian service.
- Serve effectively in a local church ministry.
- Develop a biblical philosophy of ministry.
- Develop an expertise and knowledge of two areas of ministry.
- Complete successfully internships in appropriate areas of ministry.

Summary of required semester hours:

Biblical Studies.....	44
General Education.....	36
Professional/Ministry .....	50
Total.....	130

Choose two Minors from this list:

American Sign Language	Israel Studies
Biblical Languages	Intercultural Studies
Children's Ministry*	Management for Nonprofits*
Church Education	Music**
Coaching and Recreational Ministry**	North American Church Planting
Counseling**	Pastoral Studies**
English*	Secondary Bible Education**
Expanded Bible	Student Ministry**
General Ministry	Worship Leadership**
History	
Humanities	

\*Online Only

\*\*On-Campus Only

All remaining minors can be taken both on-campus and online.

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GC100	Introduction to Computers	1
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
MI101	Introduction to Missions	3
PT101	Evangelism	2
	PE Activity	1
	Total	17

Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
	Total	16

\*Must make a "C" or better

YEAR TWO

Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
BN104	Life of Christ	3
BN201	Pauline Epistles I	3
GS201	Principles of Speech	3
	Minor Course*	3
	Science Survey	3
	Total	17

Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
BO202	Pentateuch	3
PT202	Church Education	3
	Fine Arts Elective	3
	Literature Survey	3
	Minor Course*	3
	Total	17

### YEAR THREE

#### Fall Semester

BT301	Bible Doctrine I	3
	Humanities Elective	3
	Minor Course*	3
	Minor Course*	3
	Bible Elective	3
Total		15

#### Spring Semester

BC302	Baptist History	3
BT302	Bible Doctrine II	3
	General Education Elective	3
	Bible Elective	3
	Minor Course*	3
	Minor Course*	3
Total		18

### YEAR FOUR

#### Fall Semester

BP411	History of Christian Thought	3
	Minor Course*	3
	Minor Course*	3
	Minor Course*	3
	Bible Elective	3
Total		15

#### Spring Semester

BN402	Acts	2
BP412	Senior Seminar	1
	Bible Elective	3
	Minor Course*	3
	Minor Course*	3
	Minor Course*	3
Total		15

\*Must make a C or better



Dual Degree Option: B.A.M./M.A. in Ministry

For those in the Bachelor of Arts in Ministry who would like to complete a Master of Arts in Ministry, the following five-year sequence is also available. Students who are academically qualified may follow this plan to complete both a Bachelor’s and a Master’s Degree in five years. For details on admission requirements for graduate studies, see the Graduate Catalog. Application to graduate studies should be made the last semester of undergraduate courses.

Summary of required semester hours:

Biblical Studies.....	44
General Education.....	36
Professional/Ministry .....	50
Total.....	130

Summary of required graduate hours:

Biblical Studies and Biblical Languages.....	9
Professional/Ministry .....	12
Research.....	3
Theology .....	6
Total.....	30
Total.....	160

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GC100 or GC103	Introduction to Computers or Introduction to Computers (Tech. in Ministry)	1
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
MI101	Introduction to Missions	3
PA100	Health Education or PE Activity	1
PT101	Evangelism	2
Total		17

Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
Total		16

YEAR TWO

Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
BN104	Life of Christ	3
BN201	Pauline Epistles I	3
GS201	Principles of Speech	3
	Minor Course*	3
	Science Survey	3
Total		17

Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
BO202	Pentateuch	3
PT202	Church Education	3
	Fine Arts Elective	3
	Literature Elective	3
	Minor Course*	3
Total		17

### YEAR THREE

#### Fall Semester

BT301	Bible Doctrine I	3
	Bible Elective	3
	Humanities Elective	3
	Minor Course*	3
	Minor Course*	3
Total		15

#### Spring Semester

BC302	Baptist History	3
BT302	Bible Doctrine II	3
	Bible Elective	3
	General Education Elective	3
	Minor Course*	3
	Minor Course*	3
Total		18

#### Summer

RES511	Research Writing and Communication	3
Total		3

### YEAR FOUR

#### Fall Semester

BSO501	Old Testament Studies	3
GY411	History of Christian Thought	3
	Bible Elective	3
	Minor Course*	3
	Minor Course*	3
	Minor Course*	3
Total		18

#### Spring Semester

BN402	Acts	2
BP412	Senior Seminar	1
	Bible Elective	3
	Minor Course*	3
	Minor Course*	3
	Minor Course*	3
Total		15

#### Summer

BIN500	Introduction to Hermeneutics	3
	Ministry Elective	3
Total		6

### YEAR FIVE

#### Fall Semester

MIN	Ministry Elective	3
MIN	Ministry Elective	3
THE504	Survey of Theology	3
Total		9

#### Spring Semester

BSN501	New Testament Studies	3
MIN	Ministry Elective	3
THE517	Apologetics	3
Total		9

\*Must make a C or better

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## MINORS

### American Sign Language Minor

This minor is intended to provide students with the basic knowledge and skills related to the use of American Sign Language (ASL). When used in some programs, this minor adds 1 credit hour to the total number of required credits.

Objectives:

Upon completion of the program, the student should be equipped to:

Demonstrate a basic knowledge and skill set using ASL

Identify settings where ASL can be used as an effective means of communication

Incorporate ASL as a tool for ministry to the deaf community

American Sign Language Minor Requirements:

SL101	American Sign Language I.....	3
SL102	American Sign Language II.....	3
SL201	American Sign Language III.....	3
SL202	American Sign Language IV.....	3
SL301	American Sign Language.....	3
	Deaf Studies Elective.....	3
	Total semester hours.....	18

### Biblical Languages Minor

The purposes of the minor in Biblical Languages are (1) to provide a basic understanding of grammar in both Hebrew and Greek which is essential to exegete Scripture and (2) to exemplify a biblical approach to exegesis.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Articulate a proper understanding of Hebrew and Greek grammar.
- Approach a given text of Scripture and translate it into English.
- Possess a background in exegesis essential for pursuing an undergraduate degree in Biblical Languages.

Biblical Languages Minor Requirements:

BN311	Greek I.....	3
BN312	Greek II.....	3
BN411	Greek III.....	3
BN412	Greek IV.....	3
BLH600	Hebrew I.....	3
BLH601	Hebrew II.....	3
	Total semester hours.....	18

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**Children’s Ministry Minor**

This minor is designed to introduce the student to the expanding area of ministry to children and their families, particularly within the local church. Using practices of ministry relevant to the culture, students will be taught (1) to effectively teach the Word of God to children, (2) to organize and supervise a safe and learning environment for children, and (3) to develop and administrate a ministry to children from birth through elementary.

Objectives:

This program provides learning opportunities which should enable the student to:

- Evaluate the current culture in which children live and address their needs accordingly.
- Formulate a biblical and personal philosophy of children’s ministry.
- Identify the vital need for the church to partner with parents in the spiritual development of children.
- Design, implement and lead a family-conscious children’s ministry program within the local church.

Children’s Ministry Minor Requirements:

CE102	Introduction to Children’s Ministry .....	1
CE202	Foundations of Children’s Ministry .....	3
CE303	Christian Education of Children.....	3
CE313	Children’s Ministry Internship .....	2
CE401	Administration of Children’s Ministry .....	3
CO401	Marriage and Family Counseling or	
CE410	The Christian Home .....	3
	CE or other approved elective course.....	3
	Total semester hours.....	18

**Church Education Minor**

The Church Education Minor assists individuals in formulating a biblical philosophy of both individual and corporate discipleship. This minor also prepares participants for various ministries in church related education through a variety of learning opportunities. This minor emphasizes the history of Christian education and its philosophical and practical development. Emphasis is also given to various program-based solutions to traditional and contemporary age-based needs of biblical discipleship. Students learn how to incorporate a variety of teaching strategies and technology-based resources into the learning environment.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Articulate a biblical philosophy, including basic objectives of discipleship.
- Demonstrate a working knowledge of the people and philosophies that have influenced Christian education.
- Identify and evaluate the characteristics, strengths, and weaknesses of various traditional and contemporary models of church education.
- Develop, implement, and assess an appropriate educational ministry for a local church setting.

Church Education Minor Requirements:

CE201	Philosophy of Christian Education.....	3
CE303	Christian Education of Children.....	3
CE409	Methods & Techniques of Teaching .....	3
CE410	The Christian Home .....	3
CO301	Counseling I.....	3
	Ministry Elective .....	3
	Total semester hours.....	18

Coaching and Recreational Ministry Minor

This minor is intended for non-teacher education majors, especially those seeking BA in Bible with Selected Minor or BA in Ministry (double minor), who want to train to oversee a church's sports and recreational ministry.

Objectives:

Upon completion of the program, the student will be equipped to:

- Articulate a biblical philosophy of sports and recreational activities as integrated in a church ministry.
- Provide organizational and administrative leadership for a local church's sports and recreational ministry.
- Successfully mentor participants (volunteers, coaches, players, and parents) in a program that reinforces biblical values of evangelism, discipleship, service, and fellowship.

Coaching and Recreational Ministry Minor Requirements:

ED302	Human Growth and Development.....	3
PA100	Health Education (non-PE Majors).....	1
PE202	Organization and Administration of P. E.....	2
PE304	Teaching and Coaching of Sports or	
PE302	Physical Education in the Elementary School.....	3
PE308	Substance Abuse and Health Trends .....	2
PE309	Coaching Field Experience.....	3
PE403	Prevention and Care of Athletic Injuries .....	3
	PE Activity .....	1
	Total semester hours.....	18

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**Counseling Minor**

The purposes of the minor in Counseling are (1) to provide pre-professional knowledge and skills essential to counseling in a local church setting and/or a counseling situation and (2) to present a thoroughly biblical approach to counseling.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Recognize and evaluate models and theories of counseling
- Propose a biblical philosophy of counseling
- Manage problems from a biblical approach to counseling
- Demonstrate preparation for graduate level training in counseling

**Counseling Minor Requirements:**

CO301	Counseling I: Theory and Methodology .....	3
CO302	Counseling II: Problems and Procedures .....	3
CO303	Counseling in the Local Church .....	3
CO401	Marriage and Family Counseling.....	3
CO402	Counseling Adolescents .....	3
CO404	Counseling and Theology .....	3
	Total semester hours.....	18

**English Minor**

The English minor is designed for those students who wish to receive instruction in composition and literature but who do not wish to enter a teaching profession. These students realize the value of such instruction for careers involving writing, editing, publishing, speaking, and preaching. GE101, GE102, and the one literature survey required for the General Education core cannot be used to satisfy the minor's requirements. The eighteen required hours for the minor may be selected from the courses listed below.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Appropriate the fundamentals of English grammar and usage to achieve excellence, in both written and oral contexts;
- Analyze and apply rhetorical theory;
- Interpret and evaluate a wide variety of literature using several critical approaches;
- Synthesize biblical truths into the understanding of literature and the English language.

English Minor Requirements (select 18 hours):

EN201	Survey of British Literature I* .....	3
EN202	Survey of British Literature II* .....	3
EN204	Christian Classics.....	3
EN300	American Literature: Before 1865.....	3
EN302	Survey of World Literature*.....	3
EN303	Adolescent Literature.....	3
EN304	Literary Criticism.....	3
EN305	British Romantic Poets.....	3
EN308	Shakespearean Drama.....	3
EN310	Twentieth-Century American Short Story .....	3
EN312	American Romanticism .....	3
EN314	Twentieth-Century American Poetry .....	3
EN316	Elements of Composition .....	3
EN320	American Literature: After 1865* .....	3
EN403	English Novel.....	3
EN405	Victorian Literature: Prose & Poetry .....	3
EN407	Early Twentieth-Century British Writers.....	3

\*One literature survey is required as a general education core requirement and cannot be used to meet the English minor. The 18 hour minor can be selected from the remaining courses listed above.

Expanded Bible Minor

The purpose of this minor is for students who choose the B.A. in Ministry to receive beginning instruction in Greek and expanded knowledge in systematic theology. This minor also allows two more courses in content Bible which completes all of our Bible offerings.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Utilize basics of Greek - nouns and indicative mood verbs and verbal elements outside the indicative mood
- Demonstrate a thorough knowledge of the areas of systematic theology

Expanded Bible Minor Requirements:

BN311	Greek I* .....	3
BN312	Greek II* .....	3
BT403	Systematic Theology III** .....	3
BT404	Systematic Theology IV** .....	3
	Old Testament Elective.....	3
	New Testament Elective .....	3
	Total semester hours.....	18

\* Students may substitute a Bible or Theology Elective for Greek I and Greek II.

\*\*If you choose this minor, Systematic Theology I and II are required.

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**General Ministry Minor**

The General Ministry Minor is a flexible minor designed to add an area of expertise to a thorough education in the Bible. With the approval of the Dean of the School of Bible and Theology in consultation with the Provost, a student may complete an eighteen-hour minor in a field other than those specifically listed if the coursework is available at Piedmont International University or by transfer.

**Objectives**

Upon completion of the program, the student should be equipped to do the following:

- Demonstrate expertise in a specific discipline or skill applicable to ministry
- Integrate biblical truth with the content knowledge of the minor area.

**History Minor**

The minor in history is designed for students who want some depth in history as well as complementing the selected major with some additional historic perspective.

**Objectives:**

The student who graduates with a minor in history will be able to:

- Chronologically outline the peoples, movements, events, and cultures that have shaped human history.
- Identify the people, events, and ecclesiastical issues that have shaped history and how those factors have interacted with the development of human history.
- Evaluate history from a Christian-world view.

**History Minor Requirements (select 18 hours):**

BC303	History of Christianity I: To the Modern Age.....	3
BC305	History of Christianity II: Post Reformation.....	3
BC306	American Christianity.....	3
GH102	Survey of World History II .....	3
GH201	United States History to 1865.....	3
GH202	United States History since 1865.....	3
GH204	American Government .....	3
GH301	Cultural Geography .....	3



**Humanities Minor**

This minor is intended for any student who would like to strengthen the general studies component of his/her degree. It is comprised of 18 hours of humanities coursework including selections in English, Literature, History, Philosophy, and Foreign Language. It may include transfer work and may be of particular interest to transfer students who already hold an Associate of Arts.

Objectives:

Upon completion of the program, the student will be equipped to:

- Chronologically outline the peoples, movements, events, and cultures that have shaped human history and thought.
- Interpret and evaluate a wide variety of literature.
- Appropriate the fundamentals of English grammar and usage to achieve excellence, in both written and oral contexts.

**Israel Studies Minor**

The Israel Studies minor is designed to prepare students to minister to the Jewish people and includes the study of the geography, culture, and language of Israel. Students may select a combination of hours from PIU curriculum and academic opportunities offered by PIU partnering organizations.

Objectives:

Upon completion of the Minor, the student should be equipped to do the following:

- Describe the unique culture and customs of Jewish people
- Demonstrate the knowledge of the geography of Israel
- Minister to Jewish people

Israel Studies Minor Requirements:

MI201	Missionary Life Experience .....	2-3 hrs
MI311	Missions Internship .....	3 hrs
MI410	Topics in Missions.....	3 hrs
MI405	Cross Cultural Communication and Missionary Interrelationship.....	3 hrs
BSO570	History and Culture of Israel .....	3 hrs
	Elective .....	3 hrs
	Total semester hours.....	18 hrs

**Management for Nonprofits Minor**

Churches and para-church ministries around the world need solid financial management, proper legal compliance, and efficient staffing. This minor is designed to train individuals to help meet these needs. Many ideas can be gleaned from the business world, but biblical discernment is necessary to determine which concepts should be incorporated within a particular ministry. Additionally, rules and regulations for nonprofit organizations differ greatly from those of the for-profit sector.

Objectives:

- Develop a biblically-based form of management that balances fiduciary responsibilities with ministry purposes and objectives
- Employ major financial concepts, principles, and strategies in a variety of nonprofit applications
- Prepare, understand, and explain basic financial statements
- Utilize the latest technologies for information gathering, analysis, and reporting
- Identify and apply pertinent regulatory and legal requirements for nonprofits, churches, etc.

Management for Nonprofits Minor Requirements:

NM201	Marketing, Fundraising, and Public Relations.....	3
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NM202	Financial Management and Legal Issues.....	3
NM301	Human Resources Management .....	3
NM302	Organizational Behavior .....	3
NM401	Strategic Management and Governance .....	3
NM402	Management Information Systems.....	2
NM403	Practicum or NM404 Experience Portfolio.....	1
	Total semester hours.....	18

### **Intercultural Studies Minor**

The two main purposes of this program are to present a biblical philosophy of missions and to prepare students for missionary service. Each student is given guided, practical experience in ministry on an actual mission field. Students who have as their ministry goal church planting should take the Bachelor of Arts in Biblical Studies.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Explain the purpose of missions from the Bible and demonstrate an understanding of the history of modern missions
- Identify elements of the support structure for missions, including the roles of churches, mission boards, Bible schools, and individuals
- Evaluate and create various types of written and oral communication for both intercultural and cross-cultural settings
- Explain the basic beliefs of world religions and cults; defend personal beliefs by participation in a mock doctrinal examination
- Plan and successfully participate in a short-term, cross-cultural ministry internship program

Intercultural Studies Minor Requirements:

MI301	Trends and Problems in Missions.....	3
MI302	Comparative Religions .....	3
MI405	Cross Cultural Communication and Missionary Interrelationships.....	3
MI311	Missions Internship .....	3
MI403	Philosophy of Missions and Church Planting.....	3
MI406	Cultural Anthropology.....	3
	Total semester hours.....	18

### **Music Minor**

A minor in music may be added to any non-music degree program following satisfactory completion of an audition. Music minors present a quarter recital during their fifth semester of performance study.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Demonstrate appropriate proficiency in music theory and aural skills, conducting, and analyzing.
- Perform selected repertoire.

Music Minor Requirements:

MC112	Music Theory I .....	3
MC114	Aural Skills I.....	1
MC209	Elements of Conducting.....	1
MC211	Music Theory II.....	3
MC213	Aural Skills II.....	1
ME100/110	Ensemble/Orchestra .....	4
	Performance Studies (Applied Music) .....	5
	Minor Recital.....	0
	Total semester hours.....	18

**North American Church Planting Minor**

The purpose of this program is to equip students to make disciples, plant reproducing churches, and restore their community with the gospel in a North American context.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Develop a theology of mission appropriate for the North American context.
- Implement a missional ecclesiology for leading congregations in reproducing disciples and churches.
- Exegete North American culture in order to properly contextualize the gospel message within a post-Christian society.
- Reproduce what they learned from an extensive internship with an active church-planting church.

North American Church Planting Minor Requirements:

MI302	Comparative Religions .....	3
MI304	Disciple Making & Church Planting in North America.....	3
MI305	Methods and Strategies in North American Church Planting .....	3
MI407	Contextualization in North American Mission .....	3
MI408	NACP Practicum.....	3
	Ministry Elective .....	3
	Total semester hours.....	18

In addition to this coursework students are expected to be involved in a mentoring group of peers, professors, and local church planters while enrolled in this program. Students are also expected to take part in a City Immersion Experience prior to undertaking their Practicum.

**Pastoral Studies Minor**

The purpose of the minor is to provide practical experience in the pastoral ministry and its functions. This minor is not designed for someone who aspires to be senior pastor. This minor is designed for someone on the pastoral staff who serves in a multi-faceted role in a local church or a multi-faceted

role in another ministry area like missions. A combination of missions and pastoral studies minors is a possible scenario or student ministry and pastoral studies minor is another possible scenario. The person who aspires to be a senior pastor should take the Bachelor of Arts in Biblical Studies.

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Devise and design teaching plans for the local church
- Evaluate and employ methods of counseling
- Compose and apply an administrative program for a local church
- Plan, prepare, and deliver biblically-based sermons

Pastoral Studies Minor Requirements:

CE409	Methods and Techniques of Teaching.....	3
PT301	Homiletics.....	3
PT302	Expository Preaching .....	2
PT401	Pastoral Counseling.....	3
PT402	Church Administration.....	3
PT412	Pastoral Theology.....	2
PT414	Pastoral Internship.....	2
	Total semester hours.....	18

Secondary Bible Education Minor

The Secondary Bible Education minor is for non-teacher education majors who want to prepare to teach secondary Bible classes in a Christian school. This minor does not provide a means of a state teaching license, but may be sufficient to receive a Bible specialist certificate from one or more Christian school accreditation agencies.

Objectives:

Upon completion of the program, the student will be equipped to:

- Articulate a biblical philosophy of Christian education and the importance of biblical instruction for adolescents.
- Demonstrate a working knowledge of various pedagogical strategies and assessment methods for the secondary classroom.
- Identify and evaluate the strengths and weaknesses of various curricular resources.
- Successfully organize and manage a secondary Bible class for a stable learning environment.

Secondary Bible Education Minor Requirements:

CE201	Philosophy of Christian Education.....	3
CE412	Teaching Secondary Bible Internship (60 hours) .....	3
ED201	Foundations of Education.....	3
ED401	Reading in the Content Area.....	3
ED413	Secondary Classroom Management.....	3
ED415	Teaching Secondary Bible.....	3
	Total semester hours.....	18

**Student Ministry Minor**

This minor assists individuals in formulating a biblical philosophy of youth work and prepares participants for the ministry of evangelism and spiritual development. This program emphasizes the characteristics, needs, and problems of youth as well as the evaluation of the various types of curriculum and materials available for student ministry. Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Articulate a biblical philosophy, including basic objectives, of youth ministry
- Describe characteristics, needs, and problems of today’s teens
- Evaluate various types of curriculum and materials for youth ministry
- Organize and administer a student ministry program in a variety of settings

**Student Ministry Minor Requirements:**

CE301	Shepherding in Student Ministry.....	3
CE305	Philosophy and Programming in Student Ministry.	3
CE311	Student Ministries Para-Church Internship or	
CE312	Student Ministries Local Church Internship or	
CE316	Student Ministries Resident Camp Internship.....	3
CO301	Counseling I.....	3
CE402	Camp Ministry .....	3
CE409	Methods and Techniques of Teaching.....	3
	Total semester hours.....	18

**Worship Leadership Minor**

The Worship Leadership minor is designed so that a student will have a background and skill to develop, organize, and lead worship in a local church. The student will learn to coordinate the worship ministry by means of a senior project that will result in a worship service using this concept. The minor includes rehearsing a worship team organized by the student.

**Objectives:**

Upon completion of the program, the student should be equipped to do the following:

- Administer the music program of a local church
- Organize components of the worship teams in order to lead a congregation in worship

**Worship Leadership Minor Requirements:**

MC112	Music Theory I .....	3
MC114	Aural Skills I.....	1
MC209	Elements of Conducting.....	1
MC314	Worship Leadership Seminar .....	1
MC402	Church Music Administration & Organization.....	2
MC408	Worship Leadership Senior Project .....	1
ME100/110	Ensemble/Orchestra .....	4
	Performance Studies (Major Applied Music).....	4
	Secondary Skills .....	1
	Total semester hours.....	18

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# School of Arts & Sciences

RONALD SMITH, D.M.A., DEAN

## OVERVIEW

### General Studies

General education studies in the School of Arts and Sciences provide a general understanding of the world including the appropriate use of spoken and written English, a broad view of history, an understanding of social institutions, a comprehension of human nature, an appreciation of cultural values, and a general knowledge of science. Bible courses also have general education value. The integrating principle in general education, giving unity and significance to knowledge, is biblical theism.

General education occupies a more prominent place in the four-year and five-year degree curricula of the University than in the associate of arts degrees. Integrated with the theological studies are courses in the humanities, the social sciences, and the natural sciences, approximating a core of general education courses in a liberal arts University curriculum. Such general education courses acquaint students with knowledge which gives them cultural and academic resources for more skillful and effective ministry.

The associate of arts degrees, on the other hand, are largely restricted to Bible and Bible-related studies and are aimed at preparing students for lay ministries. This distinction enables students to evaluate intelligently and to choose among the various programs of study.

The degree programs in the School of Ministry, while containing the essential general education courses of the liberal arts college, add the basic theological and practical studies of these professional schools, thus bringing into one institutional framework the courses necessary to meet the academic as well as the practical requirements of each student's chosen field of Christian service.

Those training to become full-time Christian workers should thoughtfully consider the distinct advantages of these degree programs. Each curriculum provides a specialized educational program adequate to prepare students to serve with proficiency in those particular occupational areas of their Christian calling.

Upon completion of the general education studies, the students should be equipped to do the following:

- Communicate effectively in speech and writing, demonstrating skills such as creative expression, exposition, and argumentation.
- Think critically, logically, and constructively as they interpret and evaluate experiences, literature, language, and ideas.
- Develop aesthetic sensitivities and enhanced creativity.
- Cultivate knowledge of other cultures and appreciation for diversity.
- Construct an historical nexus for an appreciation of all other disciplines.

Approved General Education Core (36 hours)

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English Composition I	Mathematics Survey
English Composition II	Science Survey
Literature Survey	Principles of Speech
Survey of World History I	General Education Elective
Humanities Elective	PE Activity
General Psychology	Introduction to Computers
Fine Arts Elective	Student Life Seminar

## Music

Music programs at Piedmont International University are designed to prepare students biblically and musically for future music ministries in churches and schools. Each program offers a unique balance of biblical foundation, academic content, performance study, and practical experience. Majors are offered in Church Music and Music Education (see School of Education) and two minors (see Minors section).

Admission to any music program follows satisfactory completion of an audition.

### Proficiency Prerequisites

Students who major or minor in music select a proficiency in voice, piano, organ, orchestral instrument, or classical guitar. Admission to any music program follows satisfactory completion of an audition. Prospective students who desire to major in one of the two programs offered through the Department of Music should strive to possess the following skills before entering their chosen field of study in order to be a successful college music major:

- Music Reading Ability - possess the ability to read music without the assistance of an individual who can read music. Voice students would benefit from taking some basic piano to enhance their music reading skills.
- Repertoire - gain stage experience by performing solos or in small ensembles during church or youth group activities. Stage experience will enable the prospective music major to overcome some of the nervousness associated with performing in public.
- Technique - learn to sing or play major scales. Basic ability to perform some major scales will greatly benefit the potential music major in private lessons and music theory courses.
- Practice habits - develop an enjoyment for practicing in the music major's proficiency with goals and objectives in mind that will allow the student to maintain regular, sustained periods of practice. Practicing outside of the lesson is crucial in the development and growth of the college music major.

The prerequisites outlined are by no means designed to exclude anyone from being a music major. They are given so that prospective music majors may know how to adequately prepare themselves for the lessons, courses, and performances they will be involved in while a University music major.

### Auditions

All prospective music majors and minors must audition prior to registration. Students may also arrange an audition prior to the semester of enrollment by contacting the Dean of the School of Arts and Sciences when scheduling a visit to the University.

Prospective students should prepare two contrasting selections for the audition that demonstrate technique and musicality. In addition, students will be asked to sight read music in their proficiency. A Music Theory test and an Ear Training test are given to assess the student's needs in the areas of music fundamentals and aural skills. These tests are administered prior to registration.

### Performing Opportunities

Music students are provided with various performance opportunities including chorale, small choral and instrumental ensembles, solos, recitals, Chapel services, and weekly performance classes.

**Bachelor of Arts, Church Music**

Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Articulate a philosophy of worship and music by means of a research paper citing scriptural references and other resources to support their philosophy.
- Perform a junior and senior recital that shows the student is competent as a performer.
- Prepare a choir or praise team for a church worship service for a local church using rehearsal and conducting techniques developed in conducting courses.
- Organize and administer the church music department as a result of completing course requirements of various church music courses and serving as a church intern.
- Demonstrate competence in music theory and aural skills, music history, and formal analytical techniques.
- Give evidence of the ability to rehearse the various types of church choirs, include youth choirs, and know resources for selecting music.

Summary of required semester hours:

Biblical Studies.....	35
General Education.....	37
Specialty Area .....	55
Total.....	127

YEAR ONE

Fall Semester			Spring Semester		
BO101	Old Testament Survey	3	BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
GE101	English Composition I	3	BN102	New Testament Survey	3
GT100	Student Life Seminar	1	GC111	Mathematics Survey	3
MC112	Music Theory I*	3	GE102	English Composition II	3
MC114	Aural Skills I*	1	MC211	Music Theory II*	3
PT101	Evangelism	2	MC213	Aural Skills II*	1
	Ensemble*	1		Ensemble*	1
	Primary Instrument*	1		Primary Instrument*	1
	Secondary Skills*	1		Secondary Skills*	1
Total		16	Total		18

\*Must make a C or better



## YEAR TWO

### Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
BN104	Life of Christ	3
BN201	Pauline Epistles I	3
GS201	Principles of Speech	3
MC212	Music Theory III*	3
MC214	Aural Skills III*	1
	Ensemble*	1
	Primary Instrument*	1
	Secondary Skills*	1
	Total	18

### Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
BO202	Pentateuch	3
BP102	Christian Ethics	2
GP202	General Psychology	3
MC311	Music Theory IV*	3
MC313	Aural Skills IV*	1
	Ensemble*	1
	Primary Instrument*	1
	Secondary Skills*	1
	Total	17

## YEAR THREE

### Fall Semester

BT301	Bible Doctrine I	3
GH101	Survey of World History I	3
MC209	Elements of Conducting*	1
MC403	History of Music I^	3
MC401	Form and Analysis	2
	Ensemble*	1
	Primary Instrument*	1
	Science Survey	3
	Total	17

### Spring Semester

BT302	Bible Doctrine II	3
GC103	Introduction to Computers (Ministry Emphasis)	1
MC304	Church Music Methods^*	3
MC307	Advanced Conducting*	2
	Ensemble*	1
	Junior Recital	0
	Literature Survey	3
	Primary Instrument*	2
	Total	15

## YEAR FOUR

### Fall Semester

GY411	History of Christian Thought	3
MC407	Hymnology	2
MC405	History of Music II^~	3
MS405	Instrumental Methods*	2
	Ensemble*	1
	PE Activity	1
	Primary Instrument*	2
	Total	14

### Spring Semester

BC302	Baptist History	3
BP412	Senior Seminar	1
GF102	Survey of Fine Arts (Art)	1
MC402	Church Music Organization and Administration^*	2
MC409	Church Music Internship*	2
	Ensemble*	1
	Primary Instrument*	2
	Senior Recital*	0
	Total	12

^Offered alternate semesters \*Must make a C or better

~Satisfies Humanities/General Education Elective

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# Moore School of Education

HARLIE MILLER, ED.D., DEAN

## Overview

Piedmont International University exists to educate individuals for a variety of educational and ministry settings. The Moore School of Education contributes to this cause by offering degrees in early childhood, elementary, and secondary education. Additionally, there's also a degree in Sign Language Interpreting. PIU is committed to providing programs that prepare dedicated Christian individuals to meet the professional requirements necessary for certification in these fields.

Teaching and interpreting are not viewed as just career choices. These are ministries that can eternally impact the lives of children and adults. Graduates from these programs are qualified by education and experience to work in Christian, private, and/or public school environments, including interpreting opportunities in a variety of settings.

The Moore School of Education offers the following degrees:

Bachelor of Science degrees, which also include a Bible major, are offered in the following areas of teacher preparation:

- Elementary Education (K-6);
- Elementary Education, Missions Emphasis (K-6)
- Health and Physical Education (K-12);
- Secondary English Education (6-12);
- Music Education (K-12)

A two-year Associate of Arts degree in Early Childhood Education (birth to 5 years) is available for students interested in training for a preschool setting.

A bachelor's of Science degree in Sign Language Interpreting is available for individuals seeking the capacity to interpret in a variety of professional, educational, community, and ministry settings. This degree can be completed entirely online or in a combination of on-campus and online courses.

Each program consists of a Bible core, a general education core, a professional studies, and/or specialty area core. The School of Education has a set of competencies that can produce individuals marked by professionalism and excellence. Additional program information, academic requirements, and professional testing requirements can be found in the Moore School of Education Handbook.

The teacher education programs are designed to equip graduates to do the following:

- Articulate a biblically-based philosophy of education;
- Construct lesson plans and learning activities that integrate biblical principles;
- Define and explain the cognitive, affective, and psychomotor factors that promote learning;
- Compare and contrast the philosophy and operation of Christian and public schools;
- Evaluate and demonstrate the use of curricula, materials, technology, and pedagogy in the appropriate content areas;
- Formulate and incorporate a variety of assessment tools and evaluation methods;
- Recognize various exceptionalities and integrate suitable teaching and learning strategies;
- Teach students according to accepted professional standards;
- Recall basic legal and legislative issues that impact a school environment.

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## Admission to the Teacher Education and Interpreter Programs

When students initially enroll in the University, they must declare their intentions to study in the Moore School of Education. Once students complete their first two years of coursework and field experience, they apply for formal admission to the School of Education, either in the teacher education program or the interpreter education program. This is a major step in progressing through the program to become a graduate. It signifies academic competence and a commitment to success that is essential in moving forward in the program. Students who fail to accomplish this admission are unable to continue in the Moore School of Education. The process and the associated requirements are described in the Moore School of Education Handbook.

## Student Teaching and Internship

Student teaching is the capstone event for all students in the Bachelor of Science program in Teacher Education, and is done during the last semester of the senior year. Students seeking licensure from the State of North Carolina must complete their assignment in a public school. Students not seeking state licensure may, depending on circumstances, complete student teaching at a public school, private, or a Christian school. Students in the Sign Language Interpreting and the Associate of Arts programs will perform an internship at one or more approved local facilities as part of their senior year coursework. If required by the host institution, students may be required to have a background check completed. If so, the cost is borne by the student. See the Moore School of Education Handbook for additional details.

## PROFESSIONAL EXAMS

An important component of the degrees offered in the Moore School of Education is to pass one or more required professional examinations. These examinations apply only to bachelor's degree programs and require additional fees, which are charged by the respective testing agency. See the Moore School of Education Handbook for more details regarding how to register, fees, and required passing scores.

- The Praxis Core Academic Skills for Educators is a general examination of skills in reading, writing, and mathematics. It is taken within the first
- two years of the program and is required for formal acceptance into the School of Education. Students may be exempt from this test if their scores on the SAT or ACT are sufficiently high enough. More information is available at [www.ets.org/praxis](http://www.ets.org/praxis).
- Praxis II is the examination of professional knowledge that students take during their senior year. It is for those who major in Secondary English, Health & Physical Education, and Music Education. It is taken prior to, or during, student teaching. However, it must be taken early enough that scores can be received by April 30. More information is available at [www.ets.org/praxis/nc](http://www.ets.org/praxis/nc); keep in mind that state requirements and PIU graduation requirements regarding the timing of the test are different. See your program director or the Dean for any clarification.
- The Pearson Foundations of Reading Test is an examination of reading assessment and reading instructional strategies. It is taken by Elementary Education majors during their senior year prior to, or during, student teaching. However, it must be taken early enough that scores can be received by April 30. State requirements and PIU graduation requirements regarding the timing of the test are different. See your program director or the Dean for any clarification. See [www.nc.nesinc.com](http://www.nc.nesinc.com) for more details.
- The Pearson General Curriculum Test has two parts, the Multi-subjects Subtest and the Mathematics Subtest. It is taken by all Elementary Education majors during their senior year, prior to, or during, student teaching. However, it must be taken early enough that scores can be received by April 30. State requirements and PIU graduation requirements regarding the timing of the test are different. See your program director or the Dean for any clarification. See [www.nc.nesinc.com](http://www.nc.nesinc.com) for more details.
- Students in the Sign Language Interpreting program must pass the American Sign Language Proficiency Interview, the knowledge portion of the national exam administered by the Registry of Interpreters for the Deaf. Students must also pass one of the following performance

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assessments: National Interpreter Certification, the Educational Interpreter Proficiency Assessment, or any state quality assurance screening required as an educational interpreter in that state.

### **Program Completion in Teacher Education**

To earn the Bachelor of Science degree in education from PIU, students must

- Complete the required number of designated semester credit hours (depending on the major) with a grade-point average of at least 2.75. The student must make a C or better in key courses designated as essential in each program.
- Complete the program of studies described in the University catalog in one of the following areas: elementary education (with or without a missions emphasis), music education, health & physical education, or secondary English education. This includes field experience hours, course work in Bible, professional studies, and general education. The program advisor will assist you through the process.
- Meet the requirements for the professional exams as previously described.
- Comply with the University's requirements concerning settlement of all financial obligations.
- Be recommended by the faculty for graduation.

### **Teacher Professional Certification**

Students completing a teacher education program at Piedmont International University are eligible for teacher certification\* by both the American Association of Christian Schools (AACCS) and the Association of Christian Schools International (ACSI). State licensure is available to PIU students via an articulation agreement with a local University. Information regarding this agreement is available in the Moore School of Education Handbook.

### **Program Completion in Sign Language Interpreting**

The following requirements are designed to ensure that students training to become interpreters are serious and dedicated. Graduates will possess the skills and qualifications to begin a new and exciting career. There are two tracks that students may pursue to complete this degree. See the Moore School of Education Handbook for additional details. All Sign Language Interpreting students must meet the following standards in order to graduate:

- Complete the required number of designated semester credit hours with a grade-point average of at least 2.50. The student must make a C or better in key courses designated as essential in each program.
- Complete the program of studies described in the University catalog. This includes field experience hours, course work in Bible, professional studies, general education, and Christian ministries. The program advisor will assist you through the process.
- Comply with the University's requirements concerning settlement of all financial obligations.
- Be recommended by the faculty for graduation.
- Satisfactorily complete and submit the portfolio requirements.
- Meet the requirements to pass the knowledge portion of the national exam administered by the Registry of Interpreters for the Deaf and pass one of the following performance assessments: National Interpreter Certification, the Educational Interpreter Proficiency

Assessment with a score of 3.5 or higher, or any state quality assurance screening required to be an educational interpreter in that state.

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\*State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama professional educator or professional leadership certificate. Applicants who complete an educator preparation program at a non-Alabama institution must apply for an Alabama professional educator or leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).

Associate of Arts, Early Childhood Education

The purpose of the Associate of Arts in Early Childhood Education is to assist churches, preschools, and day care programs in the training of personnel for the teaching and care of pre-school aged children. This program is designed to train graduates in early childhood development who can instruct from a biblically-based value system consistent with biblical truth and the priorities of parents.

Objectives:

Upon completion of the program, the Early Childhood majors should be equipped to do the following:

- Cultivate a biblically based philosophy of early childhood education that integrates biblical truths into curricular areas;
- Define the historical, philosophical, legal, and sociological foundations of early childhood education;
- Explain how childcare programs are properly and professionally administered;
- Construct developmentally appropriate activities for young children;
- Formulate and incorporate a variety of assessment tools for young children;
- Evaluate the appropriateness of curricular and pedagogical choices for use in the Pre-K classroom based on biblical philosophy and student needs.

Summary of required semester hours:

Biblical Studies.....	25
General Education.....	18
Specialty Area .....	19
Total.....	62

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
EC201	Trends & Problems in Early Childhood Education	2
GC100	Introduction to Computers	1
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
PT101	Evangelism	2
Total		15

Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
EC102	Early Childhood Curriculum Design	2
EC205	Assessment & Readiness	3
GE102	English Composition II	3
PA100	Health Education or PE Activity	1
Total		16

YEAR TWO

Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
BT301	Bible Doctrine I	3
EC203	Methods/Materials in Early Childhood Education*	3
ED203	Diverse Learners*	3
EE301	Teaching Bible to Children*	3
GS201	Principles of Speech	3
Total		17

Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
BT302	Bible Doctrine II	3
EC207	Infant and Toddler Development*	3
EC212	Internship	3
EE302	Children's Literature*	3
Total		14

\*Must make C or better

**Bachelor of Science, Elementary Education**

The purpose of the Elementary Education program is to prepare students to provide appropriate learning experiences which meet the needs, capabilities, and interests of children in kindergarten through grade six.

**Objectives:**

Upon completion of the program, the Elementary Education majors should be equipped to do the following:

- Cultivate a personal philosophy of education that integrates biblically- based truth in elementary curriculum and instruction;
- Recall the basic elements of legal and legislative issues in regards to teaching, learning, and supervision of students in a school environment;
- Recognize student diversity and assimilate methods of differentiation that makes learning a successful event;
- Select and implement classroom management strategies that produce a stable atmosphere of learning;
- Employ instructional methods, concepts, technologies, and strategies that contribute to an effective learning environment for all disciplines of study;
- Formulate authentic assessments that reflect results that are valid and reliable;
- Evaluate the appropriateness of curriculum choices based on current pedagogical theories and student needs.

**Summary of required semester hours:**

Biblical Studies.....	30
General Education.....	38
Professional Studies.....	26
Specialty Area .....	36
Total.....	130

**YEAR ONE**

**Fall Semester**

BO101	Old Testament Survey	3
ED201	Foundations of Education*	3
GE101	English Composition I*	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
PT101	Evangelism	2
	PE Activity	1
Total		16

**Spring Semester**

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
ED202	Early Field Experience*	1
GC111	Mathematics Survey*	3
GE102	English Composition II	3
GP202	General Psychology	3
Total		17

## YEAR TWO

### Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
CE201	Philosophy of Christian Education*	3
ED203	Diverse Learners*	3
GC207	Survey of Physical Science	3
GS201	Principles of Speech	3
	Bible Elective	3
Total		17

### Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
ED302	Human Growth & Development*	3
EE302	Children's Literature*	3
GC208	General Biology Survey	3
GF106	Survey of Fine Arts	3
GH201/ GH202	U. S. History to/since 1865	3
Total		17

## YEAR THREE

### Fall Semester

BT301	Bible Doctrine I	3
ED303	Educational Assessments*	3
ED305	Educational Technology*	3
EE301	Teaching Bible to Children*	3
EE307	Teaching Science in the Elementary School*	3
GH204	American Government	3
Total		18

### Spring Semester

BN402	Acts	2
BT302	Bible Doctrine II	3
EE304	Methods & Materials of Elementary PE & Health*	3
EE306	Social Studies for Elem. School*	3
EE309	Teaching Reading & Lang. Art I*	3
EE311	Math for the Elem. Educator*	3
Total		17

## YEAR FOUR

### Fall Semester

ED301	Educational Psychology*	3
EE310	Teaching Reading & Lang. ArtsII*	3
EE401	Teaching Elementary Math*	3
EE405	Teaching Elementary Fine Arts*	3
EE421	Education Practicum*	1
	Literature Survey	3
Total		16

### Spring Semester

EE422	Student Teaching*	12
Total		12

\* Must make C or better

**Bachelor of Science, Elementary Education,  
Missions Emphasis**

The purpose of the Elementary Education, Missions Emphasis program is the same as Elementary Education, but in addition, it prepares teachers for a mission field context (e.g. a national missions school, a school for missionary children, or a foreign field home school). The program maintains the biblical studies, general education, professional studies, and elementary education core, but also includes courses in missions.

**Objectives:**

Upon completion of the program, the Elementary Education majors should be equipped to do the following:

- Cultivate a personal philosophy of education that integrates biblically- based truth in elementary curriculum and instruction;
- Recall the basic elements of legal and legislative issues in regards to teaching, learning, and supervision of students in a school environment;
- Recognize student diversity and assimilate methods of differentiation that makes learning a successful event;
- Select and implement classroom management strategies that produce a stable atmosphere of learning;
- Employ instructional methods, concepts, technologies, and strategies of teaching that contribute to an effective learning environment for all disciplines of study;
- Formulate authentic assessments that reflect results that are valid and reliable;
- Evaluate the appropriateness of curriculum choices based on current pedagogical theories and student needs;
- Apply a biblical philosophy of missions and communicate cross-culturally.

**Summary of required semester hours:**

Biblical Studies.....	30
General Education.....	38
Missions.....	12
Professional Studies.....	26
Specialty Area .....	36
Total.....	142

**YEAR ONE**

**Fall Semester**

BO101	Old Testament Survey	3
ED201	Foundations of Education*	3
GE101	English Composition I*	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
MI101	Introduction to Missions*	3
PT101	Evangelism	2
Total		18

**Spring Semester**

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
ED202	Early Field Experience*	1
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
Total		17



## YEAR TWO

### Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
CE201	Philosophy of Christian Education*	3
ED203	Diverse Learners*	3
GC207	Survey of Physical Science	3
GS201	Principles of Speech	3
	Missions Elective*	3
	PE Activity	1
	Total	18

### Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
ED302	Human Growth & Development*	3
EE302	Children's Literature*	3
GC208	General Biology Survey	3
GF106	Survey of Fine Arts	3
GH201/ GH202	U. S. History to/since 1865	3
	Total	17

### Summer

	Bible Elective	3
	Literature Survey	3
	Total	6

## YEAR THREE

### Fall Semester

BT301	Bible Doctrine I	3
ED303	Educational Assessments*	3
ED305	Educational Technology*	3
EE301	Teaching Bible to Children*	3
EE309	Teaching Reading & Language Arts I*	3
GH204	American Government	3
	Total	18

### Spring Semester

BN402	Acts	2
BT302	Bible Doctrine II	3
EE304	Methods & Materials of Elementary PE & Health*	3
EE306	Social Studies for Elem. School*	3
EE310	Teaching Reading & Language Arts II*	3
EE311	Math for the Elem. Educator*	3
	Total	17

### Summer

	Missions Elective*	3
	Total	3

## YEAR FOUR

Fall Semester			Spring Semester		
ED301	Educational Psychology*	3	EE422	Student Teaching*	12
EE307	Teaching Science in the Elementary School*	3			
EE401	Teaching Elementary Math*	3			
EE405	Teaching Elementary Fine Arts*	3			
EE421	Education Practicum*	1			
	Missions Elective*	3			
	Total	16		Total	12

\*Must make a C or better

## Bachelor of Science, Music Education

The Music Education program prepares music teachers for Christian schools, grades K-12. Admission to any music program follows satisfactory completion of entrance evaluation. Requirements for admission to the Moore School of Education must also be met.

### Objectives:

Upon completion of the program, the student should be equipped to do the following:

- Articulate a personal philosophy of music education, reflecting a need for music instruction in schools K-12.
- Demonstrate through exams, research/projects, competence in music theory and aural skills, music history, and form and analysis.
- Perform a junior and senior recital that shows the student is competent as a performer.
- Demonstrate the ability to conduct a choir or band using proper conducting techniques and gestures that convey musicality.
- Exhibit the ability to use a variety of technological devices for teaching music through projects developed and explained.
- Develop and implement classroom management strategies by observations of veteran music teachers that produce a safe and stable environment for teaching music.
- Construct rehearsals and other music learning experiences built upon national and state standards using the concepts of scope and sequence and spiral curriculum.

### Summary of required semester hours:

Biblical Studies.....	30
General Education.....	36
Professional Studies.....	19
Specialty Area .....	58
Total.....	143

## YEAR ONE

### Fall Semester

BO101	Old Testament Survey	3
ED201	Foundations of Education*	3
GE101	English Composition I	3
GT100	Student Life Seminar	1
MC112	Music Theory I*	3
MC114	Aural Skills I*	1
	Ensemble*	1
	PE Activity	1
	Primary Instrument*	1
	Secondary Skills*	1
	Total	18

### Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BP102	Christian Ethics	2
ED202	Early Field Experience*	1
GE102	English Composition II	3
GP202	General Psychology	3
MC211	Music Theory II*	3
MC213	Aural Skills II*	1
	Ensemble*	1
	Primary Instrument*	1
	Secondary Skills*	1
	Total	18

## YEAR TWO

### Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
CE201	Phil. of Christian Education*	3
ED203	Diverse Learners*	3
MC212	Music Theory III*	3
MC214	Aural Skills III*	1
PT101	Evangelism	2
	Ensemble*	1
	Primary Instrument*	1
	Secondary Skills*	1
	Total	17

### Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
BN102	New Testament Survey	3
ED302	Human Growth & Development*	3
GF102	Survey of Fine Arts (Art)	1
MC311	Music Theory IV*	3
MC313	Aural Skills IV*	1
MS204	Brass & Percussion*	1
	Ensemble*	1
	Primary Instrument*	1
	Secondary Skills*	1
	Total	17

### Summer Module

	Bible Elective	3
	Literature Survey	3
	Total	6

## Fall Semester

BN402	Acts	2
BT302	Bible Doctrine II	3
GC111	Mathematics Survey	3
MC307	Advanced Conducting*	2
MS315	Choral Methods*	1
MS205	Woodwind & Strings*	1
	Ensemble*	1
	Science Elective	3
	Primary Instrument*	1
	Total	17

Bible Elective	3
<b>Total</b>	<b>3</b>

## Fall Semester

Spring Semester

Spring Semester		
MS422	Student Teaching*	12
Total		12

\*Must make a C or better

**Bachelor of Science, Health and Physical Education**

The Health and Physical Education program spans grades K-12. Health and Physical Education majors are prepared to teach motor skills, health, and the importance of physical fitness. In addition to coaching athletic teams, physical education students develop a biblically-based philosophy of athletics and competition. A commitment to lifelong physical fitness is emphasized throughout the program.

**Objectives:**

Upon completion of the program, the Health and Physical Education majors should be equipped to do the following:

- Display a professional knowledge of the teaching/learning processes, materials, equipment, legal issues, and technology specifically related to health and physical education;
- Articulate a personal philosophy of education that reflects biblical principles in curriculum planning and instruction of health and physical education;
- Explain and analyze the scientific and behavioral foundations of health and physical education;
- Demonstrate a performance proficiency reflecting breadth and depth of physical activity experiences;
- Employ a comprehensive knowledge of the analysis of movement;
- Plan various aspects of a well-designed and balanced health and physical education program (e.g. preparation, organization, administration, supervision, and assessment);
- Evaluate and implement effective health strategies for individuals, schools, and communities.

**Summary of required semester hours:**

Biblical Studies.....	30
General Education.....	36
Professional Studies.....	20
Specialty Area .....	45
Total.....	131

**YEAR ONE**

**Fall Semester**

BO101	Old Testament Survey	3
ED201	Foundations of Education*	3
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
PE207	Foundations of Health & PE*	2
PT101	Evangelism	2
	PE Activity*	1
	Total	18

**Spring Semester**

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
ED202	Early Field Experience*	1
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
	PE Activity*	1
	Total	18

## YEAR TWO

### Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
CE201	Philosophy of Christian Education*	3
ED203	Diverse Learners*	3
GS201	Principles of Speech	3
PE113	Health Education I*	3
	Bible Elective	3
	PE Activity*	1
Total		18

### Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
ED302	Human Growth & Development*	3
GC	Science Survey*	3
PE202	Organization & Administration of PE*	2
PE114	Health Education II*	3
	Fine Arts Elective	3
Total		16

## YEAR THREE

### Fall Semester

BT301	Bible Doctrine I	3
ED303	Educational Assessments*	3
ED305	Educational Technology*	3
PE304	Teaching & Coaching of Sports*	3
PE309	Coaching Field Experience*	3
	Bible Elective	3
Total		18

### Spring Semester

BN402	Acts	2
BT302	Bible Doctrine II	3
PE302	PE in the Elementary School*	3
PE308	Substance Abuse & Health Trends*	2
PE312	Applied Physiology/Anatomy*	3
	Literature Survey	3
Total		16

Note: Students on licensure track also take Rhythmic Movement

## YEAR FOUR

### Fall Semester

ED301	Educational Psychology*	3
ED401	Reading in the Content Area*	3
PE201	Beginning Swimming*	1
PE402	Motor Behavior and Kinesiology*	3
PE409	Prevention & Care of Athletic Injuries*	3
PE421	Education Practicum*	1
	PE Activity*	1
Total		15

### Spring Semester

PE422	Student Teaching*	12
Total		12

\*Must make a C or better

**Bachelor of Science, Secondary English**

The Bachelor of Science in English Education is designed to prepare students who plan to teach English in a secondary school. This program offers an individual a thorough knowledge of grammar, composition, language, and literature, including a theoretical base for continued research in each of these areas. In addition, the program contains strong foundational knowledge of the educational process and specific training in those methods which are appropriate and effective for teaching English.

Objectives:

Upon completion of the program, the English Education majors should be equipped to do the following:

- Integrate biblically-based truth in language arts and literary curriculum and instruction;
- Recall the basic elements of legal and legislative issues in regards to teaching, learning, and supervision of students in a school environment;
- Articulate a personal philosophy of education that reflects biblical principles;
- Write and speak Standard English proficiently, with clear understanding of the fundamentals of English grammar and composition, its usage, historical development, and current pedagogical application;
- Interpret and analyze a wide variety of literature, using several different critical approaches;
- Effectively manage all facets of classroom environment;
- Evaluate the appropriateness of curriculum choices based on current pedagogical theories and student needs;
- Plan instruction and assessment that promote critical thinking in diverse student populations, utilizing current technological and pedagogical skills.

Summary of required semester hours:

Biblical Studies.....	30
General Education.....	36
Professional Studies.....	29
Specialty Area .....	35
Total.....	130

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
ED201	Foundations of Education*	3
GE101	English Composition I*	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
PT101	Evangelism	2
	PE Activity	1
Total		16

Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
ED202	Early Field Experience*	1
GC111	Mathematics Survey	3
GE102	English Composition II*	3
GP202	General Psychology	3
Total		17

## YEAR TWO

### Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
CE201	Philosophy of Christian Education*	3
ED203	Diverse Learners*	3
EN201	Survey of British Literature I*	3
GC207	Survey of Physical Science	3
GS201	Principles of Speech	3
Total		17

### Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
ED302	Human Growth & Development*	3
EN202	Survey of British Literature II*	3
EN303	Adolescent Literature*	3
	Fine Arts Elective	3
	Bible Elective	3
Total		17

## YEAR THREE

### Fall Semester

BT301	Bible Doctrine I	3
ED305	Educational Technology*	3
EN300	American Literature: Before 1865*	3
EN304	Literary Criticism*	3
	Bible Elective	3
	Educational Assessments*	3
Total		18

### Spring Semester

BN402	Acts	2
BT302	Bible Doctrine II	3
EN302	Survey of World Literature*	3
EN308	Shakespearean Drama*	3
EN316	Elements of Composition*	3
EN320	American Literature: After 1865*	3
Total		17

## YEAR FOUR

### Fall Semester

ED301	Educational Psychology*	3
ED401	Reading in the Content Area*	3
EN403	English Novel*	3
ED411	Teaching English in the Secondary Schools*	3
ED413	Secondary Classroom Management*	3
EN421	Education Practicum*	1
Total		16

### Spring Semester

EN422	Student Teaching*	12
Total		12

\*Must make a C or better



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**Bachelor of Science, Sign Language Interpreting**

**OVERVIEW**

The purpose of the Sign Language Interpreting program is to provide high quality instruction and training in practical and theoretical issues, skills, knowledge, and professionalism pertaining to the provision of interpreting services to the deaf, hard of hearing, deaf-blind and hearing consumers in a variety of settings, so students may effectively minister for Christ in the Deaf community as professional interpreters.

The Interpreter Education Program (IEP) is a four-year bachelor’s degree that combines classroom academics with practical “hands-on” interpreting experience, making the student both knowledgeable and proficient. Upon completion, the graduate will possess the skills necessary to serve as a qualified interpreter in a variety of settings, including churches, schools, hospitals, and government agencies.

The program is undergirded by a strong core of biblical and general education courses. The degree offers a wide variety of opportunities for students to learn the skills of successful interpretation. The degree can be completed either on campus or off campus through an innovative use of online technology.

Upon completion of the program, students will be able to do the following:

- Fluently communicate using American Sign Language and other contact varieties used by the deaf, hard of hearing and deaf-blind communities;
- Interpret/transliterate accurately, effectively, and impartially using all necessary vocabulary and discourse regulators;
- Conduct self-analysis regarding their interpreting/transliterating performance;
- Obtain minimal entry level interpreting credentials;
- Develop a plan for continued professional growth and professional involvement.

**Summary of required semester hours:**

Biblical Studies.....	30
General Education.....	36
Professional Studies.....	54
Total.....	120

## YEAR ONE

### Fall Semester

BO101	Old Testament Survey	3
GC100	Introduction to Computers	1
GE101	English Composition I	3
GT100	Student Life Seminar	1
PT101	Evangelism	2
SL101	American Sign Language I*	3
Total		13

### Spring Semester

BH104	Biblical Interpretation I: Principles of Interpretation	2
BN102	New Testament Survey	3
BP102	Christian Ethics	2
GC111	Mathematics Survey	3
GE102	English Composition II	3
SL102	American Sign Language II*	3
Total		16

## YEAR TWO

### Fall Semester

BH201	Biblical Interpretation II: Dispensationalism	2
GC	Science Survey	3
GH101	Survey of World History I	3
GS201	Principles of Speech	3
SL201	American Sign Language III*	3
Total		14

### Spring Semester

BH202	Biblical Interpretation III: Issues in Eschatology	2
GF106	Survey of Fine Arts	3
SL202	American Sign Language IV*	3
SL221	Deaf Ministry*	3
SL240	Basics of Interpreting*	3
GP202	General Psychology	3
Total		17

## YEAR THREE

### Fall Semester

BT301	Bible Doctrine I	3
SL301	American Sign Language V*	3
SL302	Interpreting In Specialized Settings	3
SL339	Intro. To Interpreting Process*	3
SL460	Deaf Literature*	3
Total		15

### Spring Semester

BN402	Acts	2
BT302	Bible Doctrine II	3
SL____	Sign Language Elective	3
SL341	English to ASL*	3
SL344	Interactive Interpreting*	3
SL345	ASL to English*	3
Total		17

## YEAR FOUR

### Fall Semester

SL342	Educational Interpreting*	3
SL400	ASL Linguistics*	3
	Bible Elective	3
	General Education Elective	3
	Humanities Elective	3
Total		15

### Spring Semester

SL488	Fieldwork / Internship*	9
	Bible Elective	3
	PE Activity	1
	Exit Exam	0
Total		13

\*Must make a C or better

# Course Descriptions

## Course Organization

The courses of instruction at Piedmont International University are organized as follows:

### Bowman School of Bible and Theology

#### Biblical Studies

Old Testament Interpretation .....	[BO]
New Testament Interpretation.....	[BN]
Hebrew Old Testament.....	[BLH]
Greek New Testament.....	[BN]
Hermeneutics.....	[BH]

#### Theological Studies

Systematic Theology.....	[BT]
Philosophy of Religion.....	[BP]
Historical Studies.....	[BC]

### Alford School of Ministry

Practical Theology.....	[PT]
Church Education .....	[CE]
Counseling .....	[CO]
Missions.....	[MI]
Nonprofit Management .....	[NM]

### School of Arts and Sciences

English .....	[GE]
Fine Arts.....	[GF]
History .....	[GH]
Foreign Language.....	[GL]
Mathematics.....	[GC]
Music.....	[GM]
Philosophy.....	[GY]
Psychology.....	[GP]
Science .....	[GC]
Social Science.....	[GO]
Speech .....	[GS]
Study Techniques.....	[GT]
Church Music.....	[MC]
Music Education .....	[MS]
Ensembles.....	[ME]
Performance Studies .....	[M_]

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**Moore School of Education**

Early Childhood Education.....	[EC]
Elementary Education.....	[EE]
Music Education .....	[MS]
Physical Education.....	[PE]
Professional Studies .....	[ED]
Secondary English Education.....	[EN]
Sign Language Interpreting.....	[SL]

**Numbering of Courses**

Courses are offered in four schools: Bible and Theology, Ministry, Fine Arts and Sciences, and Education. Each course in the curriculum is identified by a number comprised of letters and digits. (Generally, the initial letter of the course symbol indicates the department, and the second, the academic discipline in which the course is found.)

The first digit represents the year (Freshman, Sophomore, etc.), and the third usually indicates the semester in which the course is taught. First semester courses are denoted by an odd final digit and second semester courses by an even final digit. When appropriate, the second digit may be used to indicate level of difficulty.

The University reserves the privilege of withdrawing scheduled courses and making changes in the curriculum.

**BOWMAN SCHOOL OF BIBLE AND THEOLOGY**

**BIBLICAL STUDIES, OLD TESTAMENT INTERPRETATION**

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BO101 OLD TESTAMENT SURVEY	3 HRS
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A comprehensive overview of the entire Old Testament. The course develops the biblical, chronological, and dispensational framework of each book. Emphasis is placed on the unity and coordination of the Old Testament. (Prerequisite to all 300 and 400 level Bible classes)

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BO201 HISTORIC BOOKS	3 HRS
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A synthetic study of the historical books of the Old Testament. Attention is given to the history of Old Testament times, together with its geographical background, and the great lessons to be learned from the activity of God in the affairs of men.

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BO202 PENTATEUCH	3 HRS
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A detailed study of the first five books of the Old Testament. Emphasis is placed on the development of the theocratic program of God and on significant persons and events in the program.

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BO301 PROPHETIC BOOKS	3 HRS
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A survey of the major and minor prophets, with attention to the date, authorship, theme, and historical setting of each book. Covenant and eschatological implications are noted in addition to Christological themes.

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BO402 POETIC BOOKS	3 HRS
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A study of the poetry division of the Old Testament (Job through Song of Solomon). These books are considered for their doctrinal and practical values, with Job, the Messianic Psalms, and Ecclesiastes receiving special attention.

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## **BIBLICAL STUDIES, NEW TESTAMENT INTERPRETATION**

<b>BN102 NEW TESTAMENT SURVEY</b>	<b>3 HRS</b>
A comprehensive overview of the entire New Testament. The course develops the biblical, chronological, and dispensational framework of each book. (Prerequisite to all 300 and 400 level Bible classes)	
<b>BN104 LIFE OF CHRIST</b>	<b>3 HRS</b>
A thematic study of the earthly life of Christ as set forth in the Gospels. Special emphasis is given to the role of Christ as Messiah and Revealer. His identification, authentication, presentation, and rejection are studied in the light of Abrahamic promises.	
<b>BN201 PAULINE EPISTLES I</b>	<b>3 HRS</b>
A brief introduction to and a careful exposition of Romans, I Corinthians, and II Corinthians.	
<b>BN202 PAULINE EPISTLES II</b>	<b>3 HRS</b>
A brief introduction to and a careful exposition of Galatians, Ephesians, Philippians, Colossians, I Thessalonians, II Thessalonians, I Timothy, II Timothy, Titus, and Philemon.	
<b>BN301 GENERAL EPISTLES SURVEY</b>	<b>3 HRS</b>
A survey of the General Epistles, with emphasis on the theme, the historical setting, the recipients, and the arguments of each book. Covenants, Christological themes, and eschatological implications are noted. Constant emphasis is placed on application of the material to present ministry.	
<b>BN302 DANIEL AND REVELATION</b>	<b>3 HRS</b>
A study of the great prophetic statements of Daniel and Revelation. Careful attention is given to the covenants, the Christological implications, and the unfolding of God's purposes in Israel, the Nations, and the Church.	
<b>BN303 ROMANS</b>	<b>3 HRS</b>
An exegetical and expository study of Romans. Emphasis is given to Paul's flow of thought as he develops the epistle's argument. Man's state before God, justification, Israelology, the consecrated life of the believer, and other key doctrinal issues are presented. Practical applications to modern culture are made throughout the course.	
<b>BN304 JOHN</b>	<b>3 HRS</b>
A topical and exegetical study of the Gospel of John, including textual, literary, and cultural issues distinctive to John's Gospel.	
<b>BN305 HEBREWS</b>	<b>3 HRS</b>
An analytical study of the book of Hebrews in which the superiority of Christ is contrasted with the Levitical system. Special attention is given to the warning passages and the consequent responsibility of believers in the present age.	
<b>BN402 ACTS</b>	<b>2 HRS</b>
An in-depth study of the early Church, its origin, expansion, early organization, and activity. Emphasis is given to the activities of the apostles and of the Apostle Paul.	

An expository study of I & II Timothy and Titus with special attention to the arguments of the letters, interpretive difficulties, and application to church ministry in the present day.

## **BIBLICAL STUDIES, HEBREW OLD TESTAMENT**

A study of the grammar, vocabulary, and syntax of Biblical Hebrew. The purpose of this sequence of courses is to prepare students to read the Hebrew Old Testament.

Biblical Studies, Greek New Testament

A study of the basic elements of language in both Greek and Hebrew that equips students to use the standard language tools of Bible study.

A course acquainting the student with the basics of the Greek language in preparation for translating the New Testament. Emphasis is placed on nouns and indicative mood verbs.

A continuation of BN311 with an emphasis on verbal elements outside the indicative mood.

A review of word inflection, noun declension, and verb conjugation as well as a more advanced study of syntax and translation of selected passages from the New Testament. Special attention is given to the principles of textual exegesis (Prerequisite: BN311, 312)

A continuation of BN411 and should be taken immediately after completion of BN411.

## **BIBLICAL STUDIES, HERMENEUTICS**

A course designed to provide an overview of the basic features of the Bible. Special emphasis is given to its purpose, its inspiration, its authority, its message, its basic divisions, its fundamental teachings about God, creation, man, sin, redemption, law, grace, end-time events, and the covenants.

An analytical study of the basic principles of interpretation as revealed in the biblical text. The normal, literal hermeneutic will be contrasted with competing views of hermeneutics for the Postmodern, Emergent Church, Covenant-Reformed, and Progressive Dispensational positions.

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<b>BH201 BIBLICAL INTERPRETATION II: DISPENSATIONALISM</b>	<b>2 HRS</b>
An analytical study and biblical defense of dispensational theology as it is coherently and progressively revealed in the text of Scripture.	

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<b>BH202 BIBLICAL INTERPRETATION III: ISSUES IN ESCHATOLOGY</b>	<b>2 HRS</b>
An analytical study of the eschatological themes of the Bible with a particular emphasis upon Israel, the Church, the tribulation, the millennium, and eternity.	

## **THEOLOGICAL STUDIES, SYSTEMATIC THEOLOGY**

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<b>BT301 BIBLE DOCTRINE I</b>	<b>3 HRS</b>
A survey study of the essential doctrines of Christianity, including the doctrines of inspiration, God, angels, man, and sin.	

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<b>BT302 BIBLE DOCTRINE II</b>	<b>3 HRS</b>
A survey study of the essential doctrines of Christianity including the doctrines of Christ, salvation, the Holy Spirit, sanctification, the church, and future things.	

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<b>BT303 SYSTEMATIC THEOLOGY I</b>	<b>3 HRS</b>
A study of prolegomena, bibliology, theology proper, and angelology (angels, demons, and Satan).	

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<b>BT304 SYSTEMATIC THEOLOGY II</b>	<b>3 HRS</b>
A study of Christology, pneumatology, anthropology, and hamartiology.	

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<b>BT403 SYSTEMATIC THEOLOGY III</b>	<b>3 HRS</b>
A study of soteriology (the doctrine of salvation), encompassing the Person and work of the Savior on the Cross.	

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<b>BT404 SYSTEMATIC THEOLOGY IV</b>	<b>3 HRS</b>
A study of ecclesiology and eschatology, the doctrine of the church, and the doctrine of the last things.	

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<b>BT410 TOPICS IN BIBLICAL THEOLOGY</b>	<b>1-3 HRS</b>
An opportunity to explore theological issues of special interest or concern. This course counts as a biblical theology elective. Subject matter varies depending on faculty expertise and student interest. (Prerequisite: Approval of Division Chair, Professor, and Provost)	

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## **THEOLOGICAL STUDIES, PHILOSOPHY OF RELIGION**

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<b>BP102 CHRISTIAN ETHICS</b>	<b>2 HRS</b>
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A study of the spiritual life standards of the Scriptures, which are basic to correct Christian conduct and effective Christian service.

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<b>BP411 HISTORY OF CHRISTIAN THOUGHT</b>	<b>3 HRS</b>
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Readings of leading Christian writers and discussion of pivotal concepts throughout Christian history. (Identical with GY411)

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<b>BP412 SENIOR SEMINAR</b>	<b>1 HR</b>
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A capstone course reviewing key doctrines, philosophies, methods, and essential skills with an emphasis on integrating a Christian worldview into particular fields of study. This course culminates in the presentation and evaluation of a program specific portfolio/project.

## **THEOLOGICAL STUDIES, HISTORICAL STUDIES**

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<b>BC302 BAPTIST HISTORY</b>	<b>3 HRS</b>
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An investigation of the origin and onward march of Baptist principles including the birth, development, and nature of Baptist groups and denominations.

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<b>BC303 HISTORY OF CHRISTIANITY I: TO THE MODERN AGE</b>	<b>3 HRS</b>
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A survey of the development of the Christian Church from its inception at Pentecost through the fifteenth century. The course will begin with a strong look at the patristic period, continue with the early medieval, and then special emphasis will be placed on figures, movements, and theological conflicts that led up to the age of Protestant Reformation.

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<b>BC305 HISTORY OF CHRISTIANITY II: POST REFORMATION</b>	<b>3 HRS</b>
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A survey of the modern period, beginning with the Protestant and Radical Reformations, continuing into the twenty-first century. Special emphasis will be placed on figures and movements of dissent that led up to the Christianization of Europe and the western expanse of the church into the New World. There will also be a strong emphasis on the impact of Christianity on the Western world politically, culturally, etc.

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<b>BC306 AMERICAN CHRISTIANITY</b>	<b>3 HRS</b>
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A survey of the Christian groups and movements appearing in North America from the colonial period into the present. Individuals, ideas, institutions, and issues relative to the historical and theological development of Christianity in the United States are included. A significant focus will be on Puritanism, Evangelicalism, Fundamentalism, and the American emphasis on Christianity in law, culture, and government.



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## **PRACTICAL THEOLOGY**

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### **PT101 EVANGELISM**

**2 HRS**

A study of the biblical mandate for evangelism, emphasizing the strategies used in both personal and group situations. The course includes a study of basic soteriology (the essential elements of the Gospel) and an introduction to discipleship.

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### **PT202 CHURCH EDUCATION**

**3 HRS**

An introduction to Christian education dealing with the practical implication of research in these areas: (1) local church educational ministry to children nursery age through 6<sup>th</sup> grade, (2) local church educational ministry to youth between grade 7 and grade 12, (3) local church educational ministry to young adults through senior adult age, (4) educational leadership in the local church including administration, curriculum selection, recruitment, training and retention of volunteers.

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### **PT301 HOMILETICS**

**3 HRS**

A course treating preparation and delivery of sermons. Examination is made of the three traditional sermon types: topical, textual, and expository. Class messages are required and constructive criticism given. (Prerequisite: GS201)

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### **PT302 EXPOSITORY PREACHING**

**2 HRS**

A practical attempt to train expository preachers. A simple, workable method of expository sermon preparation is used for written and oral sermon. (Prerequisite: PT301)

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### **PT401 PASTORAL COUNSELING**

**3 HRS**

A course to instruct students in the principles of pastoral counseling and familiarize them with the various problems requiring counsel that may be encountered in a pastoral ministry. (Prerequisite: GP202; CO301)

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### **PT402 CHURCH ADMINISTRATION**

**3 HRS**

A course dealing with principles for leading a local church: Leadership, church polity, church constitutions, parliamentary procedures, ordinations, and budgets.

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### **PT412 PASTORAL THEOLOGY**

**2 HRS**

A formulation and study of the life and labors, liberties and restrictions, and relations and obligations of the minister of the gospel. Areas studied include visitation, weddings, funerals, pastoral ethics, and decorum.

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### **PT414 PASTORAL INTERNSHIP**

**2 HRS**

A course designed to give the student practical experience in a pastoral ministry. The student, under supervision of University personnel, is placed in an intern relationship with a local pastor for 90 hours of direct involvement in church activity. Four student conferences with the professor are required to analyze the work done and to seek guidance. Detailed reports of the entire experience must be submitted to the professor.

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## **ALFORD SCHOOL OF MINISTRY**

### **CHURCH EDUCATION**

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#### **CE102 INTRODUCTION TO CHILDREN'S MINISTRY 1 HR**

An introductory study of what children's ministry is and what it does. This course will include an overview of the biblical mandate of ministering to children and their families and the vital importance of reaching the current generation while they are still young.

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#### **CE201 PHILOSOPHY OF CHRISTIAN EDUCATION 3 HRS**

A projected model of Christian education with its critical concepts of objectives, curriculum, methodology, and roles of teacher and learner. Relevant terms, philosophies and movements of the past and present will be compared and contrasted to the biblical model for Christian education. A comparison of Christian and public education will also be included in course content.

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#### **CE202 FOUNDATIONS OF CHILDREN'S MINISTRY 3 HRS**

This course is a broad introduction to the essentials of children's ministry. It includes an historical and biblical examination of the fundamentals which shape children and family ministries. Emphasis is placed on formation of a personal and biblical philosophy of children's ministry, management of the ministry setting and the basic evaluation of ministries, facilities and curriculum.

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#### **CE301 SHEPHERDING IN STUDENT MINISTRY 3 HRS**

A study of the essential qualifications and preparations of a youth leader in relationship to family, church, and teens. Consideration is also given to specific areas of ministry including evangelizing, discipling, teaching, counseling, working on the public school campus, promotion, and mission trips.

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#### **CE302 MATERIALS AND METHODS OF TEACHING CHILDREN 3 HRS**

This course will explore current creative methods of effectively communicating the Gospel on a level appropriate for children. Strategies will include illustrated sermons, object lessons, puppetry, storytelling techniques and the effective use of the latest technology. Attention will also be given to evaluating and implementing resources for effective children's ministry.

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#### **CE303 CHRISTIAN EDUCATION OF CHILDREN 3 HRS**

A course designed to aid students in the ministry of teaching Bible to children, preschool years through the elementary grades. Students will consider age-level characteristics, evangelism, developmentally appropriate methods, and biblical curriculum materials. During the latter half of the course, students will participate in both real and simulated teaching experiences.

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#### **CE304 CHALK ART FOR CHRISTIAN MINISTRY 2 HRS**

A hands-on approach to train beginning and advanced art students in the art of chalk drawing for effective Christian ministry. This course takes the student from the basics of art to presenting the Bible message by teaching basic chalk strokes, reflections, waves, trees, rocks, mountains, people, perspective, skies, and black light hidden scenes. The student will use these pictures to communicate clear and compelling biblical and gospel messages.

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**CE308 FIELD EXPERIENCE IN MINOR****2 HRS**

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A course providing an opportunity for the student to apply his/her skills gained through classes in a selected minor. A University supervisor in the minor field will work with the student individually to implement an appropriate list of practical experiences.

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**CE309 PHILOSOPHY AND PROGRAMMING IN STUDENT MINISTRY****3 HRS**

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A study of contemporary philosophies and program materials available for Student Ministry. Using scriptural principles, personal research, and class discussion, each student is required to develop a personal philosophy of ministry with students and guidelines concerning the selection and use of program materials. Each student will also participate in the ride-along program of the Winston-Salem Police Department during the in-depth unit on modern youth culture.

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**CE313 CHILDREN'S MINISTRY INTERNSHIP****2 HRS**

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A course designed to give the student "hands-on" experience. This course requires him to be placed in an intern relationship with a veteran children's pastor in a local church. Working under the supervision of that children's pastor, and still reporting to the course professor, the student structures his practicum around an assigned checklist of experiences which includes counseling, teaching, preaching, planning, visitation, and discipleship. While working through this checklist, the student is required to invest a minimum of 60 hours total. Students wishing to substitute an alternative children-related in practicum must receive permission from the Dean of the School of Bible and Theology.

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**CE401 ADMINISTRATION OF CHILDREN'S MINISTRY****3 HRS**

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This course is an in-depth examination of the management responsibilities of a leader of a children's ministry. Specific attention will include the pastoral care of children, the development of ministry budgets, service opportunities, promotion, nursery and preschool ministry, Vacation Bible School and camping ministry. Students have an opportunity to observe and evaluate area children's ministries and their facilities. Other issues, such as special needs students, CPR/First Aid certification, and legal and safety issues are also addressed.

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**CE402 CAMP MINISTRY****3 HRS**

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A course that considers the planning and use of church-related camping activities such as day camp, resident camp, backpacking, and retreats. Students plan and participate in two "hands-on" experiences: 1) an overnight camping trip for college-age students and 2) a weekend retreat for teens from selected local churches.

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**CE407 CHRISTIAN EDUCATION OF ADULTS****3 HRS**

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A fundamental examination of the church's ministry to adults. The study will include discussion of singles, handicapped, shut-ins and especially senior adults. (Seniors are the fastest growing segment of American society and are a resource that is often untapped.) A brief study of the origin, roles and functions of the family will also be included in the course content, particularly as they relate to the mission of the church.

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**CE409 METHODS AND TECHNIQUES OF TEACHING****3 HRS**

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A course designed to define, describe, and demonstrate a minimum of twenty different teaching methods. Students will demonstrate in class the use of each of these methods during the course of the semester. Another major component of the course is instruction in the proper preparation and use of both projected and non-projected visual aids. (Prerequisite: GS201)

A fundamental examination of the family (its origins, members, purposes, and roles in society and the church) from a distinctly biblical perspective. Practices and principles for promoting and maintaining Christian living in the home will be emphasized. Some “alternative” models for the family will also be discussed and evaluated in the light of biblical principles.

## **STUDENT MINISTRY INTERSHIPS**

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### **CE311 STUDENT MINISTRIES PARA-CHURCH INTERNSHIP**

3 HRS

A course designed to give the student “hands-on” experience. This course should usually be taken during the summer preceding the student’s senior year. It requires the student to be placed in an intern relationship with a veteran youth worker in a “like-faith” para-church organization. Working under the supervision of that youth leader, and still reporting to the course professor, the student structures the internship around an assigned checklist of experiences which includes counseling, teaching, preaching, planning, and discipling. Up to one quarter of the experience on this checklist will be host-defined according to the particular ministry hosting the internship. While working through this checklist, the student is required to invest a minimum of 15 hours a week for 8 weeks.

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### **CE312 STUDENT MINISTRIES LOCAL CHURCH INTERNSHIP**

3 HRS

A course designed to give the student “hands-on experience.” This course should usually be taken during the summer preceding the student’s senior year. It requires the student to be placed in an intern relationship with a veteran youth pastor in a local church. Working under the supervision of that youth pastor, and still reporting to the course professor, the student structures the internship around an assigned checklist of experiences which includes counseling, teaching, preaching, planning, visitation, and discipling. While working through this checklist, the student is required to invest a minimum of 15 hours a week for 8 weeks.

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### **CE316 STUDENT MINISTRIES RESIDENT CAMP INTERNSHIP**

3 HRS

This course is designed to help students develop expertise in a resident camp and in its organization and administration. Students are placed in an intern relationship with the camp director of a Christian camp, mutually acceptable to the University and the students, for a summer sometime prior to their senior year. They are responsible for working through a checklist of experiences and submitting a final summary report of their camp experiences. The camp director also makes monthly reports on each student’s performance.

## **ELECTIVES**

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### **CE307 CAMP COUNSELING**

3 HRS

The student spends a summer serving in the counseling training program of a Christian camp approved by the University.

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### **CE408 THE CHRISTIAN WOMAN**

3 HRS

A study of women in biblical perspective. Issues dealing with both single and married women are discussed. Emphasis is given to the Christian woman as a church worker, wife, and mother.

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### **CE412 SECONDARY BIBLE INTERNSHIP**

3 HRS

This is the capstone experience in the Secondary Bible Education minor. The student spends a minimum of 60 hours in a secondary classroom under the mentorship of an experienced Bible teacher; activities include observing lesson planning instructing, and assessing students. Evaluations will be conducted by both the cooperating teacher and one or more PIU professors.

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## **COUNSELING**

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### **CO301 COUNSELING I: THEORY AND METHODOLOGY** **3 HRS**

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A course designed to develop a biblical view of people and problems. A biblical model for how people function, how their problems develop, and what direction should be taken in addressing those problems will be discussed. The issues related to the Bible's authority over psychology will also be discussed. (Prerequisite: GP202)

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### **CO302 COUNSELING II: PROBLEMS AND PROCEDURES** **3 HRS**

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A course designed to make one aware of the process of moving a person from his/her present response to a biblical response. A conceptual model will be given in order for students to apply the theory already given. (Prerequisite: CO301)

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### **CO303 COUNSELING IN THE LOCAL CHURCH** **3 HRS**

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A course designed to help one evaluate and expand a current philosophy of church and ministry. Special consideration will be given to how counseling theory and skills can further the purpose of God in the context of the local church.

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### **CO308 FIELD EXPERIENCE IN MINOR** **2 HRS**

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A course providing an opportunity for the student to apply his/her skills gained through classes in a selected minor. A University supervisor in the minor field will work with the student individually to implement an appropriate list of practical experiences.

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### **CO401 MARRIAGE AND FAMILY COUNSELING** **3 HRS**

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A course providing an understanding of the biblical model of marriage and parenting with an effort to equip the student with a direction over contemporary issues facing the home. The student should be able to identify and give guidance in correcting family problems. One should then become aware of the complexity of issues that face the home.

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### **CO402 COUNSELING ADOLESCENTS** **3 HRS**

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A course discussing the unique dynamics facing adolescents will be the focus of this course. The underlying issues facing all adolescents will be evaluated in order to develop a biblical strategy for addressing these issues via a counseling ministry. A strategy for counseling the parents of the adolescent will also be discussed.

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### **CO404 COUNSELING AND THEOLOGY** **3 HRS**

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A course discussing basic relevant doctrines and demonstrating relationships demonstrated for counseling theories/methodologies.

## **MISSIONS**

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### **MI101 INTRODUCTION TO MISSIONS** **3 HRS**

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An introduction to the basics of missionary life and ministry, incorporating focused research, spiritual preparation, and practical experience.

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### **MI201 MISSIONARY LIFE EXPERIENCE** **2 HRS**

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An introduction to the basics of missionary life and ministry, incorporating focused research, spiritual preparation, and practical experience. Available to dual enrollment students as well as college students.

<b>MI301 TRENDS AND PROBLEMS IN MISSIONS</b>	<b>3 HRS</b>
A study of significant current trends and problems with emphasis placed on the missionary's responsibilities.	
<b>MI302 COMPARATIVE RELIGIONS</b>	<b>3 HRS</b>
A survey of the major non-Christian religions of the world and of the cults and heresies prevalent today. Particular note is taken of the deviation in the teaching of each when brought into relationship to and compared with revealed Christianity.	
<b>MI304 DISCIPLE MAKING &amp; CHURCH PLANTING IN NORTH AMERICA</b>	<b>3 HRS</b>
A study of relevant theories and practices as they relate to making disciples and planting churches in a North American context. Students will learn to develop a missional theology of making disciples and planting churches driven by contextually appropriate vision and biblically qualified values of gospel mission. Emphasis will be placed on examining the church planter's calling, character, and capabilities.	
<b>MI305 METHODS AND STRATEGIES IN NORTH AMERICAN CHURCH PLANTING</b>	<b>3 HRS</b>
A study of church planting models, methods, and strategies appropriate for a North American context. Students will learn to develop and implement a missional ecclesiology for leading new churches in making disciples and reproducing churches that will impact their projected contexts through the gospel. Emphasis will be placed on relevant church planting models, analyzing trends/demographics, networking with other churches/agencies, raising funds, and handling legal issues in a new church.	
<b>MI308 FIELD EXPERIENCE IN MINOR</b>	<b>2 HRS</b>
A course providing an opportunity for the student to apply his/her skills gained through classes in a selected minor. A University supervisor in the minor field will work with the student individually to implement an appropriate list of practical experiences.	
<b>MI311 MISSIONS INTERNSHIP</b>	<b>3 HRS</b>
An internship program placing the prospective missionary under the supervision of the University and an experienced missionary. On-the-field training giving practical experience for at least six weeks is required. Before the student departs, he/she will receive instruction and practice in selecting and applying to a mission board and in developing necessary elements for missionary support (a resume, a prayer card, a presentation, prayer letters, and a website). Every student must bring back a daily diary plus a weekly evaluation of his/her work. He/She will also bring back an evaluation by his/her field supervisor for the course. Upon return, the student will also be involved in a doctrinal review (preparing a doctrinal statement with a philosophy of missions) and a doctrinal examination. A prescribed number of books will be read. (Prerequisite: MI303 Cross Cultural Communications and Missionary Interrelationships must be taken before departing on the trip.)	
<b>MI403 PHILOSOPHY OF MISSIONS AND CHURCH PLANTING</b>	<b>3 HRS</b>
A study of the New Testament principles of establishing local churches at home and abroad with an emphasis on objectives and methods. Significant attention will be devoted to the philosophy behind both missions and church planting. The student will do research about and write a report(s) on a prospective mission field(s) and mission agency(ies).	
<b>MI405 CROSS CULTURAL COMMUNICATION</b>	<b>3 HRS</b>
<b>AND MISSIONARY INTERRELATIONSHIP</b>	

A study of communication methods and skills and their application to communicating across cultural barriers. An emphasis will be placed on missionary interrelationships (including family, fellow missionaries, and nationals). Case studies are analyzed and practical applications are made.	
<b>MI406 CULTURAL ANTHROPOLOGY</b>	<b>3 HRS</b>
Introduction to principles of cultural anthropology: race and culture, social organization and kinship, primitive religions, cultural dynamics, and cross-cultural communication.	
<b>MI407 CONTEXTUALIZATION IN NORTH AMERICAN MISSION</b>	<b>3 HRS</b>
A study of major issues at the intersection of theology, ecclesiology, missiology, and culture in a North American context. Students will learn to develop a missional philosophy of making disciples and planting churches through wisely engaging diverse contexts with the gospel. Emphasis will be placed on studying worldviews in a pluralistic culture, relating theology and culture to missionary practice, analyzing appropriate contextualization models, and making disciples in a post-Christian context.	
<b>MI408 NORTH AMERICAN CHURCH PLANTING PRACTICUM</b>	<b>3 HRS</b>
An internship program placing the prospective church planter under the supervision of the University, with an experienced North American church planter, and inside a church planting church. Students will engage in missional praxis that fosters disciple-making and church planting through on-field experience. The NACP program professor/director will help pair students with a church planting church or agency that fits their calling, character, capabilities, and context. Along with ministry assignments given by partnering church/agency, the student will complete and submit various assignments such as reading reports, a mission experience journal, and a church-planting prospectus. Monthly evaluation meetings with the NACP professor will be conducted in person or through videoconference. An evaluation of the student completed by the partnering church/agency leader will be submitted at the end of the practicum. The NACP 3 credit hour practicum should be 4-12 months long and online courses can be taken while on the field to complete degree. For students taking the Pastoral Studies minor, a 6 credit hour combined practicum will be completed over two semesters (minimum of 8 months). Prerequisite: MI304, MI305, and participating in at least one City Immersion Experience.	

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## **ELECTIVES**

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### **MI400 MISSIONARY BIOGRAPHY** 3 HRS

A course in which missionary biographies are studied, analyzed, compared, and applied to the student's life and ministry.

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### **MI410 TOPICS IN MISSIONS** 3 HRS

A course providing opportunities for students to explore missions topics of special interest. Subject matter may vary depending on faculty expertise and student interest. Potential topics are open air evangelism, cross-cultural evangelism, campus ministry, urban ministry, or Muslim evangelism.

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### **MI420 BASIC LINGUISTICS AND LANGUAGE LEARNING** 3 HRS

An introduction to the study of human language. Emphasis will be given to the study of articulatory phonetics. The course will be taught with the goal of preparing the student to learn another language within the context and culture of speakers of that language.

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### **MI430 READING AND RESEARCH IN MISSIOLOGY** 2 OR 3 HRS

Option A: Assignments given in accordance with the student's interests and needs. Those assignments are monitored and completed for evaluation at the campus setting. Reading and research constitute the criteria for course credit.

Option B: The student is involved in a missions focused field experience utilizing a hands-on approach. The professor assigns a research project based upon the field experience.

## **NONPROFIT MANAGEMENT**

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### **NM201 MARKETING, FUNDRAISING, AND PUBLIC RELATIONS** 3 HRS

An examination of basic principles in marketing, fundraising, and public relations as they apply to ministries and other nonprofit organizations. The curriculum will explore theories, best practices, and strategies for communication, publications, campaigns, and donor cultivation. Attention will also be given to specialized techniques related to planned giving and foundation grants.

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### **NM202 FINANCIAL MANAGEMENT AND LEGAL ISSUES** 3 HRS

An overview of basic financial and legal issues as they relate to nonprofit organizations. Special emphasis is given to financial reporting, budgeting, investments, asset management, planning, risk assessment, audits, IRS compliance, and obtaining/maintaining tax-exempt status.

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### **NM301 HUMAN RESOURCES MANAGEMENT** 3 HRS

An in-depth look at human resource management in ministry environment. Topics include planning, recruiting, benefits, performance appraisals, training/development, and terminations. Special attention is given to current regulatory guidelines.

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### **NM302 ORGANIZATIONAL BEHAVIOR** 3 HRS

A study of various organizational issues in the nonprofit sector with an emphasis on the behavior of people within those structures. Special attention is given to employee motivation, leadership, change management and organizational conflict.



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**NM401 STRATEGIC MANAGEMENT AND GOVERNANCE****3 HRS**

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An examination of strategic planning concepts and responsibilities. Much emphasis is given to the roles of board members and executive officers, especially as those roles relate to mission/vision statements, policies, objectives, planning, and assessment. Leadership and management topics are explored and contrasted.

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**NM402 MANAGEMENT INFORMATION SYSTEMS****2 HRS**

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A hands-on study of how technology is used to connect basic data with management needs. Emphasis is on the proper collection, structure, preservation, and reporting of organizational data for churches and other ministries. Students will learn the difference between spreadsheets and databases and how each are used to store, update, secure, and examine various forms of information. Special attention is given to Web 2.0 concepts and organizational intelligence.

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**NM403 PRACTICUM****1 HR**

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Practical experience is required of all students who do not have at least one year of direct experience in the management of a nonprofit organization. The experience must include supervision, assessment, human resources and budget management. Each student must locate an opportunity to gain this experience for at least twelve weeks and receive approval from the instructor. Weekly reports, interviews, and assessments from the supervisor are used to evaluate the student's performance.

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**NM404 EXPERIENCE PORTFOLIO****1 HR**

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Students who have at least two years of significant experience in the management of a nonprofit organization may qualify to use this option in order to satisfy the practicum requirement. Past experience must include supervisory responsibilities, assessment, human resources and budget management. A comprehensive portfolio will be developed during the course in order to document experiences and accomplishments. Students must be granted written permission from the instructor or Dean of the School of Ministry in order to qualify for this option.

## **SCHOOL OF ARTS AND SCIENCES**

### **ENGLISH**

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**GE091 BASIC ENGLISH****3 HRS**

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A course designed to bring the student up to the level of accomplishment necessary for University English grammar. English grammar in a written context is emphasized. Credit is not applicable towards program completion. A student must complete the course with a minimum of "C."

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**GE101 ENGLISH COMPOSITION I****3 HRS**

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A course in essay writing which balances technical skills and rhetorical theory with a variety of readings.

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**GE102 ENGLISH COMPOSITION II****3 HRS**

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A continuation of GE101 with emphasis on research writing. The course also emphasizes the analysis and practice of argumentation and other rhetorical strategies. The [MLA Handbook](#) is the style guide. (Prerequisite: GE101)

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<b>GE301 EDITING, PUBLICATION, AND TECHNICAL WRITING</b>	<b>3 HRS</b>
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Instruction in professional communication skills. Emphasis is placed on research, textual analysis, argumentation, editing skills, and publication procedures.

<b>GE308 FIELD EXPERIENCE IN MINOR</b>	<b>2 HRS</b>
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A course providing an opportunity for the student to apply his/her skills gained through classes in a selected minor. A faculty member in English works with the student individually to implement an appropriate list of practical experiences.

## **LITERATURE**

For literature courses, see Secondary English Education listings.

## **FINE ARTS**

<b>GF102 SURVEY OF FINE ARTS (ART)</b>	<b>1 HR</b>
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A course introducing historical perspectives on the development of the visual arts, including a study of representative works of various historical style periods and pointing the student toward expansion of aesthetic response.

<b>GF104 SURVEY OF FINE ARTS (MUSIC)</b>	<b>2 HRS</b>
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A course introducing historical perspectives on the development of music, including a study of representative works of various historical style periods and pointing the student toward expansion of aesthetic response.

<b>GF106 SURVEY OF FINE ARTS</b>	<b>3 HRS</b>
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A course introducing historical perspectives on the development of the visual arts and music, including a study of representative works of various historical style periods and pointing the student toward expansion of aesthetic response.

<b>GF201 THEATRE PERFORMANCE</b>	<b>1 HR</b>
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An introduction to modern acting styles and improvisation. The student will contribute to a performance of a theatrical production. The course may be repeated for credit.

## **FOREIGN LANGUAGES**

<b>GL201 SPANISH I</b>	<b>3 HRS</b>
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An introduction to the grammar and pronunciation of the Spanish language within a cultural context. Listening, speaking, reading, and writing skills.

<b>GL202 SPANISH II</b>	<b>3 HRS</b>
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A continuation of GL201, focusing on the grammar and vocabulary of the Spanish language within a cultural, historical, and literary context. Students will continue to become more proficient in listening, speaking, reading, and writing skills.

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## HISTORY

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### GH101 SURVEY OF WORLD HISTORY I

3 HRS

A survey of the ancient Asian, African, and near Eastern civilizations, giving special emphasis to their social, cultural, and religious development. The course culminates in a study of western civilization from its Greco-Roman roots through the era of the Renaissance.

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### GH102 SURVEY OF WORLD HISTORY II

3 HRS

A continuation of GH101. The emphasis is on Western Europe from the sixteenth century to the present, focusing on Europe's growth to worldwide dominance. Nationalism, colonialism, revolutions, political systems, and intellectual patterns of emerging European civilizations are studied.

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### GH201 UNITED STATES HISTORY TO 1865

3 HRS

A survey of the growth and development of the American nation from its beginning through the Civil War era. American political institutions, social and cultural character, economic patterns, and religious life are studied in context.

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### GH202 UNITED STATES HISTORY SINCE 1865

3 HRS

A survey of the developments in the United States from the era of Reconstruction to the present. The issues of industrialization, urbanization, reform movements, depressions, world wars, and international relations are surveyed in the course.

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### GH204 AMERICAN GOVERNMENT

3 HRS

A study of the American political system with emphasis on the theory and practice of government. Topics include the Constitution, federalism, the three branches of government, civil rights, and liberties. The role of the Christian in the American political process will also be integrated into the course content.

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### GH301 CULTURAL GEOGRAPHY

3 HRS

A course presenting human social institutions as they exist in various cultures. Introductory topics include physical, regional, and political geography. Further study in economic and cultural geography is incorporated into a comprehensive evaluation of current world events.

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### GH308 FIELD EXPERIENCE IN MINOR

2 HRS

A course providing an opportunity for the student to apply his/her skills gained through classes in a selected minor. A faculty member in history works with the student individually to implement an appropriate list of practical experiences.

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### GH401 TOPICS IN HISTORICAL RESEARCH

3 HRS

A course designed to explore historical issues of special interest and concern. Subject matter varies depending on faculty expertise and student interest.

Mathematics and Computer Science

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## MATHEMATICS AND COMPUTER SCIENCE

GC091 DEVELOPMENTAL MATH PLUS	2 HRS
An in-depth review of basic concepts in math for students, concepts recommended by the Academic Review Committee. Included are the general math operations and the rules that undergird college algebra and informal geometry. Credit is not applicable towards program completion.	
GC092 DEVELOPMENTAL MATH	2 HRS
A review of the basic concepts in math needed to ensure a proper foundation prior to taking college math. Included are the general math operations and the rules that undergird college algebra and informal geometry. Credit is not applicable towards program completion.	
GC100 INTRODUCTION TO COMPUTERS	1 HR
A course providing basic instruction in the areas of word processing, spreadsheet, presentation, and basic website publishing. Students will work in both the Google Apps for Education and the Microsoft Office suites. Both Windows and Macintosh computers may be used in this course.	
GC103(A-D) INTRODUCTION TO COMPUTERS (TECHNOLOGY IN MINISTRY)	1 HR
A course introducing students to various uses for technology in ministry. Selected emphases may include Bible software (Logos), worship software, administrative software, and website based ministry resources.	
GC111 MATHEMATICS SURVEY	3 HRS
A study of the fundamental concepts of mathematics. Included are basic concepts of algebra, standards of measurement, intuitive geometry, consumer mathematics, probability, and statistics.	
GC203 COLLEGE ALGEBRA	3 HRS
A review of elementary algebra, equations, inequalities, relations, functions, graphing, complex numbers, polynomial, and rational functions.	
GC205 CALCULUS I	4 HRS
A study which includes limits, differentiation, anti-derivatives, curve sketching, maxima, minima, and points of inflection.	
GC206 CALCULUS II	4 HRS
A continuation of GC205 including a study of the integration of indefinite and definite integrals, areas under curves, volumes, logarithmic, exponential, and trigonometric functions. (Prerequisite: GC205 or its equivalent)	
GC301 LINEAR ALGEBRA	3 HRS
A study of the systems of linear equations, matrices, vector spaces, and linear transformations.	
GC308 FIELD EXPERIENCE IN MINOR	2 HRS
A course providing an opportunity for the student to apply his/her skills gained through classes in a selected minor. A University supervisor in the minor field will work with the student individually to	

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implement an appropriate list of practical experiences.

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#### GC401 STATISTICS/SPECIAL TOPICS

3 HRS

A study of probability models, conditional probability, elements of combinatorial math, random variables, discrete and continuous probability distributions, expectations, random sampling, statistics, estimation, and confidence levels. A study of specialized topics in mathematics will also be included. Topics will vary.

### MUSIC

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#### GM102 MUSIC INTRODUCTION

3 HRS

An emphasis on the foundations of music, with an introduction of conducting patterns, and instruments of the orchestra.

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#### GM201 SURVEY OF AMERICAN MUSIC

3 HRS

A survey of American Music from the pilgrims through the 20<sup>th</sup> century. Music studied includes vernacular, classical, jazz, popular, and sacred music. Class work correlates with outside listening to recorded performances of music from various periods, styles, and composers.

### PHILOSOPHY (SEE ALSO PHILOSOPHY OF RELIGION)

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#### GY411 HISTORY OF CHRISTIAN THOUGHT

3 HRS

Readings of leading Christian writers and discussion of pivotal concepts throughout Christian history. (Identical with BP411)

### PSYCHOLOGY

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#### GP202 GENERAL PSYCHOLOGY

3 HRS

An introduction to the psychology of human behavior, with a special regard for the Christian viewpoint in the field of psychology. The student is introduced to the regularities and irregularities of mental development in such a way as to enable him/her to arrive at wholesome interpretation of, and approach to, life's process.

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#### GP302 HUMAN GROWTH & DEVELOPMENT

3 HRS

A study of the development of personality in childhood. Attention is given to the child's psychological equipment and learning processes. Adequate guidance and wise direction of the young child, along with satisfactory child-adult relations, is emphasized. (Identical with ED302)

### SCIENCE

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#### GC207 SURVEY OF PHYSICAL SCIENCE

3 HRS

A course introducing the nature and origin of matter, energy, and physical processes. Included is a general overview of geology, astronomy, meteorology, and environmental concerns. (The math requirement should be completed before or taken concurrently with GC207. Lab required.)

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#### GC208 GENERAL BIOLOGY SURVEY

3 HRS

A survey of the more essential and practical facets of cell biology, botany, zoology, and physiology, with integration of biblical and scientific concepts of life and its function. A required lab is designed to

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acquaint the student with basic laboratory and microscope techniques.

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## GC307 ORIGINS

3 HRS

A course devoted to the study of origins from a literal day perspective and to the place of creation in a biblical worldview. Students will examine the scriptural support and the scientific evidence of creation from such fields as chemistry, physics, biology, astronomy, genetics, and geology. Special topics in this course include the theory of evolution, the propositions of Intelligent Design, the Genesis Flood, and legal issues concerning the evolution/creation debate. Students will also find this course beneficial for their understanding in the area of biblical apologetics.

## SOCIAL SCIENCE

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## GO302 INTRODUCTION TO SOCIOLOGY

3 HRS

A course concerned with behavior patterns. Society's patterns are examined in the light of the Bible with the centering of attention on Christian responsibility.

## SPEECH

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## GS201 PRINCIPLES OF SPEECH

3 HRS

A practical study of the art and skills involved in speaking, with emphasis upon voice production, voice development, and basics of platform manner. Included is practice in delivering various types of speeches.

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## GS301 ADVANCED SPEECH

3 HRS

A combination of public speaking and the art of interpretive speech with an emphasis on performance.

## STUDY TECHNIQUES

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## GT080 LANGUAGE SKILLS II

2 HRS

A tutorial serving as a continuation of Reading and Study Strategies. Credit is not applicable towards program completion.

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## GT090 METHODS OF BIBLE STUDY

2 HRS

A developmental course designed to improve the student's reading and critical thinking skills in an academic environment that fosters spiritual and character growth. Credit is not applicable towards program completion.

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## GT100 STUDENT LIFE SEMINAR

1 HR

An orientation course, distinctively biblical, that equips students to discover effective learning strategies as they begin their journey towards a certificate or degree. The content is designed to enrich relationships among many campus constituents, implement quality time management principles, and provide technology that will improve student efficiency inside and outside the classroom (student information system, apps, cloud based, researched based, and collaborative tools). The course culminates with a Life Plan Project, which will enhance a student's self-awareness and will help them determine short-range plans based on long term goals.

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## MUSIC

MC103 BEGINNING PIANO I	1 HR
A study of the fundamentals of music and simple piano repertoire for basic keyboard musicianship. Lab fee.	
MC104 BEGINNING PIANO II	1 HR
A study of chords and easier piano repertoire to further develop basic keyboard musicianship. Lab fee.	
MC105 INTERMEDIATE PIANO I	1 HR
The study and development of early intermediate piano literature and related musicianship skills. Lab fee.	
MC106 INTERMEDIATE PIANO II	1 HR
The study and development of late intermediate piano literature and related musicianship skills. Lab fee.	
MC107 HYMNPLAYING I	1 HR
The study of the art of improvisation for congregational singing of four-part hymns, gospel songs, and choruses. The course includes chording with primary chords, short fill-ins, and harmonic expansion. Lab fee.	
MC108 HYMNPLAYING II	1 HR
The study of the art of improvisation for congregational singing of four-part hymns, gospel songs, and choruses. The course includes chording, arpeggiation, transposition, and basic prelude and offertory arranging. Lab fee.	
MC109 BEGINNING GUITAR	1 HR
Beginning guitar musicianship developed through playing well-known tunes, basic chords, bar chords, various forms of accompaniment, and melody/chord combinations. Reading music is emphasized. No experience required. Lab fee.	
MC110 INTRODUCTION TO CLASSICAL GUITAR	1 HR
A course emphasizing the fundamentals: guitar and hand positions, picking using the thumb and first three fingers, scales, and reading music. Some guitar experience preferable. Lab fee.	
MC112 MUSIC THEORY I	3 HRS
A study of the fundamental elements of music – melody, harmony, rhythm, timbre, texture, dynamics, and form – and their interaction through both aural and visual analysis. The study of chords includes emphasis on types of primary triads, inversions, and voice leading principles. Notation software is introduced. (Prerequisite: successful completion of Music Theory Entrance Exam)	
MC113 MUSIC THEORY II	3 HRS
An application of the fundamentals studied in Music Theory I. Four-part writing in major and minor keys using both primary and secondary triads is emphasized. Further study includes emphasis on chord progression, proper use of seventh chords and secondary functions. Notation software is utilized. (Prerequisite: MC112)	

<b>MC114 AURAL SKILLS I</b>	<b>1 HR</b>
Instruction in aural identification of major and minor scales, intervals, chords, rhythms, and melodies. Studies correspond with Music Theory I.	
<b>MC209 ELEMENTS OF CONDUCTING</b>	<b>1 HR</b>
A study of techniques for conducting congregational and sacred choral music. Hymns, gospel song arrangements, and easy anthems appropriate for church and school choirs are studied and assigned for student practice. Style, interpretation and rehearsal techniques are studied.	
<b>MC212 MUSIC THEORY III</b>	<b>3 HRS</b>
A study of modulatory techniques, mode mixture, Neapolitan chords and augmented sixth chords. Notation software utilized. (Prerequisite: MC113)	
<b>MC213 AURAL SKILLS II</b>	<b>1 HR</b>
A continuation of Aural Skills I. Note-to-note and chord-to-chord relationships and longer patterns are drilled in class and with software. Studies correspond with Music Theory II. (Prerequisite: MC114)	
<b>MC214 AURAL SKILLS III</b>	<b>1 HR</b>
Aural drill in singing and notating longer and more complex melodies and harmonies at first sight or hearing. Studies correspond with Music Theory III. (Prerequisite: MC213)	
<b>MC304 CHURCH MUSIC METHODS</b>	<b>3 HRS</b>
A study of methods and techniques for building, directing and maintaining children, youth, adult and senior adult choirs. Includes a survey of music for the graded choirs from various publishers.	
<b>MC307 ADVANCED CONDUCTING</b>	<b>2 HRS</b>
A study of techniques for conducting congregational and sacred choral music. Standard choral literature is assigned for student practice. Tone, diction, style, interpretation, and rehearsal techniques are studied. For music majors and minors.	
<b>MC311 MUSIC THEORY IV</b>	<b>3 HRS</b>
Enharmonic use of chords, extended harmonies, and modal influences are studied. Includes an introduction of twentieth century music including serial procedures. (Prerequisite: MC212)	
<b>MC313 AURAL SKILLS IV</b>	<b>1 HR</b>
Aural drill in singing or notating longer and more complex melodies and harmonies at first sight or hearing. Studies correspond with Music Theory III. (Prerequisite: MC214)	
<b>MC314 WORSHIP LEADERSHIP SEMINAR</b>	<b>1 HR</b>
A course designed to teach the student current music technology, and development and rehearsal techniques of the worship team. (Prerequisite GC103)	
<b>MC401 FORM AND ANALYSIS</b>	<b>2 HRS</b>
A course developing the basic skills needed to provide structural analysis of music with emphasis placed on the analysis of phrase structure and the important structural principles within binary, ternary, sonata, rondo, variation, and imitative forms. (Prerequisite: MC311 Music Theory IV, MC 313 Aural Skills IV)	



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MC402 CHURCH MUSIC ORGANIZATION AND ADMINISTRATION	2 HRS
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A thorough study of the scriptural purpose of music in the church. Organizational techniques and resources for effective music ministry are applied in local worship settings. Includes field experience.

MC403 HISTORY OF MUSIC I	3 HRS
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A survey of music history and literature from ancient times to 1750. Class work correlates with outside listening to recorded of music from various periods, styles, and composers.

MC405 HISTORY OF MUSIC II	3 HRS
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A survey of music history and literature from 1750 to the present. Class work correlates with outside listening to recorded and music from various periods, styles, and composers.

MC407 HYMNOLOGY	2 HRS
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The study of hymns from three perspectives: first, as they relate to literature, music, scripture, and theology; second, as they have evolved in history and in various cultures; and third, as they relate to the church's tasks of proclamation, worship, education, and ministry.

MC408 CHURCH MUSIC ORGANIZATION	1 HR
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A student-directed worship service incorporating guitar, voice, keyboard and other instruments. This project is supervised by a music faculty member and is to be completed in a cooperating local church. (Prerequisite: MC314)

MC409 CHURCH MUSIC INTERNSHIP	2 HRS
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A course which provides practical experience in music ministries. The course design will reflect individual student goals. The student is jointly responsible to a qualified supervisor in one local church as well as a faculty member of the University. (Prerequisite: MC304)

## MUSIC EDUCATION

MS101 BASIC PIANO SKILLS I	1 HR
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A course to develop functional proficiency in piano which includes instruction in keyboard basics, intervals, time signature, dynamics, major and minor key signatures, major and minor triads through sight reading, repertoire, harmonization, transposition and ensemble playing. Paced for music majors. Lab fee.

MS102 BASIC PIANO SKILLS II	1 HR
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A course to develop functional proficiency in piano which includes instruction in chord qualities, major scales and arpeggios, function of the subdominant, dominant, and dominant seventh chords in root and inversion through sight reading, repertoire, harmonization, transposition and ensemble playing. Paced for music majors. (Prerequisite: MS101 or audition) Lab fee.

MS103 BASIC VOICE SKILLS I	1 HR
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A course to develop a basic proficiency in voice. Emphasis will be placed on vowel position, breath control, and diction. Lab fee.

<b>MS104 BASIC VOICE SKILLS II</b>	<b>1 HR</b>
A course to enhance fundamental vocal skills. Emphasis will be placed on vowel position, breath control, diction, and performance technique. (Prerequisite: MS103 or audition) Lab fee.	
<b>MS201 BASIC PIANO SKILLS III</b>	<b>1 HR</b>
A course to develop functional proficiency in piano which includes instruction in minor, harmonic minor and major scales and arpeggios, function of the supertonic and submediant chords in root and inversion through sight reading, repertoire, harmonization, transposition and ensemble playing. Paced for music majors. (Prerequisite: MS102 or audition) Lab fee.	
<b>MS202 BASIC PIANO SKILLS IV</b>	<b>1HR</b>
A course to develop functional proficiency in piano which includes instruction in harmonic minor scales and arpeggios, function of seventh chords in root and inversion, modes, use of other scale structures such as chromatic, whole-tone, and Blues, through sight reading, repertoire, harmonization, transposition and ensemble playing. Paced for music majors. (Prerequisite: MS201 or audition) Lab fee.	
<b>MS204 BRASS AND PERCUSSION CLASS</b>	<b>1 HR</b>
A study of the fundamentals of playing and teaching brass and percussion instruments. Students will learn to play a brass instrument and snare drum. (Prerequisite: Music Education major)	
<b>MS205 WOODWIND AND STRING CLASS</b>	<b>1 HR</b>
A study of the fundamentals of playing and teaching woodwinds and stringed instruments. Students will learn to play a woodwind and stringed instrument. (Prerequisite: Music Education major)	
<b>MS315 CHORAL METHODS</b>	<b>1 HR</b>
A study of vocal teaching techniques for grades 6-12. The course includes the organization of a choral music curriculum for the secondary level.	
<b>MS403 ELEMENTARY MUSIC EDUCATION</b>	<b>3 HRS</b>
A study of contemporary music education methods and materials appropriate to the elementary music curriculum K-5 school level. Skills in playing classroom instruments are developed. Students will teach several lessons. (Prerequisite: Admission to Teacher Education; must precede MS422)	
<b>MS405 INSTRUMENTAL METHODS</b>	<b>2 HRS</b>
The pedagogical methods used for teaching orchestral instruments. Emphasis will be on teaching beginners proper techniques for playing the instruments. Basic arranging and band/orchestra program development is included.	
<b>MS421 EDUCATION PRACTICUM</b>	<b>1 HR</b>
This course includes readings, participation, research, and discussions of such topics as classroom management and discipline, lesson plans, grading, and effective teaching. All who student teach must take the practicum in the fall prior to student teaching. (Prerequisite: Admission to the School of Education and approval for Student Teaching)	

A culminating experience in the music education program. This course includes pre-observation prior to full-time participation and teaching in the music program of a local school under supervision of a qualified music teacher and a University supervisor. Generally involves teaching either the elementary or secondary levels, but not both; students may indicate their preference to University supervisors. (Prerequisite: Admission to the School of Education and completion of scheduled education and music courses) Special fee.

## ENSEMBLES

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ME101-402 CHORALE1 HR

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The official choir of PIU. The group functions mainly on campus, singing periodically in chapel services and at other all-school events. Repertoire includes hymn arrangements, anthems, and gospel songs as well as other standard choral literature. The course fulfills the ensemble requirement for students whose proficiency is voice, piano, or organ. Open to all students.

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ME111-412 INSTRUMENTAL ENSEMBLE1 HR

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(Must have sufficient number of students to cover instrumentation for course to be offered.)

The study and performing of orchestral music literature based on particular student instrumentation, including independent and coached preparation. The course fulfills the ensemble requirement for students whose proficiency is a woodwind, brass, or stringed instrument. Open to all students.

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ME141-442 CHAPEL BAND1 HR

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Participation the Chapel Band which performs for all chapel services as well as other venues. An audition is required to be selected for the Chapel Band. Students must be able to attend all rehearsals and all chapel services.

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ME151-452 GUITAR ENSEMBLE1 HR

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The study and performance of literature for guitar ensemble. Guitar Ensemble is open to anyone based on an audition with the guitar professor.

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ME161-462 HIS PROCLAIMERS1 HR

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An auditioned musical ministry team which represents the University at collegiate functions, fall and spring performances, and more extended touring of area churches. The mixed, vocal ensemble is open to all students. One hour elective credit per semester.

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## PERFORMANCE STUDIES

M\_111-M\_432 PERFORMANCE STUDIES

1 OR 2 HRS/SEMESTER

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A program of studies designed to develop the student's skill in performing either in voice, piano, or an orchestral instrument. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development. Students taking Performance Studies for credit must attend a weekly Performance Class and take a final exam before appropriate music faculty in addition to their private lesson for each semester of study. Students may receive credit for only one course level per semester.

### Performance Studies – Primary Instrument

Music degree students are expected to maintain continuous enrollment in Performance Studies in one primary instrument until all recital requirements are successfully completed. All students with a major in Music and Music Education must earn a grade of "C" in each course of the primary instrument. If a grade of a "D" or lower is earned, the student must repeat the course.

Students who are not majoring in music may study on a preparatory level without recital requirements. Students in the music minor program present a quarter recital (approximately 20 minutes) at the conclusion of five semesters of Performance Study.

Students in the B.S. Music Education program are expected to develop a functional proficiency in a primary instrument through a study of appropriate sacred and secular music. A quarter recital is required in the junior year, and a half recital is required in the senior year.

Students in the BA Music major program are expected to develop an advanced proficiency in their applied area. Additional work emphasizing advanced repertoire and technique culminates in a half recital in the junior year and a full recital in the senior year. Lab fee.

NOTE: See the following page for course numbers.

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## GUITAR

Guitar musicianship is developed by an emphasis on the basics: reading music, scales, chords, and guitar and finger positions. Students will learn advanced scales and play through the range of the guitar. Classical style playing is developed, enabling the student to play hymns, folk tunes, and classical music. Applied Guitar is offered only at the preparatory level and for elective credit only. No guitar majors/minors. Applied classical guitar is offered as a primary performance study for the degrees in church music and music education. Classical guitar is offered also in the music minor and worship leadership minor as well as an elective credit. Lab fee.

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## PIANO/ORGAN

A set of courses designed to develop facility in keyboard techniques and a repertoire of sacred and art literature. Assignments are made in consideration of each student's particular background and ability. Lab fee.

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## SECONDARY SKILLS

B.A. Church Music and B.S. Music Education majors are also required to develop complementary musicianship skills. Secondary skill requirements are determined following entrance evaluations. Typically, students whose primary instrument is voice will study piano, and students whose primary instrument is not voice will study voice and/or piano. Lab fee waived upon request when Primary Instrument Fee is assessed.

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VOICE

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Private voice instruction including care and use of the voice, proper tone production, breathing, diction, and interpretation. A representative repertoire from sacred and secular art song literature, oratorio, arias, foreign language songs, spirituals, and gospel songs will be assigned.

ORCHESTRAL INSTRUMENTS

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Students with a background and interest in particular orchestral instrument will be placed with a teacher who will guide them through a program of courses designed to achieve a level of skill development especially as it relates to the classical and sacred repertoire representative of the chosen instrument.

PERFORMANCE STUDIES COURSE NUMBERS

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Music Minor, Worship Leadership Fine Arts Elective	Music Education Majors	Church Music Majors
M_111, M_112	M_121, M_122	M_131, M_132
M_211, M_212	M_221, M_222	M_231, M_232
M_311, M_312	M_321, M_322	M_331, M_332
M_411, M_412	M_421, M_422	M_431, M_432

MA = Saxophone	MH = Harp	MR = Trombone
MF = Flute	MM = Other	MO = Organ
ML = Clarinet	MN = Violin	MT = Trumpet
MG = Guitar*	MP = Piano	MV = Voice

\* Applied Guitar for elective credit and Worship Leadership minor only. No guitar majors.

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# MOORE SCHOOL OF EDUCATION

## PROFESSIONAL STUDIES

ED201 FOUNDATIONS OF EDUCATION	3 HRS
<p>This is the first education course for all teacher education majors. It examines the biblical, historical, philosophical, sociological, and legal foundations of education. It scans current trends and issues while introducing students to the profession of being a teacher and the process of becoming a graduate in the teacher education program. A number of assigned observations are required in local schools.</p>	
ED202 EARLY FIELD EXPERIENCE	1 HR
<p>An opportunity for students to observe and work in both Christian and public school settings for a designated number of hours over the course of a spring and fall semester. The Program Supervisor approves selection of schools in advance. During this course, students must take the PRAXIS CORE Pre-Professional Skills Test (PPST).</p>	
ED203 DIVERSE LEARNERS	3 HRS
<p>A survey course of issues related to diverse learners, including learning disabilities, mental disabilities, behavioral/emotional disabilities, visual, hearing, speech, and physical disabilities. Current trends, laws, services, instructional strategies and assessments for diverse learners in the regular classroom are discussed. Fieldwork is required.</p>	
ED301 EDUCATIONAL PSYCHOLOGY	3 HRS
<p>A course specializing in the field of traditional and contemporary educational theory. It examines the teaching and learning strategies associated with several domains, including the cognitive, affective, behavioral, and psychomotor. It also examines several significant classroom issues, including student discipline, motivation, and assessment. Prerequisite: Admission to the Moore School of Education</p>	
ED302 HUMAN GROWTH AND DEVELOPMENT	3 HRS
<p>A study of the development of personality in childhood through adolescence. Attention is given to the child's psychological equipment and learning processes. Adequate guidance and wise direction of the young child along with satisfactory child-adult relations are emphasized.</p>	
ED303 EDUCATIONAL ASSESSMENTS	3 HRS
<p>This course addresses the various statistical measures and assessments used by teachers. Topics of study include strategies for assessment, types of assessments and assessment items, statistical measures in a school setting, and interpreting standardized test scores. Prerequisite: Admission to the Moore School of Education</p>	
ED305 EDUCATIONAL TECHNOLOGY	3 HRS
<p>This course surveys the strategies and methods for using various educational technologies and supporting resources. The course emphasizes technology used by both the teacher and the students for research, support, creation, presentation, and assessment of learning using established standards from the International Society for Technology in Education. Prerequisite: Admission to the Moore School of Education</p>	
ED311 MATH FOR THE ELEMENTARY EDUCATOR	3 HRS
<p>This is a course designed to enhance the math skills of elementary education majors, especially as they</p>	

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prepare for the MTEL exam. Skills in the areas of algebra, geometry, and other advanced math topics will be covered. Students will take practice math exams in preparation for the Pearson.

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**ED401 READING IN THE CONTENT AREA** **3 HRS**

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A course that explores instructional methods for promoting literacy skills across secondary content areas. Part One of the course familiarizes future educators with diverse learners, old and new literacies, and multi-modal texts. Part Two introduces and illustrates instructional methods which enable students to make meaning out of texts, write in response to text, and develop confidence with literacy tasks. Effective lessons and unit planning are also emphasized.

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**ED411 TEACHING ENGLISH IN THE SECONDARY SCHOOL** **3 HRS**

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A course which examines materials, methods, procedures, assessments, and related topics in the teaching of English at the secondary level; the course also includes 6 hours of field work, to include observations and 3 teaching opportunities. Students are required to become familiar with the research in education. (Prerequisite: Admission to the Moore School of Education)

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**ED413 SECONDARY CLASSROOM MANAGEMENT** **3 HRS**

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A course that explores management decisions teachers must make, including the following: arranging the classroom space; creating a safe and positive learning environment; establishing reasonable goals, procedures, and rules; effective lesson planning and instruction; encouraging appropriate behavior; solving discipline problems; storing learning materials/resources; and using effective communication, with special attention paid to the increasing challenges of diverse and inclusive classrooms. Course work involves 5 hours of field work, to include classroom observations and the compilation of a management portfolio. (Prerequisite: Admission to Teacher Education)

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**ED415 TEACHING SECONDARY BIBLE** **3 HRS**

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A course specifically designed for individuals pursuing the minor in Secondary Bible Education. It covers the instructional strategies useful to effectively organize, teach, and assess a Bible class for adolescents in a Christian school setting. Students will become familiar with various Bible curricula, technologies, and methods for a successful learning environment. The course requires the student to conduct classroom observations and teacher interviews.

**ELECTIVES**

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**ED410 TOPICS IN EDUCATION** **1-3 HRS**

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An opportunity to explore topics or to design projects of special interest or concern. Topics of discussion vary. (Prerequisite: Approval of Dean, Professor, and Provost)

**EARLY CHILDHOOD EDUCATION**

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**EC102 EARLY CHILDHOOD CURRICULUM DESIGN** **2 HRS**

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A comparative study of preschool programs, both traditional and innovative, with the intent of evaluating current available curriculum materials. Experience is provided in planning activities and programs that are developmentally appropriate for preschool children. Observations are completed in a number of preschool settings.

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**EC201 TRENDS AND PROBLEMS IN EARLY CHILDHOOD EDUCATION** **2 HRS**

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A course delineating the laws, regulations, policies, procedures, and responsibilities for operating a

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preschool or day care facility. Issues such as parental involvement, discipline, health, first aid, and abuse/neglect are discussed.

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**EC203 METHODS AND MATERIALS IN EARLY CHILDHOOD EDUCATION      3 HRS**

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A course presenting methods and materials in language arts, mathematics, science, art, social studies, music, and physical education that are appropriate for preschool children. The emphasis is on manipulative and hands-on activities that develop readiness and basis for conceptual learning. (Course must be taken in residence at PIU; cannot be transferred from another institution.)

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**EC205 ASSESSMENT AND READINESS      3 HRS**

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This course focuses on observing young children in their learning environment for the purpose of developing and utilizing age-appropriate assessments to determine readiness for educational tasks and advancement. Included is the interpretation of statistical measures related to the early years and grading procedures for the preschool classroom environment.

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**EC207 INFANT AND TODDLER DEVELOPMENT      3 HRS**

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The study of the physical, social, spiritual, and cognitive development of children from birth to kindergarten. It includes an emphasis on the relations between children and adults as they offer wise direction and guidance.

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**EC212 INTERNSHIP      3 HRS**

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Culminating experience in the early childhood program. The student spends time in a preschool setting observing teachers and planning and directing activities for children.

Elementary Education

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**EE301 TEACHING BIBLE TO CHILDREN      3 HRS**

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A course designed to aid students in the ministry of teaching Bible to children preschool years through the elementary grades. Students will consider age-level characteristics, evangelism, developmentally appropriate methods, and biblical curriculum materials. Students will plan and design lessons based specifically on passages from the Pentateuch.

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**EE302 CHILDREN'S LITERATURE      3 HRS**

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A survey of literature for children in the elementary grades, including the development of standards for evaluation. By providing a wide reading of children's books, traditional and modern, secular and Christian, this course is designed to enable the teacher to develop appreciation of good literature.

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**EE303 TEACHING ELEMENTARY ART      2 HRS**

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A study of the purposes of the elementary school art program, a biblical philosophy of art, kinds of arts and crafts suitable for each grade level, plus actual experience with a variety of media. (Prerequisite: Admission to the Moore School of Education)

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**EE304 METHODS AND MATERIALS OF ELEMENTARY SCHOOL  
PHYSICAL EDUCATION AND HEALTH      3HRS**

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A study focusing on children and how they learn in the context of movement experiences along with



development of the skills necessary to plan, implement, and evaluate a developmentally appropriate physical education and health program in K-6. Class management, legal liabilities, evaluation, resources, and technology will be included. (Prerequisite: Admission to the Moore School of Education)	
<b>EE306 SOCIAL STUDIES FOR ELEMENTARY SCHOOL</b>	<b>3 HRS</b>
A study of the content, objectives, and philosophy of social studies in the elementary school along with practical suggestions for methods and materials for the teaching and evaluation of the social studies. (Prerequisite: Admission to Teacher Education)	
<b>EE307 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL</b>	<b>3 HRS</b>
A course that examines the concepts and procedures involved in teaching science at various levels of the elementary school. The course is framed around the essential knowledge and skills set forth by the Common Core State Standards, the NC Standard Course of Study, and the National Science Teachers Association. Course content includes instructional strategies related to vocabulary, the scientific method, questioning and critical thinking, lab safety, and origins. Pedagogical strategies include integration of content related reading and writing, hands-on activities, group work, and technology.	
<b>EE309 TEACHING READING AND LANGUAGE ARTS I</b>	<b>3 HRS</b>
A course on the pedagogy of language and reading instruction in K5 through 2nd grade. It includes multiple approaches to teaching essential reading skills with strategies that consider the Common Core State Standards and the NC Standard Course of Study for English Language Arts. Integration of related language skills (listening, speaking, writing, and handwriting) are also examined, along with sections on assessment, instructional strategies, and organizing classrooms that promote and emphasize literacy. Students will engage in observations, demonstrations, peer teaching, evaluation of curricular materials, and instruction in local schools. This is the first of two elementary literacy courses. Requires a "C" to advance.	
<b>EE310 TEACHING READING AND LANGUAGE ARTS II</b>	<b>3 HRS</b>
A course on the pedagogy of language and reading instruction in grades 3-6. It includes multiple approaches to teaching the reading skills of upper elementary students with strategies that consider the Common Core State Standards and the NC Standard Course of Study for English Language Arts. Integration of more advanced language skills (listening, speaking, writing, and handwriting) are also examined, along with sections on assessment, instructional strategies, and organizing classrooms that promote and emphasize literacy. Students will engage in observations, demonstrations, peer teaching, evaluation of curricular materials, and instruction in local schools. This is the second of two elementary literacy courses. Requires a "C" to advance.	
<b>EE401 TEACHING ELEMENTARY MATHEMATICS</b>	<b>3 HRS</b>
A study of the diverse philosophies of teaching mathematics together with their strengths and weaknesses. Students will examine methods and materials, prepare and present resource units, and examine methods of testing, and evaluation. ((Prerequisite: Admission to the Moore School of Education)	
<b>EE403 TEACHING ELEMENTARY MUSIC</b>	<b>3 HRS</b>
A study of methods and materials for elementary music education as delivered by classroom teachers. Objectives, philosophy, skill development, and ideas for activities are incorporated. (Prerequisite: Admission to the Moore School of Education)	

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**EE405 TEACHING ELEMENTARY FINE ARTS****3 HRS**

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A study of methods and materials for elementary art and music education as delivered by classroom teachers. The course includes a Biblical philosophy of fine arts, plus actual experience with a variety of media, skills, development, and ideas for various learning experiences. (Prerequisite: Admission to the Moore School of Education)

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**EE421 EDUCATION PRACTICUM****1 HR**

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A course that includes readings, research, and discussions of such topics as classroom management, discipline, lesson plans, grading, and effective teaching. This course is only offered in the fall; thus, those students who will student teach in the spring must take this course the fall prior to student teaching and those students who will student teach in the fall must take this course a year prior to student teaching. (Prerequisite: Admission to the Moore School of Education)

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**EE422 STUDENT TEACHING****12 HRS**

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A culminating experience in the elementary teacher education program. This course includes pre-observation prior to full-time participation and teaching in a local school under the supervision of a classroom teacher and a University supervisor. (Prerequisite: Admission to the School of Education and completion of scheduled education courses). Special fee may be required.

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**SECONDARY ENGLISH EDUCATION**

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**EN201 SURVEY OF BRITISH LITERATURE I****3 HRS**

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A survey of the major works of British literature from the Anglo-Saxon period to the Romantic period. Included is a survey of the trends in literature against a background of the history of England. (Prerequisite: GE101)

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**EN202 SURVEY OF BRITISH LITERATURE II****3 HRS**

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A study of the historical, philosophical, and literary characteristics of English literature, with an overview of the major literary works of the Romantic, Victorian, and Modern Periods and a brief investigation of the development of the English novel. (Prerequisite: GE101)

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**EN204 CHRISTIAN CLASSICS****3 HRS**

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A course which examines a variety of influential Christian fiction and non-fiction with a special emphasis on the rhetorical aspects of didactic literature. (Prerequisite: GE101)

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**EN300 AMERICAN LITERATURE: BEFORE 1865****3 HRS**

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A survey of the major American authors and literary works from the pre-Colonial Period through literary Romanticism. Discussion is centered upon changes in literary styles, themes, and genres. The course also highlights the historical and cultural contexts of the literature and requires wide reading and analysis. (Prerequisite: GE101)

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**EN302 SURVEY OF WORLD LITERATURE****3 HRS**

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A chronologically organized study of the great literatures of the world, including major works from Africa, the Middle East, Israel, China, Egypt, India, Japan, and native America, as well as representative works from the Western tradition. (Prerequisite: GE101)

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**EN303 ADOLESCENT LITERATURE****3 HRS**

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An overview of trade book literature generally read by students at the middle and secondary levels in English classrooms. The course will include a brief history of Young Adult Literature, identify the reasons for the proliferation of the genre in contemporary school settings, and explore the pedagogical uses of Young Adult Literatures as a tool for improving literacy skills, particularly among disadvantaged students, both in school and youth group settings. The course will require wide reading, analysis, and pedagogical application in key sub-genres of young adult literature, including contemporary realism, poetry, humor, adventure, sports, mysteries, fantasy, historical, dystopian, and science fiction. (Prerequisite: GE101)

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**EN304 LITERARY CRITICISM****3 HRS**

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A study of the major philosophies and theories of literature, both classic and contemporary, with attention given to the student's ability to practice literary criticism while developing an original approach to interpreting literature. (Prerequisite : GE102; Admission to the Moore School of Education)

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**EN305 BRITISH ROMANTIC POETS****3 HRS**

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A study of the major British Romantic poets of the late eighteenth and early nineteenth centuries. The course will pay special attention to the historical and philosophical movements contributing to and arising from British Romanticism. (Prerequisite: GE101)

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**EN307 GREEK DRAMA****3 HRS**

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A course exploring the history of Greek drama and its elements. The tragedies of Aeschylus, Sophocles, and Euripides will be emphasized. (Prerequisite: GE101)

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**EN308 SHAKESPEAREAN DRAMA****3 HRS**

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A course which includes selected Shakespearean dramas studied in their historical and literary contexts. Attention is given to drama as a genre. (Prerequisite: GE101)

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**EN310 TWENTIETH-CENTURY AMERICAN SHORT STORY****3 HRS**

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A survey of twentieth-century American short stories and their historical, cultural, and philosophical contexts. (Prerequisite: GE101)

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**EN312 AMERICAN ROMANTICISM****3 HRS**

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A study of the historical, philosophical, and literary development of American Romanticism with an emphasis on the works of Edgar Allan Poe, Nathaniel Hawthorne, and Herman Melville. (Prerequisite: GE101)

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**EN314 TWENTIETH-CENTURY AMERICAN POETRY****3 HRS**

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A study of the major trends and themes in American poetry emerging in the middle and late twentieth century. The course begins with an overview of the poetic legacies of Whitman and Dickinson and traces developments in the different schools of poetry, including the Black Mountain School, the New York School, Beat Generation poets, San Francisco Renaissance and Confessional School poets. (Prerequisite: GE101)

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**EN316 ELEMENTS OF COMPOSITION****3 HRS**

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A detailed study of the elements of composition, to include rhetorical principles and elements of English grammar necessary for effective development of academic compositions, particularly essays. Major emphasis will also be placed upon composition and grammar pedagogy in the English classroom.

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**EN320 AMERICAN LITERATURE: AFTER 1865****3 HRS**

A survey of the major American authors and literary works, beginning with the movement toward realism after the Civil War, through the rise of literary modernism in the early 20<sup>th</sup> century, and into postmodernism. Discussion is centered upon changes in literary styles, themes, and genres. The course also highlights the historical and cultural contexts of the literature and requires wide reading and analysis. (Prerequisite: GE101)

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**EN403 ENGLISH NOVEL****3 HRS**

A survey of the English novel. The course includes a study of the significant characteristics and literary qualities of the novel and its historical development.

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**EN404 MILTON****3 HRS**

A survey of representative selections from Milton's poetry and prose. Special emphasis is given to Paradise Lost and to Milton's theology and ethics. (Prerequisite: GE101)

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**EN405 VICTORIAN LITERATURE: PROSE & POETRY****3 HRS**

An examination of English poets, novelists, and essayists from 1832 to 1901 in light of their historical, theological, and philosophical contexts. (Prerequisites: GE101)

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**EN407 EARLY TWENTIETH-CENTURY BRITISH WRITERS****3 HRS**

An examination of select British writers, Christian and non-Christian, of the early twentieth century in light of their philosophical, historical, and cultural contexts. The course focuses on understanding the ways in which writers have responded to the intellectual crises of the twentieth century. (Prerequisite: GE101)

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**EN410 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)****3 HRS**

An overall review of the aspects of TESOL, including theories of second language acquisition, cultural and linguistic factors, and teaching techniques. Recommended for education and mission majors. (Prerequisite: GE101)

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**EN421 EDUCATION PRACTICUM****1 HR**

A course that includes readings, research, and discussions of such topics as classroom management, discipline, lesson plans, grading, and effective teaching; this course also includes designated hours of observation and practical assistance by the student in an approved school where he/she may intern as a student teacher. This course is only offered in the fall; thus, those students who will student teach in the spring must take this course the fall semester prior to student teaching and those who will student teach in the fall must take this course a year prior to student teaching. (Prerequisite: Admission to the School of Education and approval for Student Teaching)

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**EN422 STUDENT TEACHING****12 HRS**

A culminating experience in the Secondary English education program. This course includes pre-observation prior to full-time participation and teaching in the secondary education program of a local school under supervision of a qualified English teacher and College supervisor. (Prerequisite: Admission to the Moore School of Education and completion of scheduled education and English courses.) Special fee may be required.

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## **MUSIC EDUCATION (SEE DIVISION OF MUSIC LISTINGS)**

### **HEALTH AND PHYSICAL EDUCATION**

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#### **PA100 HEALTH EDUCATION** 1 HR

An introductory course in personal health with a primary focus on the integration of emotional, intellectual, physical, social, and spiritual well-being as it relates to daily life. (for non-P.E. majors)

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#### **PE100 INDIVIDUAL SPORTS** 1 HR

A course that focuses on the skills and techniques of the various individual or partner type sports. They are usually sports that may be enjoyed for a lifetime. The student will be given the opportunity to develop the various skills and techniques in the selected activity. Individual sports include archery, bowling, golf, etc.

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#### **PE110 RACKET SPORTS** 1 HR

A course that gives attention to the skills and techniques of the individual and partner type sports that use a racket. A student will be given the opportunity to learn the various skills necessary to understand and enjoy the selected sport. It includes badminton, tennis, and racquetball.

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#### **PE113 HEALTH EDUCATION I** 3 HRS

A course that deals with fitness and exercise, cardiovascular health, emotional health, disease and death, stress, aging and safety as it relates to one's health. (For Health and Physical Education Majors)

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#### **PE114 HEALTH EDUCATION II** 3 HRS

A course that deals with nutrition, diet and weight control, human sexuality, marriage and family issues. Students will also have the opportunity to apply various health methods in the classroom and in the Christian school setting. (For Health and Physical Education Majors)

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#### **PE120 RECREATIONAL ACTIVITIES** 1 HR

A course that consists of various leisure games and activities that can be enjoyed by groups or individuals for fun and fitness. It includes such activities as lawn games, aerobics, orienteering, backpacking, and group games and activities.

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#### **PE130 CONTACT TEAM SPORTS** 1 HR

A Course that involves the skills and techniques of those team-type sports which have some degree of body contact. They are basketball, flag football, soccer, and team handball.

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#### **PE140 NON-CONTACT TEAM SPORTS** 1 HR

A course that concentrates on those team sports which involve little or no direct body contact. A student will be given the opportunity to learn some of the basic skills and techniques of softball, whiffle-ball, and volleyball.

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#### **PE150 PERSONAL FITNESS** 1 HR

A course for the individual to learn to develop and maintain a personal fitness program in walking, jogging, running, weight training, etc.

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#### **PE201 BEGINNING SWIMMING** 1 HR

Basic course in swimming for students with little or no knowledge of strokes and little deep water

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experience. Basic swimming skills, strokes, and safety techniques will be covered in the course with emphasis placed on stroke efficiency.

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**PE202 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION 2 HRS**

A course dealing with the organization of and the administrative duties associated with the secondary physical education teacher, coach, or athletic director. The organization, administration, and management of adolescent classroom settings, athletics, and intramurals will be discussed. Specific attention will be given to such areas as budget, scheduling, curriculum, personnel, facilities, maintenance, and equipment.

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**PE207 FOUNDATIONS OF HEALTH AND PHYSICAL EDUCATION 3 HRS**

An introduction to the philosophical, historical, psychological and evaluative aspects of health and physical education. The basic objectives of this course are to help the student develop a sound philosophy of health and physical activity based on biblical principles, to expose him/her to the origin of physical education and its historical development, and to help the student understand the psychology of body movement and its measurement.

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**PE301 RHYTHMIC MOVEMENT 1 HR**

Introduction to the style, techniques, and rhythmic structures of movement with emphasis on increasing movement capabilities. This would include patterns, formations, national characteristics, and cultural settings from all parts of the world. (for P.E. majors only)

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**PE302 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL 3 HRS**

A methods course dealing with the structure of physical education in the elementary school, curriculum planning, and the basic physical needs of the child as he/she develops physically. (Identical with EE304)

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**PE304 TEACHING AND COACHING OF SPORTS 3 HRS**

A methods class introducing the fundamental concepts of teaching and coaching both individual and team sports. Emphasis will be given to the instruction and management of the student/athlete and the various organizational concerns of the teacher/coach.

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**PE308 SUBSTANCE ABUSE AND HEALTH TRENDS 2 HRS**

This course will address the prevalence and prevention of substance abuse in our society. Additional content will include emotional and current issues in health as it pertains to the schools and students.

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**PE309 COACHING FIELD EXPERIENCE 3 HRS**

A course in which the student documents a period of involvement in coaching situations with the approval of the instructor. A written time log and summary of the experience will be required. (Prerequisite: Admission to the School of Education)

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**PE312 APPLIED ANATOMY/PHYSIOLOGY 3 HRS**

A course that identifies the parts of the human body, their interactions and functions through a comprehensive study of bones, muscles, organs, systems and tissues. Application is made to the teaching and coaching of students and athletes. Attention is given to the biblical principles of design, care and optimal health of the body and its systems. (Prerequisite: GC208)

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**PE402 MOTOR BEHAVIOR AND KINESIOLOGY 3 HRS**

This course presents an investigation of theories and advanced principles to explain motor behavior. Students will be introduced to the psychological factors underlying motor skill acquisition and

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performance with examination of the developmental process by which humans acquire and refine motor skills. The course objectives place an emphasis on factors that practitioners should consider when diagnosing, designing, and assessing physical activity learning experiences.

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**PE409 PREVENTION AND CARE OF ATHLETIC INJURIES** 3 HRS

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This course presents a practical approach to treating injuries resulting from athletic participation. Students will learn how to implement an effective strength training program, how to tape for support and prevention of injuries, and basic first aid techniques including the administration of CPR. Students will be required to purchase a case of athletic tape for this course.

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**PE421 EDUCATION PRACTICUM** 1 HR

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A course that includes readings, research, and discussions of such topics as classroom management, discipline, lesson plans, grading, and effective teaching. This course is only offered in the fall; thus, those students who will student teach in the spring must take this course the fall semester prior to student teaching and those students who will student teach in the fall must take this course a year prior to student teaching. (Prerequisite: Admission to the School of Education and approval for Student Teaching)

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**PE422 STUDENT TEACHING** 12 HRS

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A culminating experience in the physical education program. This course includes pre-observation prior to full-time participation and teaching in the physical education program of a local school under supervision of a qualified physical education teacher and University supervisor. (Prerequisite: Admission to the School of Education and completion of scheduled education and physical education courses). Special feemay be required.

## **AMERICAN SIGN LANGUAGE INTERPRETING**

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**SL101 AMERICAN SIGN LANGUAGE I** 3 HRS

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An introduction to American Sign Language and the deaf community. Instruction is given on the basic skills needed in the production and comprehension of American Sign Language (ASL). Course work includes the manual alphabet, numbers, basic sentence structure, conversational skills, culturally appropriate behaviors, and ASL Grammar. Students learn the importance of facial expression and body language as grammatical indicators. Students also learn the importance of conceptually accurate signs. Initial emphasis is given to receptive language skills. Students are introduced to the American deaf culture and participate in deaf community events. This class is taught using spoken English and American Sign Language.

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**SL102 AMERICAN SIGN LANGUAGE II** 3 HRS

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Continued study of American Sign Language (ASL) and the Deaf community. Instruction is given on additional types of sentence and discourse structure. The course includes continued development of expressive and receptive skills while conversational signing skills are emphasized through interactive exercises. The course considers relevant issues within the American deaf culture and includes participation in deaf community events. This class is taught exclusively in ASL without voice. (Prerequisite: SL101)

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**SL103 ASL FOR NATIVE USERS** 3 HRS

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This class is specially designed for students who use ASL as a native language but may be unfamiliar with the syntactical rules of the language. Successful completion of this class will serve as a substitute for ASL I and ASL II. Upon successful completion of this course, students will be placed into ASL III.

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**SL201 AMERICAN SIGN LANGUAGE III**

**3 HRS**

An intermediate study of American Sign Language and the Deaf community. The course is designed to improve the student's expressive and receptive signing skills with focus on expressive skills. It provides students with additional ASL vocabulary and idiomatic/colloquial expressions. It provides instruction on ASL usage as well as grammatical structures for complex sentences emphasizing semantic accuracy and discourse strategies. Special focus is given to the use of classifiers, non-manual signals, and use of space. It includes instruction on self and peer analysis. Advanced study of the history and culture of the Deaf is considered. Students are required to participate in deaf community events. (Prerequisite: SL102)

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**SL202 AMERICAN SIGN LANGUAGE IV**

**3 HRS**

A continued intermediate study of American Sign Language and the Deaf community. The instruction of American Sign Language vocabulary and idiomatic/colloquial usage of signs is continued. It also continues instruction on fluency of ASL expressive skills through a variety of exercises, but shifts attention to improving a student's receptive skills. It includes further and more advanced instruction on self and peer analysis. It considers historical and contemporary perspectives of language, education, legislation, and social and political aspects of deaf people. This is done from an anthropological and socio-cultural point of view analyzing the similarities and differences to collectivistic and individualistic cultures worldwide. Students are required to participate in deaf community events. (Prerequisite: SL201)

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**SL203 ASL GRAMMAR**

**3 HRS**

A remedial study of ASL Grammar for students who fail to achieve a minimum score of 2.0 on the American Sign Language Proficiency Interview. This course helps strengthen ASL grammatical concepts. University credit is not offered for this class.

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**SL204 FINGERSPELLING AND NUMBERS**

**3 HRS**

This course will provide further instruction related to fingerspelling and numbers. Students will be able to recognize words, numbers, and lexicalized fingerspelling finger spelled at different speeds within a range considered to be standard by the instructor. Students will also be able to demonstrate proper articulation, speed, word configuration, and distinction between words.

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**SL220 DEAF CULTURE**

**3 HRS**

An introduction to American Deaf culture. This course studies the types and causes of deafness and its effect on the individual and family. It considers cultural identity, core values, group norms, organizations, and significant contributions made by deaf people to the world. It also considers historical and contemporary perspectives of language, education, legislation, and social and political aspects of deaf people. This is done from an anthropological and socio-cultural point of view analyzing the similarities and differences to collectivistic and individualistic cultures worldwide.

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**SL221 DEAF MINISTRY**

**3 HRS**

A study in establishing and/or administering a deaf ministry in a local church in the United States or



<p>on the mission field. The class will discuss the various types of deaf ministry as it relates to Interpreting Ministry, Deaf Ministry, and Deaf Church. Class content will include interpreting in the religious setting, deaf visitation, deaf evangelism, deaf children and youth programs, deaf camp, sign language programs (plays, concerts, etc.) and sign language choirs. The students will also consider several mission boards that are involved in deaf ministry. (Prerequisite: SL201)</p>	
<p><b>SL222 CROSS CULTURAL EXPERIENCE</b></p>	<p><b>1 HR</b></p>
<p>Students will participate in a cross-cultural experience working with the deaf. Students will prepare a detailed summary of the experience. (Elective)</p>	
<p><b>SL240 BASICS OF INTERPRETING</b></p>	<p><b>3 HRS</b></p>
<p>An introduction to sign language interpreting designed for students with a demonstrated ability and fluency in American Sign Language. It considers a historical perspective of the field and provides instruction on current and emerging trends. It introduces the theory and skills of the interpreting/transliterating process, roles and responsibilities of the interpreter, cultural implications for the interpreter, various credentialing processes, along with instruction on ethics and business practices of the professional interpreter. (Prerequisite: SL201; Co-requisite: SL202)</p>	
<p><b>SL301 AMERICAN SIGN LANGUAGE V</b></p>	<p><b>3 HRS</b></p>
<p>An advanced study of expressive and receptive American Sign Language discourse. Students analyze and enhance their own use of ASL features such as register, spatial mapping, and coherence. The class focuses on the most common communication situations. Students engage in spontaneous, informal conversations, discussion topics, and debate and present formal ASL presentations on a variety of topics. (Prerequisite: SL202)</p>	
<p><b>SL302 INTERPRETING IN SPECIALIZED SETTINGS</b></p>	<p><b>3 HRS</b></p>
<p>An introduction to the various potential environments in which an interpreter might serve and corresponding specialized vocabulary. The interpreting settings covered are as follows: oral, medical, mental health, legal, deaf/blind, theatrical, video, platform, vocational, and small group. The specialized vocabulary covered is as follows: American government, English, math, science, medical terminology, computer, and strong language. Lab fee required. (Prerequisite: SL240 and SL202; Co or Prerequisite: SL301 and SL339)</p>	
<p><b>SL320 INTRODUCTION TO DEAF/BLIND INTERPRETING</b></p>	<p><b>3 HRS</b></p>
<p>An overview of the lives and perspectives of deaf/blind people. It provides an explanation of the various roles and relationships of support service providers and interpreters within the deaf/blind community. Basic level knowledge and experiential activities, meetings, socializing, and working with deaf/blind people in a variety of settings will be provided. (Prerequisite: SL102) (Elective)</p>	
<p><b>SL339 INTRODUCTION TO THE INTERPRETING PROCESS</b></p>	<p><b>3 HRS</b></p>
<p>Instruction regarding the interpreting process and techniques for rendering dynamic equivalent interpretations. Instruction also includes information regarding self and peer analysis. (Prerequisite: SL240 and SL202; and Co Requisite SL301)</p>	
<p><b>SL341 ENGLISH TO ASL INTERPRETING</b></p>	<p><b>3 HRS</b></p>
<p>In depth study and practice of interpreting spoken English to American Sign Language (ASL) or other sign language systems. This is a laboratory-based class that provides for the development of interpreting skills required in a variety of settings. Focus is given to equivalent message content, vocabulary, register choice, and cultural adaptations. It includes further and more advanced instruction on self and peer analysis, enhancing the students' English to ASL interpreting skills and preparing them for interpreter</p>	

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credentialing. (Prerequisite: SL339 and SL301)

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### SL342 EDUCATIONAL INTERPRETING

3 HRS

An overview of deaf education in the K-12, and post-secondary mainstreamed settings. The course considers the history of deaf education and the best practices in educational interpreting. It examines legal and ethical considerations specific to the field. It aids in the preparation for the written and performance portions of the Educational Interpreter Performance Assessment. (Prerequisite: SL240 and SL202; and Co Requisite: SL339 and SL301)

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### SL344 INTERACTIVE INTERPRETING

3 HRS

In depth study and practice of interpreting in interactive settings. This is a laboratory-based class that provides for the development of interpreting skills required in a variety of settings. Focus is given to equivalent message content, vocabulary, register choice and cultural adaptations. It includes further and more advanced instruction on self and peer analysis, enhancing the students' interactive interpreting skills and preparing them for interpreter credentialing. (Prerequisites: SL3393 and SL3013)

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### SL345 ASL TO ENGLISH INTERPRETING

3 HRS

In depth study and practice of interpreting from American Sign Language (ASL) or other sign language to spoken English. This is a laboratory-based class that provides for the development of interpreting skills required in a variety of settings. Focus is given to equivalent message content, vocabulary, register choice and cultural adaptations. It includes further and more advanced instruction on self and peer analysis, enhancing the students' ASL to English interpreting skills and preparing them for interpreter credentialing. (Prerequisites: SL339 and SL301 with a grade of B or better)

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### SL400 ASL LINGUISTICS

3 HRS

A study of the structure of ASL. The course considers the phonological, morphological, and syntactical structure of ASL. It also considers the socio-linguistic rules concerning ASL in the deaf community and their applications and implications to the profession of interpreting. Through lectures, readings, in-class activities and homework, students will learn to analyze languages and discover their patterns and structures. (Co/Prerequisite: SL301)

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### SL420 INTERPRETING IN THE VOCATIONAL REHABILITATION SETTING

3 HRS

In this class, students will be introduced to Vocational Rehabilitation (VR) as a system and gain a deeper understanding and appreciation of the challenging field of VR interpreting and the variety of rewarding opportunities it offers. Topics include VR and the VR system, interpreting for VR consumers and Deaf professionals, ethical decision-making, and interpreting observation/practice.

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### SL421 PERFORMANCE INTERPRETING

3 HRS

This course is designed to teach students the skills needed to interpret music and drama in a visually artistic manner. Topics will include technical aspects such as lighting and sound, assignment of characters, script analysis and transcription and character development. This course emphasizes appropriate use of conceptually accurate signs, facial expression, movement, role-shifting, and rhythm.

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### SL450 PRIVATE INSTRUCTION

1-3 HRS

Private instruction is given to senior Sign Language Interpreting majors. This class is taken as an independent study. (Elective)

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### SL460 DEAF LITERATURE

3 HRS

A study of the literature of the deaf community in relationship to other world literatures. Students

study a variety of genres including humor, drama, poetry, narratives, folklore, and language as art. (Co/Prerequisite: SL301)	
<b>SL480 RESEARCH IN ASL/INTERPRETING</b>	<b>3 HRS</b>
This course is designed to introduce students to the process of conducting, analyzing, and reporting qualitative, quantitative or mixed methods research related to American Sign Language, Deaf Culture or Sign Language Interpreting. The class will result in an original contribution to the discipline and reach beyond the traditional curriculum.	
<b>SL488 INTERPRETING FIELDWORK</b>	<b>9 HRS</b>
A practical application of the skills learned in the interpreter training program. Students work under the supervision of certified interpreters in a variety of settings. The requirements include observation of credentialed interpreters, actual interpreting experience, classroom seminar, professional development activities, one-on-one mentoring with a certified interpreter, and an advanced study of the RID Code of Professional Conduct. Students also complete a paper and electronic portfolio. (This class is graded passing/not passing). (Prerequisites: SL341, SL345, and SL344)	
<b>SL495 SPECIAL TOPICS</b>	<b>1-3 HRS</b>
An in-depth study in a specialized area. (Prerequisite: Dean approval) (Elective)	
<b>SL496 SPECIAL TOPICS</b>	<b>1-3 HRS</b>
An in-depth study in a specialized area. (Prerequisite: SL495) Dean approval) (Elective)	
<b>SL497 DIRECTED DEAF STUDIES I</b>	<b>1-3 HRS</b>
A specialized, self-directed study considering an aspect of interpreting in the deaf community. (Prerequisite: Department chair approval) (Elective)	
<b>SL498 DIRECTED DEAF STUDIES II</b>	<b>1-3 HRS</b>
A specialized, self-directed study considering an aspect of interpreting in the deaf community. (Prerequisite: SL497) A Dean approval) (Elective)	

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# PERSONNEL INFORMATION

## BOARD OF TRUSTEES

Trustee Board Members are elected for a three-year term and may be re-elected for a second consecutive three-year term after which there must be a one-year furlough. Terms begin and end in January. The President of the Alumni Association serves on the Board as long as he/she holds that office.

### Executive Committee

Shahn Wilburn.....	Chairman
Brian Cockram .....	Vice Chairman
Jeff Clawson.....	Secretary
Chris Byrne .....	Executive Secretary
John King	
Michael Mitchener	
Rick Speas	
Abie Williams	

### Members of the Board

Nancye Alloway .....	Chattanooga, TN
Tony Alford .....	Kernersville, NC
Jeff Beverly.....	Winston-Salem, NC
Dennis Bishop.....	Winston-Salem, NC
Allan Blume.....	Cary, NC
David Boulter .....	Chattanooga, TN
Chris Byrne .....	Winston-Salem, NC
Karolyn Chapman .....	Winston-Salem, NC
Jeff Clawson.....	Pfafftown, NC
Brian Cochram .....	Christiansburg, VA
Jason Copland.....	Burlington, NC
Alan Cox.....	Danbury, NC
Tony Crisp.....	Riceville, TN
Rob Decker.....	Kernersville, NC
Stu Epperson, Jr.....	Winston-Salem, NC
E.C. Haskell .....	Harrisburg, PA
Ternae Jordan.....	Chattanooga, TN
John King.....	Princeton, WV
Stephen L. Lackey.....	Floyd, VA
Mark Miller .....	Elon, NC
Michael Mitchener .....	Elon, NC
Dennis Nunn.....	Dallas, GA
Herb Rawlings.....	Florence, KY
Phil Smith.....	Fort Wayne, AL
Rick Speas.....	Winston-Salem, NC
Lee Stackhouse.....	Winston-Salem, NC

Rick Swaim .....	Winston-Salem, NC
Dale Traxler .....	Winston-Salem, NC
Abie Williams.....	Radford, VA
Shahn Wilburn.....	Pearisburg, VA

**ADMINISTRATION AND FACULTY**

President’s Cabinet	
Charles Pettitt .....	President
Beth Ashburn .....	Provost
Byron Edens .....	Vice President of Academic Initiatives
Barkev Trachian .....	Vice President of Temple Baptist Seminary
Chris Ronk .....	Director of Operations and CFO

**Faculty**

GILBERT BRAITHWAITE, Th.D.	CHAPLAINCY, HEBREW, OLD TESTAMENT
B.S., Washington State University; Th.M., Th.D., Dallas Theological Seminary; College and Seminary Professor; Author; Lecturer; Army Reserve Chaplain.	

CATHERINE L. CHATMON, M.L.S., M.R.E., Ed.D.	EDUCATION LIBRARIAN
B.A., Piedmont Bible College; M.L.S., University of North Carolina at Greensboro; M.R.E., Grand Rapids Baptist Seminary; CAGS, Ed.D., Regent University. 1984-present.	

CARA COCHRAN, Ph.D., L.P.C., L.M.F.T.	PSYCHOLOGY
B.A., B.S., Southern Wesleyan University; M.M., University of South Carolina; M.A., M.Div., Th.M., Ph.D., New Orleans Baptist Theological Seminary. Higher education administrator and faculty member, 12 years; Professional Counselor and Marital and Family Therapist, 15 years; Clinical supervisor and consultant. 2015-present.	

JAMES HAYES, M.R.E.	MISSIONS
B.A., Bob Jones University; M.R.E., Grand Rapids Baptist Seminary; Doctoral Studies, Biola University; Missionary church planter; Adjunct Professor; Missions Professor. 2012 –present.	

CHERYL HOWARD, M.A.	EDUCATION
B.S., Piedmont Bible College; M.A., Gardner-Webb University; Elementary Teacher. 2008-present.	

JERRY HULLINGER, Th.D.	BIBLE
B.B.S., Western Bible College; Th.M., Th.D., Dallas Theological Seminary; Pastor; Professor; Author.	

ADONNA L. LUCAS, M.C.M.	MUSIC
B.A., B.M., Louisiana College; M.C.M., New Orleans Baptist Theological Seminary; Additional Graduate Studies; Assistant/Associate Professor of Music, 1997-2005; Studied organ with Lucille Webb. 2005-present.	

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HARLIE MILLER, Ed.D.

EDUCATION  
DEAN OF THE MOORE SCHOOL OF EDUCATION

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B.A.S., Guilford College (Greensboro, NC); M.Ed., Ed.D., Liberty University; Professor, former High School Teacher, Coach and Athletic Director for 13 years; Secondary School Principal for 5 years; Dean, Moore School of Education since 2009.; educational author and workshop leader at various state and regional conventions.

STEPHANIE MONROE, M.Ed.

EDUCATION  
AMERICAN SIGN LANGUAGE  
SIGN LANGUAGE INTERPRETING

---

B.S., Tennessee Temple University; M. Ed., Tennessee Temple University; Professor; 2014-present.

HOWARD OWENS, Ph.D.      MINISTRY (CHRISTIAN EDUCATION, DISCIPLESHIP,  
MISSIONS)

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B.S., Georgia Institute of Technology; M.Div., Columbia Biblical Seminary, Columbia International University; Th.M., Ph.D., New Orleans Baptist Theological Seminary. Missionary Church Planter, 1989-2001. Adjunct Professor, 2002-2006. Professor, 2006-2015. 2015-present.

SANDRA B. PERKINS, M.Ed.

ENGLISH

---

A.A., Darton College, History; Winston-Salem State University; High Point University; B.A., English/Medial Communications; M.Ed., University of North Carolina at Greensboro; Professor, High School English Teacher, 4 years. 1998-present.

SHEAN PHILLIPS, D.Ed.Min.

MINISTRY

---

B.A., Piedmont Bible College; M.A.R., M.R.E. Liberty Baptist Theological Seminary; D.Ed.Min., New Orleans Baptist Theological Seminary; Associate Pastor 1997-2003, 2006-2014. Professor. 2006-Present. Director of Faculty Development, 2015-present.

D. BRENT POWELL, Ph.D.

LEADERSHIP  
INTERIM DEAN OF THE SCHOOL OF LEADERSHIP

---

B.A. University of Western Ontario; M.Div London Baptist Seminary; M.L.S. University of Western Ontario; D.Min. Liberty University; Ph.D., Tennessee Temple University. 2010-present.

LAURA RICHARDS, M.S.

PHYSICAL EDUCATION

---

B.S., University of North Carolina Greensboro; M.S., University of Tennessee; Assistant Professor 1987-1992; Instructor 1992-2007. Professor. 2009-present.

KYNDRA SMITH, M.S.

ENGLISH

---

B.S., Bob Jones University, Baptist University of America; M.S., Clemson University, Kennesaw State University; 18 hours in TESOL, Winston-Salem State University; English Teacher, 1990-1991, 1993-2001; Missionary, 2001-2005. 2005-present.

RONALD G. SMITH, D.M.A.

MUSIC  
DEAN OF THE SCHOOL OF ARTS AND SCIENCES

---

A.B., Marshall University; M.M.Education, Ithaca College; D.M.A. Trombone Performance, Louisiana State University; New York Permanent Licensure in Music K-12; Trombone Studies with Larry Campbell, Charles Dalkert, John Mead, Allen Ostrander, and Lewis Van Haney; Tuba/Euphonium Studies with James Linne; North Carolina Professional Licensure in Music K-12; College Professor and

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LARRY TYLER, Ph.D.

GREEK, NEW TESTAMENT  
DEAN OF THE SCHOOL OF BIBLE & THEOLOGY

---

B.B.A., University of Georgia; M.Div., Ph.D., Southeastern Baptist Theological Seminary; Associate Director of the Medical College of Georgia Foundation; Professor of New Testament and Greek. 2006-present.

TIMOTHY J. WHITE, D.Min.

BIBLE, MINISTRY  
DEAN OF THE ALFORD SCHOOL OF MINISTRY

---

Th.B., Piedmont Bible College; M.A., M.Div., Bob Jones University; D.Min., Reformed Theological Seminary; Pastor; College Professor.

G. WAYNE WILLIS, M.Div., Ph.D. (IN PROGRESS)

THEOLOGY

---

Th.B., Piedmont Bible College; M.Div., Grace Theological Seminary; Ph.D. (in progress), Baptist Bible Seminary; Pastor; College Professor; Bible Department Chair, Graduate School Professor.

## **PART-TIME FACULTY**

BETH D. ASHBURN, Ph.D.

ENGLISH  
PROVOST

---

B.R.E., Piedmont Bible College, M.A., Ph.D., University of North Carolina at Greensboro; High School Teacher, 3 years; Chair, Division of General Education; Dean of Academics; Vice President of Academics; Provost; Member of TRACS Accreditation Commission.

BECKY BOTTOMS, M.A.

SPEECH  
DEAN OF WOMEN

---

B.A., Bob Jones University; M.A., Bob Jones University; Student Services; Professor. 2009-present.

DANNY COCHRAN, D.Min. Ph.D. (IN PROGRESS)

BIBLE, MINISTRY  
D.MIN. PROGRAM DIRECTOR

---

B.Min. Luther Rice Seminary; B.S. Liberty University; M.A.R., D.Min. Liberty Baptist Theological Seminary, PhD. (in progress), Piedmont International University, 2005-present.

DUSTIN CONNER, M.Div.

CHURCH PLANTING

---

B.A., Piedmont Baptist College; M.Div., Southeastern Baptist Theological Seminary; Ph.D. (in progress), Southeastern Baptist Theological Seminary. E4-12 Program Coordinator. Professor. 2012-present.

BYRON EDENS, D.Min. Ph.D (IN PROGRESS)

BUSINESS, MINISTRY  
VICE PRESIDENT OF ACADEMIC INITIATIVES

---

A.A. Midlands Technical College; A.C.E., B.A. University of South Carolina; M.Div. New Orleans Baptist Theological Seminary; D.Min. New Orleans Baptist Theological Seminary; Ph.D. (in progress) Walden University; 2006-present.

LISA GODFREY, Ed.D.

EDUCATION AMERICAN SIGN LANGUAGE

---

SIGN LANGUAGE INTERPRETING  
DIRECTOR OF SIGN LANGUAGE INTERPRETING

---

A.A.S. Mott Community College; B.A. University of Michigan-Flint; M.S. Ferris State University; Ed.D. University of Tennessee - Chattanooga; High School Teacher, Nationally Certified Sign Language Interpreter; Nationally certified teacher of American Sign Language; TTU - 1997 - 2010 Full time; TTU - 2010 - 2015; Part Time PIU - 2015-present.

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GREG MOORE, M.A.

HISTORY

B.A., Piedmont Baptist College; M.A., Liberty University; additional graduate studies, American Military University. 2010-present.

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LORI ROBERTSON, Ed.D.

EDUCATION  
LEADERSHIP

B.A. Covenant College; M.Ed. Lincoln Memorial University; Ed.S. Tennessee Technical University; Ed.D. Liberty University. 2009-present.

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SCOTT A. SMITH, Ph.D.

BIBLE, THEOLOGY  
RESEARCH

B.S., University of Oregon; M.A., M.Div., Pensacola Theological Seminary; Ph.D., Piedmont International University; Graduate Advising; Adjunct Faculty. 2011-present.

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RICHARD W. SNIDER, Ph.D.

THEOLOGY  
DIRECTOR OF TECHNOLOGY

B.S., Troy State University; M.B.A., Auburn University; M.Min, M.B.S., Ph.D. Piedmont International University. 2009-present.

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BARKEV TRACHIAN, Ph.D.

MINISTRY, CHURCH ADMINISTRATION  
VICE PRESIDENT OF TEMPLE BAPTIST SEMINARY

B.A., The American University of Beirut; M.A., Ph.D., Bob Jones University; College and Seminary Professor; Seminary President; Registrar; Member of TRACS Accreditation Commission; Member and Chairman, Tennessee Higher Education Commission.

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**ADJUNCT FACULTY**

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RANDALL G. BOTTOMS, Ph.D.

HISTORY

Th.B., Piedmont Bible College, Davidson County Community College; Th.M., Dallas Theological Seminary; Ph.D., Piedmont International University; Teacher; Professor. 2005-present.

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KEVIN CARSON, D.Min.

MINISTRY, COUNSELING

B.S., B.A., Baptist Bible College, Springfield, MO; M.A.B.S., M.Div., Baptist Bible Graduate School of Theology; D.Min., Westminster Theological Seminary; Senior Adult Pastor; Pastor; Biblical Counseling Department Chair; Counselor; Conference Speaker; Professor.

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CAMERON CLOUD, Ph.D.

THEOLOGY



M.Min. Atlantic Baptist Bible College; M.A.B.S., Piedmont International University; Ph.D., Piedmont International University. Pastor; Conference Speaker. Pastor. 2014-present.	
ROBERT G. DECKER, JR., D.Min.	BIBLE, MINISTRY, COUNSELING
Th.B., Piedmont Bible College; M.Div., Grace Theological Seminary; M.A., Colorado Christian University; D.Min., Reformed Theological Seminary; Pastor; Conference Speaker. 1994–present.	
NANCY A. EPPERSON, M.A.	SPEECH
B.S., Los Angeles State College; M.A., Bob Jones University; Speech Teacher, Piedmont Bible College, 1965-1971. 1988-present.	
SKIP FURROW, M.Div.	BIBLE, CHRISTIAN MINISTRY
B.A., Appalachian Bible College, M.Div., Liberty Theological Seminary; Pastor; Online Professor, 2009-present.	
TIMOTHY GERBER, M.A.	CHRISTIAN MINISTRY
B.S., Bob Jones University; M.A., Carolina Evangelical Divinity School; Teacher; Coach; Associate/Children’s Pastor, 2010-present.	
RITA HAIRE, Ed.D.	EDUCATION
B.A. Lee University; M.S.A. and Ed.D. University of North Carolina, Greensboro; Elementary and Middle School Teacher, Assistant Principal and Principal in both public and Christian schools; Adjunct Professor of Education.	
KEN HAM, B.A.S.	ORIGINS
B.A.S. Queensland Institute of Technology; Diploma in Education. University of Queensland. President and founder: Answers in Genesis. 2014-present.	
PAUL HARTOG, Ph.D.	NEW TESTAMENT
B.A., M.Div., Faith Baptist College and Theological Seminary; M.A., Iowa State University; Ph.D., Loyola University; Author; Lecturer; College and Seminary Professor.	
JONATHAN HENRY, Ph.D.	SCIENCE
B.S. Chemistry, University of Alabama; M.S.Ch.E., University of Alabama; Ph.D. Chemical Engineering, University of Kentucky; Chair, Department of Science.	
KENT HOGAN, M.A.	BIBLE
Th.G., Liberty Bible Institute; B.A., Biblical Studies, Piedmont Baptist College; M.A., Biblical Studies, Piedmont Baptist College; M.Div., Liberty Baptist Theological Seminary, 2009-present.	
WILLIAM KOSSLER, M.M.	GUITAR
B.M., University of South Carolina; M.M., University of South Carolina; Studied with Shinichi Suzuki. 2014-present.	
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Th.B., Baptist Bible Seminary; M.L.A., Southern Methodist University; Th.M., Dallas Theological Seminary; Th.D., Dallas Theological Seminary; Professor; Bible Scholar; Prolific Writer; Professor of Theology.	
DAVID E. LUETHY, Ph.D.	NEW TESTAMENT
B.A., M.A., Ph.D., Bob Jones University; Secondary School Teacher; College Professor; Seminary Professor; Pastor; Interim Pastor.	
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B.S., Education, Tennessee Temple University; M.S. Special Education, University of Tennessee; Teacher of the Deaf and Hard of Hearing; Educational Consultant; Adjunct Online Lecturer 2015-Present.	
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AA, University of Florida; BA, Florida Atlantic University; Th.M, Ph.D., Dallas Theological Seminary. 2015-present.	
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A.A. Grossmont College; B.B.S., M.R.S. Harvest Institute for Biblical Studies; M.A.B.S. Southern California Seminary; Ph.D. Tennessee Temple University. 2012-present.	
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B.S. Cairn university, Th.M. Dallas Theological Seminary; D.Min. Gordon-Conwell Seminary. 2014-present.	
LARRY OATS, Ph.D.	THEOLOGY
B.A., Maranatha Baptist Bible College; M.A., Maranatha Baptist Graduate School of Theology; Ph.D., Trinity Evangelical Divinity School; Professor of Biblical Studies and Systematic Theology; Chairman, Department of Bible and Church Ministries; Dean of the Graduate School; Assistant Pastor; Christian School Teacher; Principal; Director, Moscow Baptist School of Theology; Director, Maranatha International; Editor-in-Chief, Roger Williams Heritage Archives; Speaker.	
R. LARRY OVERSTREET, Ph.D.	MINISTRY, COMMUNICATION
B.A., Bob Jones University; M.Div., San Francisco Baptist Theological Seminary; M.A., Wayne State University; Ph.D., Wayne State University.	
JAMES D. PRICE, Ph.D.	OLD TESTAMENT
B.S.E.E., Purdue University; M.Div., Los Angeles Baptist Theological Seminary; Ph.D., Dropsie College for Hebrew and Cognate Learning; Professor of Hebrew and Old Testament; Executive Editor, Old Testament, The New King James Version; Translator and Editor for the Holman Christian Standard Bible; Distinguished Author; Member of American Oriental Society and Biblical Archaeology Society.	
JOHN A. RICHARDS, Ed.D.	PHYSICAL EDUCATION
B.S., M.Ed., Slippery Rock University; Ed.D., University of Tennessee; Assistant Professor, UNC-G, 16 years; Instructor at the University of Tennessee, 10 years; Soccer Coach, 2 years. 1988-2000. 2003. 2008-present.	
CHRISTOPHER RONK, M.P.A.	MINISTRY, BUSINESS DIRECTOR OF OPERATIONS, CFO

B.S., Virginia Tech; M.P.A., High Point University; Ph.D. (in progress) Concordia University Chicago; Director of Business; Professor. 2000-present.	
JASON SEYMOUR, M.A.	GREEK
B.A., Piedmont International University; M.A.B.S., Piedmont International University; M.L.I.S. (in progress), University of North Carolina, Greensboro; additional studies at Southeastern Baptist Theological Seminary and Piedmont International University; Assistant Library Director, Professor. 2011-present.	
DANIEL SKIDMORE, D.M.A.	VIOLIN
D.M.A., University of North Carolina Greensboro; Assoc. Concertmaster of the Winston-Salem Symphony; Concertmaster of Salisbury; Professor. 2014-present.	
WILLIAM SMALLMAN, D.Miss.	MINISTRY, MISSIONS
B.S., John Brown University; M.A., Wheaton College; M.Div., Los Angeles Baptist Theological Seminary; D.Miss., Trinity Evangelical Divinity School; First Vice President and Director of Global Training; Candidate Administrator, Baptist Mid-Missions; Adjunct Professor; Author. 2009-present.	
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B.A., Piedmont International University; M.A.B.S., Piedmont International University; M.A., Liberty Baptist Theological Seminary; D.Min. (in progress), Dallas Theological Seminary; Associate Pastor; Professor. 2014-present.	
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M.Div., New Orleans Baptist Theological Seminary; Th.M., New Orleans Baptist Theological Seminary; Ph.D., New Orleans Baptist Theological Seminary; Disciple-Making Team Leader at Baptist State Convention of North Carolina.	
EDWARD VENABLE, Ed.D.	EDUCATION
B.A. Tennessee Temple University. M.A. Appalachian State University. Ed.D. Southeastern Baptist Theological Seminary 2011. NC public school teacher 29 years. Christian schoolteacher, 2 years.	
PATRICIA WHITE, M.M.	MUSIC
Bachelor of Sacred Music, Moody Bible Institute; B.M., M.M., American Conservatory of Music; Chairman of Piano Department; Private piano, all levels – 1982-1994; Director of The Academy of Music and Arts; Choir Director; 1973-present.	
MEL WINSTEAD, Ph.D.	BIBLE
B.A., Piedmont Bible College; M.Div., Southeastern Baptist Theological Seminary; Ph.D. Southeastern Baptist Theological Seminary; Pastor; Professor.	
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B.A., Tennessee Temple University; M.Div., Temple Baptist Seminary; D. Min., Luther Rice Seminary; Ph.D., Piedmont International University; Pastor; Instructor in Old Testament Studies; Conference Speaker; Professor. 2006-present.	

## GUEST FACULTY

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**STACI BEISWANGER, MBA****BUSINESS**

BBA, MBA, Indiana Institute of Technology. Steel Dynamics, Employee Development Manager, 1998-present.

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Adjunct ASL professor. B.A. - Gallaudet University; M.A. - McDaniel College (formerly Western Maryland College); Ed.S. - George Washington University 2010-present.

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B.Th. Bucharest Baptist Theological Seminary; M.Div. Detroit Baptist Theological Seminary; Th.D. Trinity Theological Seminary; D.Min. Grace Theological Seminary; Ph.D. in Leadership (in progress), Tennessee Temple University. 2012-present.

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EDUCATION

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Diploma, Moody Bible Institute; B.A. Butler University; Th.M. Dallas Theological Seminary; M.F.A. Southern Methodist University; Ph.D. Ohio University. 1973-present.

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COMPUTER INFORMATION SYSTEMS

A.A., A.S. Harper College; B.A. Blackburn College; M.B.A. University of Phoenix; M.Div. The Master's Seminary.

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BS, Georgia Southern University, New Orleans Baptist Theological Seminary, M.Div., Th.M., Ph.D. Associate Director, Caskey Center for Church Excellence, New Orleans Baptist Theological Seminary, 2015-present.

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A.A. – Mississippi Coast Community College; B.A. – Tennessee Temple University; M.Ed. – Tennessee Temple University. 2014-present.

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B.S. Tennessee Temple University; Additional studies and certifications. University of California Santa Barbara; M.S., Southern Adventist University. Professor and administrator 2005-2010. 2010-present.

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B.A. Tennessee Temple University; M.A. Psychological Studies Institute. 2008-present.

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B.A., Tennessee Temple University, M.M., Temple Baptist Theological Seminary, Ph.D., Tennessee Temple University, D.D., Southern Baptist School for Biblical Studies; Associate Pastor, 14 years; Executive Pastor 17 years; Assistant to The President of the International Mission Board, SBC, 3 years; Church Missional Strategist for the International Mission Board, SBC; 1971-present.	
JON THAD HARLESS, D.Min., Ph.D. (IN PROGRESS)	LEADERSHIP
BA, Belmont University; MA, M.Div., D.Min Liberty University; Ph.D. Tennessee Temple University/ Piedmont International University (in progress). New Life Christian Church, Senior Pastor, 2014 – Present. Valley Church, Lead Pastor, 2011 – 2014. River Oak Church, Associate Pastor, 2007 – 2011.	
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MBA, Bryan College Bryan College, Academic Advisor, 2015-present.	
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BBA, MSM, MBA, Indiana Tech. SIRVA, Supervisor of International Billing, 2010 – Present.	
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Th.G., B.S., B.A., Baptist Bible College; M.Div. Baptist Bible Graduate School of Theology; D.Min. Temple Baptist Seminary. 1998-present.	
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B.S., B.A. Trevecca Nazarene University; M.A.M.F.T. Richmond Graduate University. 2012-present.	
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B.S. Tennessee Temple University; M.A. Samford University; Ph.D. University of Alabama. 2015-present.	
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B.S., M.B.A. Liberty University; Ph.D. (in progress) Northcentral University. 2011-present.	
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B.A. Wheaton College; M.F.A. Bob Jones University; M.Min. Temple Baptist Seminary; Further study at Chattanooga Bible Institute; Ph.D. Tennessee Temple University (in progress). 1969-present.	
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B.A. Emory University; M.Div., Th.M., Ph.D. New Orleans Baptist Theological Seminary. 2013-present.	
NATHAN MUSE, Th.M., D.Min. (IN PROGRESS)	BIBLE
B.A. Maranatha Baptist Bible College; M.A., M.Div. Maranatha Baptist Seminary; Th.M. Trinity Evangelical Divinity School; CTPS, CAA Wycliffe Hall, Oxford University; D.Min. (in progress) Southern Evangelical Seminary. 2014 – present.	
DARYL NEIPP, D.Min., Ph.D. (IN PROGRESS)	MINISTRY, PASTORAL
B.S., Baptist Bible College; M.A., Tyndale Seminary; M.Div., Baptist Bible Seminary; Th.M., Liberty	

<p>University; D.Min., Temple Baptist Seminary; Ph.D (In progress), Piedmont International University. Associate Professor. Instructional Mentor. Associate Pastor. 2014-present.</p>	
DAN PARKER, D.Min.	BIBLE, CHRISTIAN MINISTRY
<p>B.A. Georgia State College; B.D. Southeastern Baptist Theological Seminary; D. Min. New Orleans Baptist Theological Seminary. 2010-present.</p>	
T.A. POWELL, D.Min.	CHRISTIAN MINISTRY
<p>A.A. Ferrum Junior College; B.S. Virginia Commonwealth University; M.A.R., M.Div. equiv., D.Min. Liberty University. 2012-present.</p>	
GLEND A RILEY, Ph.D.	LEADERSHIP
<p>B.A. Philander Smith College; M.B.A. Webster University; Graduate Certificate in Healthcare, Park University; Ph.D. Indiana Institute of Technology. 2015-present.</p>	
MERIAL J. SMARTT, Ed.D.	EDUCATION
<p>B.A., Lee University; M.Ed., University of Oklahoma; Ed.D., Liberty University; Secondary English teacher 19 years; Chair of Education Department, Tennessee Temple University. 2015.</p>	
ROBBIE SPEIGHTS, D.Min.	MINISTRY, PREACHING
<p>B.A. Mississippi College; M.Div., Th.M., D.Min. New Orleans Baptist Theological Seminary. 2013-present.</p>	
ROGER STILES, Ed.D.	EDUCATION, PHILOSOPHY
<p>B.A., Tennessee Temple College; B.D., Temple Baptist Theological Seminary; M.S., Ed.D., University of Tennessee at Knoxville. 1974-present.</p>	
L. TIMOTHY SWINSON, Ph.D.	BIBLE
<p>B.A., University of Kansas, M.Div., Fuller Theological Seminary, Th.M., Trinity Evangelical Divinity School, Ph.D., Trinity Evangelical Divinity School. 2013-present.</p>	
JANE VARNER, Ph.D.	PSYCHOLOGY
<p>B.S. Mississippi College; M.Div. New Orleans Baptist Theological Seminary; Ph.D. University of Southern Mississippi. 2014-present.</p>	
JOSH VERHULST, M.B.A.	BUSINESS
<p>B.A., M.B.A. Indiana Institute of Technology. 2014-present.</p>	
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<p>B.A. North Carolina State University; M.A.M.F.T. Richmond Graduate University. 2013-present.</p>	

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## REFERENCE INFORMATION

### CLERY ACT CRIME AND FIRE SAFETY REPORT

All statistics are from the Piedmont International University Security Reports and from information supplied by the Winston-Salem Police Department. All policies are from the Student Handbook. To view this information go to [www.PiedmontU.edu/file/CleryActReport.pdf](http://www.PiedmontU.edu/file/CleryActReport.pdf). A written report is also available from the Student Development office.

### ACADEMIC CALENDAR

The academic year is divided into two semesters of seventeen weeks each with classes meeting Monday through Saturday. Both fall and spring also have an additional, optional one-week module. Online classes fall within the semesters, meeting eight weeks each with a one week break between sessions. Summer sessions are also available.

\*Incomplete grades are due six weeks after the last day of a session or a semester course.

\*\*Incomplete grades are due six weeks after the last calendar date of a module class (calendar date is generally five weeks after the last day of the module week, and incompletes are eleven weeks after the last day of a module).

### Fall Semester 2017

#### AUGUST

- 14-15 Faculty/Staff Orientation
- 15-18 RA Orientation
- 21 New Student Orientation
- 21 PIU Summer Online Session II Ends\*
- 22 Returning Student Check-In
- 23 First Day of Classes
- 23 Thursday Evening Classes Begin
- 28 PIU Graduate Module I Begins (through Sept. 1)
- PIU Online Session I Begins

#### SEPTEMBER

- 1 PIU Graduate Module I Continues (Begins Aug. 28)\*\*
- 4 Labor Day (No Classes)
- 5 Last Day to Drop a Semester-length Class without Academic Penalty
- 9 Engage Student Retreat
- 11-15 PIU Graduate Module II\*\*
- 18-22 PIU Graduate Module III\*\*
- 25-29 PIU Graduate Module IV\*\*

#### OCTOBER

- 9-13 PIU Graduate Module V\*\*
- 13 Fall Break
- 16 PIU Online Session I Ends\*
- 16-20 Graduate Module VI\*\*
- 16 PIU Online Session II Begins
- 23-27 PIU Graduate Module VII\*\*
- 31 Last Day to Drop PIU Online Session II Course w/o Academic Penalty

#### NOVEMBER

- 1 Last Day to Withdraw from Semester Length Course w/o Academic Penalty
- 2 Choral/Band Festival
- 5 Daylight Saving Time Ends (2:00 am ET)
- 18 PIU ACT Testing Date
- 21 Student Appreciation Luncheon
- 20 Last Day to Drop PIU Online Session II Course
- 23-24 Thanksgiving Break (Offices Closed 23-24)



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## DECEMBER

2	Candlelight Carols
4	Last Day of W/F Class
5	Last Day of T/TH Class
6-8	Final Exams
7	Thursday Evening Classes End
8	Last Day of Semester Class/Exams*
11	Monday Evening Classes End- Graduate School

11	PIU Online Session II Ends
11-15	Undergraduate Fall Module**
15	Last Day of Fall Semester
20	Ph.D. Language Proficiency Exam**
24-31	Christmas Vacation (Offices Reopen Jan. 2)

## SPRING SEMESTER 2018

### JANUARY

1	New Year's Day (Last Day of Christmas Vacation)
2	Offices Reopen
2-6	Undergraduate Winter/Spring Module**
8	New Student Orientation
8	Online Session I Begins
8-12	Graduate Module I**
9	First Day of Semester Classes
15	Martin Luther King Day (No Classes, Offices Closed)
16	Last Day to Drop a Semester-length Class w/o Academic Penalty
22-26	Graduate Module II**
27	Winter Engage Retreat
29	Graduate Module III** (through Feb. 2)

### FEBRUARY

1-2	Graduate Module III** (continues)
5	Last Day to Drop Online Session I Course
5-9	Graduate Module IV**
12-16	Graduate Module V**
19-23	Graduate Module VI**
19	Ph.D. Language Proficiency Exam**
26	Online Session Ends
26	Spring Break Begins (through Mar. 2)

### MARCH

1-2	Spring Break Continues
5	Online Session II Begins
5-9	Graduate Module VII**
13	Last Day to Withdraw from Session II Course w/o Academic Penalty
17	PIU ACT Test
20	Last Day to Drop a Semester-length Class w/o Academic Penalty
30	Good Friday – No classes, offices closed

### APRIL

1	Easter Sunday
23	Online Session II Begins
26	Last Day of Tuesday/Thursday Classes
27	Last Day of Wednesday/Friday Classes
30-May 2	Exams

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## SUMMER SEMESTER 2018

### MAY

1-2	Exams
3	Commencement Practice 2:30 pm
3	Commencement Concert
4	Commencement 7:00 pm
7	Online Session I Begins
7-11	Graduate Summer Module I**
8	Semester-length Classes Begin
14-18	Graduate Summer Module II**
21-25	Graduate Summer Module III**
28	Memorial Day (Offices Closed)
29	Ph.D. Proficiency Exam**

### JUNE

4	Last Day to Drop Online Session I Course
4-8	Graduate Module III**
11-15	Graduate Module V**
18-22	Graduate Module VI**
25	Online Session I Ends*
25-29	Graduate Module VII**

### JULY

2	Online Session II Begins
4	Independence Day (Offices Closed)
10	Last Day to Drop a Semester-length Class
21	PIU ACT Testing Date
30	Last Day to Drop Online Session II Course

### AUGUST

13-14	Faculty/Staff Orientation
20	Online Session II Ends*
21	First Day of the 2018-2019 Fall Semester

Italics pertains to students taking Graduate level courses



420 S. Broad Street, Winston Salem, NC 27101 336-725-8344

## 2016 CAMPUS MAP



### LEGEND:

#### 1. GRACE HALL

Administration  
Institutional Development  
Institutional Advancement

#### 2. DEEDS HALL

1st Floor  
Cafeteria  
Bruins Den Student Center  
Bruins Gift Shop  
Classrooms  
2nd Floor  
Williams E4-12 Recording Studio  
Admissions  
Financial Aid  
Registrar  
Student Services  
Library  
Business Office  
Classrooms  
3rd Floor  
Academic Offices  
Moore School of Education  
Classrooms

#### 3. STEVENS HALL

1st Floor  
School of Arts and Sciences  
Technology Department  
2nd Floor  
Temple Baptist Seminary  
School of Bible & Theology  
Alford School of Ministry  
Classrooms  
3rd & 4th Floor Apartments

#### 4. SECURITY STATION

#### 5. LEE HALL

Men's Residence  
Guest Housing

#### 6. PATTERSON HALL

Women's Residence  
Guest Housing

#### 7. POPE ACTIVITY CENTER

Main Level  
Auditorium/Chapel  
Music Classrooms  
Lower Level  
Gymnasium & Locker Rooms

#### 8. GRIFFITH HALL

#### 9. PARKING AREAS

#### 10. SALEM BAPTIST CHURCH

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## INDEX

- Absences, 40
- Academic Calendar, 159
- Academic Load, 42
- Academic Policy, 35
- Accreditation, 8
- Administration and Faculty, 148
- Admissions Information, 16
- Alford School of Ministry, 67
- Application Procedure, 16
- Attendance and Punctuality, 39
- Bowman School of Bible and Theology, 46
- Campus Map, 162
- Chapel Attendance, 13
- Classification of Students, 43
- Course Descriptions, 106
- Doctrinal Statement, 9
- Employment, 14
- Executive Committee, 147
- Facilities, 7
- Family Education Rights and Privacy Act (FERPA), 38
- Financial Information, 20
- Financial Aid SAP Policy, 31
- Governance, 7
- Grading Scale, 39
- Graduation Rate, 44
- Graduation Requirements, 44
- Honors, 44
- Intercollegiate Athletics, 14
- International Students, 18
- Library, 38
- Moore School of Education, 89
- Minors, 74
- Organizations, 14
- Orientation and Placement, 19
- Satisfactory Academic Progress, 31
- Scholarships, Grants, Awards, 20
- School of Arts and Sciences, 85
- Spiritual Life, 13
- Student Classification, 43
- Student Life, 13
- Summer Semester, 45
- Teach-out Programs, 45
- Transfer of PIU Credits, 17
- Transfer Policy, 17
- University Objectives, 5
- University Profile, 4
- Veterans Benefits, 19
- Withdrawal From University, 43