



PIEDMONT

INTERNATIONAL UNIVERSITY

420 S. Broad Street · Winston-Salem, NC 27101

Phone: 336-725-8344 · FAX: 336-725-5522

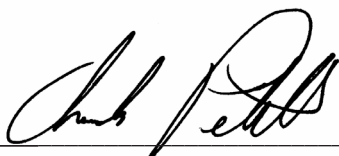
Website: www.PiedmontU.edu · Admissions: 800-937-5097

2019-2020

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, 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 64, Issue #4, of this institution for the academic year 2019-20, and it is certified to be true and correct in content and policy.



Charles W. Petitt, President

A PERSONAL NOTE FROM OUR PRESIDENT

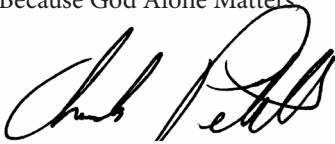
For over seventy years, Piedmont has been known as the place where passion for Jesus Christ and academic excellence converge, as evidenced by thousands of alumni who are using their lives to truly count for eternity and make a difference in their corner of God's great vineyard. Over the past decade, 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.

Inspiration, innovation, and collaboration are central to Piedmont's vision. At our core we stand firmly on the inspired Word of God, and we continue to make the Bible the foundation for all degree programs.

Piedmont's collaborative efforts have produced partnerships all around the world. Over several years, we have merged with five universities with the most recent merger being with John Wesley University in High Point, NC. We are also grateful and happy to have merged with Southeastern Bible College in Birmingham, AL; Tennessee Temple University in Chattanooga, TN; Atlantic Baptist College in Chester, VA; and Spurgeon Baptist College in Lakeland, FL.

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 Petitt', written in a cursive style.

Charles Petitt, President

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Effective July 1, 2019

Winston-Salem, NC 27101

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GENERAL INFORMATION

UNIVERSITY PROFILE

MISSION

Piedmont International University Mission Statement: We are a Christ-centered University committed to educating aspiring leaders worldwide through exceptional teaching, scholarly research, creative innovation, and professional collaboration.

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, emphasize the priority of the local church, and practice Christian virtues.

CODE OF CONDUCT

Trustees, Faculty, Staff, and Students are encouraged to love God, love their neighbors as themselves, and live virtuous lives.

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, started in the fall of 2012 and provides students with many ministry resources to complete a Master of Arts in Ministry while completing online coursework in partnership with their local church. 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.

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 combined the valuable heritage of two seventy year-old institutions to offer exciting opportunities for the future.

On October 31, 2017 Southeastern Bible College of Birmingham, AL merged with Piedmont International University. The merged institutions, with similar missions, forged a strategic relationship with the goal of sustaining SEBC's influence in the Birmingham area through a Smart Efficient Blended Campus (SEBC). Additionally, a newly added administrator from SEBC brought exceptional experience and credentials to the Academic Offices at PIU.

On June 1, 2018 John Wesley University of High Point, NC merged with Piedmont International University. The merger accelerates the capacity of both to implement a comprehensive vision for the dynamic future of Christian higher education. The merger has instigated new initiatives including the newly established Patterson School of Business, which offers a Bachelor of Arts in Management and Business Ethics, a Minor in Sports Management, and a Master of Business Administration. A part of the merger also includes the renaming of the School of Leadership to the John Wesley School of Leadership. Besides the academic developments, the merger added experiential depth to our administration, faculty, and staff.

Piedmont continues its rich heritage along with the core mission of the schools that have chosen to partner with her through preparing Christian leaders to serve the Lord throughout the world by providing a quality biblical education. Going forward, Piedmont's vision is to build on its strong heritage by growing in influence to become an internationally recognized leader of innovative, Bible-centered higher education for effective ministry in a rapidly changing world.

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 236,000 and is highly enriched by its wealth of religious and cultural traditions. Of special interest to both students and visitors is the restored 18th century Moravian community, Old Salem, located within walking distance of the campus.

The University, two blocks south of Business I-40, occupies more than three city blocks approximately one mile from the downtown business district. Such a strategic position affords ample opportunity for employment to 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 twelfth grade Christian school, camp ministry, and evangelistic outreach into the community.

FACILITIES

John M. Deeds Hall houses the academic offices, financial aid office, student deans' offices, Moore School of Education, Patterson School of Business, George M. Manuel Library, cafeteria, faculty offices, business offices, and classroom space.

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

Griffith Hall provides comfortable living quarters for men on campus.

Stevens Hall houses Temple Baptist Seminary-consisting of the Bowman School of Bible and Theology and the Alford School of Ministry, student 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. Student residences are located on the third and fourth floor.

Pope Activities Center houses The Den, gift shop, gym, and locker rooms.

Grace Hall is named in honor of Grace Stevens, wife of Dr. Charles H. Stevens and is the home of the Executive Offices, Marketing Office, 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, Tennessee Temple University, Southeastern Bible College, and John Wesley 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 meets three times each year to govern 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 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 organizational functions of the University. He also hires those faculty members, again, as authorized by the 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. Approved for the preparation of military chaplains
7. Authorized for federal financial aid
8. A member of the Carolinas Association of Collegiate Registrars and Admissions Officers
9. Approved for participation in the National Council for State Authorization Reciprocity Agreement (NC-SARA)

Degree programs of study offered by Piedmont International University have been declared exempt from the requirements for licensure 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.

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.

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.

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.”

ADMISSIONS INFORMATION

STANDARDS FOR ADMISSION

First Scope: These standards apply to the admission of students into all undergraduate programs.

Requirements: 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).

In order to be admitted into an undergraduate degree program, a student must possess a minimum 2.0 high school GPA 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 900.

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. Students who enter on "Academic Assistance" are not eligible to enter the Educator Preparation Program.

Application Procedure

The prospective student should complete the following steps:

1. Submit a complete application online at www.PiedmontU.edu.
2. Request official transcripts from high school and any other college(s) attended to be mailed or submitted via secure electronic transfer by the institutions to the PIU Office of Admissions.
3. 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. 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.

Notification of Applicant

Provisional acceptance may be granted based on information contained in the application. After receipt of all application materials, the Admissions Committee considers each applicant and notifies him/her of its decision. Since no final 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 facilitating those whose cooperation is required at their home institutions.

Non-Discrimination Policy

Piedmont International University is committed to maintaining an environment that is both loving and welcoming. Consistent with this goal and applicable laws, it is the University's policy not to discriminate on the basis of race, sex, color, age, disability, veteran status, national and ethnic origin, or pregnancy or childbirth. Therefore, all educational and employment decisions are based on individual's abilities, qualifications, and agreement with PIU's mission and conduct policies.

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. Reference Academic Information section of catalog for specific transfer guidelines.

International Students - Resident Studies

The University is authorized under federal law to enroll non-immigrant alien students.

International students must show evidence of completion of secondary school education (Year 12) in their country of education. This is typically evidenced by a high school diploma or equivalent after completion of 12 years of primary and secondary education within their national education system. ACT/SAT scores are not required for international students.

International students whose first language is not English may 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. 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.

Financial responsibility must be demonstrated before the Certificate of Eligibility for Nonimmigrant (F-1) Student Status 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. 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 900. 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 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.

Advanced Placement, CLEP, and Correspondence

College credits can be earned by approved non-traditional means, such as Advanced Placement Exams, College-Level Examination Program (CLEP), and/or correspondence work. Reference the Academic Information section of the catalog for specific guidelines.

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.

FINANCIAL INFORMATION

Schedule of Fees

Contact the Student Accounts Office, or visit our website at <https://www.piedmontu.edu> for a current Schedule of Fees and Tuition Refund Schedule.

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 completed financial aid must be paid in full before class attendance or be scheduled for payment through the University's payment plan. A payment plan may be set up through Student Accounts Office.

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.

SCHOLARSHIPS, GRANTS, AND AWARDS

Discounts and scholarships are awarded and applied beginning with the term (Fall/Spring/Summer) in which a student is approved and enrolled and are not retroactive. Piedmont offers federal grants, work study, institutional scholarships, and work study options.

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 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.

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

All students must maintain Satisfactory Academic Progress in order to maintain their eligibility to receive financial aid. Failure to maintain SAP will eliminate remaining awards from being disbursed. If you change your enrollment (credits currently enrolled) at any time during the semester, your aid will be adjusted according to the refund schedule. This would include any scholarships or grants that require either full-time or half-time enrollment. If a scholarship requires full-time enrollment, and you drop to part-time enrollment, the award will be reversed.

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 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 WW	1440-1730	1740-1910	1920+
SAT WOW	940-1120	1130-1240	1250+
3.80-4.00	\$1345	\$1,610	\$1,880
3.30-3.79	\$1,075	\$1,345	\$1,610
3.0-3.29	\$800	\$1,075	\$1,345

Honors Scholarship

Award: \$3,200 per year for up to four years

- GPA of 3.8
- ACT 28 / SAT 1750+
- Maintain a minimum college GPA of 3.8

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

Athletic Scholarships

Athletic scholarships are initiated by the Athletic Department. In order to qualify for an athletic scholarship, students must be enrolled full-time in a degree-seeking program and eligible for athletic participation. The tuition limit does not apply to athletic scholarships; however, students must meet Financial Aid Satisfactory Academic Progress (SAP) requirements to receive an athletic scholarship.

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. The 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. General Scholarship Rule applies.

Alumni Scholarship PIU and 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 a scholarship for any program. General Scholarship Rule applies.

*Alumni is defined as any graduate from PIU (or a merged institution) 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

To honor Tennessee Temple University, the Temple Heritage Scholarship has been established, providing one-third 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. General Scholarship Rule applies.

Southeastern Heritage Scholarship

To honor Southeastern Bible College, the Southeastern Heritage Scholarship has been established, providing a scholarship toward PIU's undergraduate, graduate, and seminary programs. This scholarship is available in perpetuity for all SEBC alumni, as well as their children and grandchildren. General Scholarship applies.

John Wesley Heritage Scholarship

To honor John Wesley University, the John Wesley Scholarship has been established, providing a scholarship toward PIU's undergraduate, graduate, and seminary programs. This scholarship is available in perpetuity for all JWU alumni, as well as their children and grandchildren. General Scholarship Rule applies.

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. This award is available for full-time students and is stackable.

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. Satisfactory Academic 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. The combination of any Pell grant and the DGIA award will not exceed tuition for the semester.
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 be completed 30 days prior to the start of the semester.
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.

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

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 main campus students and applies to year enrolled and is not retroactive. Scholarship is only valid until completion of the first year of senior year status. Transfer students begin at first-year amounts. 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

Scholarship is awarded to an Alumnus of Fruitland Baptist Bible Institute. Each FBBI alumnus is entitled to receive a scholarship.

Eligibility:

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

Homeschool Institutional Grant

Piedmont International University offers a scholarship to home school students. Student must have graduated with a homeschool diploma or high school diploma issued by a co-opt or online group. General Scholarship Rule applies.

International Scholarship

This scholarship will provide 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
- General Scholarship Rule applies.

Military Appreciation Scholarship – online or on campus

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

Military Scholarship

This scholarship is available to graduate students on a per-credit basis.

Ministry Development Scholarship

Students who are full-time employees of nonprofit Christian ministries will receive a match of funds paid by the ministry up to one-third of the charged tuition for the current semester only. This opportunity does not stack with the Supporting Church Pastor scholarship.

Piedmont Renewal Network Scholarship

Piedmont International University offers a scholarship for 100 percent tuition after the Pell Grant for up to nine semesters. The student must reapply for the Pell Grant annually to retain eligibility. The Piedmont Renewal Network Scholarship is available exclusively to graduates of the Piedmont Renewal Network's College Lift Initiative. The student must have graduated from high school in good standing with the Piedmont Renewal Network, having completed all seven years of the College Lift Initiative preparatory program, and meet Piedmont's basic academic standard for admission.

Eligibility:

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

PIU Full-Time Employee Grant

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

Eligibility:

- Student must be a full-time benefited employee.
- Class schedule cannot exceed two classes per online section.
- An application must be submitted with to the Financial Aid office with supervisor 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.

Stevens Scholarship

Awarded to employees who serve in missions and or nonprofit Christian ministries.

Scholarship is based on need.

Eligibility:

Proof of eligibility must be submitted as follows:

- Must be a full-time employee of a Christian not-for-profit
- Must provide proof of employment with non-profit
- General Scholarship Rule applies
- Must be a US Citizen
- Must maintain SAP

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 receive a scholarship. The equivalent of a least six months of support must be received prior to the first scholarship. Renewal requires continued

church support. This scholarship does not stack with the Ministry Development.

Eligibility:

- The equivalent of at least six months of support must be received prior to the first scholarship.
- Church must be in good standing and current with payments
- Does not stack with the Ministry Development Scholarship
- General Scholarship Rule (GSR) applies

Members

Members of a supporting Church of Piedmont International University will receive a scholarship per credit hour. Renewal requires continued church support. General Scholarship Rule applies.

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 Rule applies
- 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 a scholarship 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 one-third in scholarship.

Eligibility:

- General Scholarship Rule applies
- Student may attend PIU online or on campus.
- 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. The 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. Application deadline is March 1 each year in advance for the upcoming academic year.

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 Ph.D. 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 approximately one-third of tuition. The recipients will be selected by the University Scholarship Committee. The number of awards will be based on the funds available.

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.

Edgar Rowe and Elliott Belcher Endowed Scholarship

The Edgar Rowe and Elliot Belcher Endowed Scholarship was established as part of the merger with Southeastern Bible College (SEBC) in 2017. Edgar Rowe was instrumental in the founding of SEBC when he launched a Bible institute in 1935 with the support of local pastors and laymen from the Birmingham area. His close friend and SEBC board member, Elliot Belcher, was a successful businessman with a passion for Christian higher education. His generous donations provided funding for many initiatives at SEBC including this endowment. As stated in SEBC's catalog at the time of the merger, the "Rowe/Belcher Endowed Scholarship is for students pursuing a biblical higher education."

This scholarship should be granted annually to qualifying students who meet the following criteria:

- Enrolled in any University or Seminary program
- Exhibits good scholarship by maintaining a 3.0 overall grade point average (GPA)
- Demonstrates exemplary conduct both on and off campus
- Proven financial need

The recipient(s) will be selected by the Scholarship Committee.

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 served as Professor of Theology at Piedmont International University for 51 years. 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 studies 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.

The Mr. and Mrs. Romie Chambers Endowed Scholarship

The award was established by an endowment gift from Mr. Romie Chambers of Pfafftown, North Carolina, in memory of Piedmont's founder, Dr. Charles H. Stevens. The scholarship is designed to assist students who are enrolled full time and in good academic standing (maintaining a minimum GPA of 2.5).

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.

Alden and Georgetta Gannett Endowed Scholarship

The Alden and Georgetta Gannett Endowed Scholarship was established as part of the merger with Southeastern Bible College (SEBC) in 2017. Dr. Alden Gannett served as President of SEBC from 1960 to 1969 and again from 1972 to 1981. He also served as President Emeritus and then as Chancellor following his terms as President. As stated in SEBC's catalog at the time of the merger, the Alden and Georgetta Gannett Scholarship is "for students called of God to Christian ministry and from families engaged in vocational ministry."

This scholarship should be granted annually to qualifying students who meet the following criteria:

- Enrolled in, or applying to, any seminary (ministry, Bible, or theology) program
- Exhibits good scholarship by maintaining a 3.0 overall grade point average (GPA)
- Demonstrates exemplary conduct both on and off campus
- Proven financial need

Preference should be given to students from families engaged in vocational ministry. The recipient(s) will be selected by the 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, also may be considered. Preference will be given to any qualifying student from Johnston Chapel Baptist Church. Selection will be made by the University Scholarship Committee.

Ralph and Glenna Dee Jones Endowed Scholarship

The Ralph and Glenna Dee Jones Endowed Scholarship was established as part of the merger with Southeastern Bible College (SEBC) in 2017. This endowed scholarship was established by Mr. and Mrs. Jones to honor their lifelong devotion to the Lord Jesus Christ, their faithful service to their church, and their longtime service to SEBC. In addition to their active support and recruitment of students, Mr. Jones served for 25 years as a member of SEBC governing board. As stated in the original endowment agreement, this scholarship should be "awarded to students who are called to Christian ministry, whether full-time pastors or missionaries or as Christian lay leaders."

This scholarship should be granted annually to qualifying students who meet the following criteria:

- Enrolled full-time in any university or seminary program
- Exhibits good scholarship by maintaining a 2.5 overall grade point average (plus a 24 ACT if an incoming freshman)
- Demonstrates exemplary conduct both on and off campus

The recipient(s) will be selected by the 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. She passed 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.

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.

Southeastern Bible College Heritage Endowed Scholarship

Piedmont International University merged with Southeastern Bible College (SEBC) of Birmingham, AL, in 2017. As part of the merger agreement, Piedmont set aside significant endowment funds to honor the rich heritage of SEBC and to ensure permanent funding for this scholarship. You can read more about SEBC's legacy at www.piedmontu.edu/sebc-legacy.

This scholarship should be granted annually to qualifying students who meet the following criteria:

- Enrolled in any university or seminary program
- Exhibits good scholarship by maintaining a 3.0 overall grade point average (GPA)
- Demonstrates exemplary conduct both on and off campus

Priority will be given to students living (or attending classes) in the Birmingham area. The recipient(s) will be selected by the 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 first 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 an educator preparation program. The award will be granted during the semester in which the student completes his/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.

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 Educator Preparation 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 Educator Preparation 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 AID

Federal Grants, Loans, and Work-Study

To receive federal student aid, a recipient 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. When a student graduates or enrollment drops below half-time, loans may begin repayment as early as 30 days and not later than six months. Contact the Financial Aid Office to determine when loans will go into repayment.

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 prorated according to enrollment status and EFC (Expected Family Contribution). The FAFSA is available beginning October 1, and can be completed via <https://studentaid.ed.gov/sa/fafsa>.

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 <https://studentloans.gov>. 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). The number of awards will be based on availability of funds.

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.

Veterans Benefits

Veterans who wish to receive educational benefits must apply for benefits by completing the Veterans Online Application at <https://benefits.va.gov/gibill>. The Certificate of Eligibility must be submitted to the School Certifying Official (SCO) no later than the first day of class. Each student is required to submit a new Certification Request to the SCO upon registration each semester. This is to be submitted to the SCO no later than seven days prior to the start of classes. These Certification Requests are available through Piedmont's School Certifying Official or the Registrar's Office. The School Certifying Office will compile the certification to the VA in conjunction with the following supporting documents:

- Student's semester schedule
- Student's copy of semester billing statement
- Student's copy of semester financial aid resources
- Disbursement Roster (copy) from the VA showing payment of requested funds

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 Aid Office may select a student for verification if there is a discrepancy. 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 Aid Office that verification is required. Documents can include, but are not limited to, student and spouse or parents' 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 all information requested for the verification process in a timely fashion. 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, the Financial Aid Office will make those on behalf of the student.

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 any financial aid, including grants, scholarships, loans, and Federal Work Study. This policy includes standards for Qualitative and Quantitative measures. The academic records of all students are reviewed after the end of each payment period. Notification will be sent from the Financial Aid Office notifying those with insufficient academic progress when they are being placed on Financial Aid Warning or Suspension.

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 that are relevant to the students current academic program (transfer hours are applicable to rate of completion but not toward 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, 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
Education Bachelor's Programs	
0-60 hours earned	2.50
61+ hours earned	2.75
All other Bachelor's Programs	
(0-60 hours earned)	1.80
(61-90 hours earned)	1.90
(90+ hours earned)	2.00
Master of Arts in Ministry	2.00
Master of Arts in Biblical Studies*	2.50
Master of Divinity	2.50
Accelerated Master of Divinity	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%

Withdrawals after the last day of the add/drop period, incompletes, repeated courses, failure grades, and transfer hours relevant to student's current degree will count as attempted credits. The student may not receive federal financial aid for more than 150 percent of the degree program as measured in credit hours, but will lose eligibility at the point where it is known he is unable to complete his degree program within the 150 percent time frame. All coursework is included, whether the student received federal financial aid during that period or not. The student may appeal the completion rate or 150 percent rule 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/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 policies. 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 will be placed on Financial Aid Warning, Financial Aid Probation, or an Academic Plan upon approval of an academic plan.

Financial Aid Warning

Any student who does not meet either the qualitative or quantitative standard for his/her degree and/or classification at the end of any payment period will 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 financial aid unless an appeal is made and approved.

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, the student will be placed on Financial Aid Probation. If the student on Financial Aid Probation is not making SAP, or not 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. The student will be placed on Financial Aid Suspension.

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 meet 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 or who fails to meet the requirements of his/her academic plan will lose eligibility for Federal Student Aid. The student is placed on Financial Aid Suspension. 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/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 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 appeal must be made by letter to address the specific areas of deficiency. 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. Examples of supporting documentation include doctor's letter regarding medical condition, legal documents, and counselor's letter for emotional crisis.

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, and email correspondence to show ongoing issues, etc.

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, SAP will be reevaluated.

Financial aid eligibility will be restored when:

- The student agrees to an Academic Plan
- The student reaches SAP again

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 season for prayer each year when students, administrators, faculty, staff, and alumni are invited to remember the needs of the University family. 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 University life each week. Speakers are chosen who will present a warm spiritual emphasis to encourage, uplift, and inform.

Conferences

Throughout the academic year, PIU hosts conferences and special emphasis weeks. These weeks include the Impact Conference, Spiritual Life Week, Missions Conference, and the Steven's Lecture Series. During these weeks, guest speakers provide biblical preaching, ministry experience, and musical performances.

Church

All students are required to faithfully attend a local church approved by the Student Services Department. Students must attend the same church for all services unless they are returning home or for special events. Exceptions must be approved beforehand by the Student Services Department. Students are required to attend Christian churches that are Biblical in doctrine, subject to approval of the Dean of Campus and Spiritual Life. A student who wishes to continue attending his/her home church may request permission to do so as part of the admission process.

Fine Arts

The University sponsors and the department of music presents an Artist Series 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 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 and faith-based organizations where students serve throughout their college years. Reports about Christian Service activity are completed regularly.

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 Handbook. During course registration, students must sign a signature page stating that they agree to abide by the guidelines contained therein. Students should see the Undergraduate Student Handbook for the Sexual Harassment and Drug Policies.

Students whose general conduct and influence are considered to be out of harmony with the standards of the Student 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

Piedmont International University is committed to timely and fair resolution of all student complaints and provides a process for students to file formal complaints when they are dissatisfied with institutional policies, services, or employee actions. This process may apply to academic or nonacademic issues, but is typically applied in matters where formal policies and procedures are not in effect. In those areas, policies stated in the Student or Academic Handbooks take precedence.

General Principles

- Whenever possible and in a timely fashion, students should voice complaints informally with the faculty, staff, or other student/s involved. A list of University administration, faculty, and staff can be found here.
- If the complaint cannot be resolved informally, students are encouraged to follow the formal complaint process.
- There will be no adverse effect on or retaliation against a student voicing a complaint in good faith, nor against any person who in good faith provides information regarding a complaint.

A formal written complaint may be submitted to the Office of Institutional Effectiveness by completing an online or PDF complaint form found at www.piedmontu.edu/student-complaint. Submission of complaints should be made within 30 days of the incident. The Office of Institutional Effectiveness will acknowledge receipt of the complaint to the person/s submitting the formal complaint. Upon receipt of the complaint by the Office of IE, the complaint will be assigned to the appropriate office.

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.

Insurance and Medical Services

The Student Services 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

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

Intercollegiate Athletics

Piedmont is a Division I member of the National Christian College Athletic Association (NCCAA). Men's and women's sports are offered, with details available at <https://piubruins.com>.

ORGANIZATIONS

Student Government (SGA)

The SGA consists of elected officers as well as other appointed student representatives. The purpose of the SGA is: to provide a formal and official student governing organization within the University, to promote the general welfare of the student body and university by fostering unity and advancing the mission of the University, to provide clear representation of the student body to the University leadership, and to serve as the governing organization of the student body.

Student’s School of Study

The Alford School of Ministry, the Bowman School of Bible and Theology, the John Wesley School of Leadership, the Moore School of Education, the Patterson School of Business, and the School of Arts and Science are 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 chapel time for meetings. Classes provide a class officer to represent them on Student Council.

University Societies

All main campus undergraduate students have the opportunity to join a student-led Society. Each society will work to connect students to organizations and opportunities with the purpose of giving students avenues to gain service hours and helping the PIU student body impact the immediate community. Each society will focus upon a different service area as follows:

- Alpha Phi AΦ Underprivileged Youth Ministries
- Beta Sigma BΣ Hunger Ministries
- Gamma Chi ΓΧ Women’s Ministries
- Pi Delta ΠΔ Homeless Ministries
- Omega Nu ΩΝ Evangelism

University Clubs

Student Services provides a way for students to come together in interest-based groups. The types of clubs may vary and are 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 six 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 five-year charter. Two long standing clubs are:

Kappa Chi Club

The Kappa Chi Club (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 Club 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 often with visiting missionaries. This organization is open to all students.

ACADEMIC INFORMATION

ACADEMIC POLICY

Educational Objectives

The educational program of PIU is designed to prepare students for careers as pastors, missionaries, educators, sign language interpreters, student ministry pastors, counselors, musicians, business leaders, nonprofit managers, law enforcement officers, and sports management directors.

Educational Process

The educational process as conceived by a biblical 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 confirm 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 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 to 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 how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic careers. 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. An 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 (but are not limited to), the following:

- Completing an examination while looking at another student's examination
- Using external aids (e.g., books, notes, calculators, conversation with others), unless specifically allowed in advance by the faculty member
- 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, however, when they involve dishonesty.

Examples of complicity include (but are not limited to), the following:

- Knowingly allowing another student to copy from your 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 student'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 counterfeiting information for use in any academic exercise or University record.

Examples of falsification include 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. In grade replacement courses, you may not submit the same work without the explicit consent of the instructor.

Examples of multiple submission include submitting the same paper for credit in more than one course without all faculty members' permission, or 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. Plagiarism can occur in an oral, written, or media project submitted for academic credit or for some other benefit.

Examples of plagiarism include (but are not limited to), the following:

- Word-for-word copying of another person's ideas or words;
- Mosaic (interspersing of one's own words here and there while, in essence, copying another's work);
- 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 the least dishonest and at the worst as 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/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 just one course in the semester.

GEORGE M. MANUEL LIBRARY

The University library was named on October 22, 1970, in honor of George M. Manuel, who served the institution faithfully as history professor, dean of men, and the first professional librarian.

The library functions as the hub of academic life by providing rich resources that represent authoritative voices of the past and present. Students, faculty, staff, and the community can convene in spaces designed for collaborative study, or patrons can utilize the areas designated for silent research. Discover more at piedmontu.edu/library.

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).

INSTITUTIONAL REVIEW BOARD (IRB)

Piedmont International University recognizes the need to provide careful oversight of all institutional research involving human participants. The protection of human research subjects is both ethically responsible and consistent with the principles specified in the Code of Federal Regulations, Title 45, Part 46 (45 CFR 46), and the Belmont Report. As such, any human subject research conducted by faculty or students associated with PIU is subject to the review process of the Institutional Review Board of Piedmont International University.

UNDERGRADUATE GRADING SCALE

Grade	Point Value	Description
A	4.0	The student has consistently completed work of superior quality and has mastered course content.
A-	3.7	
B+	3.3	The student has completed work of good quality and has a working knowledge of course content.
B	3.0	
B-	2.7	
C+	2.3	The student has completed work of average quality and has an adequate knowledge of course content.
C	2.0	
C-	1.7	
D+	1.3	The student has completed work of minimally acceptable quality and has marginal working knowledge of course content.
D	1.0	
F	0.0	The student has failed to complete work of minimally acceptable quality and is not working knowledge of course content.

Withdraw Passing...[WP] The student has withdrawn from the class/University after the no-academic-penalty drop deadline with appropriate authorization while passing the course. A “WP” does not affect the GPA.

Withdraw Failing...[WF] The student has withdrawn from the class/University after the *no-academic-penalty* drop deadline with appropriate authorization while failing the course. A “WF” grade affects the GPA in the same manner that an “F” does.

Passing.....[P] The student has completed a course taught on a Pass/Fail basis with a grade equivalent to a C- or higher. A grade of “P” in a Pass/Fail course does not affect the GPA. A grade of “F” in a Pass/Fail course affects the GPA in the same manner that a regular “F” does.

Incomplete.....[I] The student has maintained a successful record appropriate for his/her program, but has failed to submit a major project or to take a final examination due to circumstances deemed by the professor to be beyond the student’s control. An “Incomplete” is a temporary grade that is required to be removed by the end of the sixth week after the end of the semester. An “Incomplete” that is not removed by the deadline is changed to an “F”. Financial aid may be affected until the “I” is changed to a permanent grade.

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, and so on. 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 for which they have received a grade 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 online 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.

CREDIT RECOGNITION AND TRANSFER POLICY

Piedmont International University (PIU) recognizes that students may commence their studies at Piedmont with a variety of prior educational and professional experiences. Whilst Piedmont does not guarantee the transfer of credits from any educational institution, the university is receptive to the transfer of credits from accredited universities in the United States and elsewhere. Similarly, the university understands that adult learners may possess valuable work experience and professional competencies acquired over the duration of their careers that may be relevant to the community of practice pertaining to an academic area. Given the policies adopted by various state governments to encourage the recognition of such competencies and military service in order to enable degree completion, upskill workers to meet emerging skills gaps, and promote affordability in higher education, PIU seeks to provide credit for demonstrated competencies gained through professional work and alternative educational pathways. As a general matter, combined credit through all alternative means should not exceed 50 percent of the credits required for any degree awarded by the university. In other words, it is expected that students will complete 50 percent of their studies at PIU in order to graduate with a PIU degree. The Provost/EVPAA may recommend a variance to this principle and grant additional credit where evidentiary justification exists. Where discipline/profession-specific accreditation requirements apply, the maximum transferrable credits are those specified by the professional accreditation body and alternative credit may not be granted toward any mandatory courses specified for such accreditation. In addition, any coursework submitted for credit must have been completed within the prior ten years. For courses completed before ten years, the candidate must submit a written statement providing a rationale for the granting of credits and explain why their knowledge is current.

In all cases of credit recognition and transfer, the competencies must be clearly evidenced, current, and relevant to the discipline area. It is also essential that credit recognition and transfer is pursuant to policies and procedures that ensure robust quality assurance, academic oversight and integrity, and satisfy program learning outcome requirements applicable to the relevant discipline.

Credit Gained at other Universities/Colleges

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 be equivalent to the respective Piedmont International University program of study, and course work must be comparable. Equivalency is a matter for academic judgment.
- 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 Credit should be evaluated as part of the applicant's original admission to the program.
- Correspondence work from some colleges may be transferred. The above guidelines for transfer apply. The Registrar should approve such studies in advance.

Additional Admissions Requirements for Transfer Students

- 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.

Credits Granted by Way of Articulation Agreements

Piedmont International University may conclude articulation agreements with universities/colleges and professional organizations providing for articulation pathways into its degree programs. Where an articulation agreement exists, an eligible student who is in good standing from the partner institution will be automatically granted credits as provided in the articulation agreement toward an applicable degree program at PIU. A student from an eligible partner institution which is a signatory to an articulation agreement may be issued a provisional offer of admission into the relevant degree program with a conditional recognition of prior credits. In such cases, the full and final recognition of prior credits completed at the partner institution may be confirmed upon enrollment after assessing the evidence of learning.

Non-Traditional Credits

Piedmont International University may award credit by examination, experiential learning, advanced standing, and professional certification. The following policies apply and additional details may be found in the appropriate Handbook or by contacting the Registrar's Office. In no case will combined non-traditional credits exceed one-half of the program length. Non-traditional credits may not be used to meet residency requirements. The full procedure for applications and processing may be specified by the Registrar's Office and amended as needed.

Credit by Examination

Advanced Placement, CLEP, and DSST

Piedmont International University awards credits based on passing scores obtained in external examinations such as the DANTES Subject Standardized Tests (DSSTs), the Defense Language Proficiency Tests, and the College Level Examination Program (CLEP).

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.

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

DSST Exams are available in six subject areas. Please contact your advisor to discuss ones that might be applicable to your program. Other external examination scores will be assessed for credit on a case by case basis.

Institutional Examinations

Course Challenges

A student may challenge a course for which he/she has sufficient background if he/she receives the approval of the Dean of the appropriate school. A course may be challenged to earn credits or to qualify for waiver of a program admission pre-requisite. A course challenged for the purpose of earning credits requires a challenge fee, course registration, and tuition. A course challenged for the purpose of qualification for pre-requisite waiver requires only a challenge fee. A student may only challenge a course once. Course challenges are only permitted during the first four weeks of each semester, the first two weeks of an online session, and the first day of a 5-day module. A student may not challenge a course for which he has been registered and has attended past the registration deadline.

A student will receive credit, which will be recorded as P (Passed), upon passing the examination with a minimum grade of B. A research paper may be required in certain courses. P is recorded on the transcript, but it is not included in the grade point average. Examination results judged inadequate will not be recorded on the transcript. Course challenges may not be used to meet the residency requirement for transfer students. After completing the proper form, the student must take the challenge examination from the appropriate professor. The student is responsible for the payment of the challenge fee to the Business Office prior to taking the challenge examination. The fee per course to be challenged is \$100. This fee is applicable toward the tuition if credit is to be earned for the course.

Required courses which are challenged for the purpose of being waived do not result in credit, nor in tuition charges. Courses, required or elected, that are challenged for the purpose of credit will result in tuition charges, if passed. The total combined credit hours of course challenge, transfer, and Advanced Standing may not exceed 50% of the requirements for a degree.

Prior Learning

Piedmont International University awards Prior Learning Credit (PLC) for post-high school, pre-enrollment professional experience or military service. Prior Learning Credit may be granted for professional/workplace certifications evidenced by relevant transcripts or is based on a portfolio that demonstrates the relevant competencies toward the credits claimed and acquired by the student through work or other experience. It may be granted for work/employment experience validated by an employer, training experiences such as assessed seminars or professional development, or life experiences* such as substantial volunteer activities that are congruent with course learning objectives or graduate attributes.

**Applicable to undergraduate students 2019-2020.*

In some cases, it may be granted for transcript credit not applicable for transfer because PIU has no equivalent course.

The credit awarded will be based on the competencies documented rather than on a course by course equivalency. The amount of credit given will be determined by the documentation of learning rather than evidence of simply doing a task or serving in a position for a period of time.

A student seeking PLC is required to complete an application and enroll in a directed study course entitled 'Portfolio of Experience.' This course qualifies for 3 credits and is conducted under academic supervision and approved by the dean/head of the relevant academic area. In order to complete the course, students have to build a portfolio substantiated by evidence relating to the competencies claimed, and supported by an essay or statement (max. 3000 words) reflecting the acquisition of the required learning objectives.

It is the responsibility of the student to provide the evidence and build a satisfactory portfolio. Whilst the university is committed to guiding students and providing advisory support in assembling a portfolio, it remains the responsibility of the student to demonstrate why credit must be granted. The quality of the presentation of the material and weight of evidence will be considered in making credit-awarding decisions. The portfolio submitted will be evaluated by the Dean of the appropriate school, an assigned content expert, or a contracted professional. Evaluation of the portfolio may include an oral presentation or video interview to assess the student's competency in the areas claimed. Students should allow up to eight weeks for review of their portfolio submission. An official report will be provided specifying the credits granted or denied. A fee of \$100 will be charged for each credit assessed. Prior Learning assessment at PIU follows the guidelines published by bodies such as the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE). A student who is aggrieved by a PLC determination may appeal that decision to the EVPAA/Provost by stating reasons why the appeal should be allowed and providing any new evidence that is relevant to the appeal under procedures established. The decision of the EVPAA/Provost shall be rendered within four weeks after the appeal has been received and communicated in writing to the student.

In addition to credits granted by portfolio submission, 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, credit for physical education may be given for participation in an intercollegiate sport with a recommendation from the coach and the approval of the Associate Provost, 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.

Advanced Standing

Temple Baptist Seminary may also award Advanced Standing credits. Credits may be granted to qualified students possessing a bachelor's degree from an accredited or recognized institution. The policy is designed to reward high-level undergraduate preparation.

The eligibility for and the amount of Advanced Standing are based on catalog and transcript evaluation as well as correspondence of course content between the undergraduate college granting the Bachelor's degree and Piedmont International University.

COURSE CRITERIA

- Grade of A or B
- Junior or Senior level course number
- Content Correspondence

ADVANCED STANDING LIMITS

- Up to 24 semester hours toward the M.Div. (excluding M.Div. military chaplaincy track)
- Up to 16 semester hours toward the M.A.B.S. degree
- Up to 9 semester hours toward M.A. Bible Exposition
- No hours towards the Graduate Certificate, M.A. in Ministry or Leadership, M.Ed., M.Div. military chaplaincy track, D.Min., or Ph.D. degrees

Professional Certification

Credit may be awarded in some programs based on professional certification. Examples include the following: BLET credits will be awarded toward 1 year of the BA Criminal Justice program, the BA Interdisciplinary Studies, and toward some courses in the Bachelor of Business Administration degree.

Deaf Studies

If you already have current and verifiable interpreting credentials, you may receive credit for classes according to the following:

1. Certified (CSC, CI, CT, NIC, NIC-A, NIC-M, NAD 4 and 5, EIPA 4.0 or higher):
 - ASL 1, ASL 2, ASL 3, ASL 4, and ASL 5
 - Introduction to the Interpreting Profession
 - Introduction to the Interpreting Process
 - English to ASL Interpreting
 - ASL to English Interpreting
 - Interactive Interpreting
2. Written Portion of a nationally recognized knowledge test: Written Portion of a nationally recognized knowledge test:
 - Introduction to the Interpreting Profession

Special Admissions - Ability to Benefit

Admission into Seminary Graduate Studies (M.A., M.A.B.S., and M.Div.) requires a bachelor's degree or equivalent from an accredited or recognized college. Consideration is given, on very rare occasions, to applicants without a bachelor's degree and those with degrees from colleges that are not recognized. These exceptions are limited to no more than 10% of the total enrollment during a given semester.

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.

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 courses, 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 will automatically fail 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 day) module

Tardy, Early Departure, and/or Partial Attendance

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

Students who miss more than 25 percent 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

Athletic Attendance Policy

Athletes will be excused for all documented travel days during the times submitted by the athletic department. In addition to the travel days, they will be allowed a maximum of one week of absence without automatic penalty.

This policy also will be applicable to any school-sponsored event approved by the office of the Associate Provost.

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 considers the following absences as automatically approved for make-up work:

1. 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 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.
2. Illnesses
3. Funerals
4. Selected school-sponsored class trips or projects that meet divisional or degree requirements.
5. 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

- Professors must take roll every class period and make the attendance record promptly available to the students via the student portal.
- Each 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, accompanied by documentation for every absence.

Professors may advocate for 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

PIU will have Commencement in May, with additional August and December conferral dates for diplomas. The University may approve an alternate conferral date in conjunction with international partners when appropriate. Main campus students are required to attend Commencement.

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 Office of the Provost. A student has 150 percent of the time requirements in the catalog to finish a program.

Records of Progress

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

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 all students via the 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 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 upon participation in the required Academic Assistance coursework. 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/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 does not 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 (e.g., grade dispute) 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 Office of the Provost. The committee is composed of the members of the Academic Review Committee. The Academic Council serves as the Academic Appeals Committee. 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 or via email at info@tracs.org.

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 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, test-taking strategies, motivational skills, 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

- Freshmen: 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 but do receive a transcript.

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- 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.
 - Enrichment Students: Those who attend for personal growth and do not receive a transcript.

Dropping a Course

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 Aid Director, and the Student Accounts Representative. 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. If a student abandons the course after the last date to withdraw, a student grade will be marked as a “WF” as of the last date of attendance.

Withdrawal from the University

Any student withdrawing from the University for any reason must communicate in person, by phone, or by email with his/her Advisor. In addition, main campus students must communicate with the Dean of Campus and Spiritual Life before an acceptable withdrawal can be processed. Students must complete the Withdrawal from the University Form and submit it to the Academic Services Office. Failure to complete and submit the form will result in a \$25.00 fine. Upon completion and submission of the form, the fine will be waived from the student’s record. Appropriate communication with all aforementioned offices will ensure accurate academic and financial records.

If a student’s attitude or conduct does not conform to the student handbook, 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 academic progress standard. The University reserves the right to administratively withdraw a student from the university in situations that the university deems necessary.

Grades and financial obligations are computed as of the day of withdrawal (e.g. withdrawn during withdrawal without academic penalty period, withdrawal during drop/add, withdrawal with academic penalty). A complete refund schedule is included on the Schedule of Fees, which is available in the Student Accounts Office or on the Piedmont International University website, www.PiedmontU.edu.

Withdrawal from all courses in a term will result in a student being marked as withdrawn from the University. A request to withdraw from the University after the last day to withdraw with academic penalty will result in the student receiving a failing grade for the courses in which he/she is enrolled. The withdrawal also may result in the return of Title IV funding.

Withdrawal from a semester or lack of enrollment for a semester does not invalidate a student’s status as a continuing student as long as he/she notifies the Registrar or Advisor of his/her intent to continue and/or register for the next available session/semester. Please note that withdrawing from one semester and not attending the subsequent semester constitutes an absence of two consecutive semesters, which triggers the need for a Returning Student’s Readmission Process.

Medical Withdrawal

In the case a student must withdraw from the university due to medical reasons, with appropriate documentation provided from a board-certified physician, a student may be medically withdrawn from the University. A medical withdrawal will only apply for students who are withdrawing from the University, not withdrawing from a course. If the student were to medically withdraw after the add/drop period, the grade for the course would be a “W.” The withdrawal also may result in the return of Title IV funding.

Military Withdrawal

In the case a student must withdraw from the University due to military deployment, a call to active duty, required specialized training, or natural disaster response deployment, a student may be granted a military withdrawal. The student or a family member must submit the request to the Office of Academic Services within one week of the student’s official notification from the government with appropriate

documentation to be considered. A student is entitled to a complete (100%) refund of tuition and fees for the term of a granted military withdrawal and all courses will be dropped from the transcript as a result of the military withdrawal. The student will be charged for all housing and meal plan expenses that have occurred. Additionally, due to the potential of the return of Title IV funding for a withdrawal, it is important for the student to consult with the Financial Aid Office. In the case a student desires to complete courses that are already in progress instead of withdrawing, special accommodations may be extended.

Potential completion of coursework may be discussed with instructors. Online completion may be an option. In addition, the student who has completed over 70 percent of the semester or session may receive credit and a grade by requesting to receive a final grade based upon the student's work in the course up to the date of deployment or activation. A student may receive a final grade by requesting to take an early final exam or submitting a final paper/project in order to determine a final course grade for the student.

Readmission after Military Deployment

When a student's deployment is complete, a student may request readmission to his/her prior academic program. To do this, he/she must submit the Readmission after Military Activation/Deployment form along with a copy of his/her deployment papers or his/her most recent DD214 Form. Piedmont International University will provide priority readmission in this scenario. Re-entry into the student's program will be effective the next available semester or session. If a student requests admission to a new program of study, the student must submit a change of program request.

Returning Students

Previously enrolled students desiring to re-enter the University should submit an application online at 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 with Piedmont International University
5. Shall have satisfactorily completed the Christian Service requirements
6. Shall have given evidence of high Christian character and conduct in accord with University standard; 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 reenter. 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 percent.

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.

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

Transcripts

Official transcripts may be obtained through the Registrar's Office of the University or at www.piedmontu.edu/office-of-the-registrar-transcript-transcript-request. A minimal fee is charged for every transcript. Unofficial transcripts are available on the student portal.

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 an on 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 day of the summer semester.

Directed Studies

Students desiring credit for a directed 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 associate's, bachelor's, master's, or doctoral 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 textbooks, 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 two 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 assignments and examinations, 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 and the John Wesley University teach-out plan. For more information, contact the Registrar's Office.

Temple Baptist Seminary

Bowman School of Bible and Theology

JERRY HULLINGER, Th.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 (3 hours)
- New Testament Survey (3 hours)
- Bible Doctrine I (3 hours)
- Bible Doctrine II (3 hours)
- Biblical Interpretation I: Principles of Biblical Interpretation (2 hours)
- Biblical Interpretation II: Dispensationalism (2 hours)
- Biblical Interpretation III: Issues in Eschatology (2 hours)
- Acts (2 hours)
- Christian Ethics (2 hours)
- Evangelism (2 hours)
- 2 Bible Electives (6 hours)

Approved Bible Core for Non-Ministry Majors– 12 hours

- Survey of the Bible
- Biblical Interpretation: Procedure and Practice
- Survey of Bible Doctrine
- Apologetics

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:

- Bible Doctrine I and II
- 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:

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

Summary of required semester hours:

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

Fall Semester			Spring Semester		
BN104	Life of Christ	3	BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
BN201	Pauline Epistles I	3	BN102	New Testament Survey	3
BO101	Old Testament Survey	3	BO202	Pentateuch	3
BT301	Bible Doctrine I	3	BP102	Christian Ethics	2
GT100	Student Life Seminar	1	BT302	Bible Doctrine II	3
PT101	Evangelism	2		Bible Elective	3
	Total	15		Total	16

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:

- 1. Demonstrate a general knowledge of the books of the Bible, including key individuals, major events, and historical settings
- 2. Explain the major doctrines of the Bible consistent with literal, grammatical, contextual, and historical principles of interpretation
- 3. Exhibit an ability to integrate a biblical worldview in personal and professional life applications
- 4. 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

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
IC101	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
	Elective	3
	General Education 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 PE 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
	Bible Elective	3
	Elective	3
Total		17

Associate of Arts, Religious Studies

The Associate of Arts in Religious Studies is a 2-year foundational degree in scriptural studies and practical ministry. The Associate of Arts in Religious Studies is intended to provide a foundation for those who wish to transfer to another university after two years to meet additional, specialized educational goals.

Objectives:

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

- 1. Demonstrate a general knowledge of the books of the Bible, including key individuals, major events, and historical settings
- 2. Exhibit an ability to integrate a biblical worldview in personal and professional life applications
- 3. Develop expertise in a selected field as a foundation for additional study

Summary of required semester hours:

Biblical Studies.....	15
General Education.....	28
Elective.....	18
Total.....	61

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
GH101	Survey of World History I	3	GC111	Mathematics Survey	3
GT100	Student Life Seminar	1	GE102	English Composition II	3
	General Education Elective	3		Elective	3
	Science (with lab)	3		Elective	3
Total		16	Total		17

YEAR TWO

Fall Semester			Spring Semester		
BH201	Biblical Interpretation II: Dispensationalism	2	BP102	Christian Ethics	2
GS201	Principles of Speech	3	GP202	General Psychology	3
PT101	Evangelism	2		Fine Arts Elective	3
PT318	Biblical Perspectives	1		Elective	3
	Elective	3		Elective	3
	Elective	3	Total		14
Total		14	Total		14

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:

- 1. Demonstrate a general knowledge of the books of the Bible, including key individuals, major events, and historical settings
- 2. Employ competence in a minor field as a base for future instruction or ministry
- 3. Exhibit an ability to integrate a biblical worldview in personal and professional life applications
- 4. Interpret and defend the Bible consistent with literal, grammatical, contextual, and historical principles of interpretation
- 5. Relate effectively as a servant/leader in a local church setting

Summary of required semester hours:

Biblical Studies.....	47
General Education.....	36
Professional/Ministry	38
Elective.....	3
Total.....	124

Choose one Minor 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	Sports Management^
General Ministry	Student Ministry**
History	Worship Leadership**
Humanities	

*Online Only

**On-Campus Only

^Requires Dean’s approval and additional hours.

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

Bachelor of Arts, Bible with Selected Minor (Main Campus Sequence)

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
IC101	Introduction to Missions	3
PT101	Evangelism	2
PA100	Health 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
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
BT301/ THE500	Bible Doctrine I* or 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
BT302/ THE501	Bible Doctrine II* or Theology II*	3
Ministry or Bible Elective*		3
Minor Course*		3
Total		15

YEAR FOUR

Fall Semester

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

Spring Semester

BN402	Acts*	2
BP412	Senior Seminar	1
Elective		3
Minor Course*		3
Minor Course*		3
Total		12

*Must make a C or better

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

The B.A. Bible online sequence is the model for all online degree offerings. All minor courses are offered at least once every two years.

YEAR ONE

Fall Semester

Session 1			Session 2		
BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2	BH201	Biblical Interpretation II: Dispensationalism	2
BO101	Old Testament Survey	3	GE101	English Composition I	3
GC100	Introduction to Computers	1	PA100	Health or PE Activity	1
GT100	Student Life Seminar	1			
	Total	7		Total	6

Spring Semester

Session 1			Session 2		
BH202	Biblical Interpretation III: Issues in Eschatology	2	BN102	New Testament Survey	3
GE102	English Composition II	3		Humanities Elective	3
	Total	5		Total	6

Summer

Session 1			Session 2		
BP102	Christian Ethics	2	BN104	Life of Christ	3
	Fine Arts Elective	3	IC101	Introduction to Missions	3
	Total	5		Total	6

YEAR TWO

Fall Semester

Session 1			Session 2		
BN201	Pauline Epistles I	3	BN202	Pauline Epistles II	3
GH101	Survey of World History I	3	GC111	Mathematics Survey	3
PT101	Evangelism	2			
	Total	8		Total	6

Spring Semester

Session 1			Session 2		
	Bible Elective	3	BO202	Pentateuch	3
	Minor Course	3	GP202	General Psychology	3
	Total	6		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

YEAR THREE

Fall Semester

Session 1

BT301/ THE500	Bible Doctrine I* or Theology I*	3
Minor Course		3
Total		6

Session 2

Elective		3
Minor Course		3
Total		6

Spring Semester

Session 1

BN302	Daniel and Revelation*	3
BT302/ THE501	Bible Doctrine II* or Theology II*	3
Science Survey		3
Total		9

Session 2

BC302	Baptist History	3
Total		3

Summer Semester

Session 1

Literature Survey		3
Total		3

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

*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:

- 1. Demonstrate a general knowledge of the books of the Bible, including key individuals, major events, and historical settings
- 2. Identify and describe major events associated with the Creation, the Flood, the person of Christ, the Church, God’s prophetic program
- 3. Assess the place and role of key individuals in the Bible
- 4. Elucidate essentials of biblical and systematic theology
- 5. Interpret and defend the Bible consistent with literal, grammatical, contextual, and historical principles of interpretation
- 6. Employ competence in the skills of leadership, preaching, teaching, and communication associated with pastoral ministry and evangelism

Summary of required semester hours:

Biblical Studies.....	59
General Education.....	36
Professional/Ministry	29
Total.....	124

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
IC101	Introduction to Missions	3
PT101	Evangelism	2
PA100	Health 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 Survey	3
	Total	17

YEAR THREE

Fall Semester

BN301	General Epistles Survey*	3
BN311	Greek I*	3
BT301/ THE500	Bible Doctrine I* or Theology I*	3
PT301	Homiletics	3
	Humanities Elective	3
	Total	15

Spring Semester

BC302	Baptist History	3
BN302	Daniel and Revelation*	3
BN312	Greek II*	3
BT302/ THE501	Bible Doctrine II* or Theology II*	3
PT302	Expository Preaching	2
	Total	14

YEAR FOUR

Fall Semester

BN411	Greek III*	3
BP411	History of Christian Thought	3
PT401	Pastoral Counseling	3
PT412	Pastoral Theology	2
	Bible Elective*	3
	Total	14

Spring Semester

BN402	Acts*	2
BN412	Greek IV*	3
BP412	Senior Seminar	1
PT402	Church Administration	3
PT414	Pastoral Internship	2
	General Education Elective	3
	Total	14

*Must make a C or better

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

5-YEAR Accelerated B.A. and M. Div. Options:

Undergraduate:

B.A. Biblical Studies (Pastoral Training)

B.A. Bible with Selected Minor

Graduate:

M.Div. Pastoral Studies

M.Div. Church Ministry

Purpose:

The Five-Year Accelerated 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 Accelerated 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:

1. 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
2. Exhibit competence in providing appropriate spiritual counsel or guidance in a church and in other ministry settings
3. Demonstrate ability in applying Christian Apologetics to evaluate contemporary philosophical ideas and commitment to applying biblical truth in evangelism
4. Conduct graduate-level research on a ministry-related subject, as demonstrated in a paper using clear English and standard procedures
5. Explain and contrast the basic tenets of Christian theology and principles of ministry from a perspective of Christian maturity and Baptist distinctives
6. Develop measurable strategies for establishing and leading effective ministries

Special Requirements for Admission

1. A high school graduation GPA of 3.0 or above
2. An ACT score of 25 or above or an SAT score of 1700 or above (Prior to 2016) or 1230 or above (2016-present)
3. Written declaration upon admission to PIU to pursue the Scholars Program
4. Maintaining a cumulative GPA of 3.00 every semester
5. 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.):

Undergraduate:

- B.A. Biblical Studies (Pastoral Training)
- B.A. Bible with Selected Minor

Graduate:

- M.Div. Pastoral Studies
- M.Div. Church Ministry

Summary of required semester hours:

Undergraduate Degree: B.A. Biblical Studies - Pastoral Training

Undergraduate hours.....91

Graduate hours that apply toward undergraduate requirements..... 33

Total hours applied toward the B.A.....124

Graduate Degree: M.Div. Pastoral Studies

Graduate hours that apply toward undergraduate and graduate requirements.....33

Graduate hours that apply only toward the M.Div.....39

Total hours applied toward the M.Div.....72

Total Accelerated B.A. and M.Div.....163

Undergraduate Degree: B.A. Bible Selected Minor

Undergraduate hours.....91

Graduate hours that apply toward the B.A.....33

Total hours applied to the B.A.....124

Graduate Degree: M.Div. Church Ministry

Graduate hours that apply toward undergraduate and graduate requirements.....33

Graduate hours that apply only toward the M.Div.....39

Total hours applied toward the M.Div.....72

Total Accelerated B.A. and the M.Div.....163

Pastoral Studies Emphasis

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
IC101	Introduction to Missions	3
PT101	Evangelism	2
	PE Activity	1
	Total	17

Spring Semester

BN102	New Testament Survey	3
BP102	Christian Ethics	2
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
	Total	14

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
	Humanities Elective	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
	Total	14

YEAR THREE

Fall Semester

BN311	Greek I	3
MIN520	Homiletics	3
PT401	Pastoral Counseling	3
PT412	Pastoral Theology	2
THE500	Theology I	3
	UG Bible Elective	3
	Total	17

Spring Semester

BN312	Greek II*	3
BSN601	New Testament Word Studies	3
MIN522	Biblical Preaching	3
PT402	Church Administration	3
THE501	Theology II	3
	Total	15

YEAR FOUR

Fall Semester

BN411	Greek III*	3
BIN500	Introduction to Hermeneutics	3
HIS511	Baptist History and Distinctives	3
	Graduate NT Bible Elective	3
	General Education Elective	3
Total		15

Summer

HIS500/ HIS501	Church History I or Church History II	3
RES511	Research: Writing and Communication	3
	Graduate Ministry Elective	3
Total		9

YEAR FIVE

Fall Semester

BLH600	Hebrew I	3
BSO500	Introduction to OT	3
MIN500	Leadership and Vision Casting	3
MIN508	Global Focus of Church Ministry	3
THE505	Dispensationalism	3
Total		15

Spring Semester

BN412	Greek IV*	3
BP412	Senior Seminar	1
BN402	Acts	2
MIN628	Mentored Internship	3
THE517	Apologetics	3
	Graduate Theology Elective	3
Total		15

Spring Semester

BLH601	Hebrew II	3
BSN500	Introduction to NT	3
MIN525	Discipleship and Christian Education	3
MIN620	Issues in Counseling	3
	Graduate Level General Elective	3
Total		15

*Must make a C or better

Church Ministry Emphasis

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
IC101	Introduction to Missions^	3
PT101	Evangelism^	2
	PE Activity	1
Total		17

Spring Semester

BN102	New Testament Survey	3
BP102	Christian Ethics^	2
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
Total		14

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
	Humanities 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
	Minor Course	3
Total		17

YEAR THREE

Fall Semester

BLG500/BSN601	Greek I or NT Word Studies	3
	Graduate Ministry Elective	3
THE500	Theology I	3
	Minor Course	3
	Minor Course	3
Total		15

Spring Semester

BLG501/BSN__	Greek II or Graduate NT Elective	3
THE501	Theology II	3
	Literature Survey	3
	Minor Course	3
	Minor Course	3
Total		15

YEAR FOUR

Fall Semester

BIN500	Introduction to Hermeneutics	3
BLH600/ BSO601	Hebrew I or OT Word Studies	3
HIS511	Baptist History and Distinctives ≈	3
	General Education Elective	3
	Minor Course	3
	Total	15

Spring Semester

BLH601/ BSO__	Hebrew II or Graduate OT Elective	3
BP412	Senior Seminar	1
BN402	Acts	2
MIN508	Global Focus of Church Ministry	3
THE517	Apologetics	3
	Undergraduate Level Free Elective	2
	Total	14

Summer

HIS500/ HIS501	Church History I or Church History II	3
MIN628	Mentored Internship~	3
RES511	Research: Writing and Communication	3
	Total	9

YEAR FIVE

Fall Semester

BSO500	Introduction to OT	3
THE505	Dispensationalism	3
	Graduate Level General Elective	3
	MDIV Track Course	3
	MDIV Track Course	3
	Total	15

Spring Semester

BSN500	Introduction to NT	3
MIN520/ MIN524	Homiletics or Teaching the Bible	3
	Graduate Level Theology Elective	3
	MDIV Track Course	3
	MDIV Track Course	3
	Total	15

^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

Temple Baptist Seminary

Alford School of Ministry

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), 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 effectively communicate 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:

1. Demonstrate a general knowledge of the Bible as a foundation of all Christian service
2. Exhibit skills in a selected area of ministry in a local church
3. 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

Associates of Arts, Ministry

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
IC101	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 Ed. or PE 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

Bachelor of Arts, Ministry (Double Minor)

Overview

The 124-hour Bachelor of Arts in Ministry has the advantage of providing ministry training in 22 areas of ministry, such as Biblical languages, children’s ministry, church education, coaching and recreational ministry, counseling, criminal justice, English, expanded Bible, history, general ministry, humanities, intercultural studies, Israel studies, management for non-profit, North American church planting, music, pastoral studies, secondary Bible education, sign language, sports management, student ministries, and worship arts. 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:

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

Summary of required semester hours:

Biblical Studies.....	49
General Education.....	36
Professional/Ministry	39
Total.....	124

Choose two Minors from this list:

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

*Online Only

**On-Campus Only

^Requires Dean’s approval and additional hours.

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

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	GC111	Mathematics Survey	3
GT100	Student Life Seminar	1	GE102	English Composition II	3
IC101	Introduction to Missions	3	GP202	General Psychology	3
PT101	Evangelism	2			
PA100	Health or PE Activity	1			
	Total	17		Total	16

*Must make a “C” or better

YEAR TWO

Fall Semester			Spring Semester		
BH201	Biblical Interpretation II: Dispensationalism	2	BH202	Biblical Interpretation III: Issues in Eschatology	2
BN104	Life of Christ	3	BO202	Pentateuch	3
BN201	Pauline Epistles I	3	PT202	Church Education	3
GS201	Principles of Speech	3		Fine Arts Elective	3
	Minor Course*	3		Literature Survey	3
	Science Survey	3		Minor Course*	3
	Total	17		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
	Minor Course*	3
	Minor Course*	3
	Total	12

YEAR FOUR

Fall Semester

BP411/ GY411	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

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 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 also may 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, Music

Objectives:

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

- 1. Articulate a philosophy of worship and music by means of a research paper citing scriptural references and other resources to support their philosophy
- 2. Perform a junior and senior recital that shows the student is competent as a performer
- 3. Prepare a choir or praise team for a church worship service for a local church using rehearsal and conducting techniques developed in conducting courses
- 4. 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
- 5. Demonstrate competence in music theory and aural skills, music history, and formal analytical techniques
- 6. Give evidence of the ability to rehearse the various types of church choirs, including 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
GH101	Survey of World History I	3	GC111	Mathematics Survey	3
GT100	Student Life Seminar	1	GE102	English Composition II	3
MC091	Music Fundamentals^	0	MC112	Music Theory I*	3
PT101	Evangelism	2	MC114	Aural Skills I*	1
	Ensemble*	1		Ensemble*	1
	Primary Instrument*	1		Primary Instrument*	1
	Secondary Skills*	1		Secondary Skills*	1
Total		15	Total		18

^Requirement based on placement testing

*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
MC113	Music Theory II*	3
MC213	Aural Skills II*	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
MC212	Music Theory III*	3
MC214	Aural Skills III*	1
	Ensemble*	1
	Primary Instrument*	1
	Secondary Skills*	1
	Total	17

YEAR THREE

Fall Semester

BT301	Bible Doctrine I	3
GC__	Science Survey	3
MC209	Elements of Conducting*	1
MC403	History of Music I^	3
MC311	Music Theory IV*	3
MC313	Aural Skills IV*	1
	Ensemble*	1
	Primary Instrument*	1
	Total	16

Spring Semester

BT302	Bible Doctrine II	3
GC103	Introduction to Computers (Ministry Emphasis)	1
MC304	Church Music Methods^*	3
MC307	Advanced Conducting*	2
MC407	Hymnology	2
	Ensemble*	1
	Junior Recital	0
	Literature Survey	3
	Primary Instrument*	2
	Total	17

YEAR FOUR

Fall Semester

GY411	History of Christian Thought	3
MS405	Instrumental Methods	2
MC405	History of Music II^~	3
MC401	Form and Analysis	2
	Ensemble*	1
PA100	Health or 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

^Requirement based on placement testing

*Must make a C or better

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).

Objectives:

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

1. Demonstrate a basic knowledge and skill set using ASL
2. Identify settings where ASL can be used as an effective means of communication
3. 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 V	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:

1. Articulate a proper understanding of Hebrew and Greek grammar
2. Approach a given text of Scripture and translate it into English
3. 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

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:

- 1. Evaluate the current culture in which children live and address their needs accordingly
- 2. Formulate a biblical and personal philosophy of children’s ministry
- 3. Identify the vital need for the church to partner with parents in the spiritual development of children
- 4. 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 also is 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:

- 1. Articulate a biblical philosophy, including basic objectives of discipleship
- 2. Demonstrate a working knowledge of the people and philosophies that have influenced Christian education
- 3. Identify and evaluate the characteristics, strengths, and weaknesses of various traditional and contemporary models of church education
- 4. 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 and 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-educator preparation majors, especially those seeking a B.A. in Bible with Selected Minor or a B.A. 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:

1. Articulate a biblical philosophy of sports and recreational activities as integrated in a church ministry
2. Provide organizational and administrative leadership for a local church's sports and recreational ministry
3. 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
PE409	Prevention and Care of Athletic Injuries	3
	PE Activity	1
	Total semester hours.....	18

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:

1. Recognize and evaluate models and theories of counseling
2. Propose a biblical philosophy of counseling
3. Manage problems from a biblical approach to counseling
4. 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

Criminal Justice Minor

Objectives:

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

Criminal Justice Minor Requirements:

CJ101	Introduction to Criminal Justice.....	3
CJ102	Crime in America	3
CJ202	Criminology: Crime Theory & Crim. Behavior.....	3
CJ211	Criminal Law.....	3
CJ222	Digital Skills and Criminal Justice.....	3
CJ301	Statistics for Criminal Justice & Social Sciences	3
CJ311	Victimology	3
CJ320	Crime and Drug Addiction	3
CJ399	Internship.....	3
CJ407	International Crime and Justice	3
	Total semester hours.....	

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:

1. Appropriate the fundamentals of English grammar and usage to achieve excellence in both written and oral contexts
2. Analyze and apply rhetorical theory
3. Interpret and evaluate a wide variety of literature using several critical approaches
4. 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
EN307	Greek Drama	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
EN404	Milton	3
EN405	Victorian Literature: Prose and Poetry.....	3
EN407	Early Twentieth-Century British Writers.....	3
EN410	TESOL	3
EN411	Teaching English in Secondary School	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 in expanded Bible content.

Objectives:

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

1. Utilize basics of Greek - nouns and indicative mood verbs and verbal elements outside the indicative mood
2. Demonstrate a thorough knowledge of Biblical Greek and Bible content

Expanded Bible Minor Requirements:

BN311	Greek I.....	3
BN312	Greek II.....	3
	Old Testament Elective.....	6
	New Testament Elective	6
	Total semester hours.....	18

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 their selected major with some additional historic perspective.

Objectives:

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

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

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, Fine Arts, 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:

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

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 church planting as their ministry goal should take the Bachelor of Arts in Biblical Studies.

Objectives:

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

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

Intercultural Studies Minor Requirements:

IC301	Trends and Problems in Missions.....	3
IC302	Comparative Religions	3
IC311	Missions Internship	3
IC403	Philosophy of Missions and Church Planting.....	3
IC405	Cross Cultural Communication and Missionary Interrelationships.....	3
IC406	Cultural Anthropology.....	3
	Total semester hours.....	18

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:

1. Describe the unique culture and customs of Jewish people
2. Demonstrate the knowledge of the geography of Israel
3. Minister to Jewish people

Israel Studies Minor Requirements: (Select 18 hours)

IS301	Understanding Biblical Israel	3
IS401	Israel Studies Internship.....	3-6
IS402-403	Special Topics in Israel Studies.....	3
IC201	Missionary Life Experience	2-3
IC311	Missions Internship	3
IC410	Topics in Missions.....	3
IC405	Cross Cultural Communication and Missionary Interrelationship.....	3
BSO570	History and Culture of Israel	3
	Elective	3

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:

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

Management for Nonprofits Minor Requirements:

NM201	Marketing, Fundraising, and Public Relations.....	3
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

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:

1. Demonstrate appropriate proficiency in music theory and aural skills, conducting, and analyzing
2. Perform selected repertoire for recitals

Music Minor Requirements:

MC112	Music Theory I	3
MC114	Aural Skills I.....	1
MC209	Elements of Conducting.....	1
MC113	Music Theory II.....	3
MC213	Aural Skills II.....	1
ME__	Ensemble	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:

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

North American Church Planting Minor Requirements:

IC302	Comparative Religions	3
IC304	Disciple-Making and Church Planting in North America.....	3
IC305	Methods and Strategies in North American Church Planting	3
IC407	Contextualization in North American Mission	3
IC408	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 this minor is to provide practical experience in pastoral ministry and its functions. This minor is not designed for someone who aspires to be senior pastor. It 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:

1. Devise and design teaching plans for the local church
2. Evaluate and employ methods of counseling
3. Compose and apply an administrative program for a local church
4. 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-educator preparation 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:

1. Articulate a biblical philosophy of Christian education and the importance of biblical instruction for adolescents
2. Demonstrate a working knowledge of various pedagogical strategies and assessment methods for the secondary classroom
3. Identify and evaluate the strengths and weaknesses of various curricular resources
4. 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

Sports Management Minor

Students completing the minor in Sports Management will be prepared for a number of career possibilities in a variety of organizations, including professional sports teams, college athletic departments, sports media and marketing firms, merchandising and promotions, leisure and recreational services, and more. The main objective for each student in study is to combine the “hands on” experience of an internship in the field with classroom rigor and research highlighted by guest lecturers. This integrated approach combines principles and practice leading to a full and broad-based educational experience leading to a possible career in sports administration and management.

Objectives:

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

1. Develop the skills and tools necessary to manage and lead a division within the sports areas of recreation, athletics or sports marketing
2. Use best practices to assist with the development and growth of sports management teams within the profession
3. Design and develop strategies to apply to any sports entity seeking management and leadership through careful planning
4. Research and develop articulated sports marketing and media as applied in sports today
5. Apply knowledge of legal and ethical practices as instructed in class and learned during study
6. Use sports psychology and team-building techniques to advance the profession
7. Apply the latest technology and media applications for leadership and management practices in the field of sports management

Sports Management Minor Requirements

MG111	Introduction to Management**	3
MG321	Marketing Strategy**	3
MG399	Management Internship**	3
SM201	Sports Psychology*	3
SM211	Principles of Recreation and Leisure Scvs. Mgmt	3
SM301	Sports Facility and Event Management.....	3
SM305	Sports Information and Public Relations.....	3
SM411	Sports Financial Management.....	3

*This course fulfills the General Education elective requirement for Social Science elective.

**This course is part of the requirements for the BA in Management and Business Ethics.

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:

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

Student Ministry Minor Requirements:

CCE301	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
CE402	Camp Ministry.....	3
CE409	Methods and Techniques of Teaching.....	3
CO301	Counseling I.....	3
	Total semester hours.....	18

Worship Arts Minor

The Worship Arts 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:

1. Demonstrate knowledge of Scripture to integrate biblically sound theology as an essential foundation for leading worship
2. Implement creative, culturally relevant worship that considers the directives of the local church and serves the needs of the worshipping community
3. Exhibit technical, musical, and spiritual skills necessary to successfully lead others, resolve issues, and inspire growth
4. Cultivate team members and encourage development in musicianship and spiritual growth
5. Develop a dynamic worship community through leading, teaching, and modeling biblical worship

Worship Arts Minor Requirements:

MC112	Music Theory I*~	3
MC114	Aural Skills I.....	1
MC209	Elements of Conducting.....	1
MC__	Song Writing Techniques.....	3
MV111	Performance Studies – Voice**	2
ME101-102	Chorale**	2
ME161-162	Chapel Band**	2
MC309	Principles of Worship Leadership	3

MC410	Worship Leadership Practicum.....	3
MC411	Designing and Leading Worship.....	3
MU__	Performance Studies – Guitar or	
MS101	Basic Piano Skills**	1
Total semester hours.....		24

*MC112, Music Theory I, counts as the Fine Arts elective.

** Any combination of three credits using these courses will count for the General Education elective.

~Any student taking MC112, Music Theory I, must first complete the Music Theory Placement Exam with a minimum score of 90. If the score is below 90, students must register for MC09, Music Fundamentals, in preparation for taking MC112.

School of Arts and Sciences

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:

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

Approved General Education Core (36 hours)

All students completing a bachelor's degree at Piedmont International University must complete a 36-hour general education core including the following:

English Composition I	6 hours
Survey of World History I	3 hours
General Psychology	3 hours
Mathematics/Science	6 hours
General Education/Humanities electives	18 hours

Program requirements may indicate specific courses/categories for the elective credits. Please consult the degree audit for your program. For students completing a program without a Bible major or minor, 12 humanities elective hours must consist of the required Bible core.

Bachelor of Arts, Criminal Justice

The Bachelor of Arts in Criminal Justice provides a broad overview of the criminal justice system, including legislation, law enforcement, courts, corrections, national security, and terrorism. The degree will necessarily entail insights from an array of cognate disciplines including psychology, sociology, economics, law, and IT. The program also will engage with a range of complex cutting-edge social issues across human rights, race relations, and immigration.

The BA Criminal Justice degree will prepare students for a range of specialized careers involving the discipline. Graduates are prepared to work in law enforcement, public safety, national security, legal assistance and research, internet security, juvenile justice and counseling, compliance, and business careers.

Objectives:

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

- 1. Demonstrate an understanding of the causes of crime, the criminal law, justice system, and the corrections process
- 2. Demonstrate an understanding of how the issues of race, diversity, and socio-economic disadvantage impact criminal justice
- 3. Demonstrate the professional skills needed to function effectively in the twenty-first century law enforcement context
- 4. Demonstrate effective research methods and communication skills, which include quantitative and qualitative data-gathering and analysis, writing, oral communication, teamwork, and self-directed work
- 5. Evidence an ability to incorporate ethical and legal guidelines in addition to professional values

Summary of required semester hours:

General Education.....	37
Biblical Studies.....	12*
Specialty Area	84
Total.....	121

**In non-ministry programs, the 12 hours of Biblical Studies count as part of the required 36 hour General Education Core.*

YEAR ONE

Fall Semester			Spring Semester		
GE101	English Composition I	3	GE102	English Composition II	3
CJ101	Introduction to Criminal Justice	3	BH203	Biblical Interpretation: Procedure and Practice	3
CJ102	Crime in America	3	GC111	Mathematics Survey	3
CJ103	Current Career Opportunities in Criminal Justice	3	CJ104	Criminology: Crime Theory and Criminal Behavior	3
BH103	Survey of the Bible	3	CJ212	Crime and the Law	3
GH101	Survey of World History I	3	GP202	General Psychology	3
GT100	Student Life Seminar	1			
Total		19	Total		18

YEAR TWO

Fall Semester

CJ201	Professional Policing	3
CJ204	Criminal Investigation and Interrogation	3
CJ211	Criminal Law	3
BT201	Survey of Bible Doctrine	3
GH204	American Government	3
Total		15

Spring Semester

BT203	Apologetics	3
CJ222	Digital Skills and Criminal Justice	3
CJ213	Corrections	3
CJ214	Professional Perspectives on Policing	3
CJ220	Work-integrated Practicum*	3
Total		15

*Students may elect to do BN104 Life of Christ or an independent research paper on Crimes and the Bible in lieu of this course.

YEAR THREE

Fall Semester

CJ301	Statistics for Criminal Justice and Social Services	3
IC406	Cultural Anthropology	3
CJ303	Crisis Management, Intervention and Mediation	3
CJ320	Crime and Drug Addiction	3
CJ333	Moot Court	3
Total		15

Spring Semester

CJ310	Gangs and Crime	3
CJ311	Victimology	3
CJ302	Criminal Procedure	3
CJ315	Introduction to Human Rights	3
CJ399	Criminal Justice Internship^	3
Total		15

^Students may elect to do a semester abroad in lieu of this course.

YEAR FOUR

Fall Semester

CJ407	International Crime and Justice	3
CJ408	Cybercrime	3
CJ403	Immigration and Criminal Justice	3
CJ410	White Collar Crime	3
Total		12

Spring Semester

CJ415	Terrorism, Intelligence, and National Security	3
CJ411	Race, Class, and Punishment	3
CJ412	Work-related Practicum	3
CJ420	Seminar Paper	3
Total		12

Bachelor of Arts, Interdisciplinary Studies

The Bachelor of Arts in Interdisciplinary Studies can be completed with a Major or Minor to suit students' academic interests and professional aspirations. Piedmont International University offers a number of major and minor options, including Business Administration, Criminal Justice, Biblical Studies, and various disciplines in the humanities or ministry.

A Major requires the completion of a minimum of 50 credits in a specified major discipline. The remainder of the credits for the degree are constituted from the General Education core (36 credits) and elective courses.

In order to complete a minor, students are required to complete 36 hours of General Education (including the 12-hour Bible core), and a minimum of 36 hours of minor classes. Students have the option of completing two minors or choosing from a range of interdisciplinary courses to make up the remaining credits required for the degree.

Objectives:

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

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

Summary of required semester hours:

General Education.....	37
Biblical Studies.....	12*
Interdisciplinary Core.....	42
Major/Minor Electives.....	42
Total.....	121

**In non-ministry programs, the 12 hours of Biblical Studies count as part of the required 36 hour General Education Core.*

YEAR ONE

Fall Semester			Spring Semester		
GE101	English Composition I	3	BH203	Biblical Interpretation: Procedure and Practice	3
GH101	Survey of World History I	3	GE102	English Composition II	3
BH103	Survey of the Bible	3	GC111	Mathematics Survey	3
GC__	Science Survey	3	EN302	Survey of World Literature	3
GT100	Student Life Seminar	1	GP202	General Psychology	3
			Minor Elective		3
Total		13	Total		18

YEAR TWO

Fall Semester

BT201	Survey of Bible Doctrine	3
GC207	Survey of Physical Science	3
GH204	American Government	3
GO302	Introduction to Sociology	3
MG211	Economics I	3
	Minor Elective	3
	Total	18

Spring Semester

BT203	Apologetics	3
EN320	American Literature after 1865	3
GH201	US History to 1865	3
GP302	Human Growth and Development	3
	Minor Elective	3
	Minor Elective	3
	Total	18

YEAR THREE

Fall Semester

IC406	Cultural Anthropology	3
MG322	Entrepreneurship	3
	Minor Elective	3
	Minor Elective	3
	Minor Elective	3
	Total	15

Spring Semester

CJ315	Introduction to Human Rights	3
EN__	Literature Elective	3
	Minor Elective	3
	Minor Elective	3
	Minor Elective	3
	Total	15

YEAR FOUR

Fall Semester

MG334	Corporate Responsibility and Ethics	3
	Minor Elective	3
	Minor Elective	3
	Minor Elective	3
	Total	12

Spring Semester

CJ411	Race, Class, and Punishment	3
	Minor Elective	3
IN399	Internship	3
IN410	Seminar Project	3
	Total	12

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, secondary education, and Deaf Studies. 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 educator 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 of Science degree in Deaf Studies with concentrations in Deaf Community Services and Sign Language Interpreting is available for individuals who wish to work within the Deaf community. This degree can be completed entirely online, or in a combination of residential 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 educator preparation programs are designed to equip graduates to do the following:

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

Admission to the Educator Preparation Program and Deaf Studies

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 are evaluated for formal admission to the School of Education, either in the educator preparation program or the Deaf Studies 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.

Deaf Studies Transfer Policy

Number	Name	Policy
SL101	ASL I	Will accept any transfer credit from any accredited college. If a student has a background in sign language, a challenge exam can be taken.
SL102	ASL II	Will accept any transfer credit from any accredited college. If a student has a background in sign language, a challenge exam can be taken.
SL201	ASL III	If a student wishes to transfer ASL 3, a B or higher must have been earned at the original institution. An institutional transfer portfolio can be used to determine transferability.
SL202	ASL IV	If a student wishes to transfer ASL 4, a B or higher must have been earned at the original institution. He/she must take the ASLPI or the SLPI:ASL and earn a score of 2 or Intermediate (respectively).
SL221	Deaf Ministry	Deaf Ministry or Religious Interpreting can be accepted to fulfill this requirement.
SL240	Introduction to the Interpreting Profession	A first-level Introduction to Interpreting or Foundations of Interpreting (or similar title) can be accepted to fulfill this requirement.
SL301	ASL V	If a student wishes to transfer ASL 5, he/she must take the ASLPI or the SLPI: ASL and earn a score of 2.5 or Intermediate Plus (respectively).
SL302	Interpreting in Specialized Settings	Interpreting in Specialized Settings or Technical Settings can be accepted to fulfill this requirement. A Technical Vocabulary class CANNOT be accepted to fulfill this requirement. It must be an interpreting class. A grade of B or higher must have been earned at the original institution.
SL339	Interpreting Process	A variety of classes could be considered for this. This will need to be considered on a case by case basis.
SL341	English to ASL	If a student wishes to transfer English to ASL, an accompanying EIPA score of 3.5 would be accepted to transfer the class. If there is no EIPA score, an institutional transfer portfolio can be considered.
SL342	Education Interpreting	Educational Interpreting can be accepted to fulfill this requirement. A grade of B or higher must have been earned at the original institution.
SL344	Interactive Interpreting	If a student wishes to transfer Interactive Interpreting, an accompanying EIPA score of 3.5 would be accepted to transfer the class. If there is no EIPA score, an institutional transfer portfolio can be considered.
SL345	ASL to English	If a student wishes to transfer ASL to English, an accompanying EIPA score of 3.5 would be accepted to transfer the class. If there is no EIPA score, an institutional transfer portfolio can be considered.

Number	Name	Policy
SL400	ASL Linguistics	ASL Linguistics can be accepted to fulfill this requirement. A grade of B or higher must have been earned at the original institution.
SL460	ASL Literature	ASL Literature can be accepted to fulfill this requirement. Potentially an ASL 5 or 6 could contain similar content and could be considered for transfer. A grade of B or higher must have been earned at the original institution.
SL488	Fieldwork	Fieldwork cannot be transferred. All students must take Fieldwork through PIU.

Teaching Internship

The Teaching Internship is the capstone event for all students in the Bachelor of Science program in Educator Preparation, and is done during 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, private, or Christian school. Students in Deaf Studies and the Associate of Arts programs will perform an internship at one or more approved local facilities as part of their capstone 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 ASSESSMENTS

An important component of the degrees offered in the Moore School of Education includes one or more required professional assessments. These apply only to bachelor's degree programs and require additional fees, which are charged by the respective 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 Moore 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.
- 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 and Physical Education, and Music Education. It is taken prior to, or during, teaching internship. However, it should be taken early enough that scores can be received by April 30. Those pursuing state license may be required to submit passing scores before being approved for the internship/student-teaching. More information is available at 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, the internship. However, it should be taken early enough that scores can be received by April 30. Those pursuing state license may be required to submit passing scores before being approved for the internship/student-teaching. 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 for more details.
- The Praxis Elementary Math Content Knowledge Test (7803) is taken by Elementary Education majors before or during their senior year. However, it should be taken early enough that scores can be received by April 30. Those pursuing state license may be required to submit passing scores before being approved for the internship/student teaching. See your program director or the Dean for clarification.
- EdTPA is a portfolio which requires students to assemble and submit a variety of documents and video evidences during their senior year for evaluation by a third party. The portfolio has

costs, submission guidelines, and due dates which will be announced each year. This portfolio is especially important for students pursuing state licensure. Students will be informed of their obligation to this requirement as they advance through their respective program.

Program Completion in Educator Preparation

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 and 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 an educator preparation 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 Deaf Studies

Entrance Requirements for Concentration in Sign Language Interpreting

Until an official letter of acceptance has been received from the Director of the Division of Deaf Studies, each Sign Language Interpreting student is considered to be a Sign Language Interpreting Candidate. To be admitted to the Interpreting Training Program a student must attain the following:

- Maintain a 2.5 cumulative grade point average
- Pass ASLPI with a level 2.0 or higher or the SLPI with an Intermediate or higher
- Receive approval from the Interpreting Training Program Acceptance Committee

Exit Requirements for Concentration in Sign Language Interpreting

All Sign Language Interpreting students must meet the following standards in order to graduate:

- Maintain a cumulative grade point of 2.5 or higher
- Satisfactorily complete a Graduation Portfolio
- Complete the required hours of Fieldwork
- Pass the knowledge portion of the national exam administered by the Registry of Interpreters for the Deaf

Take one of the following performance assessments:

- National Interpreter Certification
- Educational Interpreter Proficiency Assessment
- Any state Quality Assurance Screening
- Board for Evaluation of Interpreters (BEI) Test (Interpreting portion)

Exit Requirements for Concentration in Deaf Community Studies

- ASLPI 3 or SLPI: ASL – Intermediate Plus
- Overall GPA 2.5

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 preschool 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:

- 1. Cultivate a biblically based philosophy of early childhood education that integrates biblical truths into curricular areas
- 2. Define the historical, philosophical, legal, and sociological foundations of early childhood education
- 3. Explain how childcare programs are properly and professionally administered
- 4. Construct developmentally appropriate activities for young children
- 5. Formulate and incorporate a variety of assessment tools for young children
- 6. 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.....	18
General Education.....	18
Specialty Area	26
Total.....	62

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
EC101	Introduction to Early Childhood Education*	2
GC100	Introduction to Computers	1
GE101	English Comp I	3
GH101	Survey World History I	3
GT100	Student Life Seminar	1
PT101	Evangelism	2
Total		15

Spring Semester

BN102	New Testament Survey	3
BH104	Biblical Interpretation I	2
EC102	Early Childhood Curriculum Design*	3
EC203	Methods and Materials of Early Childhood Education*	3
GE102	English Comp II	3
PA100	Health Ed. or PE Activity	1
Total		15

YEAR TWO

Fall Semester

BH201	Biblical Interpretation II	2
ED203	Diverse Learners*	3
ED420	Classroom Management and Internship I*	3
EE301	Teaching Bible to Children*	3
EE309	Teaching Reading and Language Arts I*	3
GS201	Principles of Speech	3
Total		17

Spring Semester

BP102	Christian Ethics	2
EC205	Assessment and Readiness*	3
EC212	Internship II*	3
ED302	Human Growth and Development*	3
EE302	Children's Literature*	3
PT318	Biblical Perspectives	1
Total		15

*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:

- 1. Cultivate a personal philosophy of education that integrates biblically-based truth in elementary curriculum and instruction
- 2. Recall the basic elements of legal and legislative issues in regards to teaching, learning, and supervision of students in a school environment
- 3. Recognize student diversity and assimilate methods of differentiation that makes learning a successful event
- 4. Select and implement classroom management strategies that produce a stable atmosphere of learning
- 5. Employ instructional methods, concepts, technologies, and strategies that contribute to an effective learning environment for all disciplines of study
- 6. Formulate authentic assessments that reflect results that are valid and reliable
- 7. 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.....	35
Specialty Area	24
Total.....	127

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
PT101	Evangelism	2
PA100	Health Ed. or PE Activity	1
Total		13

Spring Semester

BH104	Biblical Interpretation I	2
BN102	New Testament Survey	3
ED201	Foundations of Education*	3
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
Total		17

YEAR TWO

Fall Semester

BH201	Biblical Interpretation II	2
CE201	Philosophy of Christian Education*	3
ED203	Diverse Learners*	3
GC207	Survey of Physical Science	3
GH204	American Government	3
GS201	Principles of Speech	3
Total		17

Spring Semester

BP102	Christian Ethics	2
GC208	General Biology Survey	3
GF106	Survey of Fine Arts	3
GH201/ GH202	US History to/since 1865	3
ED302	Human Growth and Development*	3
EE302	Children's Literature*	3
Total		17

YEAR THREE

Fall Semester

BT301	Bible Doctrine I	3
ED305	Educational Technology*	3
ED306	Field Experience I*	1
EE301	Teaching Bible to Children*	3
EE307	Teaching Science in the Elementary School*	3
EE309	Teaching Reading and Language Arts I*	3
Total		16

Spring Semester

BT302	Bible Doctrine II	3
ED307	Field Experience II*	1
ED311	Math for the Educator*	3
EE304	Methods and Materials of Elementary PE/Health*	3
EE306	Social Studies for Elementary School*	3
EE310	Teaching Reading and Language Arts II*	3
PT318	Biblical Perspectives	1
Total		17

YEAR FOUR

Fall Semester

ED303	Educational Assessments*	3
ED420	Classroom Management and Internship I*	3
EE401	Teaching Elementary Math*	3
	Bible Elective	3
	Literature Survey	3
EE405	Teaching Elementary Fine Arts*	3
Total		18

Spring Semester

ED421	Internship II*	9
ED423	Internship Seminar*	3
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, Mission Emphasis majors should be equipped to do the following:

1. Cultivate a personal philosophy of education that integrates biblically- based truth in elementary curriculum and instruction
2. Recall the basic elements of legal and legislative issues in regards to teaching, learning, and supervision of students in a school environment
3. Recognize student diversity and assimilate methods of differentiation that makes learning a successful event
4. Select and implement classroom management strategies that produce a stable atmosphere of learning
5. Employ instructional methods, concepts, technologies, and strategies of teaching that contribute to an effective learning environment for all disciplines of study
6. Formulate authentic assessments that reflect results that are valid and reliable
7. Evaluate the appropriateness of curriculum choices based on current pedagogical theories and student needs
8. 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.....	35
Specialty Area	24
Total.....	139

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
IC101	Introduction to Missions	3
PT101	Evangelism	2
PA100	Health or PE Activity	1
Total		16

Spring Semester

BH104	Biblical Interpretation I	2
BN102	New Testament Survey	3
ED201	Foundations of Education*	3
GC111	Mathematics Survey	3
GE102	English Composition II	3
GP202	General Psychology	3
Total		17

YEAR TWO

Fall Semester

BH201	Biblical Interpretation II	2
CE201	Philosophy of Christian Ed.*	3
ED203	Diverse Learners*	3
GC207	Survey of Physical Science	3
GH204	American Government	3
GS201	Principles of Speech	3
Total		17

Spring Semester

BP102	Christian Ethics	2
ED302	Human Growth and Development*	3
EE302	Children's Literature*	3
GC208	General Biology Survey	3
GF106	Survey of Fine Arts	3
GH201/ GH202	US History to/since 1865	3
Total		17

YEAR THREE

Fall Semester

BT301	Bible Doctrine I	3
ED305	Educational Technology*	3
ED306	Field Experience I*	1
EE309	Teaching Reading and Language Arts I*	3
EE301	Teaching Bible to Children*	3
EE307	Teaching Science in the Elementary School*	3
Total		16

Spring Semester

BT302	Bible Doctrine II	3
ED307	Field Experience II*	1
ED311	Math for the Educator	3
EE304	Methods and Materials of Elementary PE/Health*	3
EE306	Social Studies for Elementary School*	3
EE310	Teaching Reading and Language Arts II*	3
PT318	Biblical Perspectives	1
Total		17

YEAR FOUR

Fall Semester

ED303	Educational Assessments*	3
ED420	Classroom Management and Internship I*	3
EE401	Teaching Elementary Math*	3
	Bible Elective	3
	Literature Survey	3
EE405	Teaching Elementary Fine Arts*	3
Total		18

Spring Semester

ED421	Internship II*	9
ED423	Internship Seminar*	3
Total		12

*Must make a C or better

NOTE: Elementary Education with Mission Emphasis includes these 3 credit courses:

Year One, Fall: "IC101 Introduction to Missions" and three Mission Electives during the remainder of the program.

Bachelor of Science, Music Education

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

Objectives:

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

1. Articulate a personal philosophy of music education, reflecting a need for music instruction in schools in grades K-12
2. Demonstrate competence in music theory, and aural skills, music history, and form and analysis through exams, research/projects
3. Perform a junior and senior recital that shows the student is competent as a performer
4. Demonstrate the ability to conduct a choir or band using proper conducting techniques and gestures that convey musicality
5. Exhibit the ability to use a variety of technological resources for teaching music through projects and description
6. Develop and implement classroom management strategies by observations of veteran music teachers that produce a safe and stable environment for teaching music
7. 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.....	32
Specialty Area	44
Total.....	142

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GE101	English Composition I	3
GH101	Survey of World History I	3
GS201	Principles of Speech	3
GT100	Student Life Seminar	1
	Primary Instrument*	1
	Ensemble*	1
	Secondary Skills*	1
Total		16

Spring Semester

BH104	Biblical Interpretation I: Principles of Biblical Interpretation	2
ED201	Foundations of Education*	3
GE102	English Composition II	3
GP202	General Psychology	3
MC112	Music Theory I*	3
MC114	Aural Skills I*	1
	Primary Instrument*	1
	Ensemble*	1
	Secondary Skills*	1
Total		18

YEAR TWO

Fall Semester

BH201	Biblical Interpretation II	2
CE201	Philosophy of Christian Education*	3
	Bible Elective	3
MC113	Music Theory II*	3
MC213	Aural Skills II*	1
PT101	Evangelism	2
	Primary Instrument*	1
	Ensemble*	1
	Secondary Skills*	1
PA100	Health Ed. or PE Activity	1
Total		18

Spring Semester

BN102	New Testament Survey	3
BP102	Christian Ethics	2
ED302	Human Growth and Development*	3
MC212	Music Theory III*	3
MC214	Aural Skills III*	1
MS204	Brass and Percussion*	1
	Primary Instrument*	1
	Ensemble*	1
	Secondary Skills*	1
Total		16

Summer Module

	Bible Elective	3
GF102	Survey of Fine Arts (Art)	1
	Literature Survey	3
Total		7

YEAR THREE

Fall Semester

ED203	Diverse Learners*	3
ED305	Educational Technology*	3
ED306	Field Experience I*	1
MC209	Elements of Conducting*	1
MC311	Music Theory IV*	3
MC313	Aural Skills IV*	1
MC403	History of Music I*	3
MS315	Choral Methods*	1
	Junior Recital*	0
	Primary Instrument*	1
	Ensemble*	1
Total		18

BT302	Bible Doctrine II	3
ED307	Field Experience II*	1
GC_	Science Survey	3
GC111	Mathematics Survey	3
MC307	Advanced Conducting*^	2
MS205	Woodwinds and Strings*^	1
MS405	Instrumental Methods*	2
PT318	Biblical Perspectives	1
	Primary Instrument*	1
	Ensemble*	1
Total		18

Summer Module

ED401	Reading in the Content Area*	3
BT301	Bible Doctrine I	3
Total		6

YEAR FOUR

Fall Semester

ED420	Classroom Management and Internship I*	3
MC405	History of Music II*^	3
MS403	Elementary Music Education*	3
MC401	Form and Analysis*	2
	Primary Instrument*	1
	Ensemble*	1
	Senior Recital*	0
Total		13

Spring Semester

ED421	Internship II	9
ED423	Internship Seminar	3
Total		12

Literature Survey options are: British Literature I or II, World Literature, or American Literature I or II.

^Offered alternate semesters

*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:

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

Summary of required semester hours:

Biblical Studies.....	30
General Education.....	36
Professional Studies.....	35
Specialty Area	30
Total.....	131

YEAR ONE

Fall Semester

BO101	Old Testament Survey	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		13

Spring Semester

BN102	New Testament Survey	3
BH104	Biblical Interpretation I	2
ED201	Foundations of Education*	3
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	2
CE201	Philosophy of Christian Ed.*	3
ED203	Diverse Learners*	3
GC207	Survey of Physical Science	3
GS201	Principles of Speech	3
	PE Activity*	1
PE113	Health Education I*	3
	Total	18

Spring Semester

	Bible Elective	3
ED302	Human Growth and Development*	3
GC208	General Biology Survey	3
GH201/ GH202	US History to/since 1865	3
PE202	Organization and Administration of PE*	2
PE114	Health Education II*	3
	Total	17

YEAR THREE

Fall Semester

BT301	Bible Doctrine I	3
ED305	Educational Technology*	3
ED306	Field Experience I*	1
PE304	Teaching and Coaching of Sports*	3
PE309	Coaching Field Experience*	3
	Literature Survey	3
	PE Activity*	1
	Total	17

Spring Semester

BT302	Bible Doctrine II	3
BP102	Christian Ethics	2
ED307	Field Experience II*	1
PE302	PE in the Elementary School*	3
PE308	Substance Abuse and Health Trends*	2
PE312	Applied Anatomy/Physiology*	3
PT318	Biblical Perspectives	1
	Fine Arts Elective	3
	Total	18

Note: Students on licensure track also take Rhythmic Movement

YEAR FOUR

Fall Semester

ED303	Educational Assessments*	3
ED401	Reading in the Content Area*	3
ED420	Classroom Management and Internship I*	3
PE402	Motor Behavior and Kinesiology*	3
PE409	Prevention and Care of Athletic Injuries*	3
	Bible Elective	3
	Total	18

Spring Semester

ED421	Internship II*	9
ED423	Internship Seminar*	3
	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:

- 1. Integrate biblically-based truth in language arts and literary curriculum and instruction
- 2. Recall the basic elements of legal and legislative issues in regards to teaching, learning, and supervision of students in a school environment
- 3. Articulate a personal philosophy of education that reflects biblical principles
- 4. 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
- 5. Interpret and analyze a wide variety of literature, using several different critical approaches
- 6. Effectively manage all facets of classroom environment
- 7. Evaluate the appropriateness of curriculum choices based on current pedagogical theories and student need
- 8. 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.....	38
Professional Studies.....	38
Specialty Area	21
Total.....	127

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GE101	English Composition I*	3
GH101	Survey of World History I	3
GS201	Principles of Speech	3
GT100	Student Life Seminar	1
PA100	Health Ed.(Non-PE) or PE Activity	1
PT101	Evangelism	2
Total		16

Spring Semester

BH104	Biblical Interpretation I	2
BN102	New Testament Survey	3
ED201	Foundations of Education*	3
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
GC__	Science Survey	3
	Bible Elective	3
	Total	17

Spring Semester

BP102	Christian Ethics	2
ED302	Human Growth and Development*	3
EN202	Survey of British Literature II*	3
EN302	Survey of World Literature*	3
EN303	Adolescent Literature*	3
	Fine Arts Elective	3
	Total	17

YEAR THREE

Fall Semester

BT301	Bible Doctrine I	3
ED305	Educational Technology*	3
ED306	Field Experience I*	1
EN300	American Literature: Before 1865*	3
EN304	Literary Criticism*	3
	Bible Elective	3
	Total	16

Spring Semester

BT302	Bible Doctrine II	3
ED307	Field Experience II*	1
EN320	American Literature: After 1865*	3
EN308	Shakespearean Drama*	3
EN316	Elements of Composition*	3
EN410	Teaching English as a Second Language*	3
PT318	Biblical Perspectives	1
	Total	17

YEAR FOUR

Fall Semester

ED303	Educational Assessments*	3
ED401	Reading in the Content Area*	3
ED411	Teaching English in the Secondary School*	3
ED420	Classroom Management and Internship I*	3
EN403	English Novel*	3
	Total	15

Spring Semester

ED421	Internship II*	9
ED423	Internship Seminar*	3
	Total	12

*Must make a C or better

Bachelor of Science, Deaf Studies

OVERVIEW

The Bachelor of Science degree in Deaf Studies provides comprehensive study into the communication accessibility and human services needs of individuals who are Deaf, Deaf/Blind, Deaf-Disabled and Hard-of-hearing. There are two concentrations - Sign Language Interpreting and Deaf Community Services. Both concentrations provide an opportunity for students to advance their proficiency with American Sign Language and gain an understanding and appreciation of the Deaf-World as they combine classroom academics with practical “hands-on” communication experiences. The result is students who are both knowledgeable and proficient in their skills and able to function socially and professionally in the Deaf-World. These programs also provide preparation for graduate school in a variety of related disciplines. A strong core of biblical and general education courses undergirds both concentrations. The degree can be completed on campus or via distance learning. There are unique proficiency assessment requirements for each concentration and they can be found at the beginning of the Moore School of Education section of this catalog.

Program Objectives:

- 1. Integrate biblically-based truth into the field of Deaf Studies
- 2. Fluently communicate using American Sign Language and other contact varieties used by the Deaf, Hard-of-hearing and Deaf-Blind communities
- 3. Demonstrate the ability to interact with Deaf individuals socially and professionally

Sign Language Interpreting Concentration

The Sign Language Interpreting concentration provides 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. Upon completion, the graduate should possess the skills necessary to serve as a qualified interpreter in a variety of settings, including educational settings, places of business, ministry, healthcare, and government agencies.

Concentration Objectives:

- 1. Interpret/transliterate accurately, effectively, and impartially using all necessary vocabulary and discourse regulators
- 2. Conduct self-analysis regarding their interpreting/transliterating performance
- 3. Satisfy professional benchmark exams to advance and pursue minimal entry-level interpreting credentials
- 4. 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
	Fine Arts Elective	3
GP202	General Psychology	3
SL202	American Sign Language IV*	3
SL221	Deaf Ministry*	3
SL240	Introduction to the Interpreting Profession*	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
SL481	Preliminary Fieldwork*	1
Total		18

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*	8
	Bible Elective	3
PA100	Health Ed. or PE Activity	1
	Exit Exam	0
Total		12

*Must make a C or better

Deaf Community Services Concentration

This concentration provides an opportunity for students to advance in ASL proficiency and gain a thorough understanding and appreciation of the Deaf-World and how to function in it socially and professionally. Graduates from this degree program will be prepared to work in various fields within the Deaf community, including but not limited to advocacy and outreach services, such as social work, vocational rehabilitation, job placement services, deaf service coordination, educational services, etc. This concentration also provides preparation for graduate school in a variety of disciplines.

Concentration Objectives:

- 1. Demonstrate ability to communicate in American Sign Language (ASL) with a minimum proficiency level of “Intermediate Plus” according to the SLPI:ASL rating scale (or equivalent)
- 2. Engage into a critical inquiry of Deaf lives by studying ideological, socio-political, historical, and cultural constructs
- 3. Evaluate national and international historical events and their impact on the Deaf-World
- 4. Recognize contributions from the field of Deaf Studies in order to make informed judgments that strengthen the Deaf community
- 5. Develop an appreciation of contributions of the Deaf community to society at large through literature, film, arts and theater
- 6. Obtain an entry level position in the areas of advocacy and/or outreach services within the Deaf community

Summary of required semester hours:

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

Elective Options:

CO301	Counseling I: Theory and Methodology
EC207	Infant and Toddler Development
ED302/GP302	Human Growth and Development
ED301	Educational Psychology
NM201	Marketing, Fundraising, and Public Relations
NM202	Financial Management and Legal Issues
NM302	Organizational Behavior
NM401	Strategic Management and Governance
SL480	Research in ASL/Interpreting
SL495	Special Topics
SL496	Special Topics
SL497	Directed Deaf Studies
SL498	Directed Deaf Studies

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	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	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
	Fine Arts Elective	3
GP202	General Psychology	3
SL202	American Sign Language IV*	3
SL221	Deaf Ministry*	3
SL240	Introduction to the Interpreting Profession*	3
Total		17

YEAR THREE

Fall Semester

BT301	Bible Doctrine I	3
SL301	American Sign Language V	3
ED203	Diverse Learners	3
SL400	ASL Linguistics*	3
	Bible Elective	3
Total		15

Spring Semester

BN402	Acts	2
BT302	Bible Doctrine II	3
MI406/ GO302	Cultural Anthropology/ Introduction to Sociology	3
SL320	Interpreting in Deaf/Blind Settings*	3
SL346	Advanced Deaf Culture*	3
SL347	Deaf History*	3
Total		17

YEAR FOUR

Fall Semester

SL460	ASL Literature*	3
	Bible Elective	3
	General Education Elective	3
	Directed Elective (See list)	3
	Humanities Elective	3
Total		15

Spring Semester

SL489	Deaf Community Services Capstone	9
SL420	Interpreting in VR Studies*	3
PA100	Health Ed. or PE Activity	1
Total		13

*Must make a C or better

Patterson School of Business

SANDEEP GOPALAN, D.Phil., DEAN

Overview

The Patterson School of Business develops practitioner-scholars who are able to use transferable managerial and business skills, such as organizational development, system-thinking, entrepreneurship, and effective communication skills to be effective leaders in a global society. The Patterson School of Business offers a Bachelor of Business Administration and a Master of Business Administration (MBA), and minors in Nonprofit Management and Sports Management. These programs prepare students to understand the management side of leading, while exposing them to a variety of business areas, such as entrepreneurship, marketing, and accounting.

Track 1: Bachelor of Business Administration

The Bachelor of Business Administration is designed to expose students to the theories and practices of business organizations operating within a global economy. Students are expected to gain an understanding of business disciplines including management, leadership, accounting, marketing, finance, strategy, and international business. The course will equip students with valuable professional skills – business writing, communication, problem-solving, teamwork, and digital literacy.

Objectives:

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

1. Understand the global, ethical, and social-political context of business
2. Integrate content knowledge from the core areas of business and management by engaging in experiential learning opportunities, within the classroom and the community
3. Use strategic analysis and decision-making skills effectively, supported by the appropriate quantitative methods and theoretical constructs to solve business problems
4. Demonstrate effective written and oral communication skills integrating digital tools
5. Contribute effectively within organizations as leaders and team members
6. Improve society by applying Christian values to their professional and civic responsibilities

Summary of required semester hours:

General Education.....	36
Biblical Studies.....	12*
Professional Studies.....	92
Total.....	128

*In non-ministry programs, the 12 hours of Biblical Studies count as part of the required 36-hour General Education Core.

YEAR ONE

Fall Semester

BH103	Survey of the Bible	3
GC100	Introduction to Computers	1
GE101	English Composition I	3
GH101	Survey of World History I	3
GT100	Student Life Seminar	1
MG111	Introduction to Management	3
MG243	Principles of Accounting I	3
Total		17

YEAR TWO

Fall Semester

BT201	Survey of Bible Doctrine	3
GC207	Survey of Physical Science	3
GH204	American Government	3
GO302	Introduction to Sociology	3
MG211	Economics I	3
MG244	Accounting II	3
Total		18

YEAR THREE

Fall Semester

IC406	Cultural Anthropology	3
MG322	Entrepreneurship	3
MG438	Managerial Economics*	3
MG301	Organizational Behavior	3
MG323	Finance	3
Total		15

YEAR FOUR

Fall Semester

CJ408	Cybercrime	3
CJ410	White Collar Crime	3
MG334	Corp. Responsibility and Ethics	3
MG436	Effective Exec. Leadership*	3
MG499	Internship	3
Total		15

Spring Semester

BH203	Biblical Interpretation: Procedure and Practice	3
GE102	English Composition II	3
GC111	Mathematics Survey	3
GP202	General Psychology	3
MG113	Introduction to Marketing	3
Total		15

Spring Semester

BT203	Apologetics	3
GH201/ GH202	US History to/since 1865	3
GP302	Human Growth and Devel.*	3
MG224	Human Resource Mgmt.	3
MG245	Management Info. Systems	3
MG210	Statistics for Business	3
Total		18

Spring Semester

MG342	Business Analytics	3
CJ315	Intro. to Human Rights	3
GH310	International Relations	3
MG320	Real Estate	3
MG222	Group Leadership and Comm.	3
MG321	Marketing Strategy	3
Total		18

Spring Semester

MG490	Business Senior Capstone	3
MG450	Machine Learning and Predictive Analytics*	3
MG437	Business Law	3
MG410	Supply Chain Management*	3
Total		12

*Students may elect to do a semester abroad/Sports Management/Criminal Justice or other disciplinary elective in lieu of this course.

Track 2: Bachelor of Business Administration with Minor

This degree program provides an education in business administration with a minor in an additional field. The Bible minor is directed at students who aspire to supplement a strong foundation in the business discipline with a core of biblical courses that will enable professional work supported by faith-based knowledge. The Sports Management minor is directed at students who plan to apply their business training in a variety of athletic organizations. Other minors may be selected with approval.

YEAR ONE

Fall Semester			Spring Semester		
BH103	Survey of the Bible	3	BH203	Biblical Interpretation: Procedure and Practice	3
GE101	English Composition I	3	GC111	Mathematics Survey	3
GH101	Survey of World History I	3	GE102	English Composition II	3
GT100	Student Life Seminar	1	GP202	General Psychology	3
MG111	Introduction to Management	3	MG113	Introduction to Marketing	3
MG243	Principles of Accounting I	3	PE__	PE Activity	1
Total		16	Total		16

YEAR TWO

Fall Semester			Spring Semester		
BT201	Survey of Bible Doctrine	3	BT203	Apologetics	3
GC207	Survey of Physical Science	3	GH201/ GH202	US History to/since 1865	3
GH204	American Government	3	GP302	Human Growth and Devel.	3
GO302	Introduction to Sociology	3	MG224	Human Resource Mgmt.	3
MG211	Economics I	3	MG245	Management Info. Systems	3
MG244	Accounting II	3	Elective		3
Total		18	Total		18

YEAR THREE

Fall Semester			Spring Semester		
IC406	Cultural Anthropology	3	CJ315	Intro. to Human Rights	3
MG301	Organizational Behavior	3	MG342	Business Analytics	3
MG322	Entrepreneurship	3	MG222	Group Leadership and Comm.	3
Elective		3	MG321	Market Strategy	3
Elective		3	Elective		3
Total		15	Total		15

YEAR FOUR

Fall Semester

CJ408	Cybercrime	3
CJ410	White Collar Crime	3
MG334	Corp. Responsibility and Ethics	3
MG436	Effective Exec. Leadership*	3
MG498	Internship	3
Total		15

Spring Semester

MG320	Real Estate	3
MG437	Business Law	3
MG490	Business Senior Capstone	3
Elective		3
MG499	Internship	3
Total		15

Bachelor of Arts, Management and Business Ethics

The Bachelor of Arts in Management and Business Ethics is designed to expose students to a broad view of the issues of business organizations with a focus on business fundamentals and specific management disciplines while preparing students to analyze organizational operations, communicate ideas, and implement decisions that affect operations.

Objectives:

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

1. Understand the global, ethical, and social-political context of management and its orientation within business frameworks
2. Integrate content knowledge from the core areas of business and management by engaging in experiential learning opportunities, within the classroom and the community
3. Use strategic analysis and decision-making skills effectively, supported by the appropriate quantitative methods and theoretical constructs
4. Develop effective written and oral communication skills
5. Contribute effectively within organizations as leaders and/or team members
6. Improve society by applying Christian values to their professional and civic responsibilities

Summary of required semester hours:

Biblical Studies.....	30
General Education.....	37
Professional Studies.....	41
Elective.....	12
Total.....	120

YEAR ONE

Fall Semester

BO101	Old Testament Survey	3
GC100	Introduction to Computers	1
GH101	Survey of World History I	3
GE101	English Composition I	3
GT100	Student Life Seminar	1
MG111	Introduction to Management	3
PA100	Health E. or PE Activity	1
Total		15

Spring Semester

BN102	New Testament Survey	3
GE102	English Composition II	3
GC111	Mathematics Survey	3
GP202	General Psychology	3
MG113	Introduction to Marketing	3
Total		15

YEAR TWO

Fall Semester

GS201	Principles of Speech	3
	General Education Elective	3
GC__	Science Survey	3
MG243	Principles of Accounting	3
	Bible Elective	3
Total		15

Spring Semester

MG224	Human Resource Management	3
MG245	Management Information Systems	2
	Bible Elective	3
	Fine Arts Elective	3
	Humanities Elective	3
	PE Activity	1
Total		15

YEAR THREE

Fall Semester

BT301	Bible Doctrine I	3
MG322	Entrepreneurship	3
MG438	Managerial Economics	3
	Literature Survey	3
	Elective	3
Total		15

Spring Semester

BT302	Bible Doctrine II	3
MG222	Group Leadership and Communication	3
MG321	Marketing Strategy	3
	Bible Elective	3
	Elective	3
Total		15

YEAR FOUR

Fall Semester

MG334	Corporate Responsibility and Ethics	3
MG399	Management Internship	3
MG436	Effective Executive Leadership	3
	Bible Elective	3
	Bible Elective	3
Total		15

Spring Semester

GY450	Senior Capstone	3
	Bible Elective	3
MG437	Business Law	3
	Elective	3
	Elective	3
Total		15

MINORS

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 those 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:

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

Management for Nonprofits Minor Requirements:

NM201	Marketing, Fundraising, and Public Relations.....	3
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

Sports Management Minor

Students completing the minor in Sports Management will be prepared for a number of career possibilities in a variety of organizations, including professional sports teams, college athletic departments, sports media and marketing firms, merchandising and promotions, leisure and recreational services, and more. The main objective, for each student in the study, is to combine the “hands on” experience of an internship in the field with classroom rigor and research highlighted by guest lecturers. This integrated approach combines principles and practice leading to a full and broad based educational experience leading to possible career in sports administration and management.

Objectives:

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

1. Develop the skills and tools necessary to manage and lead a division within the sports areas of recreation, athletics or sports marketing
2. Use best practices to assist with the development and growth of sports management teams within the profession
3. Design and develop strategies to apply to any sports entity seeking management and leadership through careful planning
4. Research and develop articulated sports marketing and media as applied in sports
5. Apply knowledge of legal and ethical practices as instructed in class and learned during study
6. Use sports psychology and team building techniques to advance the profession
7. Apply the latest technology and media applications for leadership and management practices in the field of sports management

Sports Management Minor Requirements

MG111	Introduction to Management**.....	3
MG399	Management Internship**	3
SM201	Sports Psychology*	3
SM211	Principles of Recreation and Leisure Scvs. Mgmt	3
SM301	Sports Facility and Event Management.....	3
SM305	Sports Information and Public Relations.....	3
SM411	Sports Financial Management.....	3

*This course fulfills the General Education elective requirement for Social Science Elective.

**This course is part of the requirements for the BA in Management and Business Ethics.

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]
Intercultural Studies	[IC]
Israel Studies	[IS]
Church Music	[MC]
Ensembles	[ME]
Performance Studies	[M_]
Ministry	[MIN]

School of Arts and Sciences

Criminal Justice	[C]
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]
Music Education	[MS]

Moore School of Education

Early Childhood Education	[EC]
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Elementary Education.....	[EE]
Music Education	[MS]
Physical Education.....	[PE]
Professional Studies	[ED]
Secondary English Education.....	[EN]
Sign Language Interpreting	[SL]

Patterson School of Business

Management.....	[MG]
Sports Management.....	[SM]
Nonprofit Management	[NM]

Course Numbering

Courses are offered in six schools: Bible and Theology, Ministry, Arts and Sciences, Leadership, Business 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.

BC302 BAPTIST HISTORY 3 HRS

An investigation of the origin and onward march of Baptist principles including the birth, development, and nature of Baptist groups and denominations.

BC303 HISTORY OF CHRISTIANITY I: TO THE MODERN AGE 3 HRS

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.

BC305 HISTORY OF CHRISTIANITY II: POST-REFORMATION 3 HRS

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 also will be a strong emphasis on the impact of Christianity on the Western world politically, culturally, etc.

BC306 AMERICAN CHRISTIANITY 3 HRS

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.

BH100 INTRODUCTION TO THE BIBLE**3 HRS**

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.

BH103 SURVEY OF THE BIBLE**3 HRS**

A comprehensive overview of the entire Bible. Attention is given to the background, structure, and content of each biblical book. Special consideration is given to major interpretive issues and difficult passages in each book. (Prerequisite to all 300- and 400- level Bible classes).

BH104 BIBLICAL INTERPRETATION I: PRINCIPLES OF BIBLICAL INTERPRETATION**2 HRS**

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.

BH201 BIBLICAL INTERPRETATION II: DISPENSATIONALISM**2 HRS**

An analytical study and biblical defense of dispensational theology as it is coherently and progressively revealed in the text of Scripture.

BH202 BIBLICAL INTERPRETATION III: ISSUES IN ESCHATOLOGY**2 HRS**

An analytical study of the eschatological themes of the Bible with a particular emphasis upon Israel, the Church, the tribulation, the millennium, and eternity.

BH203 BIBLICAL INTERPRETATION: PROCEDURE AND PRACTICE**3 HRS**

This course demonstrates how to objectively discover the meaning of Scripture and how to apply that meaning. Attention is given to literary genre, culture, context, and word usage in order to properly interpret the Biblical text. Students are then guided on how to apply the interpretive procedure to the overall message of Scripture and to the ethical decisions of daily life.

BLH600-601 HEBREW I, II**3 HRS EACH**

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. (Prerequisite: BO101, BN102)

BN102 NEW TESTAMENT SURVEY**3 HRS**

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)

BN104 LIFE OF CHRIST**3 HRS**

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.

BN201 PAULINE EPISTLES I**3 HRS**

A brief introduction to and a careful exposition of Romans, I Corinthians, and II Corinthians.

BN202 PAULINE EPISTLES II**3 HRS**

A brief introduction to and a careful exposition of Galatians, Ephesians, Philippians, Colossians, I Thessalonians, II Thessalonians, I Timothy, II Timothy, Titus, and Philemon.

BN301 GENERAL EPISTLES SURVEY**3 HRS**

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. (Prerequisite: BO101, BN102)

BN302 DANIEL AND REVELATION**3 HRS**

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. (Prerequisite: BO101, BN102)

BN303 ROMANS**3 HRS**

An exegetical and expositional 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. (Prerequisite: BO101, BN102)

BN304 JOHN**3 HRS**

A topical and exegetical study of the Gospel of John, including textual, literary, and cultural issues distinctive to John's Gospel. (Prerequisite: BO101, BN102)

BN305 HEBREWS**3 HRS**

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. (Prerequisite: BO101, BN102)

BN310 INTRODUCTION TO BIBLICAL LANGUAGES**3 HRS**

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.

BN311 GREEK I**3 HRS**

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.

BN312 GREEK II**3 HRS**

A continuation of BN311 with an emphasis on verbal elements outside the indicative mood.

BN402 ACTS**2 HRS**

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. (Prerequisite: BO101, BN102)

BN403 THE PASTORAL EPISTLES**3 HRS**

An expositional study of I and II Timothy and Titus with special attention to the arguments of the letters, interpretive difficulties, and application to church ministry in the present day. (Prerequisite: BO101, BN102)

BN411 GREEK III**3 HRS**

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)

BN412 GREEK IV	3 HRS
A continuation of BN411 and should be taken immediately after completion of BN411. (Prerequisite: BO101, BN102, 311, 312, 411)	
BO101 OLD TESTAMENT SURVEY	3 HRS
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)	
BO201 HISTORIC BOOKS	3 HRS
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.	
BO202 PENTATEUCH	3 HRS
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.	
BO301 PROPHETIC BOOKS	3 HRS
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. (Prerequisite: BO101, BN102)	
BO402 POETIC BOOKS	3 HRS
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. (Prerequisite: BO101, BN102)	
BP102 CHRISTIAN ETHICS	2 HRS
A study of the spiritual life standards of the Scriptures, which are basic to correct Christian conduct and effective Christian service.	
BP411 HISTORY OF CHRISTIAN THOUGHT	3 HRS
Readings of leading Christian writers and discussion of pivotal concepts throughout Christian history. (Identical with GY411)	
BP412 SENIOR SEMINAR	1 HR
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.	
BT201 SURVEY OF BIBLE DOCTRINE	3 HRS
A survey study of the essential doctrines of Christianity, including the doctrines of inspiration, God, angels, man, and sin.	
BT203 APOLOGETICS	3 HRS
Apologetics is designed to introduce students to a Christian worldview as seen in the unfolding nature of Scripture. Classical issues in apologetics are addressed, such as the existence of God, the problem of pain, the authority of the Bible, the supremacy of Christ, creation-evolution, and other religions. Contemporary issues in apologetics are also addressed such as modern views of human expression, sexual ethics, and perceived contradictions within the Bible.	

BT301 BIBLE DOCTRINE I	3 HRS
A survey study of the essential doctrines of Christianity, including the doctrines of inspiration, God, angels, man, and sin.	
BT302 BIBLE DOCTRINE II	3 HRS
A survey study of the essential doctrines of Christianity including the doctrines of Christ, salvation, the Holy Spirit, sanctification, the church, and future things.	
BT410 TOPICS IN BIBLICAL THEOLOGY	1-3 HRS
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)	
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.	
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 also will be included in course content.	
CE202 FOUNDATIONS OF CHILDREN'S MINISTRY	3 HRS
This course is a broad introduction to the essentials of children's ministry. It includes 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.	
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.	
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 also will be given to evaluating and implementing resources for effective children's ministry.	
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.	
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.	

CE305 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 also will participate in the ride-along program of the Winston-Salem Police Department during the in-depth unit on modern youth culture.

CE307 CAMP COUNSELING	3 HRS
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The student spends a summer serving in the counseling training program of a Christian camp approved by the University.

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.

CE311 STUDENT MINISTRIES PARA-CHURCH INTERNSHIP	3 HRS
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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 while 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 eight weeks.

CE312 STUDENT MINISTRIES LOCAL CHURCH INTERNSHIP	3 HRS
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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 while 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 eight weeks.

CE313 CHILDREN’S MINISTRY INTERNSHIP	2 HRS
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A course designed to give the student “hands-on” experience. This course requires the student 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, while 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 practicum must receive permission from the Dean of the School of Bible and Theology.

CE316 STUDENT MINISTRIES RESIDENT CAMP INTERNSHIP	3 HRS
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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.

CE401 ADMINISTRATION OF CHILDREN'S MINISTRY	3 HRS
<p>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.</p>	
CE402 CAMP MINISTRY	3 HRS
<p>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.</p>	
CE408 THE CHRISTIAN WOMAN	3 HRS
<p>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.</p>	
CE409 METHODS AND TECHNIQUES OF TEACHING	3 HRS
<p>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)</p>	
CE410 THE CHRISTIAN HOME	3 HRS
<p>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 also will be discussed and evaluated in the light of biblical principles.</p>	
CE412 SECONDARY BIBLE INTERNSHIP	3 HRS
<p>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.</p>	
CH101 INTRODUCTION TO LAW ENFORCEMENT CHAPLAINCY	3 HRS
<p>This course provides an introduction and overview to the law enforcement chaplaincy. The primary goal of this course is to develop a general understanding of law enforcement chaplaincy and its unique role in the ministry to law enforcement. It is important to note that the general theme of the course addresses the establishment of, and the adaptation to, the ever-changing need of a chaplain's ministry to the law enforcement officers and their agency as an extension of Christian ministry. This course will further cover the balance between the expectations of the officer, the agency staff and the community in terms of safety, and the rights of the individual officers and their agency. Attention will be given to today's chaplaincy opportunities and the role of a chaplain as a spiritual leader and counselor and the unique opportunities of ministry to law enforcement personnel.</p>	
CH102 CRITICAL INCIDENT RESPONSE	3 HRS
<p>This course introduces critical incident response and how to effectively handle critical incidents that happen in the community and in ministry. The course will cover how to initiate ministry to the victims, law-enforcement, and families of critical incidents, and to be an extension of ministry to law enforcement involved in critical incidents. It is important to note that the general theme of the course addresses the establishment of, and the adaptation to, the ever-changing balance between the expectations of the community in terms of safety, and the rights of the individual in critical incidents,</p>	

and assist the proper authorities in legal, compassionate and ministry aimed responses in chaplaincy.	
CH201 LAW ENFORCEMENT CHAPLAIN'S MINISTRY INTERNSHIP	3 HRS
This course is designed to give the student "hands-on" experience in a chaplain's ministry. This course requires the student to be placed in an intern relationship with a veteran chaplain in a law enforcement agency or department. Working under the supervision of that chaplain 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, ministry, and discipleship. Students wishing to substitute an alternative chaplaincy-related internship must receive permission from the Dean of the Alford School of Ministry.	
CJ101 INTRODUCTION TO CRIMINAL JUSTICE	3 HRS
This course focuses on the Criminal Justice system in the United States, including current policing, the criminal and juvenile court systems, prisons, and correction facilities.	
CJ102 CRIME IN AMERICA	3 HRS
This course focuses on critical current issues in criminal justice and the relationship between crime and the mass media. This course examines how media affects our perceptions and attitudes about crime and criminal justice policies.	
CJ103 CURRENT CAREER OPPORTUNITIES IN CRIMINAL JUSTICE	3 HRS
This course introduces students to the strategies and principles used to engage in career and life planning. Core methodologies include: self-inventory and assessment, decision-making skills, résumé writing, internships and employment tracks, goal setting, interview skills, personal and professional wellness, graduate school preparation, personal finance, domestic and international work environments, planning for life beyond college, and financial management.	
CJ104 CRIMINOLOGY: CRIME THEORY AND CRIMINAL BEHAVIOR	3 HRS
This course examines theories and explanations of the causes of crime, and the evaluation of the role of social structure in the behavior of individuals. Upon completion of this course, students will apply social science theories and explanations of the causes of crime, and evaluate issues related to theories of crime in a multi-cultural, multi-ethnic, and socially stratified society.	
CJ201 PROFESSIONAL POLICING	3 HRS
This course is directed toward current best practices for daily police work. Methodology includes case studies involving real life crime occurrences and the correct response to such events. Activities include community esprit de corps, public relations, servant leadership, connectivity to social groups, event management, and stimulus/response patterns.	
CJ204 CRIMINAL INVESTIGATION AND INTERROGATION	3 HRS
This course introduces students to interviewing and essential communication skills used by criminal justice professionals. Students learn fundamental techniques for interviewing criminal suspects, witnesses, victims, and children involved in crime. Emphasis is placed on conducting these interviews in a legal, efficient, and professional manner while pursuing the truth from those involved in the crime.	
CJ211 CRIMINAL LAW	3 HRS
This course will provide a survey of the criminal law, and develop knowledge about the intent and act requirements for criminal offenses. Students will learn the elements of various criminal offenses, capacity, and defenses. The course will provide an overview of criminal law statutes and case law, and students will be assessed on their ability to identify relevant facts and apply legal principles.	

CJ212 CRIME AND THE LAW	3 HRS
This course studies the U.S. Constitution, statutes, and court decisions that impact the laws of arrest, search, seizure, admission of evidence, detention, interrogation, and indictments. It also will examine criminal procedure laws and the differences between relevant federal, state and local laws.	
CJ213 CORRECTIONS	3 HRS
This course examines our corrections system, offering a survey of corrections institutions, practices, and legal issues. It will provide both a historical overview and a modern perspective on the punishment of offenders in the United States.	
CJ214 PROFESSIONAL PERSPECTIVES ON POLICING	3 HRS
This course takes a macro look into controlling factors influencing current law enforcement strategies. After completing this course, students will show knowledge and exhibit insight into the criminal justice process and daily police operations. Included in this course is the legacy, current interpretation and application of law as the foundation for the criminal justice system. Primary to this course is the analysis of the preservation of foundational concepts and citizens' rights in the workings of our criminal justice system.	
CJ220 WORK-INTEGRATED PRACTICUM	3 HRS
This course offers an opportunity for students to apply their disciplinary knowledge in a real-world context. Students will do a work-integrated learning program (eg an internship) during the semester with a criminal justice related employer.	
CJ222 DIGITAL SKILLS AND CRIMINAL JUSTICE	3 HRS
This course provides an overview of topics including the collection and storage of evidence in a digital medium, the software and hardware associated with criminal justice databases, confidentiality, privacy, biases, ethics, and accountability. Students will also be exposed to algorithmic decision making in the criminal justice domain and relevant policy concerns for the rule of law.	
CJ301 STATISTICS FOR CRIMINAL JUSTICE AND SOCIAL SERVICES	3 HRS
This introductory course teaches the tools required to analyze problems within the social sciences. Descriptive statistics, basic concepts of probability, statistical inference, hypothesis testing, confidence intervals, survey sampling methods, analysis of variance, and linear regression are among the tools discussed.	
CJ302 CRIMINAL PROCEDURE	3 HRS
The course provides an overview of the rules and procedures that pertain to pretrial and trial stages of criminal proceedings. Students will gain knowledge about differences between misdemeanors and felonies, the responsibilities of various actors/institutions in the criminal justice system, and the rules designed to ensure fairness and protect constitutional rights.	
CJ303 CRISIS MANAGEMENT, INTERVENTION AND MEDIATION	3 HRS
Through case studies and research, this course focuses on theories and intervention strategies used with individuals and groups experiencing crisis events that come in direct contact with criminal justice personnel. In addition, basic skills and theory used in current conflict resolution in the field of criminal justice will be analyzed.	
CJ310 GANGS AND CRIME	3 HRS
This course examines the impact of gangs on families, communities, police, and the criminal justice system. Modern day implications from gang-related violence will be analyzed and solutions examined. The historical and ever-changing dynamics of criminal gangs in society, both inside and outside of prison, will be included. Students are also expected to gain an understanding of modern technological tools aimed at tackling gang activity.	

CJ311 VICTIMOLOGY**3 HRS**

This course provides an overview of victimology. Whereas traditional criminal justice focused almost exclusively on the offender and the criminal justice system, contemporary approaches also focus on the victims of crime. Students will gain an understanding of victimization, its patterns, and the relationship between victims, offenders, the legal system, and society. Students will understand how crime impacts victims, methods aimed at helping victims cope with the consequences of crime, victims' rights, and the importance of victim-inclusive criminal justice policies.

CJ313 COMMUNITY CORRECTIONS, PROBATIONS AND PAROLE**3 HRS**

The course exposes students to alternatives to incarceration in addition to viable post-release options and mandates for criminal offenders. Main topics include electronic house arrest, offender boot camps, court appointed diversion programs, community service, halfway houses, GPS monitoring, and victim/community compensation.

CJ315 INTRODUCTION TO HUMAN RIGHTS**3 HRS**

This course provides an overview of human rights legal instruments and practice. Students will examine an array of domestic and international human rights laws and develop an understanding of their application within the context of the criminal justice system.

CJ320 CRIME AND DRUG ADDICTION**3 HRS**

This course studies the relationship between drug addiction and crime. Topics covered include various types of drugs and their effects, drug use and abuse, addiction and the origin of drug laws. Emphasis is placed on how the criminal justice system handles drug offenders. Experts in the field provide laboratory experience and hands-on activities.

CJ333 MOOT COURT**3 HRS**

This course requires students to 'moot' a criminal justice related problem before a judge or panel of judges. Students will gain training in oral and written advocacy, reasoning, fact and legal analysis, application of legal principles, and communication.

CJ399 INTERNSHIP IN CRIMINAL JUSTICE**3 HRS**

This course provides a closely supervised internship to be initiated by the student and approved by the instructor. The internship may be in the area of parole, probation, corrections, the courts, law firms, or law enforcement agencies. Students are expected to submit a reflective essay and complete an evaluation by their internship supervisor. (Pre-requisite: Senior status and permission from the Dean or a faculty advisor.)

CJ401 STATISTICS AND RESEARCH METHODS FOR CRIMINAL JUSTICE**3 HRS**

This is the introductory course to social scientific inquiry and the research design process. This course also exposes students to common quantitative and qualitative research methodologies. Although key statistical concepts are covered, the focus of the course is helping students to gain a conceptual framework to conduct research projects in criminal justice.

CJ403 IMMIGRATION AND CRIMINAL JUSTICE**3 HRS**

This course will introduce students to the interaction between the immigration system and criminal justice. In recent years, the escalation in immigration law enforcement actions has resulted in a growing number of immigrants in custody. This course examines the legal, human rights, and social dimensions of incarcerating those who violate immigration laws, and the broader implications for American justice.

CJ407 INTERNATIONAL CRIME AND JUSTICE**3 HRS**

This course offers students an overview of current issues in international criminal justice. It introduces crime as a global issue through analysis of transnational and international crime problems. It will

briefly survey the work of international criminal justice institutions such as the ICC and ad hoc tribunals established to provide justice for victims of genocide and other mass crimes.	
CJ408 CYBERCRIME	3 HRS
This survey course will introduce students to the problem of cybercrimes and the intelligence, law enforcement, and prevention strategies employed to prevent harm. Students will gain an understanding of the technological and jurisdictional challenges encountered in the area of cybercrime.	
CJ410 WHITE COLLAR CRIME	3 HRS
This course will introduce students to the phenomenon of white collar crime and its treatment under relevant criminal laws. Students will gain an understanding of theories behind white collar crime, the different types of white collar crime, and prevention strategies. Students also will examine current punishment theories and practices applicable to white collar crime.	
CJ411 RACE, CLASS, AND PUNISHMENT	3 HRS
This course provides an overview of the intersections between race and class and the American criminal justice system. It seeks to expose students to the reasons as to why racial minorities and those from low socio-economic communities are disproportionately represented in prisons, and policy responses thereto. Students will also gain awareness about the racialized impacts of law enforcement practices and particular criminal laws.	
CJ415 TERRORISM, INTELLIGENCE, AND NATIONAL SECURITY	3 HRS
This course provides a survey of key issues in anti-terrorism, American national security laws, and institutions, intelligence-gathering, strategies for preventing extremist violence, and relevant international laws.	
CJ420 SEMINAR PAPER	3 HRS
This course examines our corrections system offering a survey of corrections institutions, practices, and legal issues. It will provide both a historical overview and a modern perspective on the punishment of offenders in the United States	
CO301 COUNSELING I: THEORY AND METHODOLOGY	3 HRS
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 also will be discussed. (Prerequisite: GP202)	
CO302 COUNSELING II: PROBLEMS AND PROCEDURES	3 HRS
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 presented in order for students to apply the theory already presented. (Prerequisite: CO301)	
CO303 COUNSELING IN THE LOCAL CHURCH	3 HRS
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.	
CO308 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 implement an appropriate list of practical experiences.	

CO310 CROSS-CULTURAL COUNSELING**3 HRS**

This course aims to develop the students' multicultural competency, and to prepare students to be effective, cross-cultural professionals.

CO401 MARRIAGE AND FAMILY COUNSELING**3 HRS**

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.

CO402 COUNSELING ADOLESCENTS**3 HRS**

A course discussing the unique dynamics facing adolescents. 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 also will be discussed.

CO404 COUNSELING AND THEOLOGY**3 HRS**

A course discussing basic relevant doctrines and demonstrating relationships demonstrated for counseling theories/methodologies.

CO407/408 CHRISTIAN COUNSELING INTERNSHIP I AND II**3-6 HRS**

The Ministry Intern Program (MIP) provides the student intern opportunity to minister in supervised counseling settings, such as a private counseling practice, a church counseling center, or in one of many private and public agencies providing counseling services. The internship must include a minimum of 300 clock hours, of which 75percent must be in actual client contact (individual or group) in a setting approved by the faculty advisor. The student intern also will be expected to provide designated counseling support activities in actual agency-based provider settings that may include telephone crisis line ministry, attending staff meetings, observation, co-counseling, supervision meetings, support groups, treatment planning, answering telephones, related research, case studies, and doing designated office procedures in a counseling office. The intern must show proof of liability insurance appropriate to a student intern status. There also must be a sponsoring on-site host counselor for each internship situation.

EC101 INTRODUCTION TO EARLY CHILDHOOD EDUCATION**2 HRS**

A course that covers the supervision and education of children from birth through kindergarten. It introduces students to the practical and professional components related to the field of early childhood care. Coursework exposes students to the legal and ethical obligations related to the oversight of children. It also addresses such issues as parental involvement, discipline, nutrition, first aid, and abuse/neglect. An early field experience is included in course requirements.

EC102 EARLY CHILDHOOD CURRICULUM DESIGN**3 HRS**

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.

EC201 TRENDS AND PROBLEMS IN EARLY CHILDHOOD EDUCATION**2 HRS**

A course delineating the laws, regulations, policies, procedures, and responsibilities for operating a preschool or day care facility. Issues such as parental involvement, discipline, health, first aid, and abuse/neglect are discussed.

EC203 METHODS AND MATERIALS IN EARLY CHILDHOOD EDUCATION**3 HRS**

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.)	
EC205 ASSESSMENT AND READINESS	3 HRS
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.	
EC207 INFANT AND TODDLER DEVELOPMENT	3 HRS
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.	
EC212 INTERNSHIP	3 HRS
Culminating experience in the early childhood program. The student spends time in a preschool setting observing teachers and planning and directing activities for children.	
ED201 FOUNDATIONS OF EDUCATION	3 HRS
This is the first education course for all educator preparation 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 educator preparation program. A number of assigned observations are required in local schools.	
ED203 DIVERSE LEARNERS	3 HRS
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.	
ED301 EDUCATIONAL PSYCHOLOGY	3 HRS
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)	
ED302 HUMAN GROWTH AND DEVELOPMENT	3 HRS
A study of human growth from conception through adolescence, including the stages of pre-birth, infant, toddler, school-age, and teens. This course examines development in four distinct areas: cognitive, psychosocial, biological, and spiritual. Additionally, the course includes a look at the theorists and theories that have most influenced the education of youth and the strategies most appropriate for each age group.	
ED303 EDUCATIONAL ASSESSMENTS	3 HRS
This course addresses the various instructional models, statistical measures, and assessments used by teachers. Topics of study include strategies for learning, 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)	

ED305 EDUCATIONAL TECHNOLOGY**3 HRS**

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)

ED306 FIELD EXPERIENCE I**1HR**

Provides students with structured classroom experiences for shadowing, observing, and assisting a teacher in normal classroom activities for a specified number of hours as prescribed within each program. (Prerequisite: Formal acceptance into the Moore School of Education)

ED307 FIELD EXPERIENCE II**1HR**

Provides students with structured classroom experiences for shadowing, observing, and assisting a teacher in normal classroom activities for a specified number of hours as prescribed within each program. (Prerequisite: Formal acceptance into the Moore School of Education)

ED311 MATH FOR THE ELEMENTARY EDUCATOR**3 HRS**

This is a course designed to enhance the math skills of elementary education majors, especially as they 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.

ED401 READING IN THE CONTENT AREA**3 HRS**

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.

ED411 TEACHING ENGLISH IN THE SECONDARY SCHOOL**3 HRS**

A course which examines materials, methods, procedures, assessments, and related topics in the teaching of English at the secondary level. The course also includes six hours of field work, to include observations and three teaching opportunities. Students are required to become familiar with the research in education. (Prerequisite: Admission to the Moore School of Education)

ED413 SECONDARY CLASSROOM MANAGEMENT**3 HRS**

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; using effective communication, with special attention paid to the increasing challenges of diverse and inclusive classrooms. Course work involves five hours of field work, to include classroom observations and the compilation of a management portfolio. (Prerequisite: Admission to Educator Preparation Program)

ED415 TEACHING SECONDARY BIBLE**3 HRS**

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.

ED420 CLASSROOM MANAGEMENT AND INTERNSHIP I	3 HRS
This course extends and intensifies the structured classroom experiences for educator preparation majors as they prepare for the full-time internship. Included is instruction in theories and methods of classroom management structured around professional recommendations and practical experiences.	
ED421 INTERNSHIP II	9 HRS
This is the capstone experience for teacher-education majors. It involves a semester's worth of full-time classroom experiences, including a period of weeks for teaching a full load of subject matter and includes both informal and formal observations. Special fee may be required. (Prerequisite: Completion of all coursework up to the final semester of the program and approval of the Moore School of Education faculty.)	
ED423 INTERNSHIP SEMINAR	3 HRS
This course is designed to complement Internship II as students meet weekly with the supervising professor(s) to discuss challenges and address issues related to the internship experience and the field of education they are pursuing.	
ED410 TOPICS IN EDUCATION	1-3 HRS
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)	
EE301 TEACHING BIBLE TO CHILDREN	3 HRS
A course designed to aid students in teaching Bible to children who are preschool through elementary grade levels. Students will consider developmentally appropriate methods for teaching biblical content as a means of expanding children's knowledge and comprehension of the Bible as well as applying truth to their lives. Students will evaluate biblical curriculum materials, plan, design, and teach lessons based specifically on key passages from the Bible.	
EE302 CHILDREN'S LITERATURE	3 HRS
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.	
EE303 TEACHING ELEMENTARY ART	2 HRS
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)	
EE304 METHODS AND MATERIALS OF ELEMENTARY SCHOOL PHYSICAL EDUCATION AND HEALTH	3HRS
A course focusing on how children learn to be proficient movers within the school physical education setting. Emphasis will be placed on the pedagogical skills necessary to plan, implement and evaluate a developmentally appropriate physical education and health program for K-5. Emphasis will be placed on instructional methods, classroom management, legal liability, evaluation, resources, and technology. Course content will reflect the NC Standard Course of Study in Healthful Living for Physical Education.	
EE306 SOCIAL STUDIES FOR ELEMENTARY SCHOOL	3 HRS
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 Educator Preparation Program)	

EE307 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL**3 HRS**

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.

EE309 TEACHING READING AND LANGUAGE ARTS I**3 HRS**

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.

EE310 TEACHING READING AND LANGUAGE ARTS II**3 HRS**

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.

EE401 TEACHING ELEMENTARY MATHEMATICS**3 HRS**

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)

EE403 TEACHING ELEMENTARY MUSIC**3 HRS**

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)

EE405 TEACHING ELEMENTARY FINE ARTS**3 HRS**

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)

EN201 SURVEY OF BRITISH LITERATURE I**3 HRS**

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)

EN202 SURVEY OF BRITISH LITERATURE II	3 HRS
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, as well as a brief investigation of the development of the English novel. (Prerequisite: GE101)	
EN204 CHRISTIAN CLASSICS	3 HRS
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)	
EN300 AMERICAN LITERATURE: BEFORE 1865	3 HRS
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)	
EN302 SURVEY OF WORLD LITERATURE	3 HRS
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)	
EN303 ADOLESCENT LITERATURE	3 HRS
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)	
EN304 LITERARY CRITICISM	3 HRS
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)	
EN305 BRITISH ROMANTIC POETS	3 HRS
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)	
EN307 GREEK DRAMA	3 HRS
A course exploring the history of Greek drama and its elements. The tragedies of Aeschylus, Sophocles, and Euripides will be emphasized. (Prerequisite: GE101)	
EN308 SHAKESPEAREAN DRAMA	3 HRS
A course which includes selected Shakespearean dramas studied in their historical and literary contexts. Attention is given to drama as a genre. (Prerequisite: GE101)	
EN310 TWENTIETH-CENTURY AMERICAN SHORT STORY	3 HRS
A survey of twentieth-century American short stories and their historical, cultural, and philosophical contexts. (Prerequisite: GE101)	

EN312 AMERICAN ROMANTICISM	3 HRS
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)	
EN314 TWENTIETH-CENTURY AMERICAN POETRY	3 HRS
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)	
EN316 ELEMENTS OF COMPOSITION	3 HRS
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 also will be placed upon composition and grammar pedagogy in the English classroom.	
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 twentieth 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)	
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.	
EN404 MILTON	3 HRS
A survey of representative selections from Milton's poetry and prose. Special emphasis is given to <u>Paradise Lost</u> and to Milton's theology and ethics. (Prerequisite: GE101)	
EN405 VICTORIAN LITERATURE: PROSE AND 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)	
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)	
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)	
EN411 TEACHING ENGLISH IN SECONDARY SCHOOL	3 HRS
A course which examines materials, methods, procedures, assessments, and related topics in the teaching of English at the secondary level. Students are required to become familiar with the research in education. (Prerequisite: Admission to Educator Preparation Program)	

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 toward 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 (TECH. 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)	
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.)	
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 acquaint the student with basic laboratory and microscope techniques.	
GC301 LINEAR ALGEBRA	3 HRS
A study of the systems of linear equations, matrices, vector spaces, and linear transformations.	

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 also will find this course beneficial for their understanding in the area of biblical apologetics.

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 implement an appropriate list of practical experiences.

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 also will be included. Topics will vary.

GE085/GE086 ENGLISH LAB

A co-requisite course designed to supplement the English Composition I and English Composition II courses in order to bring the student up to the level of accomplishment necessary for University English grammar and thinking skills. Required attendance during the same semester as English Composition I and/or English Composition II.

GE101 ENGLISH COMPOSITION I**3 HRS**

A course in essay writing which balances technical skills and rhetorical theory with a variety of readings. A co-requisite may be required.

GE102 ENGLISH COMPOSITION II**3 HRS**

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. A co-requisite may be required. (Prerequisite: GE101)

GE301 EDITING, PUBLICATION, AND TECHNICAL WRITING**3 HRS**

Instruction in professional communication skills. Emphasis is placed on research, textual analysis, argumentation, editing skills, and publication procedures.

GE308 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 English works with the student individually to implement an appropriate list of practical experiences.

GF102 SURVEY OF FINE ARTS (ART)**1 HR**

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.

GF104 SURVEY OF FINE ARTS (MUSIC)**2 HRS**

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.

GF106 SURVEY OF FINE ARTS	3 HRS
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.	
GF201 THEATRE PERFORMANCE	1 HR
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.	
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.	
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.	
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.	
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.	
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 also will be integrated into the course content.	
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.	
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 the history department works with the student individually to implement an appropriate list of practical experiences.	
GH310 INTERNATIONAL RELATIONS	3 HRS
This course provides an overview of the theories and practices underpinning the contemporary world order. Students will also gain knowledge about the key international and inter-governmental organizations governing various aspects of relations between and amongst states. The course will provide a lens for analyzing US foreign policy, international trade, and international conflicts.	
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.	
GL201 SPANISH I	3 HRS
An introduction to the grammar and pronunciation of the Spanish language within a cultural context. Students will continue to become more proficient in listening, speaking, reading, and writing skills.	
GL202 SPANISH II	3 HRS
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.	
GM102 MUSIC INTRODUCTION	3 HRS
An emphasis on the foundations of music, with an introduction of conducting patterns, and instruments of the orchestra.	
GM201 SURVEY OF AMERICAN MUSIC	3 HRS
A survey of American music from the pilgrims through the twenty-first 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.	
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 center of attention on Christian responsibility.	
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.	
GP302 HUMAN GROWTH AND 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)	
GP324 PSYCHOLOGY OF ABNORMAL PERSONALITY	3 HRS
This course studies the various roles of spiritual, genetic, medical, social, and traumatic events on the pathologies of mental, spiritual, emotional, and psychosocial illnesses. In addition to various interventions and treatment modalities are studied with special consideration given to the criteria for the specific and differential diagnoses of mental and emotional disorders as set forth in the DSM Classification.	
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.	
GS301 ADVANCED SPEECH	3 HRS
A combination of public speaking and the art of interpretive speech with an emphasis on performance.	
GT080 LANGUAGE SKILLS II	2 HRS
A tutorial serving as a continuation of Reading and Study Strategies. Credit is not applicable towards program completion.	

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.	
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.	
GY411 HISTORY OF CHRISTIAN THOUGHT	3 HRS
Readings of leading Christian writers and discussion of pivotal concepts throughout Christian history. (Identical with BP411)	
GY450 SENIOR CAPSTONE SEMINAR	3 HRS
As an interdisciplinary course designed as the culmination of four years of undergraduate study and integrating the Bible, Arts and Sciences, and professional areas of the curriculum, the senior capstone seminar focuses on the Christian worldview, especially the discipline of ethics. It makes significant connections between course content, skills learned, and application to life and ministry, and serves as a bridge to life-long education. Prerequisites: Students must have completed 90 credit hours and be classified as a senior.	
IC101 INTRODUCTION TO MISSIONS	3 HRS
An introduction to the basics of missionary life and ministry, incorporating focused research, spiritual preparation, and practical experience.	
IC201 MISSIONARY LIFE EXPERIENCE	2 HRS
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.	
IC301 TRENDS AND PROBLEMS IN MISSIONS	3 HRS
A study of significant current trends and problems with emphasis placed on the missionary's responsibilities.	
IC302 COMPARATIVE RELIGIONS	3 HRS
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.	
IC304 DISCIPLE-MAKING & CHURCH PLANTING IN NORTH AMERICA	3 HRS
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.	
IC305 METHODS & STRATEGIES IN N.AMERICAN CHURCH PLANTING	3 HRS
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.	
IC308 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 implement an appropriate list of practical experiences.	
IC311 MISSIONS INTERNSHIP	3 HRS
An internship program placing the prospective missionary under the supervision of the University and an experienced missionary. In-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 also will bring back an evaluation by his/her field supervisor for the course. Upon return, the student also will 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: IC405 Cross-Cultural Communications and Missionary Interrelationships must be taken before departing on the trip.)	
IC400 MISSIONARY BIOGRAPHY	3 HRS
A course in which missionary biographies are studied, analyzed, compared, and applied to the student's life and ministry.	
IC403 PHILOSOPHY OF MISSIONS AND CHURCH PLANTING	3 HRS
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).	
IC405 CROSS CULTURAL COMMUNICATION AND MISSIONARY INTERRELATIONSHIP	3 HRS
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.	
IC406 CULTURAL ANTHROPOLOGY	3 HRS
Introduction to principles of cultural anthropology: race and culture, social organization and kinship, primitive religions, cultural dynamics, and cross-cultural communication.	
IC407 CONTEXTUALIZATION IN NORTH AMERICAN MISSION	3 HRS
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.	
IC408 NORTH AMERICAN CHURCH-PLANTING PRACTICUM	3 HRS
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 in-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 four to 12 months long and online courses can be taken while on the field to complete degree. For students taking the Pastoral Studies minor, a six credit-hour combined practicum will be completed over two semesters (minimum of eight months). Prerequisite: IC304, IC305, and participating in at least one City Immersion Experience.

IC410 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.

IC420 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.

IC430 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.

IS301 UNDERSTANDING BIBLICAL ISRAEL **3 HRS**

A course of study of Israel and the Holy Lands designed to acquaint the student with an understanding of Biblical Israel emphasizing the history and with the culture, places and geographical features referenced in Scripture. Students may choose to fulfill the course requirements with study in a specific area approved by the University.

IS401 ISRAEL STUDIES INTERNSHIP **3-6 HRS**

A course designed to give the student practical experience in Israel Studies. The student, under supervision of University personnel, is placed in an intern relationship of direct involvement in Israel Studies guided by the assigned supervisor. Student conferences with the professor/supervisor are required to analyze the work done and to seek guidance. Detailed reports of the entire experience must be submitted to the professor.

IS402,403 SPECIAL TOPICS IN ISRAEL STUDIES **3 HRS EACH**

A study of selected topics in Israel Studies. Courses from this series may be selected to meet specific needs of students who desire to advance their research in Israel studies.

This course is an introduction to the basics of missionary life and ministry, incorporating focused research, spiritual preparation, and practical experience.

MC091 MUSIC FUNDAMENTALS **2 HR**

A course designed to aid music students to develop their music ability in the areas of pitch recognition by sight and hearing, clef reading, rhythmic figurations, key signatures and scales. This course is required for all music students who do not achieve a minimum score of 93 on the written and aural sections of the music theory placement exam.

MC103 BEGINNING PIANO I	1 HR
A study of the fundamentals of music and simple piano repertoire for basic keyboard musicianship. Lab fee required.	
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)	
MC114 AURAL SKILLS I	1 HR
Instruction in aural identification of major and minor scales, intervals, chords, rhythms, and melodies. Studies correspond with Music Theory I.	

MC209 ELEMENTS OF CONDUCTING	1 HR
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.	
MC212 MUSIC THEORY III	3 HRS
A study of modulatory techniques, mode mixture, Neapolitan chords and augmented sixth chords. Notation software utilized. (Prerequisite: MC113)	
MC213 AURAL SKILLS II	1 HR
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)	
MC214 AURAL SKILLS III	1 HR
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)	
MC304 CHURCH MUSIC METHODS	3 HRS
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.	
MC307 ADVANCED CONDUCTING	2 HRS
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.	
MC309 PRINCIPLES OF WORSHIP LEADERSHIP	3 HRS
An emphasis on developing a theological and philosophical foundation for effective Worship Leadership in the context of the local church/parachurch ministry. Particular emphasis is on the various roles of the worship leader with respect to the pastor, staff members, volunteers, and church attendees, including (but not limited to) training, encouraging, and modeling worship as a musician and a theologian.	
MC311 MUSIC THEORY IV	3 HRS
Enharmonic use of chords, extended harmonies, and modal influences are studied. Includes an introduction of twentieth century music including serial procedures. (Prerequisite: MC212)	
MC313 AURAL SKILLS IV	1 HR
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)	
MC342 SONG WRITING TECHNIQUES	3 HRS
An introduction to writing song lyrics that are theologically sound and melodies that are appropriate to the lyrics. The student also will learn to harmonize the melodies using chordal nomenclature for guitar and keyboard. Students will have the opportunity to at least publicly perform one of the songs.	
MC401 FORM AND ANALYSIS	2 HRS
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)	

MC402 CHURCH MUSIC ORGANIZATION AND ADMINISTRATION	2 HRS
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
A survey of music history and literature from ancient times to 1750. Class work correlates with outside listening to recorded music from various periods, styles, and composers.	
MC405 HISTORY OF MUSIC II	3 HRS
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
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 WORSHIP LEADERSHIP SENIOR PROJECT	1 HR
A course which provides application of the following for planning a worship service to include theology, use of scripture, appropriate prayer, selecting Christian readings, and stage deportment. The course culminates with the presentation of a student directed worship service supervised by the course professor. (Prerequisite: MC314)	
MC409 CHURCH MUSIC INTERNSHIP	2 HRS
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)	
MC410 WORSHIP LEADERSHIP PRACTICUM	3 HRS
A course which provides application for planning worship services designed to include theology, use of scripture, appropriate prayer, selection of Christian readings, and stage deportment. The seven week course culminates with the presentation of student worship services presented in a local church under the direction of the Worship/Music Pastor and supervised by the course professor.	
MC411 DESIGNING AND LEADING WORSHIP	3 HRS
An investigation of the best practices for developing and integrating elements of worship in a service, including music, drama, and creative movement. Discussion will be given to cultural relevance, tradition, and innovation while evaluating and establishing a methodology for song selection and various elements of the creative arts. Students will design and implement a worship service.	
ME101-402 CHORALE	1 HR
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.	
ME111-412 INSTRUMENTAL ENSEMBLE	1 HR
(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.	

ME141-442 CHAPEL BAND	1 HR
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.	
ME151-452 GUITAR ENSEMBLE	1 HR
The study and performance of literature for guitar ensemble. Guitar Ensemble is open to anyone based on an audition with the guitar professor.	
ME161-462 HIS PROCLAIMERS	1 HR
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.	
MG111 INTRODUCTION TO MANAGEMENT	3 HRS
This course introduces the critical management skills involved in planning, structuring, controlling, and leading an organization while providing a framework for understanding issues involved in both managing and being managed in an organization to help students become more effective contributors in the workplace. This course examines the effect of organizations' decisions in contexts including environment, strategy, structure, culture, tasks, people, and outputs.	
MG113 INTRODUCTION TO MARKETING	3 HRS
This course introduces students to concepts, analyses, and activities of marketing management, and provides practice in assessing and solving marketing problems. Topics include marketing strategy, customer behavior, segmentation, market research, product management, pricing, promotion, sales force management, and competitive analysis.	
MG210 STATISTICS FOR BUSINESS	3 HRS
The course will introduce business students to the quantitative skills necessary for business professionals in the contemporary data-driven business environment. Students will learn descriptive statistics, probability, estimation, hypothesis testing, and regression, among other topics necessary to make business decisions informed by data.	
MG211 ECONOMICS I	3 HRS
This is an introductory course to the discipline of Economics. Students will receive knowledge about concepts including incentives, supply and demand, markets, comparative advantage, and cost-benefit analysis. Students will also learn about inflation, national income, banking, monetary policy, and fiscal policy.	
MG222 GROUP LEADERSHIP AND COMMUNICATION	3 HRS
This course is designed to build skills necessary for professional success by increasing the students' understanding of leadership and communication in teams. Students will study literature on leadership, management communication, and group dynamics. As well, they will complete a field project that will provide a context to develop as a leader, practice communication skills, learn the nature of group work, and enhance their sensitivity to community issues.	
MG224 HUMAN RESOURCES MANAGEMENT	3 HRS
This course focuses on the constraints found in organizations with the formulation and implementation of human resource management policies in businesses such as labor markets, labor laws, and labor unions. The correlation between these constraints and the competitiveness of American enterprise in the global economy is also a focus.	

MG243 PRINCIPLES OF ACCOUNTING I	3 HRS
This course is an introduction to the accounting process, with emphasis on identifying, recording, classifying, and interpreting transactions and other events relating to proprietorships and partnerships.	
MG244 ACCOUNTING II	3 HRS
This course builds on Accounting 1 and provides students with a solid grounding in managerial accounting. Students will learn to understand and analyze the interlinkages between financial statements and use managerial accounting techniques in business decision making.	
MG245 MANAGEMENT INFORMATION SYSTEMS	3 HRS
This course will investigate issues relevant to effectively managing Information Technology (IT). The functions of an information systems organization will provide the basis for exploring challenges facing Management Information Systems (MIS) managers and e-Business (electronic business). Management of the fast and ever-changing Information Systems (IS) environment will be a recurring theme.	
MG301 ORGANIZATIONAL BEHAVIOR	3 HRS
The course will introduce students to the concepts, principles, and theories driving performance and continuous improvement in business. Students will learn how individual and group behaviors, structures and processes influence organizational performance. The course necessarily draws on interdisciplinary research to explain work motivation, performance, reward, conflict, leadership, change, communication, and decision making.	
MG320 REAL ESTATE	3 HRS
This is an introductory course to real estate covering a variety of topics including the passing of title, deeds, encumbrances, real estate finance, marketing, investment, and taxation. Students will also gain knowledge about ethics, agency, contracts, government regulations relating to fair housing, lending, and zoning, and real estate management.	
MG321 MARKETING STRATEGY	3 HRS
This course studies marketing as a general management responsibility that helps the student create, capture, and sustain customer value. The focus of this course is on the business unit and its network of channels to develop knowledge and skills for the application of advanced marketing frameworks, concepts, and methods for making strategic choices at the business level for customer relationships.	
MG322 ENTREPRENEURSHIP	3 HRS
This course covers the various disciplines, activities, and skill sets found in entrepreneurs. It explains the physiological and analytical aspects of successful entrepreneurship, as well as the skill sets needed in the disciplines of management, marketing, accounting, operations, and law.	
MG323 FINANCE	3 HRS
This course offers an introduction to the theories and methods of corporate finance.	
MG334 CORPORATE RESPONSIBILITY AND ETHICS	3 HRS
This course explores business responsibility from opposing theoretical and managerial perspectives. It applies theories of ethics to various case studies in business focusing on moral issues in advertising and sales, hiring and promotion, financial management, corporate pollution, product safety, and international decision-making.	
MG399 MANAGEMENT INTERNSHIP	3 HRS
The Management Intern Program (MIP) is comprised of 150 clock hours of practical work experience in actual business settings, requiring students to learn more about themselves, business operations, twenty-first century management components and daily practice with common functions connected	

to the representative business entity. The MIP is a field-based exploration using practical experience in a business setting tied to the student's ministerial calling. Using a mentoring model in which a representative (preferably the owner or CEO of said business) serves as the field supervisor for each student, this class illustrates "real-world" conditions. The course provides students the opportunity to gain a better understanding of their career path, God's call, their gifts and talents, and the real world demands of a working Christian. (Must have completed at least 60 hours of study and four management courses).

MG410 SUPPLY CHAIN MANAGEMENT	3 HRS
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This course introduces students to logistics techniques, practices, and policies in commercial enterprises. Students will learn the interaction between domestic and international supply chains, ethical sourcing, compliance, and the necessity to optimize logistics for customer service and business profitability.

MG436 EFFECTIVE EXECUTIVE LEADERSHIP	3 HRS
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This course focuses on growing the student's capacity as a leader through customized lessons designed to improve performance and results at work, home, and in the community. Students will study highly effective leaders and the commonalities of great leadership.

MG437 BUSINESS LAW	3 HRS
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This course explores the basic concepts and analysis of law and legal process, with special emphasis on the legal regulation of business and contract law.

MG438 MANAGERIAL ECONOMICS	3 HRS
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This course introduces students to the application of microeconomic theory for the analysis of management problems in an economic framework. This course analyzes the successes and failures of market structures such as monopoly and oligopoly, the development and use of market power, and strategic interaction among firms.

MG450 MACHINE LEARNING AND PREDICTIVE ANALYTICS	3 HRS
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This course provides an introduction to the use of predictive analytics for business decision making. As more business processes and tasks are automated, business leaders need to have the capabilities to understand and apply predictive techniques to improve profitability and deliver value for customers. Students will be exposed to data mining tools and techniques for forecasting, classification, and data-visualization. They will also gain an understanding about the ethical and legal issues associated with the application of these tools in business contexts.

MG490 BUSINESS SENIOR CAPSTONE	3 HRS
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The goal of the senior capstone course is to develop the capability to make connections and synthesize the variety of disciplinary knowledge areas studied during the degree program. Students will work under the supervision of faculty either individually or in teams to complete tasks and create a work product which may be a research paper, a business plan, a consultancy project, or a portfolio.

MG498 INTERNSHIP	3 HRS
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This course offers a supervised internship in a business environment.

MG499 INTERNSHIP	3 HRS
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This course offers a supervised internship in a business environment.

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
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
A course to develop a basic proficiency in voice. Emphasis will be placed on vowel position, breath control, and diction. Lab fee.	
MS104 BASIC VOICE SKILLS II	1 HR
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.	
MS201 BASIC PIANO SKILLS III	1 HR
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.	
MS202 BASIC PIANO SKILLS IV	1HR
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.	
MS204 BRASS AND PERCUSSION CLASS	1 HR
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)	
MS205 WOODWIND AND STRING CLASS	1 HR
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)	
MS315 CHORAL METHODS	1 HR
A study of vocal teaching techniques for grades 6-12. The course includes the organization of a choral music curriculum for the secondary level.	
MS401 FORM AND ANALYSIS	2 HRS
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)	
MS403 ELEMENTARY MUSIC EDUCATION	3 HRS
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 Educator Preparation)	

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.

PERFORMANCE STUDIES

M_111-M_432 PERFORMANCE STUDIES1 OR 2 HRS/SEMESTER

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 B.A. 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.

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.

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.

SECONDARY SKILLS

B.A. 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.

VOICE

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

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

Music Minor, Worship Leadership Fine Arts Elective	Music Education Majors	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
MU = Guitar*	MP = Piano	MV = Voice

* Applied Guitar for elective credit and Worship Leadership minor only. No guitar majors.

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 also will be given to specialized techniques related to planned giving and foundation grants.

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.

NM301 HUMAN RESOURCES MANAGEMENT 3 HRS

An in-depth look at human resource management in a ministry environment. Topics include planning, recruiting, benefits, performance appraisals, training/development, and terminations. Special attention is given to current regulatory guidelines.

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.

NM401 STRATEGIC MANAGEMENT AND GOVERNANCE	3 HRS
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.	
NM402 MANAGEMENT INFORMATION SYSTEMS	2 HRS
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.	
NM403 PRACTICUM	1 HR
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.	
NM404 EXPERIENCE PORTFOLIO	1 HR
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.	
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-PE majors)	
PE100 INDIVIDUAL SPORTS	1 HR
A course that focuses on the skills and techniques of the various individual or partner-type sports. These 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.	
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 pickle ball.	
PE113 HEALTH EDUCATION I	3 HRS
A course that covers healthy living, cardiovascular health, emotional health, stress, and nutrition. Course content is based on the NC Standard Course of Study in Healthful Living for Health. Students also will have the opportunity to apply various health methods in the classroom and in the school setting. (For Health and Physical Education Majors)	

PE114 HEALTH EDUCATION II	3 HRS
A course that deals with nutrition, diet and weight control, human sexuality, marriage and family issues. Course content is based on the NC Standard Course of Study in Healthful Living for Health. Students also will have the opportunity to apply various health methods in the classroom and in the Christian school setting. (For Health and Physical Education Majors)	
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.	
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 include basketball, flag football, soccer, and team handball.	
PE131 INTERCOLLEGIATE ATHLETICS	1 HR
Students receive advanced skill level instruction in sports and leadership development through participation on the athletic teams.	
PE132 INTERCOLLEGIATE ATHLETICS	1 HR
Students receive advanced skill level instruction in sports and leadership development through participation on the athletic teams. (Prerequisite: PE131)	
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, wiffle-ball, and volleyball.	
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.	
PE201 BEGINNING SWIMMING	1 HR
Basic course in swimming for students with little or no knowledge of strokes and little deep water experience. Basic swimming skills, strokes, and safety techniques will be covered in the course, with emphasis placed on stroke efficiency.	
PE202 ORGANIZATION AND ADMINISTRATION OF PHYSICAL ED.	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.	
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.	

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 PE majors only)	
PE302 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL	3 HRS
A course focusing on how children learn to be proficient movers within the school physical education setting. Emphasis will be placed on the pedagogical skills necessary to plan, implement, and evaluate a developmentally appropriate physical education and health program for K-5. Emphasis will be placed on instructional methods, classroom management, legal liability, evaluation, resources, and technology. Course content will reflect the NC Standard Course of Study in Healthful Living for Physical Education.(Identical with EE304)	
PE304 TEACHING AND COACHING OF SPORTS	3 HRS
A course introducing the fundamental and pedagogical concepts of teaching and coaching within the physical activity setting. Emphasis will be placed on the instructional and management skill sets needed to facilitate student/athlete learning. Course content will reflect the NC Standard Course of Study in Healthful Living for Physical Education.	
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.	
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)	
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)	
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 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.	
PE409 PREVENTION AND CARE OF ATHLETIC INJURIES	3 HRS
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 may be required to purchase a case of athletic tape for this course.	
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.	

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 sixth grade, (2) local church educational ministry to youth between grade seven 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.

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)

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)

PT318 BIBLICAL PERSPECTIVES**1 HR**

A course to examine contemporary issues and trends in culture, ministry, and education. Content for the course is driven by topics that challenge biblical truth. The course seeks to expose students to a range of topics, resources, and viewpoints that will provide them with the ability to engage, respond, and analyze the issues both critically and biblically.

PT398 INTERNSHIP IN MINISTRY I**3 HRS**

The internship provides practice of a specified Christian Ministry (i.e. children, youth, family/adult, etc.) including ten (10) hours per week (15-week duration) of actual field experience under staff supervision with the opportunity for evaluation, feedback and improvement in skills. The internship is for junior and senior Christian Ministry majors only. Students enrolled in summer semester should plan on 15 hours per week for a 10-week duration.

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)

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.

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.

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.

PT498 INTERNSHIP IN MINISTRY II**3 HRS**

This course is designed to build upon and continue PT398. The internship provides practice of a specified Christian Ministry (i.e. children, youth, family/adult, etc.) including 10 hours per week (15-week duration) of actual field experience under staff supervision with the opportunity for evaluation,

feedback and improvement in skills. The internship is for junior and senior Christian Ministry majors only. Students enrolled in summer semester should plan on 15 hours per week for a 10-week duration.

SL101 AMERICAN SIGN LANGUAGE I

3 HRS

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.

SL102 AMERICAN SIGN LANGUAGE II

3 HRS

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)

SL103 ASL FOR NATIVE USERS

3 HRS

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.

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)

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. This class 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)

SL203 ASL GRAMMAR

0 HRS

A remedial study of ASL Grammar for students who fail to achieve a minimum score of "intermediate" on the Sign Language Proficiency Interview. This course helps strengthen ASL grammatical concepts. University credit is not offered for this class.

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 produced at different speeds within a range considered to be standard by the instructor. Students also will be able to demonstrate proper articulation, speed, word configuration, and distinction between words.

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.

SL221 DEAF MINISTRY**3 HRS**

A study in establishing and/or administering a deaf ministry in a local church in the United States or 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 also will consider several mission boards that are involved in deaf ministry. (Prerequisite: SL201)

SL222 CROSS CULTURAL EXPERIENCE**1 HR**

Students will participate in a cross-cultural experience working with the deaf. Students will prepare a detailed summary of the experience. (Elective)

SL240 INTRODUCTION TO THE INTERPRETING PROFESSION**3 HRS**

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)

SL301 AMERICAN SIGN LANGUAGE V**3 HRS**

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 give formal ASL presentations on a variety of topics. (Prerequisite: SL202)

SL302 INTERPRETING IN SPECIALIZED SETTINGS**3 HRS**

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 may be required. (Prerequisite: SL240 and SL202; Co or Prerequisite: SL301 and SL339)

SL320 INTRODUCTION TO DEAF/BLIND INTERPRETING**3 HRS**

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)

SL339 INTRODUCTION TO THE INTERPRETING PROCESS 3 HRS

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)

SL341 ENGLISH TO ASL INTERPRETING 3 HRS

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 credentialing. (Prerequisite: SL339 and SL301)

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)

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: SL339 and SL301)

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)

SL346 ADVANCED DEAF CULTURE 3 HRS

An in-depth study of American Deaf culture. This course further investigates cultural identity, core values, group norms, traditions, 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. It includes instruction related to the impact of power, privilege, and oppression on the Deaf community that results in Deaf people's experience of prejudice, discrimination, and inequality.

SL347 DEAF HISTORY 3 HRS

A study of the Deaf experience from a historical perspective. This course considers selected points of the history of Deaf people starting with ancient world and progressing to present day. It considers how the historical impact of legislative, educational, and political events contribute to the contemporary lives of deaf, deaf-blind and hard-of-hearing people in America.

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)

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.

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, transcription, and character development. This course emphasizes appropriate use of conceptually accurate signs, facial expression, movement, role-shifting, and rhythm.

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)

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)

SL480 RESEARCH IN ASL/INTERPRETING **3 HRS**

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 each beyond the traditional curriculum.

SL481 PRELIMINARY FIELDWORK **1HR**

This course is a preliminary course to SL488 Sign Language Interpreting Fieldwork. 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 an electronic portfolio. (This class is graded passing/not passing). (Prerequisites or co-requisites : SL341, SL344, and SL345)

SL488 INTERPRETING FIELDWORK **8 HRS**

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)

A specialized, self-directed study considering an aspect of interpreting in the Deaf community. (Prerequisite: SL497) (Dean approval) (Elective)

SM201 SPORTS PSYCHOLOGY

3 HRS

This course is designed to provide students with a basic understanding of the factors influencing sports socialization and psychology. Through the study of special topics and field experiences, students will gain insight as to how psychological factors such as anxiety and motivation affect athletes' peak performance. During the course students will examine certain athletes and coaches through case studies to determine the elements of success and failure as they pertain to the psychology of each athlete and/or coach.

SM211 PRINCIPLES OF RECREATION & LEISURE SERVICES MANAGEMENT 3 HRS

An examination of all areas of the recreational and leisure services field, ranging from non-profit entities such as parks and recreation, libraries and city recreational programs to businesses such as hotels, YMCAs, restaurants, amusement parks, and country clubs. Students analyze operating problems and participate in case studies to enhance their knowledge and outlook on recreation and leisure facilities through operational management. Guests will include officers from all entities with expertise in all areas including owners of facilities.

SM301 SPORTS FACILITY AND EVENT MANAGEMENT

3 HRS

Included within their course are the elements which shape the planning and construction of sports facilities and the issues and problems involved in facility and event management including marketing, production, personnel, and budget. Students may participate in the management of events. This course also includes visits to local facilities and a series of guest lecturers that are experts in the field.

SM305 SPORTS INFORMATION AND PUBLIC RELATIONS

3 HRS

A comprehensive study of the sports information profession on the collegiate, professional and recreational levels. Included within the course are 1) the field of public relations, its history, and evolution, and 2) the skills and methods involved in the duties of the Sports Information Director (SID), Public Relations Specialist, and the current attitudes and concerns in media relations between athletes, coaches, administrators, and owners. Students are exposed to professionals in the field, as well as athletic events where the SID is involved.

SM311 SPORTS MARKETING AND PROMOTIONS

3 HRS

An introduction to the principles of sports marketing and the application of these principles to sports and sports-related organizations. The primary focus of this course is on planning, with additional emphasis on promotions management. Time will be devoted to developing a specific marketing plan for a student-selected sports promotional opportunity. (300-400 course)

SM411 SPORTS FINANCIAL MANAGEMENT

3 HRS

This course provides students with facts, knowledge, and the opportunity to understand the true nature of financially operating a sports program, facility, recreational facility, or organization. The student develops additional knowledge and insight by exposure to actual situations. This course helps future administrators become more effective financial managers when they plan and execute budgeting and accounting systems. Students will examine actual sports budgets and visit with on-site financial officers.

SL489 CAPSTONE EXPERIENCE9 HRS

The Capstone Experience is completed near the end of baccalaureate program of study. This class focuses on a synthesis of the information, material, theories, and methodologies provided in the Deaf Studies program. It will include reading and reflecting on discipline-specific literature that will reinforce a biblical worldview, enhance critical thinking skills, and broaden subject content knowledge to prepare the student to be an effective professional in the Deaf community. Students complete a final portfolio and conduct an internship oriented toward the student’s future academic or vocational goals.

The following classes can also be taken as Electives for the Sign Language Interpreting Students:

SL495 SPECIAL TOPICS1-3 HRS

An in-depth study in a specialized area. (Prerequisite: Dean approval) (Elective)

SL496 SPECIAL TOPICS1-3 HRS

An in-depth study in a specialized area. (Prerequisite: SL495) (Dean approval) (Elective)

SL497 DIRECTED DEAF STUDIES I1-3 HRS

A specialized, self-directed study considering an aspect of interpreting in the Deaf community. (Prerequisite: Department chair approval) (Elective)

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.

Executive Committee

Shahn Wilburn.....	Chairman
Rick Speas.....	Vice-Chairman
Brian Cockram	Secretary
Tony Alford	
Karolyn Chapman	
Alan Cox	
Cindy Steele	
Cletis Titus	

Members of the Board

Tony Alford	Kernersville, NC
Nancye Alloway	Chattanooga, TN
Dennis Bishop	Winston-Salem, NC
Dana Bryson.....	Clemmons, NC
Karolyn Chapman	Winston-Salem, NC
Brian Cochram	Radford, VA
Jason Copland	Burlington, NC
Alan Cox	Danbury, NC
Tony Crisp.....	Riceville, TN
Carl Deaton.....	Winston Salem, NC
Rob Decker	Kernersville, NC
Jim Hammond.....	Chattanooga, TN
Mike Hand	Oklahoma City, OK
E.C. Haskell.....	Whispering Pines, NC
Mark Jackson	Birmingham, AL
Ternae Jordan	Chattanooga, TN
David Leavell	Munford, TN
Mark Miller.....	Elon, NC
Mike Mitchener.....	Burlington, NC
Mena Parrish	High Point, NC
V.W. Peters	Strongsville, OH
Herb Rawlings	Florence, KY
Phil Smith	Fort Wayne, AL
Rick Speas	Winston-Salem, NC
Lee Stackhouse	Winston-Salem, NC
Cindy Steele	Lewisville, NC
Mark Steele.....	Lewisville, NC

Cletis Titus	Greensboro, NC
Dale Traxler	Winston-Salem, NC
Abie Williams	Radford, VA
Christie Williams.....	Lewisville, NC
Shahn Wilburn.....	Pearisburg, VA

ADMINISTRATION AND FACULTY

Administration	
Charles Petitt.....	President
Steve Condon.....	Chancellor
Sandeep Gopalan.....	Executive Vice-President for Academic Affairs and International
Beth Ashburn.....	Provost
Chris Ronk	Chief Financial Officer

FULL-TIME FACULTY

MORIAH BIAS, M.M.	MUSIC
B.A. Church Music, Piedmont International University; M.M. in Vocal Performance, Appalachian State University.	

GILBERT BRAITHWAITE, Th.D.	CHAPLAINCY, HEBREW, OLD TESTAMENT
B.S., Washington State University; Th.M., Th.D., Dallas Theological Seminary.	

RICK CLINARD, M.A.B.S.	BIBLE
B.S., Piedmont International University; M.A.B.S., Piedmont International University.	

SANDEEP GOPALAN, D. Phil.	DEAN OF THE PATTERSON SCHOOL OF BUSINESS EX. VICE PRESIDENT OF ACADEMIC AFFAIRS AND INTERNATIONAL
B.A., LL.B., National Law School of India; B.C.L., Oxford University; D. Phil., Oxford University.	

ALEXANDER GRANADOS, Ph.D	BIBLE
DEAN OF THE ALFORD SCHOOL OF MINISTRY, ASSOCIATE PROVOST	
B.A., University of California; M.Div., Th.M., The Master’s Seminary; Ph.D., Biola University.	

MARK GREGORY, Ph.D	OLD TESTAMENT
B.S., Mississippi State University; M.Div, Midwestern Baptist Theological Seminary; Ph.D., The Southern Baptist Theological Seminary.	

BRIAN HAACK, Ed.D.	EDUCATION
B.S., Southern Illinois University; M.S., Trident University International; Ed.D., Southeastern Baptist Theological Seminary.	

JERRY HULLINGER, Th.D.	BIBLE
DEAN OF THE BOWMAN SCHOOL OF BIBLE AND THEOLOGY	
B.B.S., Western Bible College; Th.M., Th.D., Dallas Theological Seminary.	

NICOLE LOWES, M.B.A, Ph.D.	BUSINESS
B.S., M.B.A. Liberty University; Ph.D; Northcentral University.	
HARLIE MILLER, Ed.D.	EDUCATION
DEAN OF THE MOORE SCHOOL OF EDUCATION	
B.A.S., Guilford College (Greensboro, NC); M.Ed., Ed.D., Liberty University.	
GREG MOORE, M.A.	HISTORY
B.A., Piedmont Baptist College; M.A., Liberty University; additional graduate studies, American Military University.	
KENT OVIATT, M.A., Ph.D. (IN PROGRESS)	DEAF STUDIES
B.A., Piedmont Baptist College; M.A., Piedmont International University; Ph.D. Leadership (in progress).	
HOWARD OWENS, Ph.D.	MINISTRY
CHRISTIAN EDUCATION, DISCIPLESHP, MISSIONS	
B.S., Georgia Institute of Technology; M.Div., Columbia Biblical Seminary, Columbia International University; Th.M., Ph.D., New Orleans Baptist Theological Seminary.	
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.	
CHASIDY PHELPS, Ph.D.	CRIMINAL JUSTICE
B.S., North Carolina A&T University; J.D. North Carolina Central School of Law; Ph.D., Walden University.	
D. BRENT POWELL, Ph.D.	LEADERSHIP
DEAN OF THE JOHN WESLEY 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.	
MELODY RAWLINGS, Ed.D.	BUSINESS
B.S., Northern Kentucky University; M.S., Northern Kentucky University; Ed.D., Northern Kentucky University.	
LAURA RICHARDS, M.S.	PHYSICAL EDUCATION
B.S., University of North Carolina Greensboro; M.S., University of Tennessee.	
RONALD G. SMITH, D.M.A.	MUSIC
CHAIR OF THE MUSIC DEPARTMENT	
A.B., Marshall University; M.M. in Music Education, Ithaca College; D.M.A. Trombone Performance, Louisiana State University.	

MICHELLE SNIDER, M.A.	ENGLISH
-----------------------	---------

B.S., Piedmont International University; B.A., High Point University; M.A., Liberty University; M.A. University of North Carolina.

LARRY TYLER, Ph.D.	GREEK, NEW TESTAMENT
--------------------	----------------------

B.B.A., University of Georgia; M.Div., Ph.D., Southeastern Baptist Theological Seminary.

EDWARD VENABLE, Ed.D.	EDUCATION
-----------------------	-----------

B.A. Tennessee Temple University. M.A. Appalachian State University. Ed.D. Southeastern Baptist Theological Seminary.

SHANNON WARDEN, Ph.D.	COUNSELING
-----------------------	------------

B.A., Elon College; M.Ed., Wake Forest University; Ph.D., University of North Carolina at Greensboro.

TIMOTHY J. WHITE, D.Min.	BIBLE, MINISTRY
--------------------------	-----------------

Th.B., Piedmont Bible College; M.A., M.Div., Bob Jones University; D.Min., Reformed Theological Seminary.

G. WAYNE WILLIS, M.Div., Ph.D. (ABD)	THEOLOGY
--------------------------------------	----------

Th.B., Piedmont Bible College; M.Div., Grace Theological Seminary; Ph.D. (in progress), Baptist Bible Seminary.

PART-TIME FACULTY

KYNDRA ARCHENBRONN, M.S.	ENGLISH, STUDENT SUCCESS
--------------------------	--------------------------

B.S., Bob Jones University, Baptist University of America; M.S., Clemson University, Kennesaw State University; 18 hours in TESOL, Winston-Salem State University.

BETH D. ASHBURN, Ph.D.	ENGLISH PROVOST
------------------------	--------------------

B.R.E., Piedmont Bible College, M.A., Ph.D., University of North Carolina at Greensboro.

BECKY BOTTOMS, M.A.	SPEECH DEAN OF WOMEN
---------------------	-------------------------

B.A., Bob Jones University; M.A., Bob Jones University; Student Services; Professor.

CATHERINE L. CHATMON, 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.

DANNY COCHRAN, Ph.D.	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., Piedmont International University.

BYRON EDENS, D.Min. Ph.D (IN PROGRESS)	BUSINESS, MINISTRY VICE PRESIDENT
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).	
SALLY “SARA” EVANS, M.A., Ph.D (ABD)	EDUCATION, SIGN LANGUAGE
B.S., Berry College; M.A., Tennessee Temple University; University of Tennessee (ABD).	
TERRILL GILLEY, M.A., Ph.D. (IN PROGRESS)	MUSIC
B.A., Piedmont International University; M.A., Liberty University; Ph.D. (In progress), Piedmont International University.	
THOMAS JONES, D.B.A.	BUSINESS
B.S., University of Pennsylvania; B.S., B.A., University of Louisiana; M.B.A., D.B.A., The George Washington University.	
JOHN LINDSEY, Ed.D.	MINISTRY, DIRECTOR OF JOHN WESLEY TEACH-OUT
B.A., Vennard College; M.A.R., Asbury Theological Seminary; Th.M., Duke University; Ed.D, University of North Carolina.	
JEREMY PATTISALL, M.Ed.	GENERAL EDUCATION
B.A., Piedmont International University; M.Ed., Northeastern University.	
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.	
JASON SEYMOUR, M.L.I.S.	GREEK
B.A., Piedmont International University; M.A.B.S., Piedmont International University; M.L.I.S., University of North Carolina, Greensboro.	
SCOTT A. SMITH, Ph.D.	RESEARCH
B.S., University of Oregon; M.A, M.Div., Pensacola Theological Seminary; Ph.D., Piedmont International University.	
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.	
ANDRE TAVARES, M.A.	BIBLE
B.A, Tennessee Temple University; M.A, Baptist Theological University, Brazil; Ph.D.	

ADJUNCT FACULTY

THERESA ALLEN, Ph.D.	COUNSELING
A.A., East Coast Bible College; B.A., Lee University; M.A., Liberty University; Ph.D., Liberty University.	
RANDALL G. BOTTOMS, Ph.D.	HISTORY
Th.B., Piedmont Bible College, Th.M., Dallas Theological Seminary; Ph.D., Piedmont International University.	
MATTHEW BRACEWELL, Ed.D.	LEADERSHIP
B.S., M.Ed., Ed.S., Columbus State University; Ed.D., Walden University.	
SHARON BRYANT, Ed.S.	EDUCATION, AMERICAN SIGN LANGUAGE
B.A., Gallaudet University; M.A., McDaniel College (formerly Western Maryland College); Ed.S., George Washington University.	
RANDALL CARMAN, Ed.D.	LEADERSHIP
B.S., Baptist Bible College; M.A. Marywood University; M.A., Ed.D. Indiana Wesleyan University.	
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.	
CAMERON CLOUD, Ph.D.	THEOLOGY
M.Min. Atlantic Baptist Bible College; M.A.B.S., Piedmont International University; Ph.D., Piedmont International University.	
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.	
JEFFREY CRUM, Ph.D.	MUSIC
B.S., Liberty University; M.A., Marshall University; Ph.D., Auburn University.	
JAMES KEITH CURLEE, Ed.D.	EDUCATION
B.S., North Carolina State University; Ed. D., Southeastern Baptist Theological Seminary.	
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.	
NANCY A. EPPERSON, M.A.	SPEECH
B.S., Los Angeles State College; M.A., Bob Jones University.	
ED FUNK, D.S.L.	LEADERSHIP
B.A. Bethany University; M.A. Simpson University; D.S.L. Regent University.	

MICHAEL GONZALEZ,	SIGN LANGUAGE
B.A. North Central University; M.A. Gordan-Cromwell Theological Seminary.	
TIMOTHY GERBER, M.A.	CHRISTIAN MINISTRY
B.S., Bob Jones University; M.A., Carolina Evangelical Divinity School.	
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.	
JON THAD HARLESS, Ph.D.	LEADERSHIP
B.A., Belmont University; MA, M.Div., D.Min Liberty University; Ph.D. Tennessee Temple University/ Piedmont International University.	
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.	
JAMES HAYES, M.R.E.	MISSIONS
B.A., Bob Jones University; M.R.E., Grand Rapids Baptist Seminary; Doctoral Studies, Biola University.	
STARR HOOVER, M.A., Ph.D. (ABD)	PSYCHOLOGY
B.S., Samford University; M.A., Psychological Studies Institute; Ph.D. (ABD), Liberty University.	
J. STEPHEN HUDSON, Ph.D.	LEADERSHIP
B.S., Jacksonville State University; M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary.	
ALAN INGALLS, Th.D.	LEADERSHIP
B.A., Cedarville College; Th.M., Dallas Theological Seminary; Th.D., Dallas Theological Seminary.	
WILLIAM KOSSLER, M.M.	GUITAR
B.M., University of South Carolina; M.M., University of South Carolina; Studied with Shinichi Suzuki.	
CRAIG LAWRENCE, Ph.D.	BUSINESS
B.S. Tennessee Temple University; M.A. Samford University; Ph.D. University of Alabama.	
ADONNA L. LUCAS, M.C.M.	MUSIC
B.A., B.M., Louisiana College; M.C.M., New Orleans Baptist Theological Seminary; Additional Graduate Studies; Studied organ with Lucille Webb.	
DAVID MAPPES, Ph.D.	BIBLE
B.A. Ottawa University; M.Div., Western Conservative Baptist Seminary; Th.M. Western Conservative Baptist Seminary; Ph.D., Dallas Theological Seminary.	

MARK MCGINNESS, Ph.D.	OLD TESTAMENT
B.S., Richard Stockton State College; M.A.B.S., Dallas Theological Seminary; Th.M., Baptist Bible Seminary; Ph.D., Baptist Bible Seminary.	
CHARLES MORRIS, Ph.D.	LEADERSHIP
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.	
R. LARRY MOYER, D.Min.	MINISTRY, EVANGELISM
B.S. Cairn University; Th.M. Dallas Theological Seminary; D.Min. Gordon-Conwell Seminary.	
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.	
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.	
JOHN PHILLIPS, Ed.D.	EDUCATION
B.A., Bob Jones University; M.A., Ed.S., and Ed.D., Liberty University.	
J. STEVEN RAWLINGS, J.D.	BUSINESS, CRIMINAL JUSTICE
B.B.A., University of Cincinnati; J.D., Northern Kentucky University.	
LISA RENZ, Ph.D.	BUSINESS
B.A., Saint Leo University; M.B.A., Saint Leo University; Ph.D., Regent University.	
STEVEN RENZ, Ph.D.	LEADERSHIP
B.A., Saint Leo University; M.B.A., Saint Leo University; Ph.D., Regent University.	
JOHN A. RICHARDS, Ph.D.	PHYSICAL EDUCATION
B.S., M.Ed., Slippery Rock University; Ed.D., University of Tennessee.	
GLENDA RILEY, Ph.D.	LEADERSHIP
B.A. Philander Smith College; M.B.A. Webster University; Graduate Certificate in Healthcare, Park University; Ph.D. Indiana Institute of Technology.	
LORI ROBERTSON, Ed.D.	LEADERSHIP
B.A. Covenant College; M.Ed. Lincoln Memorial University; Ed.S. Tennessee Technical University; Ed.D. Liberty University.	
CARLO SERRANO, Ph.D.	LEADERSHIP
B.A., American Military University; M.A., Liberty University; Ph.D., Regent University.	

JEREMIAH SHIPP, Ed.D.

LEADERSHIP

B.B.A., Tennessee State University; Piedmont International University; Ed..D., Texas A&M.

MATT SMITH, D.Min

MINISTRY, EVANGELISM

B.A., Piedmont International University; M.A.B.S., Piedmont International University; M.A., Liberty Baptist Theological Seminary; D.Min. Dallas Theological Seminary.

ROGER STILES, Ed.D.

EDUCATION, PHILOSOPHY

B.A., Tennessee Temple College; B.D., Temple Baptist Theological Seminary; M.S., Ed.D., University of Tennessee at Knoxville.

PATRICIA WHITE, M.M.

MUSIC

Bachelor of Sacred Music, Moody Bible Institute; B.M., M.M., American Conservatory of Music.

ADAM WINGATE, Ph.D. (IN PROGRESS)

BUSINESS

B.A., M.Div., Southern Baptist Theological Seminary; M.B.A., Liberty University; Ph.D. (In progress), Piedmont International University.

MEL WINSTEAD, Ph.D.

BIBLE

B.A., Piedmont Bible College; M.Div., Southeastern Baptist Theological Seminary; Ph.D. Southeastern Baptist Theological Seminary.

PETER J. YOUMANS, II, Ph.D.

BIBLE, CHRISTIAN MINISTRY

B.A., Tennessee Temple University; M.Div., Temple Baptist Seminary; D. Min., Luther Rice Seminary; Ph.D., Piedmont International University.

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/life-on-campus-security. A written report is also available from the Student Services 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 also are available and are noted on the Academic Calendar.

*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 2019

AUGUST

12-13	Faculty/Staff Orientation
17-18	Move-In Weekend
19	Summer Online Session II Ends*
20	August Degree Conferral
21	Returning Student Check-In
21	First Day of Classes
21-27	15-Week Add/Drop Period
26	Online Session I Begins
26-28	Session I Add/Drop Period
26-30	Graduate Module I Begins**

SEPTEMBER

2	Labor Day (No Classes, Offices Closed)
3	Last Day to Drop Session I Class w/o Academic Penalty
4	Last Day to Drop 15-Week Class w/o Academic Penalty
9-13	PIU Graduate Module II**
16-20	PIU Graduate Module III**
23	Last Day to Withdraw-Session I
23-27	PIU Graduate Module IV**

OCTOBER

7-11	PIU Graduate Module V**
11	Fall Break
14	PIU Online Session I Ends*
14-18	Graduate Module VI**
16	Last Day to Withdraw 15-Week Class
21	PIU Online Session II Begins
21	Preregistration for Spring
21-23	Session II Add/Drop Period
21-25	PIU Graduate Module VII**
29	Last Day to Drop PIU Online Session II Course w/o Academic Penalty

NOVEMBER

3	Daylight Saving Time Ends (2:00 am ET)
7	Artist Series
11	Last Day to Withdraw - Session II
25-29	Thanksgiving Break (Offices Closed 28-29)

DECEMBER

- 5 Last Day of T/TH Class
- 6 Last Day of W/F Class
- 7 Candlelight Carols
- 9 Online Session II Ends*
- 9-11 Final Exams
- 12-17 PIU Undergraduate Module I
(Classes meet 12, 13, 14, 16, 17)

- 12-18 PIU Undergraduate Module II
(Classes meet 12, 13, 14, 16, 17, 18)
- 21 December Degree Conferral
- 23 Ph.D. Language Proficiency Exam**
- 24 Christmas Vacation
(December 24 - January 1)

SPRING SEMESTER 2020**JANUARY**

- 1 New Year's Day (Last Day of Christmas Vacation)
- 2 Offices Reopen
- 2-7 Undergraduate Winter/Spring Module**
(Classes meet 2, 3, 4, 6, 7)
- 8 First Day of Semester Classes
- 8-15 15-Week Add/Drop Period
- 13 Online Session I Begins
- 13-15 Session I - Add/Drop Period
- 20 Martin Luther King Day (No Classes, Offices Closed)
- 21 Last Day to Drop PIU Online Session I w/o Academic Penalty
- 29 Last Day to Drop a 15 Week Class w/o Academic Penalty

FEBRUARY

- 10 Session I - Last Day to Withdraw

MARCH

- 2 Session I Ends
- 2-6 Spring Break
- 9 Session II Begins
- 9-10 Session II - Add/Drop Period
- 10 Session II - Last Day to Withdraw w/o Academic Penalty
- 11 Last Day to Drop a 15-Week Class w/o Academic Penalty

APRIL

- 6 Last Day to Withdraw -Session II
- 10 Good Friday (PIU Offices Closed)
- 12 Easter Sunday
- 23 Last Day of Tuesday/Thursday Classes
- 24 Last Day of Wednesday/Friday Classes
- 27 Last Day of Session II
- 27-29 Exams
- 30 Commencement Practice 2:30pm
- 30 Concert 7:00pm

MAY

- 1 Commencement 7:00 pm

SUMMER SEMESTER 2020

MAY

1	Commencement 7:00 pm
4	Online Session I Begins
4-6	Session I - Add/Drop Period
4-8	Undergraduate Module I
5-12	15-Week Add/Drop Period
11-15	Undergraduate Module II
12	Session I - Last Day to Drop w/o Academic Penalty
19	Last Day to Drop a 15-Week Class w/o Academic Penalty
25	Memorial Day (Offices Closed)

JUNE

1	Last Day to Drop Online Session I Course
22	Online Session I Ends*
29	Session II Begins
29	Session II - Add/Drop (June 29 - July 1)
30	Last Day to Drop a 15-Week Class

JULY

4	Independence Day (Offices Closed)
5-10	Love Out Loud Camp
7	Last Day to Drop a Semester-length Class
27	Last Day to Withdraw -Session II w/o Academic Penalty

AUGUST

14	15-Week Classes End
17	Online Session II Ends*
24	August Degree Conferral

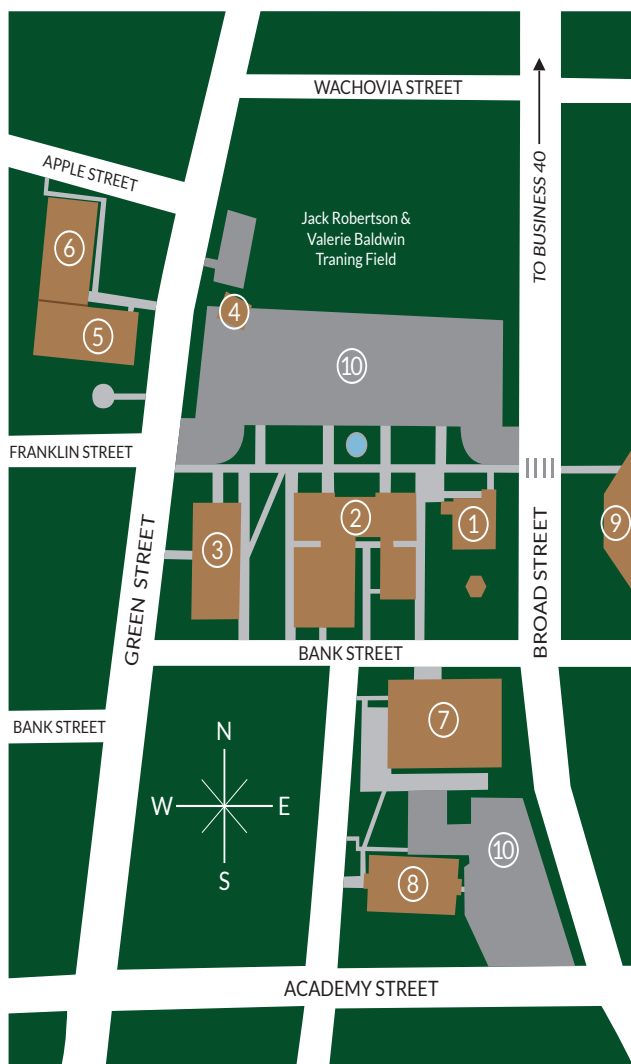


PIEDMONT

INTERNATIONAL UNIVERSITY

420 S Broad St.
Winston-Salem, NC 27101
336.725.8344 | piedmontu.edu

CAMPUS MAP



LEGEND

1. GRACE HALL

Administration
Marketing
Institutional Development

2. DEEDS HALL

1st Floor

Dining Hall
Patterson School of Business
Classrooms

2nd Floor

Enrollment Services
Student Services
Business Office
Financial Aid
Registrar
Library
Classrooms
Recording Studio
Mailroom

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
Bowman School of
Bible & Theology
Alford School of Ministry
Classrooms

3rd & 4th Floors

Residences

4. SECURITY STATION

5. LEE HALL

Men's Residences

6. PATTERSON HALL

Women's Residences

7. POPE ACTIVITY CENTER

Main Level

Student Center
The Den Café & Gift Shop
Music Classrooms

Lower Level

Gymnasium
Fitness Center
Box Office

8. GRIFFITH HALL

Residences

9. SALEM BAPTIST CHURCH

Chapel

10. PARKING AREAS

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