

# 2020-2021 Catalog

Carolina University is a member of the Transnational Association of Christian Colleges and Schools (TRACS), 15935 Forest Road, Forest, VA 24551; 434-525-9539; email: [info@tracs.org](mailto:info@tracs.org), having been awarded Reaffirmed status as a Category IV institution by the TRACS Accreditation Commission on April 21, 2020. This status is effective for a period of ten years. TRACS is recognized by the United States Department of Education, the Council for Education Accreditation and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

This is the current undergraduate catalog, Volume 65, Issue 1, of this institution for the academic year 2020-2021, and it is certified to be true and correct in content and policy.



Charles W. Petitt, President

## A Personal Note From Our President

We are a Christ-centered university committed to exceptional teaching, scholarly research, creative innovation, and professional collaboration. The university is rapidly gaining recognition for unparalleled flexibility, exceptional value, and outstanding career or ministry preparation through innovative approaches that merge face-to-face with high-tech, on-campus with online, high quality with affordability, local heart with global reach, and academic rigor with real-world, experiential learning.

The main campus is located in beautiful Winston-Salem at the intersection of the vibrant city center and the charming historic district. Students can walk or bike on miles of greenways and stroll ways all around this bustling city of arts and innovation or take a lovely drive up to the Blue Ridge Mountains or down to the coast.

I believe that Carolina University is the best choice for 21st century higher education, and I'm not just saying that because I have been the president here for almost twenty years. You can often tell someone's real priorities by seeing if they are willing to put their money and family where their mouth is. I encouraged both of my daughters to attend Carolina University, and now they are proud graduates who are enjoying abundant lives and successful careers. I work hard every day to ensure that the Carolina University experience will yield the same outcomes for you and yours.

Sincerely,



Charles W. Petitt  
President  
Carolina University

## Mission

Carolina 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

- Academic Excellence – We will ensure that every academic program is challenging, innovative, and practical, preparing graduates who have communication skills and professional competence.
- Adaptable Culture – We will foster an environment in which trustees, administrators, faculty, staff, and students model adaptability and balanced living in a rapidly changing society.
- Financial Responsibility – We will 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.

## History

Carolina 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, who fervently loved God's Word, was long noted as a "walking Bible." His intense desire "to teach the Scriptures as they are, to men as they are" led him to lay the foundations of what was to become Carolina University.

In September 1945, Dr. Stevens established 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, CU 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 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, Carolina University became an accredited member of the Accrediting Association of Bible Colleges, remaining affiliated with that organization until 2002.

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 CU's founding. 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 next to Griffith Hall.

In 1987, Dr. Howard Wilburn succeeded Dr. Drake as president. 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. Carolina University also began offering classes in Bangladesh.

Dr. Charles W. Pettit was inaugurated as president of Carolina University in 2002, and the influence of CU has continued to expand significantly. In 2004, Spurgeon Baptist Bible College merged with CU. In 2008, Atlantic Baptist Bible College in Chester, VA, merged with CU.

In conjunction with the establishment of the PhD program in 2006, Carolina University (Piedmont Baptist College at the time) experienced a name change, becoming Piedmont Baptist College and Graduate School. 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.

On April 30, 2015, Tennessee Temple University merged with Carolina University, expanding the student body and the curricular offerings. The Moore School of Education was approved to offer the historic, award-winning Tennessee Temple BS in Sign Language Interpreting, and the university grew to include the School of Leadership.

Southeastern Bible College of Birmingham, AL merged with CU on October 31, 2017. Additionally, John Wesley University of High Point, NC merged with CU on June 1, 2018, resulting in the addition of the Patterson School of Business and the renaming of the School of Leadership to the John Wesley School of Leadership.

Desiring to honor the story of how several Christian colleges and universities came together to form a stronger institution, the Board of Trustees voted on June 24, 2020 to rename Piedmont International University as Carolina University.

Carolina University continues its rich heritage by preparing leaders worldwide through exceptional teaching, scholarly research, creative innovation, and professional collaboration.

## Location

Carolina 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 246,000 and is highly enriched by its wealth of religious and cultural traditions.

The university, two blocks south of Salem Parkway, 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. With the bustling Winston-Salem downtown a short walk from campus, students are sure to find plenty of events and places to visit on the weekends. Additionally, there are several airports – both domestic and international – in close proximity. Beaches, national parks, hiking opportunities, and more are all within driving range of the campus.

## Facilities

**John M. Deeds Hall** houses the academic offices, student deans' offices, Moore School of Education, Patterson School of Business, School of Arts and Sciences, George M. Manuel Library, cafeteria, faculty offices, and classroom space.

Student residences are located in **Lee Hall**, **Griffith Hall**, and **Patterson Hall**.

**Stevens Hall** houses the Piedmont Divinity School, classrooms, administrative and faculty offices, and a lounge. The technology department is located on the ground floor. Additional student residences are located on the third and fourth floors.

The Den, gift shop, gym, and locker rooms reside in the **Pope Activities Center**.

The development offices and financial services are located in the **Financial & Development Center**, one block north of Deeds Hall.

Athletic offices are in the **Athletic House** on Academy St.

**Grace Hall** is named in honor of Grace Stevens, wife of Dr. Charles H. Stevens, and is the home of the Executive Offices, Admissions Offices, and a museum featuring historical events and memorabilia from Carolina University, Spurgeon Baptist Bible College, Atlantic Baptist Bible College, Tennessee Temple University, Southeastern Bible College, and John Wesley University.

## Governance

Carolina University is an independent organization of higher education; it is not affiliated with any denomination in an organizational form.

An independent Board of Trustees meets three times each year to govern the university. The university is managed by the president's cabinet.

### University Leadership

Petitt, Charles — *President*

Condon, Steve — *Chancellor*

Gopalan, Sandeep — *Vice Chancellor, Executive VP for Academic Affairs & International*

Edens, Byron — *Vice President*

Ronk, Chris — *Chief Financial Officer*

## Accreditation, Recognition, and Affiliation

Carolina University is a member of the Transnational Association of Christian Colleges and Schools (TRACS), 15935 Forest Road, Forest, VA 24551; 434-525-9539; email: [info@tracs.org](mailto:info@tracs.org), having been awarded Reaffirmed status as a Category IV institution by the TRACS Accreditation Commission on April 21, 2020. This status is effective for a period of ten years. TRACS is recognized by the United States Department of Education, the Council for Education Accreditation and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). CU was chartered as an educational institution by the State of North Carolina in 1947. CU is recognized by all appropriate federal agencies, such as the United States Department of Education (USDE), and the US Department of Veterans Affairs (VA), allowing us to receive Title IV funding and prepare military chaplains. Additionally, CU is a member of the Carolinas Association of Collegiate Registrar and Admissions Officers (CACROA) and of the National Council for State Authorization Reciprocity Agreement (NC-SARA). CU is approved by the Association of Christian Schools International (ACSI).

Degree programs of study offered by Carolina 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.

# Undergraduate Admissions Information

## Standards for Admission

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

Admission to Carolina 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).

To be admitted into an undergraduate degree program, a student must possess a minimum 2.0 high school or college GPA. Students who do not meet the GPA requirements may be reviewed for admission by the admissions committee.

Some of our programs have program-specific GPA requirements beyond this minimum, which are found on the individual program pages.

## Application Procedure

The prospective student should complete the following steps:

- Submit a complete application online at [carolinau.edu/apply](http://carolinau.edu/apply).
- Request official transcripts from high school and any and all other college(s) attended to be mailed or submitted via secure electronic transfer by the institutions to the CU Office of Admissions at [admissions@carolinau.edu](mailto:admissions@carolinau.edu). Students transferring with 60 or more earned credit hours from an accredited university are not required to provide a high school transcript.

Although standardized test scores (SAT/ACT) are not required for admission to the university, there are cases in which a student may benefit by submitting scores. These include Academic Scholarship evaluation and athletic eligibility. It is within the applicant's discretion to determine whether it is necessary to submit scores.

## Provisional Admission Policy

Applicants who have submitted evidence of satisfactory academic qualification (official or unofficial) but lack one or more additional items required for admission may receive provisional acceptance. Provisionally admitted students may register for upcoming courses after paying their enrollment deposit. Additionally, they may work with the financial services office to have a financial package established. However, all admissions requirements must be resolved and full admission obtained before financial aid will be disbursed. Students may remain in provisional acceptance for up to 10 calendar days after the first day of class. If provisional admission status is not resolved within those 10 calendar days, students will be administratively withdrawn from their courses.

## Non-Discrimination Policy

Carolina 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 an individual's abilities, qualifications, and agreement with CU's mission and conduct policies.

## Transfer Policy

Carolina University grants transfer credit for previous college work from colleges or universities that are accredited by agencies approved by the Department of Education. Reference the [Academic Information](#) section of the catalog for specific transfer guidelines.

## 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 [Credit Recognition and Transfer Policy](#) section for specific guidelines.

## International Students - Resident Studies

The university is authorized under federal law to enroll nonimmigrant 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. If the student has completed secondary education or university-level studies, then their transcripts should be evaluated by a member of the National Association of Credential Services (NACES®).

International students whose first language is not English must submit satisfactory scores on one of the following English proficiency tests: TOEFL, CPE, IELTS, or PTEL. The required minimum TOEFL (Test of English as a Foreign Language) score for admittance is a paper-based score of 500, a computer-based score of 170, or an Internet-based score of 60. Information about the test may be obtained from [ets.org/toefl](https://ets.org/toefl). 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 (F1) 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 I-20 Form 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 before 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 Carolina University if they have a minimum in-progress high school GPA of 2.5.

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

## Returning Students

Previously enrolled students who are classified as withdrawn should submit an application online at [carolinau.edu/apply](https://carolinau.edu/apply) and meet all additional admissions requirements. The applicant should request that all official transcripts from institutions attended since withdrawing from Carolina University 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. The university's access to admission requirements collected with previous application(s) is not guaranteed. The Office of Admissions may request any unarchived documentation necessary for readmission purposes.

# Graduate Admissions Information

## Standards for Admissions

Requirements: the graduate degrees are designed for those holding bachelor's degrees or higher from an accredited or recognized institution.

## General Application Procedure

1. Submit a complete application online at [carolinau.edu/apply](https://carolinau.edu/apply).
2. Request transcripts from all colleges and universities attended since high school be mailed or submitted via secure electronic transfer from the institutions to the CU Office of Admissions at [admissions@carolinau.edu](mailto:admissions@carolinau.edu).
3. Submit any additional documentation required based on a specified degree of interest.

## Provisional Admission Policy

Applicants who have submitted evidence of satisfactory academic qualification (official or unofficial) but lack one or more additional items required for admission may receive provisional acceptance. Provisionally admitted students may register for upcoming courses after paying their enrollment deposit. Additionally, they may work with the financial services office to have a financial package established. However, all admissions requirements must be resolved and full admission obtained before financial aid will be disbursed. Students may remain in provisional acceptance for up to 10 calendar days after the first day of class. If provisional admission status is not resolved within those 10 calendar days, students will be administratively withdrawn from their courses.

## Non-Discrimination Policy

Carolina 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 an individual's abilities, qualifications, and agreement with CU's mission and conduct policies.

## Transfer Policy

Carolina University grants transfer credit for previous college work from colleges or universities that are accredited by agencies approved by the Department of Education. Reference the [Academic Information](#) section of the catalog for specific transfer guidelines.

## Visiting Students

A visiting student is a non-resident, non-degree seeking student currently enrolled in a degree program at another institution who wishes to take a limited number of classes at Carolina University for transfer credit to his/her present institution.

### Eligibility

1. Satisfactory Academic Progress at the present institution as indicated by a current in progress transcript
2. Written approval from the Registrar, dean, or student's Academic Advisor at the present institution
3. Approval of the Visiting Student Application
4. Payment of tuition and fees

## Nonprogram Students

Students are expected to declare a degree objective prior to enrolling in classes. Those who enroll with no degree objectives are classified as nonprogram students. Nonprogram students who meet the admissions requirements but have chosen not to pursue a degree are under no credit hour limit or language concurrence policy requirements. Deficiency courses may be taken concurrently or consecutively. Nonprogram students are not eligible for federal financial aid.

## Returning Students

Previously-enrolled students who are classified as withdrawn should submit an application online at [carolinau.edu/apply](http://carolinau.edu/apply) and meet all admissions requirements. The applicant should request that all official transcripts from institutions attended since withdrawing from Carolina University be submitted by mail or electronic transfer to the Office of Admissions. Students returning with a GPA less than the program entry requirement or after Academic Suspension must submit an action plan, explanation of accountability, and changes to circumstances which now support academic success. The university's access to admission requirements collected with previous application(s) is not guaranteed. The Office of Admissions may request any unarchived documentation necessary for readmission purposes.

## International Students

The university is authorized under federal law to enroll nonimmigrant alien students.

International students must show evidence of completion of a Bachelor's degree in their country of education. Transcripts need to be evaluated by a member of the National Association of Credential Services (NACES®).

International students whose first language is not English must submit satisfactory scores on one of the following English proficiency tests: TOEFL, CPE, IELTS, or PTEL. The required minimum TOEFL (Test of English as a Foreign Language) score for admittance is a paper-based score of 500, a computer-based score of 170, or an Internet-based score of 60. Information about the test may be obtained from [ets.org/toefl](http://ets.org/toefl). 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 (F1) 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 I-20 Form 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 before starting their first course.

## International Online Students

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.

## Specific Divinity School Admissions Requirements

Piedmont Divinity School admits into the graduate programs academically qualified students who are born again and possess a Christian testimony consistent with the philosophy, doctrine, standards, and practice of the university. Applicants will be asked to confirm their personal belief that Jesus Christ died for our sins and rose again from the dead and that the Bible is God's Word. Students are asked to read and support the Statement of Faith of Carolina University.

These qualifications are evaluated by submission of the following:

1. Applicants must submit an autobiographical essay discussing Christian experience, relevant work/ministry experience, personal and professional interests, and capacity for academic initiative and discipline.
2. Applicants must provide two references who will be contacted for letters of recommendation.

### MA Ministry in Spanish

1. The Spanish MA Ministry program is designed for those who desire to pursue the MA Ministry curriculum in the Spanish language online. Applicants must meet the general and specific admission requirements stated in the catalog, except where alternate requirements are indicated (see program page for specific admissions requirements).
2. Admission packets are evaluated and acceptance letters are issued by the Director of Admissions, with assistance from the Spanish Resource Coordinator.
3. The assessment of the quality of the degree-granting institutions and the recognition of credits is based on World Education Services evaluation ([wes.org](http://wes.org), 212-966-6311) and the Graduate Studies' "Criteria for Transferring from a College that is not Accredited or Recognized" (Please see the [Credit Recognition and Transfer Policy](#) section in this catalog).

### MA Ministry in Portuguese

1. The Portuguese MA program is designed for those who desire to pursue the MA curriculum in the Portuguese language online. Applicants must meet the general and specific admission requirements stated in the catalog, except where alternate requirements are indicated (see program page for specific admissions requirements).
2. Admission packets are evaluated and acceptance letters are issued by the Director of Admissions, with assistance from the Portuguese Resource Coordinator.
3. The assessment of the quality of the degree-granting institutions and the recognition of credits are based on World Education Services evaluation ([wes.org](http://wes.org), 212-966-6311) and the Graduate Studies' "Criteria for Transferring from a College that is not Accredited or Recognized" (Please see the [Credit Recognition and Transfer Policy](#) section in this catalog).

### Five-Year Accelerated BA — MDiv Scholars Program

The Five-Year Accelerated BA – MDiv Seminary Scholars Program is designed for academically gifted and highly-motivated students with proven records of excellence and a clear sense of calling. The exceptional students selected to pursue this program will earn an 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 BA – MDiv Seminary Scholars Program.

#### Eligibility

1. A high school graduation GPA of 3.0 or above
2. An ACT score of 22 or above or an SAT score (without writing) of 1100 or above
3. Written declaration upon admission to CU to pursue the Scholars Program
4. An essay by the applicant stating and explaining the following:
  - Evidence of academic excellence
  - Record of ministry effectiveness
  - A clear sense of calling
5. A letter of endorsement by a local church, a church-related ministry or a parachurch organization recommending the applicant to pursue the Scholars Program
6. Selection by the Five-Year BA – MDiv Scholars Program Committee

### Special Admissions — Ability to Benefit

Admission into Seminary Graduate Studies (MA, MABS, and MDiv) 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.

## Policy for Ability to Benefit

- A minimum of five years of ministry experience
- At least thirty years of age
- Agreement to respect the Statement of Faith of Carolina University
- Submission of a satisfactory research paper on a theological subject
- Submission of a complete admissions packet, including program-specific requirements
- Completion of a successful interview with a Graduate Studies representative
- No advanced standing
- Participation in a special advising program during the first semester
- Completion of the GRE or the MAT examination with satisfactory scores

## Procedures for Ability to Benefit

- Submission of a letter of intent, an application, and a research paper
- Interview with a Graduate Studies representative
- Approval of the Graduate Admissions Committee

# Financial Information

## Schedule of Fees

Contact the Student Accounts Office, or visit our website at [carolinau.edu/financial-services/tuition-fees](http://carolinau.edu/financial-services/tuition-fees) for a current Schedule of Fees and Tuition Refund Schedule.

## Student Account Payments

Tuition and fees become due on 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.

## Refunds and Adjustments

If a student withdraws from the university or from individual courses, tuition will be prorated based on the date the Registrar receives written notification from the advisor. See the current Schedule of Tuition, Fees, and Refunds on the university website. Fees are not refundable.

## Scholarships, Grants, and Awards

Discounts and scholarships are awarded and applied beginning with the term in which a student is approved and enrolled and are not retroactive. Carolina University offers federal grants, institutional scholarships, and work-study options.

A current list of Scholarships, Grants, Awards is available at [carolinau.edu/financial-services/scholarships-aid](http://carolinau.edu/financial-services/scholarships-aid).

## Institutional Grants

Carolina University offers a variety of Institutional Grants and Scholarships to make quality education accessible for degree-seeking students. Scholarship and Institutional Grant requirements vary and have limited stackability and will follow the General Scholarship Rule.

## 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.

## 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.

## General Scholarship Rule (GSR)

The total of federal grants and CU 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 CU scholarships will be reduced/applied accordingly. Athletic awards may exceed tuition, but may not exceed the combination of tuition, fees, and room and board.

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 CU 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. Carolina 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 to maintain their eligibility to receive financial aid. Failure to maintain SAP will eliminate remaining awards from being disbursed. If students change their enrollment (credits currently enrolled) at any time during the semester, their 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 a student drops to part-time enrollment, the award will be reversed.

## 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 must be completed before a Direct Loan will be originated, and the Master Promissory Note must be completed before the loan will be disbursed. Amounts borrowed may not exceed annual loan limits, aggregate loan limits, or cost of attendance when combined with other financial resources. 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 Services Office with questions.

#### Federal Pell Grants

This federal grant is awarded to eligible undergraduate students based on their calculated financial need. The FAFSA determines Pell eligibility; 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 online at [studentaid.gov](https://studentaid.gov).

#### Federal PLUS Loans

Parent PLUS loans are credit-based loans available to parents of dependent students. The PLUS application is completed online at [studentaid.gov](https://studentaid.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 the endorser is approved, the PLUS loan may be scheduled up to, but not exceeding, the cost of education when combined with all other financial resources. The FAFSA must be completed before filling out the PLUS application, and the Master Promissory Note must be completed prior to disbursement.

#### Federal Graduate PLUS Loans

Graduate PLUS loans are credit-based loans available to qualifying graduate students to help cover college expenses. The PLUS application may be completed at [studentaid.gov](https://studentaid.gov). If denied, the student 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 before 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 to Pell-eligible students. The number of awards will be based on the availability of funds. All financial aid must be completed before August 1 to be eligible for FSEOG funds.

## Federal Work-Study

This program provides funding for on-campus student employment. The Federal Work-Study funding varies according to the Department of Education allocation provided to the university and student's aid resources from other programs. Students must complete the Free Application for Federal Student Aid and maintain satisfactory academic progress.

## Veterans Benefits

Veterans who wish to receive educational benefits must apply for benefits by completing the Veterans Online Application at [benefits.va.gov](https://benefits.va.gov). The Certificate of Eligibility must be submitted to the School Certifying Official (SCO) no later than 30 days before the start of class. Each student is required to submit a new Certification Request to the SCO each semester at least one week prior to the start of classes. The Certification Requests are available through Carolina University's School Certifying Official, Registrar's Office, or Scholarship Portal. 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 Services Office may select a student for verification if there is conflicting data. The U.S. Department of Education gives the university authority to request copies of specific financial documents from the student/spouse or student/parent(s). Documents can include but are not limited to Tax Returns, W-2 forms, and verification worksheet(s). Links to the verification worksheets are available on the [Scholarship Portal](#).

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 verification is complete. Student's failure to fulfill his/her financial obligation to the university can result in removal from classes.

If the verification reveals changes that need to be made to the FAFSA, the Financial Services Office will make those on behalf of the student.

## Financial Aid Satisfactory Academic Progress Policy

The U.S. Department of Education requires academic progress to be evaluated and monitored for all students, including those who have not received financial aid.

Students must meet Satisfactory Academic Progress standards to receive any financial aid, including grants, scholarships, loans, and Federal Work-Study. This policy includes Qualitative and Quantitative measurements. The academic records of all students are reviewed at the end of each payment period. Notification will be sent from the Financial Services Office notifying students who fail to meet the required measurements. Statuses will include Financial Aid Warning and Financial Aid 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 student's current academic program. Transfer hours are applicable to the rate of completion but not toward a student's GPA.
- All hours taken, even if the student did not receive financial assistance during these 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 satisfy the qualitative standards, students must maintain 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	

<b>Student Classification</b>	<b>Required Minimum Cumulative GPA for Program</b>
0-60 hours earned	2.50
61+ hours earned	2.75
<b>All other Bachelor's Programs</b>	
(0-60 hours earned)	1.80
(61-90 hours earned)	1.90
(90+ hours earned)	2.00
<b>MA Ministry</b>	2.00
<b>Other Master's Programs in the Divinity School</b>	2.50
<b>Master of Education (Curriculum and Instruction or Educational Leadership)</b>	2.50
<b>All other Master's and Doctoral Programs</b>	3.00

## Quantitative Standard

The student must earn the minimum percentage of attempted hours of coursework at his/her current level. The requirements are as follows:

<b>Certificate and Associate's Programs</b>	67%
<b>Bachelor's Programs</b>	
Freshman	50%
Sophomores	67%
Juniors	67%
Seniors	67%
<b>Graduate Programs</b>	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% of the published program length. A 120-credit hour program will have a threshold of 180 credits. The student will lose financial aid eligibility when the degree cannot be completed before exceeding the 150% threshold. 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 (SAP) Review

All students will be reviewed for satisfactory academic progress at the end of each semester. If a student fails to meet either the qualitative or quantitative standard for his/her degree program and/or 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 Satisfactory Academic Progress standing following catalog policies. A student will maintain eligibility for institutional aid during Financial Aid Warning and Financial Aid Probation. The student will not receive institutional aid while on Financial Aid Suspension, nor after readmission from a semester of suspension. Institutional Aid will be reinstated when Satisfactory Academic Progress minimums are restored.

### Federal Aid

To maintain eligibility for Federal Student Aid after failing to make Satisfactory Academic Progress, students will be placed on Financial Aid Warning or Financial Aid Probation.

### 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 semester will be placed on Financial Aid Warning for one semester. A student will maintain eligibility for federal student aid during Financial Aid Warning and Financial Aid Probation. After one semester of Financial Aid Warning, a student who does not meet the Satisfactory Academic Progress standards will not be eligible for any financial aid unless an appeal is made by the student and approved by the Satisfactory Academic Progress Appeal Committee.

### Financial Aid Probation

A student who fails to restore Satisfactory Academic Progress following his/her Financial Aid Warning semester will lose financial aid eligibility unless the student successfully appeals.

If the student appeals their Financial Aid Suspension, and the institution determines the student can restore SAP, the student will be placed on Financial Aid Probation with an academic plan. The plan may specify when the student will restore SAP or extend through the completion of the degree program. The student must meet the requirements of the academic plan each semester. Should the student fail the academic plan while on Financial Aid Probation, the result will be Financial Aid Suspension without eligibility for appeal. Should the student need to adjust the agreed academic plan, the request must be made in writing to the SAP Appeal Committee for review. The request must include why the change is needed and how the student will restore SAP under the revision.

## Financial Aid Suspension

A student who fails to restore 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 all financial aid. The student is placed on Financial Aid Suspension. Financial aid eligibility will be restored when the student restores SAP requirements.

## Satisfactory Academic Progress Appeal

The appeal must be made by letter to address specific areas of deficiency. If the student did not make SAP based on the completion rate, the letter should address why the student did not complete the courses and how current circumstances will be different. Examples of supporting documentation include doctor's letter regarding a medical condition, legal documents, and counselor's letter verifying emotional crisis.

A student is responsible to monitor his/her grades throughout the semester. A student should document any instance where he/she tried to get assistance in order to avoid a failed course, any meetings with professors, tutoring sessions, and email correspondence to support ongoing issues.

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 published the grades with the Registrar's Office, SAP can be reevaluated.

Financial aid eligibility will be restored when:

- The student satisfactorily appeals his/her status and agrees to an Academic Plan
- The student achieves SAP minimum standards

## Filing an Appeal

Appeals to the Satisfactory Academic Progress committee must be made within two weeks of notification to the student. The appeal must be made in writing, outlining the extraordinary circumstances which resulted in his or her failure to meet SAP and how the future circumstances will be different in the upcoming academic term that will allow academic success. Examples of student documentation include a doctor's letter regarding medical conditions, attorney documents regarding legal issues, or a counselor's letter regarding an emotional crisis.

# Tuition and Fees

## Undergraduate

### On Campus

Expense	Cost
Tuition Full-Time (12-18 credit hours per semester)	\$6,300
Tuition Part-Time (per credit hour for those enrolled in less than 12 credits)	\$450
Tuition in excess of 18 credits (per credit hour)	\$360
Student Service Fee - Full-time	\$840
Student Service Fee - Part-time	\$540

### Online

Expense	Cost
Tuition Full-Time (12-18 credit hours per semester)	\$6,300
Tuition Part-Time (per credit hour for those enrolled in less than 12 credits)	\$450
Tuition in excess of 18 credits (per credit hour)	\$360
Student Service Fee - Full-time	\$540
Student Service Fee - Part-time	\$360

## Room and Board

Expense	Semester
Room and Board <i>Including sales tax</i>	\$4,800

## Miscellaneous Fees

Expense	Cost
Adding or Dropping a Course (after the drop/add period)	\$140
Enrollment Deposit (one-time, 50% credited toward first semester of tuition)	\$200
Prior Learning Portfolio Assessment Fee (per credit hour)	\$100
Graduation Fee	\$120
Annual Parking Pass	\$100
Course Challenge Fee	\$60
Transcripts	\$8

## Program Specific Fees

Expense	Cost
Deaf Mentoring Fee (for selected sign language courses)	\$120
Performance/Lab Fee (per semester for weekly half-hour music lessons)	\$300
Student Teaching Fee (EE422, MS422, PE422, EN422, EC212) <i>Additional fees apply for teaching sites not within 20 miles of campus</i>	\$300

*Cost for auditing a course is 60% of tuition plus all applicable fees.*

## Graduate

### School of Arts & Sciences

#### Tuition

Program	Cost Per Credit Hour
Master of Data Science	\$495
Master of Science in Nursing	\$495
Master of Science in Public Health	\$495
Master of Arts in Counseling	\$395

#### Fees

Fee Type	Cost
Enrollment Deposit (50% credited toward first semester of tuition)	\$200 one-time
International Student Fee	\$650 one-time
Registration Fee	\$200 per semester
Graduation Fee (does not include cost of regalia)	\$120
Room for Module	\$120 per week, as available

### Patterson School of Business

#### Tuition

Program	Cost Per Credit Hour
Master of Business Administration	\$495
Master of Science in Financial Planning	\$495

#### Fees

Fee Type	Cost
Enrollment Deposit (50% credited toward first semester of tuition)	\$200 one-time
International Student Fee	\$650 one-time
Registration Fee	\$200 per semester
Graduation Fee (does not include cost of regalia)	\$120
Room for Module	\$120 per week, as available

## Moore School of Education

### Tuition

Program	Cost Per Credit Hour
Master of Education	\$395

### Fees

Fee Type	Cost
Enrollment Deposit (50% credited toward first semester of tuition)	\$200 one-time
International Student Fee	\$650 one-time
Registration Fee	\$200 per semester
Graduation Fee (does not include cost of regalia)	\$120
Room for Module	\$120 per week, as available

## John Wesley School of Leadership

### Tuition

Program	Cost Per Credit Hour
Master of Arts in Leadership	\$395
PhD in Leadership	\$570

### Fees

Fee Type	Cost
Enrollment Deposit (50% credited toward first semester of tuition)	\$200 one-time
International Student Fee	\$650 one-time
Registration Fee	\$200 per semester
Graduation Fee (does not include cost of regalia)	\$120
Doctoral Graduation Fee (includes premium doctoral regalia)	\$390
Room for Module	\$120 per week, as available
PhD Leadership Residency Fee (includes room and board)	\$795
PhD Written Comprehensive Examination	\$240
PhD Dissertation Oral Defense	\$120

## Piedmont Divinity School

### Tuition

Program	Cost Per Credit Hour
Master of Divinity	\$395
Master of Arts in Biblical Studies	\$395

Program	Cost Per Credit Hour
Master of Arts in Bible Exposition	\$395
Master of Arts in Ministry (not eligible for institutional aid)	\$99
Graduate Certificates	\$395

## Fees

Fee Type	Cost
Enrollment Deposit (50% credited toward first semester of tuition)	\$200 one-time
Registration Fee (except for MA in Ministry)	\$200 per semester
Graduation Fee (does not include cost of regalia)	\$120
Room for Module	\$120 per week, as available
MA / MABS Written Comprehensives	\$240 as required
Course Challenge Fee	\$60

*Seminary students are encouraged to purchase Logos.*

## Enrichment

Item	Cost
Grad Enrichment	\$125
Alumni Grad Enrichment	\$75
PhD Enrichment	\$175
Alumni PhD Enrichment	\$100

## Dual Enrollment

Item	Cost
Registration Fee	\$120
Individual Rate per course (up to 7)	\$360
Group Rate (8-14) per course	\$2,520
Group Rate (15+) per person per course	\$195

# Student Life

## Code of Conduct

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

## 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. Graduate students in residency programs are encouraged to attend chapel and special conferences. All undergraduate full-time students are required to attend chapel services two times per week. Attendance is taken.

## Character and Conduct

Carolina University seeks to provide an atmosphere conducive to serious study and to the development of strong 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

Carolina University is committed to a 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 at [carolinau.edu/directory](http://carolinau.edu/directory).
- 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 [carolinau.edu/student-complaint-policy](http://carolinau.edu/student-complaint-policy). 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.

### 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 21 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 to live in campus housing facilities. In special cases, permission to live off campus may be requested in the office of the Dean of Student Development.

### Intercollegiate Athletics

Carolina University 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 [cubruins.com](http://cubruins.com).

### Sexual Harassment Policy

Carolina University does not tolerate the harassment of individuals with regard to race, color, religion, national origin, sex, age, disability, or veteran status.

No student or employee should be subjected to unsolicited or unwelcome sexual overtures or conduct, either verbal or physical. It is the university's policy to strictly prohibit any conduct that constitutes sexual harassment and to discipline any student or employee, whether a student, manager, or co-worker who is guilty of such conduct. Such conduct includes, but is not limited to, offensive jokes, comments, innuendos, and other sexually oriented statements.

If a student or employee feels that he/she has been subjected to any type or degree of harassment, he/she is to report the incident verbally or in writing to the dean of his/her school within 48 hours of the incident. A written complaint should include the specific nature of the harassment and the date(s) and place(s) such harassment took place, as well as the student's or employee's name and telephone number. The dean will report the case to the Dean of Student Development, who will conduct a thorough investigation of the complaint, and appropriate remedial action will be taken by the Administration. The confidentiality of the parties involved will be protected throughout the investigation, and only those individuals to whom the Executive VP for Academic Affairs deems to require knowledge of the alleged harassment will be informed of any details of the investigation or charge.

Any student or employee found to have violated the harassment policy will be disciplined appropriately. Likewise, disciplinary measures will be applied in any instance determined to have been fabricated for malicious reasons.

### Drug Abuse Policy and Penalties

*Illegal Drug/Controlled Substance Information Sheet as required by the Drug Free School and Communities Act Amendments of 1989 (Public Law 101-226) policies*

Students enrolled in Carolina University are subject to disciplinary action for the possession, manufacture, use, sale, or distribution (by either sale or gift) of any quantity of any prescription drug or controlled substance or for being under the influence of any prescription drug or controlled substance, except for the use of medication in accordance with the instructions of a licensed physician. Controlled substances include, but are not limited to, marijuana, cocaine derivatives, heroin, amphetamines, barbiturates, LSD, PCP, and substances typically known as "designer drugs" such as "ecstasy" or "eve." Possession of

paraphernalia associated with the use, possession, or manufacture of a prescription drug or controlled substance is also prohibited.

The university prohibits the unlawful possession, use, manufacture, or distribution of illicit drugs by students and employees. The penalty for violation of the university's policy on drug and alcohol abuse may range from a reprimand to suspension without pay for an appropriate period or termination of employment. Additional local, state, and federal penalties may apply. In addition to sanctions imposed by Carolina University for violation of the Drug Policy, a student may be subject to regulations of civil authorities. Various local, state, and federal regulations prohibit the illegal use, possession, and distribution of illicit drugs and alcohol. The university will refer students to law enforcement authorities for any behavior that is in violation of the law.

## 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 Piedmont Divinity School, 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 campuswide events to raise money for community service projects. Classes are given chapel time for meetings.

### 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 to give students avenues to gain service hours and helping the CU student body impact the immediate community. Each society will focus on a different service area as follows:

- Alpha Phi AΦ — Underprivileged Youth Ministries
- Beta Sigma BΣ — Hunger Ministries
- Gamma Chi ΓX — Women's Ministries
- Pi Delta ΠΔ — Homeless Ministries
- Omega Nu ΩN — 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. Interested parties can apply for "club status" in the office of the Dean of Student Development.

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.

#### 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.

## Graduation

## Program Completion Guidelines

Courses required for graduation are based on the catalog in effect at the time of the student's initial enrollment. A student whose enrollment is interrupted will follow the catalog in effect at his or her most recent re-enrollment date. Continuing students who change majors must meet the requirements of the catalog in effect for the year in which they make the change. A student may change to a new catalog by processing the appropriate form.

## Commencement

CU 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.

## Graduating with Honors

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

Undergraduate Programs:

- 3.3-3.59 *cum laude*
- 3.6-3.84 *magna cum laude*
- 3.85-4.00 *summa cum laude*

Master's Programs :

- 3.60-3.74 *cum laude*
- 3.75-3.89 *magna cum laude*
- 3.90-4.00 *summa cum laude*

Doctoral Programs:

- 3.75-3.89 Graduation with Distinction
- 3.90-4.00 Graduation with High Distinction

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

## Award of Excellence

Carolina University recognizes superior scholarship and excellence of 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.

## Graduation Rate

Pursuant to the Federal Student Right-to-Know Act, the completion or graduation rate is provided on the Consumer Information page at [carolinau.edu/consumer-information](http://carolinau.edu/consumer-information)

# 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 CU 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 the sharing of 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 Affairs 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 CU 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 [library.piedmontu.edu](http://library.piedmontu.edu).

## 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 CU students (resident, modular, and online) and to all official documents (personal records, academic information, e-mails, examinations, and assignments).

## Institutional Review Board (IRB)

Carolina 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 CU is subject to the review process of the Institutional Review Board of Carolina University.

## Grading Scale and Academic Progress

### Grading Scale

Grade	Point Value	Range		Description
		Undergraduate	Graduate	
A	4.0	94-100	96-100	The student has consistently completed work of superior quality and has mastered course content.
A-	3.7	90-93	93-95	
B+	3.3	87-89	90-92	
B	3.0	83-86	87-89	The student has completed work of good quality and has a working knowledge of course content.
B-	2.7	80-82	85-86	
C+	2.3	77-79	82-84	
C	2.0	73-76	79-81	The student has completed work of average quality and has an adequate knowledge of course content.
C-	1.7	70-72	77-78	
D+	1.3	67-69	74-76	
D	1.0	60-66	70-73	The student has completed work of minimally acceptable quality and has marginal working knowledge of course content.
F	0.0	<60	<70	
				The student has failed to complete work of minimally acceptable quality and does not have a working knowledge of course content.

### Grading Symbols

#### 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.

#### Withdraw [W]

The student has withdrawn from the class/university after the no academic penalty drop deadline when no academic data is available for evaluations. A "W" grade does not affect the GPA.

#### 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.

#### No Credit [NC]

The student has completed a course/project that supplements other courses by generating research data or background information. The "NC" grade does not affect the GPA.

#### No Grade [NG]

The student has made significant progress in his/her doctoral dissertation/project but has failed to meet the goals for that stage due to circumstances beyond his/her control. The "NG" grade does not affect the GPA.

#### 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.

### **Audit [Au]**

The student has been accepted, registered for the course, met the attendance requirements, but has chosen not to meet all the academic requirements for the course. An "Audit" may be upgraded to credit, with approval, within one semester following the course by completing the remaining academic requirements and paying the balance of tuition. Credit status may be changed to "Audit" by the last date for "W."

\* An asterisk indicates the course has been repeated and does not affect the student's GPA.

^ The caret sign on a transcript indicates the repeated course does affect the student's GPA.

### **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 Executive VP for Academic Affairs before being allowed to continue in their program of study.

### **Graduate Grade Replacement**

With the appropriate permission, a student may repeat a course in which he has received C, D, F, or "WF." The new grade replaces the lower grade in the calculation of the student's GPA, but the former grade is not physically removed from the permanent record. A student is allowed multiple attempts to replace a grade, but financial aid will only cover at most a single repeat of a course. With the exception of the original grade, all subsequent grades will be computed in the GPA. Financial aid will only cover one replacement for the failed grade (including a D in a course in which the program requirement is a C). No additional financial aid will be awarded for improvement of a passed grade.

### **Academic Standing**

All students will be reviewed for academic standing at the end of the fall, spring, and summer semesters.

A student fails to meet good academic standing if s/he does not meet the designated qualitative standard (GPA) and quantitative standard (completion rate) outlined in the Satisfactory Academic Progress Policy. A student who does not meet good academic standing will be notified by the Registrar. A student who wishes to appeal his/her status should do so by following the Academic Appeals Policy.

### **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 cumulative GPA or completion rate does not meet the requirements for his/her degree and/or classification 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.

## Readmission

A student on Academic Suspension is eligible to apply for readmission after one semester following suspension. Readmission is not automatic. If readmission is granted, a student will re-enroll on academic probation and will have two semesters to reach the appropriate minimum overall grade point average for removal of probation.

## Credit Recognition and Transfer Policy

Carolina University grants transfer credit for previous college work from colleges or universities that are accredited by agencies approved by the Department of Education.

CU recognizes that students may commence their studies at CU with a variety of prior educational and professional experiences. While CU 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, CU 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 undergraduate degree awarded by the university. In other words, it is expected that students will complete 50 percent of their studies at CU in order to graduate with a CU undergraduate degree. Administration may recommend a variance to this principle and grant additional credit where evidentiary justification exists. Where discipline/profession-specific accreditation requirements apply, the maximum transferable 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

Carolina 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 taken at Carolina University will apply to the student's cumulative GPA.
- In order to qualify for transfer credit, courses must be equivalent to the respective Carolina University program of study, and course work must be comparable. Equivalency is a matter for academic judgment. Accreditation status, faculty qualifications, content correspondence, theological perspective, and instructional level of courses are considered.
- Courses taken at other institutions (including correspondence courses) while a student is enrolled at Carolina University 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 Carolina 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.

### Minimum Course Grade for Transfer

Program	Minimum Course Grade
All Undergraduate Programs	C
All Seminary Programs	C
Other Graduate and Doctoral Programs	B

### 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 and provide the following documentation:

- 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 CU with a C average for the transfer work to be accepted.

## Credits Granted by Way of Articulation Agreements

Carolina 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 CU. 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

Carolina 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 nontraditional 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

Carolina 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 CU. 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	Hours of Credit Awarded	Comparable CU Course
English Composition with Essay	50	6	<a href="#">GE101</a> , <a href="#">GE102</a>
Mathematics	50	3	<a href="#">GC203</a>
Subject Examination			
American Literature	50	3	<a href="#">EN300</a> , <a href="#">EN320</a>
English Literature	50	3	<a href="#">EN201</a> , <a href="#">EN202</a>
General Psychology	50	3	<a href="#">GP202</a>
Western Civilization I	50	3	<a href="#">GH101</a>
Western Civilization II	50	3	<a href="#">GH102</a>
American History I	50	3	<a href="#">GH201</a>
American History II	50	3	<a href="#">GH202</a>

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.

## 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

Carolina 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.

In some cases, it may be granted for transcript credit not applicable for transfer because CU 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 CU 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 Executive VP for Academic Affairs 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 Executive VP for Academic Affairs 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 Executive VP for Academic Affairs, 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 Moore School of Education decides if the individual has had the variety and depth of experience that warrant credit.

*\*Applicable to undergraduate students 2020-2021.*

## Advanced Standing

Piedmont Divinity School 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 Carolina 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 MDiv(excluding MDiv military chaplaincy track)

- Up to 16 semester hours toward the MABS degree
- Up to 9 semester hours toward MA Bible Exposition
- No hours towards the Graduate Certificate, MA in Ministry or Leadership, MEd, MDiv military chaplaincy track or PhD degree

## 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 the student already has current and verifiable interpreting credentials, then he/she 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:
  - Introduction to the Interpreting Profession

## Transfer of Carolina University Credits

Carolina 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, athletes will be allowed a maximum of one week of absence without automatic penalty.

This policy also applies to any school-sponsored event approved by the Executive VP for Academic Affairs.

## **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 CU-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 any planned absences, students should contact each of their professors to inform them of the absence and request any assignments.
  - 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 CU 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 ensure 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 Executive VP for Academic Affairs, 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.”

## Misc Policies

### Academic Load

A student's academic load is determined by the number of credits that he or she takes, as displayed on the table below. A student has 150 percent of the time requirements in the catalog to finish a program.

Credit Hours	Academic Load
<b>Undergraduate</b>	
6-8 hours	Half-time
9-11 hours	Part-time
12+ hours	Full-time
<b>Graduate</b>	
2-5 hours	Less than half-time
6-8 hours	Half-time
9+ hours	Full-time
<b>Doctoral</b>	
3 hours	Half-time
6+ hours	Full-time

### 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.

### Dean's List

Names of full-time undergraduate students are placed on the dean's list when their semester grade point averages are 3.3 or higher.

### Academic Advising

Each student is assigned an academic advisor upon enrolling. The advisor provides holistic guidance at regular intervals, which supplies further stimulation for advancement. Advising sessions are required at pre-registration.

### 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. 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.

### 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 Executive VP for Academic Affairs. 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](mailto:info@tracs.org).

### Classification of Students

- Freshmen: Those who have earned up to and including 30 credit hours.

- Sophomores: Those who have earned 31 to 60 credit hours.
- Juniors: Those who have earned 61 or more credit hours.
- Seniors: Those who have 95+ 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.
- Full-time Students: Undergraduate students who are taking 12 or more credit hours; graduate students who are taking 9 or more credit hours.
- Part-time Students: Undergraduate students who are taking 11 or fewer credit hours; graduate students who are taking 8 or fewer 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 eLearning 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.

## 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 Student Development before an acceptable withdrawal can be processed. Students must complete the Withdrawal from the University Form found in their student portal. 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 Carolina University website, [carolinau.edu/financial-services/tuition-fees](http://carolinau.edu/financial-services/tuition-fees).

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 Services 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. Carolina 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 [carolinau.edu/apply](https://carolinau.edu/apply). The applicant should request that all official transcripts from institutions attended since withdrawing from Carolina University 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.

## Transcripts

Official transcripts may be obtained through the Registrar's Office of the university or at [carolinau.edu/transcripts](https://carolinau.edu/transcripts). A minimal fee is charged for every transcript. Unofficial transcripts are available for current students on the student portal.

## Summer Semester

Carolina University offers a combination of on-campus and online sessions during the summer. Each session is equivalent to 14 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. 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 ten students.

## Directed Studies

Students desiring credit for a directed study should submit a formal request to their dean and to the Registrar's Office. 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.

## Online Education

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.

Carolina 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.

# Moore School of Education

The Moore School of Education offers degrees in education and deaf studies. Graduates from these programs are qualified by education and by experience to work in Christian, private, and/or public school environments, including interpreting opportunities in a variety of settings.

The Moore 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.

## 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 Moore 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 is described in the Moore School of Education Handbook. The requirements for admission to the Moore School of Education are as follows:

- Complete the prescribed coursework as outlined in the catalog;
- Maintain a 2.75 or higher cumulative grade point average;
- Make satisfactory scores on the PRAXIS Core Academic Skills for Educators exam (see the Moore School of Education Handbook for comparable ACT and SAT scores).
- If required, complete an interview by the academic advisor, or selected member(s) of the Educator Preparation faculty.

## Teacher Preparation Program

The educator preparation program is designed to equip graduates to do the following:

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

## 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 [ets.org](https://ets.org).
- 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 CU graduation requirements regarding the timing of the test are different. See your program director or the dean for any clarification. See [nc.nesinc.com](https://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.

## Teacher Professional Certification

Students completing an educator preparation program at Carolina University are eligible for teacher certification by both the American Association of Christian Schools (AACS) and the Association of Christian Schools International (ACSI). State licensure is available to CU students via an articulation agreement with a local university. Information regarding this agreement is available in the Moore School of Education Handbook.

## Teaching Internship

The teaching internship is the capstone event for all students in the Bachelor of Science in Elementary Education program 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. 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.

## Program Completion in Educator Preparation

To earn the Bachelor of Science degree in education from CU, 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.
- 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.

## Deaf Studies Program

### Deaf Studies Transfer Guidelines

The deaf studies program has established the following guidelines for students desiring to transfer credits from another university.

Number	Name	Policy
<a href="#">SL101</a>	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.
<a href="#">SL102</a>	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.
<a href="#">SL201</a>	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.
<a href="#">SL202</a>	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).
<a href="#">SL221</a>	Deaf Ministry	Deaf Ministry or Religious Interpreting can be accepted to fulfill this requirement.
<a href="#">SL240</a>	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.
<a href="#">SL301</a>	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).
<a href="#">SL302</a>	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.
<a href="#">SL339</a>	Interpreting Process	A variety of classes could be considered for this. This will need to be considered on a case by case basis.
<a href="#">SL341</a>	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.
<a href="#">SL342</a>	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.
<a href="#">SL344</a>	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.
<a href="#">SL345</a>	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.
<a href="#">SL400</a>	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.
<a href="#">SL460</a>	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.
<a href="#">SL488</a>	Fieldwork	Fieldwork cannot be transferred. All students must take Fieldwork through CU.

## Program Completion in Deaf Studies

### Entrance Requirements for Deaf Studies

Until an official letter of acceptance has been received from the Director of the Division of Deaf Studies, each Deaf Studies student is considered to be a Deaf Studies 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 Deaf Studies

All Deaf Studies 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)

## Patterson School of Business

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 programs offered in the Patterson School of Business prepare students to understand the management side of leading, while exposing them to a variety of business areas, such as entrepreneurship, marketing, and accounting.

## Piedmont Divinity School

### Our Legacy

Piedmont Divinity School (originally Piedmont Bible Institute) exists to equip men and women to serve Christ in a variety of ministries. Since its inception in 1945, this purpose has been founded on the primacy of teaching the truths of the inerrant Word of God.

Throughout the school's history, God has been pleased to use numerous individuals to carry out this purpose. One such individual is Hoyle Bowman. Dr. Bowman was a graduate of Piedmont, and went on to earn his Master of Theology degree at Dallas Theological Seminary and his Doctor of Theology degree at Grace Theological Seminary. In addition to his service as a Marine, pastor, and conference speaker, he taught Bible and theology at Piedmont for over 50 years. His faithful teaching of the Scriptures epitomized the mission of Piedmont and, for a number of years, this emphasis on theology and Bible was made evident in the naming of a school in his honor: The Bowman School of Bible and Theology.

God has also been faithful in using various individuals to financially support Piedmont in its ongoing work. Integral in this regard have been Tony and Chris Alford. The Alfords are successful business entrepreneurs. As they have conducted their business endeavors, they have committed themselves to serve God and make each day count for his glory with a view to eternity. This motivation has compelled them to be active in missions, serve on ministry boards, and make profound financial contributions to fund the proclamation of the Gospel. Their generous contributions toward innovation and broader influence have enabled Piedmont to continue in the direction of training men and women to serve Christ. And in their honor, the Alford School of Ministry served as an important part of our legacy.

In recent years, Temple Baptist Seminary has served as the name in which our theological programs were provided. This naming occurred with the merging of Tennessee Temple and Piedmont International University (now known as Carolina University), and honored the long tradition of theological education provided for thousands of students at Tennessee Temple and Piedmont. As Carolina University has grown and expanded its worldwide footprint, the theological emphasis and legacy is now carried under the name of Piedmont Divinity School (or PDS) which represents the best of our legacy institutions and programs.

### The Present

Piedmont Divinity School continues to hold and cherish the truths of the Christian faith on which the school was founded. Piedmont is intentionally evangelical as it encourages students to rightly handle the Scripture and pursue Christian scholarship so that they might be equipped to serve Christ in various contexts around the world and bring glory to him. To this end, we offer programs rich in hermeneutics, Bible, Hebrew and Greek, theology, and ministry.

Piedmont Divinity School offers fully online and residential programs leading to the Certificate in Biblical Studies, Associate of Arts in Bible, Bachelor of Arts in Biblical Studies, Master of Ministry (English, Português, and Español), Master of Arts in Biblical Studies, and Master of Divinity.

## School of Arts & Sciences

The School of Arts and Sciences offers a growing catalog of bachelor's and master's degree programs that are designed to meet

21st-century employer demands. Teaching is student-centric, developing the whole person in an intellectually robust and caring environment. Faculty will nurture students' academic development while ensuring that they are prepared for life after graduation.

## General Education 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.

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.

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

## General Education Courses

As part of the general education credit hours, students are required to take the following courses:

- [GC 111 - Mathematics I](#)
- [GE 101 - English Composition I](#)
- [GE 102 - English Composition II](#)
- [GT 103 - Learning & Technology](#)

General education elective hours can include courses from any of the following areas:

- Bible
- English/Literature
- Humanities/Fine Arts\*
- Languages/Speech
- Mathematics
- Science
- Social/Behavioral Science\*

*\*Students must choose at least one course in each of these areas.*

## Course Labs

The university provides course labs that add academic support by training students in the fundamentals of intellectual growth. All new students entering the university are required to participate in these foundational cognitive labs, which are designed to enhance student success in the university setting. New transfer students, with appropriate transfer work, may be exempt from the lab. A fee is associated with the labs.

## Reference Information

### Clery Act Crime and Fire Safety Report

All statistics are from the Carolina 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 [carolinau.edu/clery-report](http://carolinau.edu/clery-report). A written report is also available from the Student Development office.

### Academic Calendar

The academic year is divided into two semesters. Each semester is then divided into two sessions of 7-week courses. Online courses also follow the 7-week schedule. Both fall and spring semesters have optional modules available. 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.

**Fall 2020**

Session 1: August 18 - October 5

Session 2: October 6 - November 23

Semester: August 18 - November 23

End of Semester: November 23

Module 1: November 30 - December 4 (as needed)

Module 2: December 7 - 11 (as needed)

**Spring 2021**

Module 1: January 4 - 8 (as needed)

Session 1: January 11 - February 28

Session 2: March 1 - April 18

Semester: January 11 - April 18

End of Semester: April 18

Commencement: April 24

**Summer 2021**

Module 1: April 26 - April 30 (as needed)

Session 1: May 3 - June 20

Session 2: June 21 - August 8

Semester: May 3 - August 8

End of Semester: August 8

Module 2: August 9 - 13 (PhD Residency)

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A map of the campus is available at [carolinau.edu/campus-map](http://carolinau.edu/campus-map).

## 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 provisionary 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 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 Freeness of Salvation**

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 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; 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**

(1) 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.

(2) 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.”

**ANA 605 - Introduction to Business Analytics**

3 Credit Hours

This course serves as an introduction to the concepts, theories, and techniques in business analytics. It introduces students to data analysis, statistics, modeling, classification, and regression.

**ANA 615 - Introduction to Data Science**

3 Credit Hours

Data Science is the study of generalizable extraction of knowledge from data. An array of skill sets is required to be proficient in Data Science. This course provides a broad introduction to the field of Data Science and surveys the complete Data Science process from data wrangling to model building, data visualization, and productivity tools.

**ANA 620 - R Programming for Data Sciences**

3 Credit Hours

The R programming language is widely popular among statisticians and data miners for developing statistical software and data analysis. R is rich with additional packages for a wide range of statistical analyses. Another strength of R is its graphic outputs, which can produce publication-quality graphs and charts with little modification. Students will learn its data types, data frames, control structure, functions, debugging, simulation, parallel computing, and vectorization as well as other nuts and bolts of the R language.

**BC 302 - Baptist History**

3 Credit Hours

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

**BC 303 - History of Christianity I**

3 Credit Hours

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.

**BC 305 - History of Christianity II**

3 Credit Hours

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.

**BG 110 - Biology I**

3 Credit Hours

The first of a two term sequence in essential biology for students interested in a career in the health sciences. The course introduces the student to the scientific method, cell theory, molecules of life, bioenergetics, cell structure and function relationships, cell reproduction, DNA structure and function, patterns of inheritance and biological diversity.

**BG 210 - Biology II**

3 Credit Hours

This second course in the sequence in essential biology for allied health students will cover the following topics: plant form and photosynthesis; basic principles of animal life-forms and function; ecology of organisms and populations; basic concepts in environmental science and a survey of the microbial world.

**Prerequisites**

[BG 110](#)

**BG 310 - Microbiology**

3 Credit Hours

The course offers a detailed study in both basic and applied microbiology. Representative microorganisms will be studied with respect to their biological uniqueness and contributions to the biosphere viability. The beneficial aspect of microorganisms to humankind will be emphasized, and microbial diseases will be studied in a body system format.

#### **Prerequisites**

[GC 209](#) [BG 210](#) [BG 110](#)

### **BG 400 - Introduction to Molecular Biology**

3 Credit Hours

Biotechnology has revolutionized a wide range of scientific fields, including agriculture, medicine, conservation biology, public health, epidemiology and more. New developments in this rapidly changing field are discovered every day. In this advanced biology course, students will learn about DNA structure, replication, transcription and translation. Current topics in biotechnology, gene cloning and bioinformatics are discussed with special emphasis on human genetic disease. Critical thinking skills and thoughtful data interpretation are stressed. Virtual laboratory exercises will enable students to visualize key skills in the field of molecular biology. We will discuss, in depth, how biotechnology is improving our daily lives and our future.

### **BG 410 - Immunology**

3 Credit Hours

The course is an in-depth study of the immune system responses to infectious agents at the molecular, cellular and genetic levels. Emphasis is placed on the fundamentals of immunology: innate and adaptive (humoral and cellular) immunity; interactions with antigens; lymphocyte activation; ontogeny and phylogeny. The applied aspect of the course will cover vaccines, allergy and other hypersensitivities, autoimmune diseases, immunodeficiency and tumor immunology. (Prerequisite: One undergraduate course in Biology, Chemistry, or Microbiology)

#### **Prerequisites**

[GC 209](#) [BG 310](#) [BG 110](#)

### **BG 415 - Introduction to Cellular Biology**

3 Credit Hours

This course will introduce the biology of cells of higher organisms, including structure, function, and biosynthesis of cellular membranes and organelles; cell growth and differentiation; transport, receptors, and cell signaling; the cytoskeleton, the extracellular matrix, and cell movements.

#### **Prerequisites**

[GC 209](#) [BG 210](#)

### **BG 420 - Biochemistry**

3 Credit Hours

This course provides an overview of the main aspects of biochemistry as it relates to molecular interactions and their effects on the organism, especially as related to human biology. Topics addressing protein function include enzyme kinetics, the characterization of major metabolic pathways and their interconnection into tightly regulated networks will be covered. The main objective of the course is to make the study of biochemistry an engaging and positive experience and help students develop critical thinking skills to understand scientific concepts. Upon completion, students should be able to demonstrate an understanding of fundamental biochemical concepts and how they relate to real-life issues.

### **BH 100 - Introduction to the Bible**

3 Credit Hours

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.

### **BH 103 - Survey of the Bible**

3 Credit Hours

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).

### **BH 104 - Biblical Interpretation I: Prin. of Biblical Interpretation**

**2 Credit Hours**

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.

**BH 201 - Biblical Interpretation II**

**2 Credit Hours**

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

**BH 202 - Biblical Interpretation III**

**2 Credit Hours**

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

**BH 203 - Biblical Interpretation: Procedure and Practice**

**3 Credit Hours**

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.

**BIN 500 - Introduction to Hermeneutics**

**3 Credit Hours**

An introduction to valid methodology for determining the original meaning of biblical texts and applying their modern significance. Special attention is given to historical development, principles of interpretation, and relationship to the covenants and eschatology.

**BIN 705 - History of Hermeneutics**

**3 Credit Hours**

An overview of the discipline of hermeneutics from a broad historical perspective, with specific attention given to the literal and allegorical systems of interpretation to provide a reliable analysis of problems in the contemporary hermeneutical systems.

**BLG 500 - Greek I**

**3 Credit Hours**

A study of the grammar, vocabulary, and syntax of Koine Greek which is the language of the New Testament. The purpose of this course is to prepare students to read the Greek New Testament.

**BLG 501 - Greek II**

**3 Credit Hours**

A continuation of the study of the grammar, vocabulary, and syntax of Biblical Greek.

**Prerequisites**

[BLG 500](#)

**BLG 502 - Greek III**

**3 Credit Hours**

Review morphological paradigms of Elementary Greek, survey lexical semantics and genre specific exegetical methodology, and study intermediate Greek syntax and grammar. Give special attention to the Greek text of Philippians or Colossians.

**Prerequisites**

[BLG 501](#)

**BLG 503 - Greek IV**

**3 Credit Hours**

Review of intermediate Greek syntax and grammar, survey advanced exegetical matters, and explore the theory and practice of

textual criticism. Give special attention to the Greek text of books like Acts, 2 Corinthians, or Hebrews.

#### **Prerequisites**

[BLG 502](#)

### **BLG 590 - Selected Biblical Language Courses-Galatians**

3 Credit Hours

A selected study of books or subjects based on the original languages. Specific book studies or subjects vary from year to year.

### **BLG 605 - New Testament Greek Synonyms**

2 Credit Hours

A study in the synonyms of the Greek New Testament to determine connotations and distinctions in word meanings.

### **BLG 711 - Seminar in Greek Exegetical Methods**

3 Credit Hours

A review of the exegetical skills essential to a correct analysis of the New Testament text and an elevated exercise in the use of these language tools, and a discussion of textual criticism, genre, and other hermeneutical issues.

### **BLG 791 - Greek Grammar Review**

1 Credit Hours

A summary and review of basic Greek grammar with an emphasis on vocabulary.

#### **Prerequisites**

[BLG 501](#)

### **BLH 600 - Hebrew I**

3 Credit Hours

A study of the grammar, vocabulary, and syntax of biblical Hebrew. The purpose of this course is to prepare the students to read the Hebrew Old Testament.

### **BLH 601 - Hebrew II**

3 Credit Hours

A study of the grammar, vocabulary, and syntax of biblical Hebrew. The purpose of this courses is to prepare students to read the Hebrew Old Testament.

### **BLH 711 - Seminar in Hebrew Exegetical Methods**

3 Credit Hours

A study of the principles of syntax and exegesis of Biblical Hebrew, with further building of vocabulary, grammar, reading, and transition skills.

### **BLH 853 - Biblical Aramaic**

3 Credit Hours

A study of biblical Aramaic with translation of portions of the Aramaic sections of Daniel and Ezra.

### **BN 102 - New Testament Survey**

3 Credit Hours

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)

### **BN 104 - Life of Christ**

3 Credit Hours

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.

### **BN 201 - Pauline Epistles I**

3 Credit Hours

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

## **BN 202 - Pauline Epistles II**

3 Credit Hours

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

## **BN 220 - Gospels**

3 Credit Hours

A study of the Biblical texts of Matthew, Mark, Luke, and John. Attention is given to the background, purpose, and argument of each gospel and how they fit together to give a unified picture of the ministry of Jesus Christ while on earth. Consideration is also given to critical issues within the Gospels and exposition of key passages and themes.

## **BN 301 - General Epistles Survey**

3 Credit Hours

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.

### **Prerequisites**

[BO 101](#) [BN 102](#)

## **BN 302 - Daniel and Revelation**

3 Credit Hours

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 purpose in Israel, The Nations, and the Church.

### **Prerequisites**

[BO 101](#) [BN 102](#)

## **BN 303 - Epistle to the Romans**

3 Credit Hours

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.

### **Prerequisites**

[BO 101](#) [BN 102](#)

## **BN 304 - Gospel of John**

3 Credit Hours

A topical and exegetical study of the Gospel of John, including textual, literary, and cultural issues distinctive to John's Gospel.

### **Prerequisites**

[BO 101](#) [BN 102](#)

## **BN 305 - Hebrews**

3 Credit Hours

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.

### **Prerequisites**

[BO 101 BN 102](#)

## **BN 310 - Introduction to Biblical Languages**

3 Credit Hours

A study of basic elements of Biblical Greek and Hebrew necessary to use the standard language tools of Bible study.

## **BN 311 - Greek I**

3 Credit Hours

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.

## **BN 312 - Greek II**

3 Credit Hours

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

## **BN 315 - Colossians-Philemon**

3 Credit Hours

This course is a study of the background, content, and argument of Colossians with special attention given to the doctrines of Christ and the Church. The course will also study the content and argument of Philemon with attention given to the issue of slavery in the first century and how this would relate to the culture of the present day.

## **BN 320 - Pauline Literature**

3 Credit Hours

A study of the Pauline corpus of material in the New Testament. An overview will be given of all of Paul's epistles, with special attention given to selected books and themes. Such things as background, purpose, doctrine, exposition, and practical application will also be explored.

## **BN 402 - Acts**

3 Credit Hours

An in-depth study of the early Church, its origin, expansion, early organization, and activity. Emphasis is given to the activities of the apostles with a focus on the Apostle Paul.

### **Prerequisites**

[BO 101 BN 102](#)

## **BN 403 - Pastoral Epistles**

3 Credit Hours

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.

### **Prerequisites**

[BO 101 BN 102](#)

## **BN 411 - Greek III**

3 Credit Hours

A review of accidence, study of more advanced syntax, and translation of selected passages from the New Testament. Special attention is given to the principles of textual exegesis.

### **Prerequisites**

[BN 312 BN 311](#)

## **BN 412 - Greek IV**

3 Credit Hours

A continuation of BN411 and should be taken immediately after completion of BN411.

**Prerequisites**

[BO 101](#) [BN 411](#) [BN 312](#) [BN 311](#) [BN 102](#)

**BO 101 - Old Testament Survey**

3 Credit Hours

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.

**BO 201 - Historic Books**

3 Credit Hours

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.

**BO 202 - Pentateuch**

3 Credit Hours

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.

**BO 301 - Prophetic Books Survey**

3 Credit Hours

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 the Christological themes.

**Prerequisites**

[BO 101](#) [BN 102](#)

**BO 402 - Poetic Books**

3 Credit Hours

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.

**Prerequisites**

[BO 101](#) [BN 102](#)

**BP 102 - Christian Ethics**

3 Credit Hours

An intimate study of the spiritual life standards of the Scriptures which are basic to correct Christian conduct and effective Christian service.

**BP 411 - History of Christian Thought**

3 Credit Hours

This course includes readings of leading Christian writers and discussion of pivotal concepts throughout Christian history.

**BP 412 - Senior Seminar**

1 Credit Hours

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.

**BSN 500 - Introduction to New Testament**

3 Credit Hours

An introductory study of the Canon and text of the New Testament, along with an understanding of the composition, themes, authorship, date, and design of each book. Special attention is given to the chronology, social, political, and other background information of the New Testament.

## **BSN 501 - New Testament Studies**

3 Credit Hours

A survey of the background and messages of the New Testament books. Focus is placed on the spread of the gospel and its mandate for us today. Exposition of the major doctrines of salvation and the church are presented.

## **BSN 503 - Romans**

3 Credit Hours

A study of the content, argument, and interpretation of Paul's epistle to the Romans. Special attention will be given to carefully following Paul's flow of thought as well as key doctrinal themes such as man's state before God, justification, Israelology, and the consecrated life of the believer.

## **BSN 516 - Gospel of John**

3 Credit Hours

A study of the work of the Apostle John as he wrote to the world. John's reasons for writing, his use of "signs," and his use of existing ideas and cultural settings are considered. The contribution of John's theology to the corpus of Christian thought is carefully studied.

## **BSN 518 - Acts**

3 Credit Hours

A study of the formation of the early church and the spread of its message. Special attention is given to the advance of the Gospel as it relates to the opposition of Israel.

## **BSN 522 - First Corinthians**

2 Credit Hours

A New Testament book study with emphasis on exegesis. This study will draw on the common New Testament study tools.

## **BSN 545 - Hebrews**

3 Credit Hours

An intensive study of the book, examining its appeal to Jewish readers and discussing its part in New Testament Christology as well as its timeless relevance to all believers.

## **BSN 548 - Revelation**

3 Credit Hours

A study of the content and arguments of Revelation with special emphasis on its eschatological nature.

## **BSN 570 - Bible Geography**

2 Credit Hours

A study of Bible lands designed to acquaint the expositor with the places and geographical features referenced in Scripture. Students may choose to fulfill the course requirements with study in Israel approved by the University.

## **BSN 591 - Synoptic Gospels**

3 Credit Hours

A selected study of a New Testament book based on the English text. Specific book studies vary from year to year. 591 Gospel of Matthew 594 Ephesians 595 I, II Thessalonians 596 James 597 I, II Peter 598 I, II, III John

## **BSN 593 - Galatians**

3 Credit Hours

This course is an intensive study of the Epistle to the Galatians, examining Paul's appeal to the readers. This course covers the theme of salvation and addresses Paul's apostleship. It specifically addresses Paul's correction of the false accusations made against him.

## **BSN 594 - Ephesians**

3 Credit Hours

A selected study of a New Testament book based on the English text. Specific book studies vary from year to year.

## **BSN 595 - I & II Thessalonians**

3 Credit Hours

A selected study of a New Testament book based on the English text. Specific book studies vary from year to year. 591 Gospel of Matthew 594 Ephesians 595 I, II Thessalonians 596 James 597 I, II Peter 598 I, II, III John

## **BSN 601 - New Testament Word Studies**

3 Credit Hours

A study that introduces the student to the process of correctly translating and interpreting Greek words, using language tools to study the NT in the original language.

## **BSN 621 - Exegesis of Romans**

3 Credit Hours

A study of Paul's Epistle to the Romans utilizing the exegetical skills necessary to conduct a valid analysis. This course endeavors to perfect the skills of New Testament exegesis through translations, parsings, and interpretations of the Greek text of

## **BSN 626 - Exegesis of Philippians**

2 Credit Hours

A study of Philippians utilizing the exegetical skills necessary to conduct a valid analysis.

## **BSN 630 - Exegesis of I & II Timothy**

2 Credit Hours

A study of I and II Timothy utilizing the exegetical skills necessary to conduct a valid analysis.

## **BSN 749 - Exegetical Studies in Pauline Literature**

3 Credit Hours

A survey of Pauline literature which also focuses on the exegetical study of selected portions and an in-depth study of a major portion. Critical issues, an outline of the theology of Paul, and the reading of related historical literature are included.

### **Prerequisites**

[BLG 711](#)

## **BSO 500 - Introduction to the Old Testament**

3 Credit Hours

An introductory study of the Canon and text of the Old Testament, along with an understanding of the composition, themes, authorship, date, and design of each book. Special attention is given to history as well as distinctions among the major sections.

## **BSO 501 - Old Testament Studies**

3 Credit Hours

A survey of the backgrounds and messages of the Old Testament books. Focus is placed on the communication with man and the presentation of His eternal redemption plan through the patriarchs and the prophets. The practical application of the Old Testament message is emphasized.

## **BSO 510 - Genesis**

2 Credit Hours

A study of beginnings as found in this foundational book of the Bible. The great themes and historical developments of God's dealings with Israel and with the nations are studied.

## **BSO 546 - Isaiah**

3 Credit Hours

A detailed study of the great book of Isaiah. Date, authorship, and historical setting are studied, in addition to God's work with Israel and the prophetic themes related to the work of the Messiah.

## **BSO 570 - History & Culture of Israel**

**3 Credit Hours**

A selected study of factors and circumstances which fashioned the ongoing historical setting for the development of the nation of Israel, as well as a study of the unique cultural elements which influence that setting. Students may choose to fulfill the course requirements with study in Israel approved by the Graduate School.

**BSO 601 - Old Testament Word Studies****3 Credit Hours**

A study that introduces the student to the process of correctly translating and interpreting Hebrew words, using language tools to study the OT in the original language.

**BSO 655 - Poetic Books****3 Credit Hours**

A study of selected topics in the Old Testament. Courses from this series may be selected to meet specific needs of students who desire to advance their research in a chosen area within the discipline. (3 hrs.)

**BSO 656 - Special Studies in Old Testament-Historical Books****3 Credit Hours**

A study of selected topics in Old Testament. Courses from this series may be selected to meet specific needs of students who desire to advance their research in a chosen area within the discipline.

**BSO 690 - Daniel****3 Credit Hours**

A detailed exposition is given of the Book of Daniel which focuses on the historical experiences of Daniel and his three friends during the Babylonian captivity. Attention is given to the historical background of the book along with the special revelations given to Daniel which outline history from the Times of the Gentiles until the establishment of God's Kingdom on Earth.

**BSO 692 - Leviticus****3 Credit Hours**

A selected study of an Old Testament book based on the English text. Specific book studies vary from year to year.

**BSO 695 - Psalm****3 Credit Hours**

A selected study of an Old Testament book based on the English text. Specific book studies vary from year to year.

**BSO 696 - Daniel****3 Credit Hours**

A selected study of an Old Testament book based on the English text. Specific book studies vary from year to year.

**BSO 697 - Minor Prophets****3 Credit Hours**

A selected study of an Old Testament book based on the English text. Specific book studies vary from year to year. 692 Leviticus 693 Historical Books 694 Job 695 Psalms 696 Daniel 697 Minor Prophets

**BSO 698 - Jeremiah****3 Credit Hours**

A detailed study of the book of Jeremiah. Date, authorship, historical setting, and critical issues are studied in addition to God's work with Israel and the prophetic themes of this great book.

**BSO 790 - (A-Z) Selected Old Testament Book Studies-Wisdom Literature****3 Credit Hours**

A selected study of an Old Testament book that emphasizes Hebrew exegesis. Specific book studies vary from year to year. 790X Genesis – Joshua 790Y Judges – II Kings 790Z Psalms – II Chronicles 792 Genesis 793 Historical Books 794 Job 795 Psalms 796 Daniel 797 Minor Prophets

**Prerequisites**

[BLH 711](#)**BT 100 - Introduction to Christianity**

3 Credit Hours

A course designed to provide an overview of Christianity. Special emphasis is given to the foundations of the Christian religion. This course will focus on and answer objections to Christianity, while demonstrating how Christianity differs from other world religions.

**BT 201 - Survey of Bible Doctrine**

3 Credit Hours

A survey study of the essential doctrines of Christianity, including the doctrines of inspiration, God, angels, man, and sin.

**BT 203 - Apologetics**

3 Credit Hours

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.

**BT 301 - Bible Doctrine I**

3 Credit Hours

A survey study of the essential doctrines of Christianity, including the doctrines of inspiration, God, angels, man and sin.

**BT 302 - Bible Doctrine II**

3 Credit Hours

A survey study of the essential doctrines of Christianity including the doctrines of Christ, salvation, the Holy Spirit, sanctification, the Church, and future things.

**BT 410 - Hebrews**

3 Credit Hours

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 professor and seminary director)

**BUS 521 - Management Information Systems**

3 Credit Hours

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.

**BUS 522 - Principles of Organization Finance**

3 Credit Hours

A comprehensive study of finance for the executive manager learning to utilize the financial tools to analyze and interpret the financial health of an enterprise. Students will have practical learning experiences to understand financial concepts used in corporations as well as small business in order to become skillful in financial planning and analysis.

**BUS 605 - Influencers**

3 Credit Hours

This course examines a modern phenomenon of influencers in various domains. A particular attention is given to the understanding of persuasive power of influencers across social media platforms, explained through a conceptual framework in the fields of social psychology, sociology and marketing. Through case studies and projects, students will learn the mechanism and value of influencers in the modern digital environment, and apply the best practices for launching, managing, monitoring and measuring the campaign effectiveness.

**BUS 612 - Organizational Business Culture**

3 Credit Hours

This course gives attention to the knowledge and skills needed to manage a multinational multicultural business. The two-fold focus of the course is on understanding how cultural differences can affect the marketing and delivery of products and services, and the interaction of company employees with one another, customers, suppliers and government representatives.

### **BUS 621 - Contemporary Economic Issues**

3 Credit Hours

This course considers an array of leading contemporary economic issues, with specific topics chosen from current and recent policy debates. The aim is to help students learn to think critically about pressing issues, while utilizing economic reasoning, theory, and principles.

### **BUS 635 - Social Entrepreneurship**

3 Credit Hours

Students develop the analytical, conceptual, and practical skills required to design, develop, and deliver a new social business concept and opportunity. Social entrepreneurs are revolutionizing the approaches to problems in areas such as education, the environment, poverty, health care, and social justice. This course will allow students the opportunity to move their entrepreneurial missions forward by refining their innovation and leveraging their impact.

### **BUS 641 - International Business**

3 Credit Hours

This course gives attention to the knowledge and skills needed to grow and sustain performance in an international business organization, whether a full company, a department, division or other strategic business unit within an existing organization. It addresses the common international business functions of market analysis, exporting, sourcing, direct foreign investment, and crosscultural management.

### **BUS 644 - Human Resources Law**

3 Credit Hours

This course examines the legal risks involved in national and international organizations today, especially as these risks relate to technology, patents, copyrights, product liabilities, employment law, and related legal fields, including an examination of how sound decision-making occurs in these environments.

### **BUS 645 - Capital/Endowment Campaigns**

3 Credit Hours

This course applies the principles of management, finance, and law to the creation, planning, and execution of feasibility studies for fundraising campaigns in nonprofit organizations; and offers guidelines and procedures for initiating and managing those fundraising campaigns when implemented.

### **BUS 650 - Board Leadership and Management**

3 Credit Hours

This course is a preparation for, and an examination of, the techniques and principles needed to staff a board of directors, including; the nature, purpose, history, definition, and models of nonprofit governance.

### **BUS 680 - Leadership and Human Behavior**

3 Credit Hours

A study of how leadership requires effective management of people and a clear understanding of human behavior and social processes. Leaders need to have a good understanding both of themselves and of those whom they will lead. Leaders need to know why people behave as they do in relation to their job, work group, and organization. This knowledge of individuals' perceptions, attitudes, and behavior enables leaders to choose appropriate leadership styles and managerial practices to increase organization effectiveness and positive human outcomes.

### **CE 102 - Introduction to Children's Ministry**

1 Credit Hours

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.

### **CE 201 - Philosophy of Christian Education**

3 Credit Hours

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.

## **CE 202 - Foundations of Children's Ministry**

3 Credit Hours

This course is a broad introduction to the essentials of children's ministry. It includes an historical and biblical examination of the fundamentals which shape children and family ministries. Emphasis is placed on formation of a personal and biblical philosophy of children's ministry, management of the ministry setting and the basic evaluation of ministries, facilities and curriculum.

## **CE 303 - Christian Education of Children**

3 Credit Hours

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.

## **CE 304 - Chalk Art for Christian Ministry**

2 Credit Hours

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.

## **CE 307 - Camp Counseling**

3 Credit Hours

The student spends a summer serving in the counseling training program of a Christian camp approved by the College.

## **CE 308 - Field Experience in Minor-Church Education**

2 Credit Hours

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.

## **CE 311 - Student Ministries Parachurch Internship**

3 Credit Hours

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.

## **CE 312 - Student Ministries Local Church Internship**

3 Credit Hours

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.

## **CE 313 - Children's Ministry Internship**

2 Credit Hours

A course designed to give the student "hands-on experience." This course requires him or her to be placed in an intern relationship with a veteran children's pastor in a local church. Working under the supervision of that children's pastor, and still reporting to the course professor, the student structures his or her 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.

## **CE 316 - Resident Camp Internship**

3 Credit Hours

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.

### **CE 401 - Administration of Children's Ministry**

3 Credit Hours

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.

### **CE 402 - Camp Ministry**

3 Credit Hours

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.

### **CE 408 - Christian Woman**

3 Credit Hours

A study of women from a current Christian perspective with a biblical foundation. Emphasis is given to the Christian woman's role in the home and family, in the community, and in the church and ministry. Discussion is from the perspective of both single and married women.

### **CE 409 - Methods and Techniques of Teaching**

3 Credit Hours

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.

#### **Prerequisites**

[GS 201](#)

### **CE 410 - The Christian Home**

3 Credit Hours

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.

### **CE 412 - Teaching Secondary Bible Internship**

3 Credit Hours

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 CU professors.

### **CHA 578 - Introduction to Chaplaincy Ministry**

3 Credit Hours

An examination of the theological and practical considerations for the chaplaincy in the 21st century while exploring requirements for various types of chaplaincies. Attention is given to today's chaplaincy in a pluralistic environment. Included in the themes are the pulpit, prayer, visitation, counseling, relationships, communication and interaction in chaplaincy. The role of the chaplain as spiritual leader and counselor are stressed.

### **CHA 620 - Constitutional Foundation for Military Chaplaincy**

3 Credit Hours

An analysis of the First Amendment of the Constitution of the United States as it relates to military chaplaincy. Students will become adept in their understanding of the Establishment Clause and the Free Exercise Clause, as well as the First Amendment as it relates to ministry in the military.

**CHA 624 - Personal Ethics for Military Chaplains**

3 Credit Hours

This course addresses ethical issues in institutional chaplaincy. Some of the issues to be examined include: capital punishment, sexual morality, homosexuality, divorce and remarriage, just war theory, preventative war theory, and nuclear war.

**CHA 630 - Theological Foundation for Chap. Min. in Pluralistic Setting**

3 Credit Hours

An analysis of the biblical, theological, and practical considerations in ministering in a pluralistic environment in the military. Special attention is given to the responsibilities of the chaplain as a minister.

**CHA 672 - Clinical Pastoral Education**

6 Credit Hours

A professional course that takes place in an approved CPE training hospital or medical center and brings a student into supervised ministry to people in crisis. The course involves lectures, discussion, counseling, research, assessment, reporting of visitation, reflection, and supervised ministry in a clinical setting. CPE is particularly important for persons who plan to enter chaplaincy posts of various kinds and also applicable to a variety of ministry settings. Upon completion of CHA672, a student will be able to apply introductory principles of ministry in a clinical setting under supervision and will be equipped to enter Unit Two of Clinical Pastoral Education. Students register for the credit hours at CU, and the University pays the CPE center the required tuition up to 75% of the total CU tuition. CPE credits may be applied toward the MA in Ministry, MABS, and MDiv programs. Graduates may earn ACPE Certification by completing Units Two, Three, and Four.

**CJ 101 - Introduction to Criminal Justice**

3 Credit Hours

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.

**CJ 102 - Crime in America**

3 Credit Hours

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.

**CJ 103 - Current Career Opportunities in Criminal Justice**

3 Credit Hours

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.

**CJ 104 - Criminology: Crime Theory and Criminal Behavior**

3 Credit Hours

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.

**CJ 201 - Professional Policing**

3 Credit Hours

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.

**CJ 204 - Criminal Investigation and Interrogation**

3 Credit Hours

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.

**CJ 211 - Criminal Law**

**3 Credit Hours**

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.

**CJ 212 - Crime and the Law****3 Credit Hours**

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 will also examine criminal procedure laws and the differences between relevant federal, state and local laws.

**CJ 213 - Corrections****3 Credit Hours**

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.

**CJ 214 - Professional Perspectives on Policing****3 Credit Hours**

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.

**CJ 215 - Introduction to Forensics****3 Credit Hours**

Forensic evidence is a critical element in the modern criminal justice system because it is used to seek convictions and exonerations. This course studies the application of science to law as it relates to crime. It explores the importance of systematic crime scene processing and collection of physical evidence, as well as scientific principles and techniques used by forensic scientists. Topics explored include crime scene investigations, death investigations, fingerprints, and blood spatter. In addition to lectures, case examples, videos, and activities will be used to present the subject matter.

**CJ 220 - Work-integrated Practicum****3 Credit Hours**

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.

**CJ 222 - Digital Skills and Criminal Justice****3 Credit Hours**

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.

**CJ 301 - Quantitative Data Analysis for the Social Sciences****3 Credit Hours**

This course introduces students to elementary statistical analysis of data used in the social sciences. Students will learn to calculate measures of central tendency, variability, and tests of statistical significance both by hand and via widely used statistical analysis software packages. Students will also be introduced to correlation, regression, and analysis of variance. This course will also train students to interpret statistics in sociological research.

**CJ 302 - Criminal Procedure****3 Credit Hours**

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.

**CJ 303 - Crisis Management, Intervention & Mediation**

**3 Credit Hours**

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.

**CJ 310 - Gangs and Crime****3 Credit Hours**

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.

**CJ 311 - Victimology****3 Credit Hours**

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.

**CJ 313 - Community Corrections, Probations, and Parole****3 Credit Hours**

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.

**CJ 315 - Introduction to Human Rights****3 Credit Hours**

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.

**CJ 320 - Crime & Drug Addiction****3 Credit Hours**

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.

**CJ 333 - Moot Court****3 Credit Hours**

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.

**CJ 399 - Internship in Criminal Justice****3 Credit Hours**

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 an evaluation completed by their internship supervisor. (Pre-requisite: Senior status and permission from the Dean or a faculty advisor.)

**CJ 401 - Research Methods for the Social Sciences****3 Credit Hours**

This course introduces students to the primary methods of collecting and analyzing data in social science research. Students will learn how to ask relevant questions, determine research design appropriate to the question, and operationalize concepts in the context of conducting empirical research. In this course, students will demonstrate their ability to: understand and employ major designs used in social science research, including surveys, experiments, ethnography and observation, interviews, and content analysis; recognize threats to several types of research validity and biases in both quantitative and qualitative research approaches; produce a grant proposal that showcases understanding of the research process; and conduct research in accordance with ethical standards developed by the American Sociological Association/American Psychological Association.

**Prerequisites**[PS 301 PS 101](#)**CJ 403 - Immigration and Criminal Justice**

3 Credit Hours

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.

**CJ 407 - International Crime and Justice**

3 Credit Hours

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.

**CJ 408 - Cybercrime**

3 Credit Hours

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.

**CJ 410 - White Collar Crime**

3 Credit Hours

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 will also examine current punishment theories and practices applicable to white collar crime.

**CJ 411 - Race, Class and Punishment**

3 Credit Hours

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.

**CJ 415 - Terrorism, Intelligence, & National Security**

3 Credit Hours

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.

**CJ 420 - Seminar Paper**

3 Credit Hours

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.

**CO 301 - Basic Counseling Skills**

3 Credit Hours

A course designed to develop awareness of the required skills in counseling. Students will learn basic concepts, such as open-ended questions, conveying empathy, and reflective responses. There will be experiential learning of intrapersonal and interpersonal styles.

**Prerequisites**[GP 202](#)**CO 303 - Counseling in the Local Church**

**3 Credit Hours**

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.

**CO 308 - Field Experience in Minor-Counseling****2 Credit Hours**

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.

**CO 401 - Marriage and Family Counseling****3 Credit Hours**

A course providing basic skills and introduction to couple and family counseling. Basic assessment in couple and family dynamics will be explored. Other concepts covered in this course are: genograms and circular questioning in marriage, couple, or family counseling.

**Prerequisites**

[PS 101 CO 301](#)

**CO 402 - Counseling Adolescents****3 Credit Hours**

A course discussing the unique dynamics facing adolescents. The underlying issues facing all adolescents will be evaluated in order to develop strategies for addressing these issues in a variety of settings. A strategy for supporting parents of adolescents will be explored.

**Prerequisites**

[PS 101 CO 301](#)

**CO 404 - Counseling and Theology****3 Credit Hours**

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

**CO 450 - Introduction to Expressive Arts in Counseling****3 Credit Hours**

This course is an overview of expressive forms of art in counseling. There will be explorations of creative approaches and professions in the counseling field. This course will include experiential opportunities, in art, play, and other creative arts therapy.

**Prerequisites**

[CO 301](#)

**COM PEX - Comprehensive Exam****0 Credit Hours**

No course description found.

**COU 520 - Orientation to the Counseling Profession****3 Credit Hours**

An introduction to the counseling profession, including its history, roles and functions, opportunities for advocacy, credentialing, and labor market information to assist with building professional identity.

**COU 530 - Legal & Professional Ethics in Counseling****3 Credit Hours**

This course requires students to analyze, demonstrate understanding of, and apply professional counseling codes of ethics, primarily those of the American Counseling Association.

**COU 540 - Research & Program Evaluation in Counseling**

**3 Credit Hours**

Integration of ethical and culturally-relevant research in advancing the counseling profession, including how to identify and critique evidence-based mental health research. With guidance from a faculty mentor, students are expected to develop a research proposal or project that they can present at a regional, national, or international conference, or for publication.

**COU 560 - Multicultural Counseling****3 Credit Hours**

Counseling needs among diverse groups nationally and internationally and how to practice in multiculturally competent ways. Examination of power and privilege, social justice, advocacy, and the impact of spiritual beliefs on clients' and counselors' worldviews.

**COU 570 - Counseling Theories****3 Credit Hours**

This course introduces students to key theories and models of counseling, including systems approaches to conceptualizing clients; consultation models and strategies; and the impact of technology on the counseling process. Students will integrate knowledge of lifespan development, ethical practice, and multicultural competence as part of their study of counseling theories.

**COU 580 - Family Systems****3 Credit Hours**

Introduction to systems approach to intervention primarily in counseling that integrates multicultural issues with subsystems, such as marital, faith-based, employment settings, and societal influences.

**COU 590 - Counseling Skills & Techniques****3 Credit Hours**

This course equips students with basic helping skills needed to assess, engage, and support clients from diverse backgrounds and with a wide range of normal, abnormal, crisis, and other dilemmas across the life span. Experiential learning activities, such as role plays, will be held to prepare students to prepare for practicum. (Prereq. COU 570)

**Prerequisites**

[COU 570](#)

**COU 600 - Group Counseling****3 Credit Hours**

Theoretical foundations of group counseling and group work, dynamics associated with group process and development, and therapeutic factors. As part of this course, students will have direct experiences in which they participate as group members in a small group activity approved by the program, for a minimum of 10 clock hours. (Prereq. COU 590)

**Prerequisites**

[COU 590](#)

**COU 610 - Treatment Planning****3 Credit Hours**

This course equips and requires students to be able to go beyond understanding diverse clients' therapeutic needs and construct effective next steps, or treatment plans, for guiding the counseling session-by-session toward strategically-targeted therapeutic outcomes. (Concurrent course COU 620)

**COU 620 - Psychopathology & Diagnosis****3 Credit Hours**

This course is taught in conjunction with Treatment Planning for a comprehensive understanding of diagnosable psychological disorders and the process of diagnosing and treating those disorders within various clinical settings using the DSM with multiple considerations (e.g., life span, cultural, spiritual, systems, financial). (Concurrent course COU 610)

**COU 630 - Counseling Practicum & Advanced Skills****3 Credit Hours**

Participation in clinical field hours at an approved site, to include supervised clinical practice of direct counseling service and other professional responsibilities as outlined in the clinical manual. (Prereq. COU 620; COU 590; MFC 500)

**Prerequisites**[COU 620](#) [COU 590](#)**COU 640 - Assessment & Testing in Counseling**

3 Credit Hours

Exploration of the nature, history and status of assessment, knowledge and ability to effectively assess diverse clients across a wide range of situations. Assessing risk of aggression or danger to others, self-inflicted harm, and suicidal ideation are among some areas of assessment. (Prereq. COU 620)

**Prerequisites**[COU 620](#)**COU 650 - Crisis Counseling & Trauma Informed Care**

3 Credit Hours

This course prepares students to assess and treat crises and traumas of many kinds and to utilize other community resources to advocate for and support clients in trauma-informed and theoretically- and culturally-sound ways. Students will gain further training in suicide prevention models and strategies and community-based strategies.

**COU 655 - Human Sexuality**

3 Credit Hours

This course explores theories of human sexuality and approaches to assessing and treating issues related to human sexuality across the life span. Students will also learn approaches to sex education within the family.

**COU 670 - Internship in Counseling I**

3 Credit Hours

Participation in professional clinical field experience in counseling. This course requires students 300 clinical field hours at an approved site, to include supervised clinical practice as outlined in the clinical manual. (Prereq. COU 590; MFC 500; COU 630)

**Prerequisites**[COU 630](#) [COU 590](#)**COU 675 - Internship in Counseling II**

3 Credit Hours

Participation in the second of two, 300-hour clinical field experiences at an approved site, to include supervised clinical practice (i.e., assessment, treatment planning, individual and group work) as outlined in the clinical manual. This course may be repeat until clinical hours are met. (Prereq. COUN 670; may be repeated)

**Prerequisites**[COU 670](#)**COU 680 - Addictions Counseling**

3 Credit Hours

This course introduces students to the history and development of addiction counseling and to theories and models of addictions related to substance use as well as behavioral process addiction. Students will gain knowledge and skill in principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning for individuals, couples, and families.

**COU 685 - Career Development & Counseling**

3 Credit Hours

This course exposes students to theories and models of career development, counseling, and decision making as well as approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors for diverse clients across the life span.

**COU 695 - Theories of Personality & Implications for Counseling**

3 Credit Hours

This course advances students' understanding of personality and prepares them to effectively assess, develop treatment plans, and intervene with clients who have personality-related counseling issues. (Prereq. COU 620)

### **Prerequisites**

[COU 620](#)

## **CS 105 - Introduction to Computer Science**

3 Credit Hours

This course will introduce you to the field of computer science and the fundamentals of computer programming. CS105 is specifically designed for students with no prior programming experience, and touches upon a variety of fundamental topics. Topics include data storage and manipulations, operating systems, networking, algorithms, programming languages, database systems, software engineering, computer graphics and artificial intelligence. By the end of the course, you will understand the basics of computer science. The principles you learn here will be developed further as you progress through the computer science discipline.

## **CS 110 - Introduction to Programming C Programming**

3 Credit Hours

This course introduces basic computer programming concepts using no specific computer language and provides a foundation for learning additional aspects programming by teaching problem-solving techniques and design methodology. Topics include selection, iteration, functions, arrays, structures, basic computer terminology and software development principles

## **CS 111 - Advanced Programming C++ Programming**

3 Credit Hours

This course provides a continuation to the language introduced in Introduction to Programming. It introduces additional language concepts, including pointers, classes, and inheritance, emphasizes software engineering concepts relevant to larger programs, such as code reuse, encapsulation, incremental development and testing, and introduces data structures.

## **CS 150 - Introduction to Scripting**

3 Credit Hours

This course students will learn basic programming skills for server administration and security purposes. Topics include JavaScript, VBScript, Windows Shell Script, and Pearl Scripting.

## **CS 205 - Python Programming**

3 Credit Hours

This course introduces the Python programming language. Topics include data types, control flow, OOP, and graphical user interface-driven applications.

## **CS 210 - Algorithms and Data Structures**

3 Credit Hours

This course helps students learn to integrate their problem-solving and programming knowledge by emphasizing the thought processes and techniques that computer scientists use to deal with data structures. Data abstraction and recursion are used to design and refine solutions to problems throughout the course. Programming style, code robustness, documentation and debugging aids are also emphasized. Topics Include classes implementing abstract data types, recursion for problem solving, common software data structures, basic algorithms for searching, sorting, indexing, and table access, and use of graphs and solutions to common graph problems.

## **CS 220 - Object Oriented Programming**

3 Credit Hours

This course features Java, which has become the language of choice for Internet-based and network-based applications, as well as many stand-alone applications. Topics include creating a fully functioning Java program using IDE, primitive types and reference types, instance and local variables, multiple classes and constructors, data types, loops, conditional statements, functions, arrays.

## **CS 222 - C# Programming**

3 Credit Hours

Development of computer and programming skills using the C# language. Students will learn how to use C# to develop stand-alone applications in an IDE. Advanced concepts, such as database connectivity and web applications will also be examined. Topics include C# applications, object-oriented code using inheritance and polymorphism, modular programming, and recognizing exceptions in the .NET environment.

## CS 250 - Cloud Computing

3 Credit Hours

The course will introduce the cloud computing domain and cover the topics of cloud infrastructures, virtualization, software defined networks and storage, cloud storage, and programming models. Topics include working with Amazon Web Services and Microsoft Azure, provisioning compute resources, programming and deploy applications, develop and evaluate scaling and load balancing solutions, and cloud storage systems.

## DCS 510 - Foundations of Data Science

3 Credit Hours

Students will learn how to install and use essential Data Science software programs with command-line interface. Basic UNIX commands, some LaTeX syntax, and modern version control software will be covered as well. Students will create, edit, and run reproducible Python and R code documents using Jupyter and RMarkdown. For the best learning outcomes, students are encouraged to bring their own devices for the course.

## DCS 520 - Statistics for Data Science I

3 Credit Hours

Students will study fundamental concepts and tools to describe and summarize data, including data collection methods, measures of central tendency and spread, the relation between two variables, conditional/joint/marginal probabilities, discrete probability distributions, and continuous probability distributions. Also, students will learn classical foundations of statistical inference, including sampling distributions, point estimates, confidence intervals, null hypothesis significance testing, goodness-of-fit test, Fisher's exact test, various two sample tests, ANOVA tests, etc. Additional nonparametric tests may be included. As Programming for Data Science is being taught simultaneously, programming tools like R and Python will be heavily used in the course.

## DCS 525 - Statistics for Data Science II

3 Credit Hours

Focuses are on Bayesian reasoning for Data Science in the first half of the course. Students will learn how to formulate and implement Bayesian inference using the prior-to-posterior paradigm, which represents the core of the Bayesian perspective that one's beliefs can be updated with latest evidence. Bayesian statistics is increasingly popular due to its flexibility and recent improvements in computational techniques. Topics include Bayes theorem, conjugate priors, posterior distributions, credible intervals, Monte Carlo approximation, MCMC, Gibbs sampling, Metropolis-Hastings algorithm, Bayesian hypothesis testing, and hierarchical modeling. In the second half of the course, students will learn theoretical tools to evaluate statistical evidence from randomized experiments. Topics include optimal sample size determination, A/B testing, factorial and fractional designs, response surface methods, conjoint designs, sequential designs, bandit problems used in online ads, design and modeling of complex computer experiments, etc. Students will perform data analysis using appropriate software tools in the course.

## DCS 540 - Algorithms for Data Science

3 Credit Hours

Overview of theory and practice of EM algorithm, bootstrap method, Monte Carlo simulation, density estimation, and MCMC. Other popular Data Science algorithms including k-NN, naïve Bayes, decision trees, random forests, SVM and k-means will be covered with hands-on examples.

## DCS 550 - Data Visualization & Dashboarding

3 Credit Hours

This course is designed to teach how to create effective graphical representation of data. Focuses are on creating code-based workflow to promote flexibility, productivity, scalability and replicability. Students will produce publication-quality graphics that are precisely tailored for each data analysis problem. Students will also create effective dynamic and interactive web graphics to present important findings from data. Techniques learned in preceding introductory courses will be used extensively in this course.

## DCS 560 - Databases and Data Retrieval

3 Credit Hours

Students will learn how to work with data stored in relational and nonrelational database systems with emphasis on practical learning. Students will create database instances in the cloud for both database systems such as MySQL and MongoDB. Through several hands-on projects, students will practice building and running SQL scripts, Mongo Shell scripts and Python, Java, R codes.

## DCS 610 - Text Mining & Web Scraping

3 Credit Hours

Students will learn to use programming languages for social media mining. Classroom practices include getting data from Twitter to perform text analysis and sentiment analysis, automated extracting & processing of web contents, etc. The techniques covered in

the course will be valuable in later courses like Supervised and Unsupervised Machine Learnings.

## **DCS 620 - Regression Analysis for Data Science**

3 Credit Hours

First, this course will cover Ordinary Least Squares regression analysis with various techniques associated with it. Regularization including Ridge regression and LASSO regression will be studied also. Bayesian linear regression will be covered too. The second half of the course will focus on Logistic regression as well as generalized linear models. Other advanced topics including mixed effects models and nonparametric regression models may be covered. The concepts, theories and programming skills of these methods will be studied thoroughly.

## **DCS 625 - R Programming for Data Science**

3 Credit Hours

The R programming language is widely popular among statisticians and data miners for developing statistical software and data analysis. R is rich with additional packages for a wide range of statistical analyses. Another strength of R is its graphic outputs, which can produce publication-quality graphs and charts with little modification. Students will learn its data types, data frames, control structure, functions, debugging, simulation, parallel computing, and vectorization as well as other nuts and bolts of the R language.

## **DCS 630 - Machine Learning I**

3 Credit Hours

Basic machine learning techniques such as classification, regression, dimension reduction, clustering will be studied. Theories and techniques of supervised learning will be covered in detail. Topics include classification techniques, random forests, neural networks, and tree-based models will be taught. Students will also learn to find groups and other structures in unlabeled, possibly high dimensional data sets. Dimension reduction techniques for visualization and data analysis will be covered.

## **DCS 635 - Machine Learning II**

3 Credit Hours

Theories and techniques of unsupervised learning will be covered in detail. Students will learn to find groups and other structures in unlabeled, possibly high dimensional data sets. Dimension reduction techniques for visualization and data analysis will be covered. Also, students will learn clustering, association rules, and model fitting via the EM algorithm. Other advanced topics including Support Vector Machines, k-Nearest Neighbors, Principal Component Analysis, and Naïve Bayes Classification will be studied.

## **DCS 640 - Big Data Analysis I**

3 Credit Hours

Students will learn the terminology and core concepts behind Big Data problems and application, as well as Big Data systems. This course will also provide a hands-on introduction to two of the most common Big Data frameworks--Hadoop and Spark. Students will learn how to recast Big Data problems as Data Science questions. As students will install and run these open-source Big Data software tools, there are hardware requirements for those who take this course remotely. Consult with instructors for more details.

## **DCS 645 - Big Data Analysis II**

3 Credit Hours

Students will have an opportunity to walk through hands-on examples with Hadoop framework as well as Spark cluster computing framework. Students will learn the Hadoop tools and technologies to manage big data on a cluster with HDFS and MapReduce. Students will learn how to write programs to analyze data on Hadoop, how to store and query data sets, how to design a Hadoop ecosystem, and how to handle streaming data in real time. Students will also learn how to achieve greater performance advantage with Spark over Hadoop MapReduce, especially for iterative algorithms. Interactive shell features will be covered as well. As students will install and run these open-source Big Data software tools, there are hardware requirements for those who take this course remotely. Consult with instructors for more details.

## **DCS 650 - Python Programming for Data Science**

3 Credit Hours

Python is the most popular programming language in the field of Data Science and an indispensable tool for every Data Scientist. It is an open-source, general-purpose OOP language which is in high demand from industry. It is expected to continue to be the top choice for Data Scientists. Special attention is paid to the standard Python library and packages for Data Science.

## **DCS 660 - Internship**

3 Credit Hours

Students are allowed to have their internship opportunity to fulfill their course requirements by enrolling in this course for credit. First, students should secure an internship in the area of Data Science or related fields. International students must obtain

appropriate practical training forms and meet with an advisor for approval. Then, students should contact the Registrar's Office to start the course enrollment process.

### **DCS 680 - Thesis**

3 Credit Hours

Students who want to make an original contribution to the field of Data Science may choose to complete a Master's Thesis. The student and his or her research advisor should form a Master's Thesis Committee of 3 faculty. The student will need to submit a thesis detailing the results of the research project.

### **DCS 690 - Capstone Project**

3 Credit Hours

By completing this capstone project, students have an opportunity to apply all the knowledge and skills they gained throughout the program to real-world problems. Unlike the rest of the courses offered previously, much less guidance from faculty members will be given and students are expected to play a leading role in completing their projects. This project can be used to demonstrate students' skills to potential employers as a strong indicator of their expertise in the field of Data Science.

### **ED 201 - Foundations of Education**

3 Credit Hours

Foundations of Education emphasizes fundamental perspectives and theoretical progress on education over time and readiness of teachers for the challenges of 21st-century classrooms in the era of the globalized and culturally pluralistic society. At the end of this course, pre-service teachers will be equipped with a solid foundation of educational philosophy and become culturally responsive and globally competent as educators.

### **ED 203 - Diverse Learners**

3 Credit Hours

An introductory course to the various areas of exceptionalities (Special Education). This course surveys causes, symptoms, prevalence, and successful teaching methods for exceptional students.

### **ED 301 - Educational Psychology**

3 Credit Hours

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)

### **ED 302 - Human Growth and Development**

3 Credit Hours

This is a lifespan developmental course, meaning it covers human development from conception to death. This course addresses psychological development emphasizing biological, cognitive, and sociocultural influences.

### **ED 303 - Educational Assessments**

3 Credit Hours

This course addresses the various statistical measures and assessments used by teachers. Topics of study include strategies for assessment, types of assessments and assessment items, statistical measures in a school setting, etc.

### **ED 305 - Educational Technology**

3 Credit Hours

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)

### **ED 306 - Field Experience I**

1 Credit Hours

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)

**ED 307 - Field Experience II**

1 Credit Hours

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)

**ED 311 - Math for the Elementary Educator**

3 Credit Hours

This is a course designed to enhance the math skills of elementary education majors. 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 math test that is required during their senior year.

**ED 401 - Reading in the Content Area**

3 Credit Hours

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.

**ED 411 - Teaching English in the Secondary School**

3 Credit Hours

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)

**ED 413 - Secondary Classroom Management**

3 Credit Hours

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)

**ED 415 - Teaching Secondary Bible**

3 Credit Hours

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.

**ED 420 - Classroom Management & Internship I**

3 Credit Hours

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.

**ED 421 - Internship II**

9 Credit Hours

This is the capstone experience for teacher-education majors. It involves a semester's worth of fulltime 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.)

**ED 423 - Internship Seminar**

3 Credit Hours

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.

### **EDU 501 - Philosophy of Christian Education**

3 Credit Hours

A survey of general philosophical principles and historical movements as a means to investigate the philosophies that have shaped western education in general, and Christian education in particular. Specific emphasis is on the evaluation of cultural, secular, and religious philosophies.

### **EDU 504 - Applied Educational Psychology**

3 Credit Hours

This course is designed to provide guidance in assisting students to expand the understanding and application of the theories and concepts that enhance cognitive, affective, behavioral, and psychomotor development. It examines both traditional and contemporary theories in an attempt to frame the most effective educational environment. Participants will apply research to practical problems in education.

### **EDU 507 - Foundations of Curriculum & Instruction**

3 Credit Hours

An examination of the essential elements of curriculum and models of instruction as related to the organization, design, implementation, and assessment of what happens in the classroom. It includes investigations of both traditional methods and contemporary research that provides a basis for the adoption of best practices in the learning environment.

### **EDU 511 - Curriculum Design**

3 Credit Hours

A survey of areas of curriculum design with an emphasis on how it affects classroom instruction and assessment. Participants will enhance their understanding of curriculum design as it applies to such topics as scope and sequence, standard curriculum, and common core.

### **EDU 512 - Academic Measurements & Assessment**

3 Credit Hours

This course is a study focusing on the ability of teachers to understand, apply, and interpret statistical measures in the classroom and for standardized tests. The course will also include data interpretation and grade analysis skills.

### **EDU 521 - Instructional Practices (Elementary or Secondary Classroom)**

3 Credit Hours

A course designed for educational leaders in either the elementary (grades 1-6) or secondary (grades 7-12) setting. It examines the research-based strategies that promote best instructional and assessment practices. Elements of study include instructional planning for the cognitive, behavioral, affective, and spiritual domains, plus reflection, and evaluation.

### **EDU 533 - Exceptional Learner**

3 Credit Hours

An examination of the issues related to the growth and education of students who have academic challenges and/or are academically and intellectually gifted. Topics include effective instructional strategies, legal requirements, and contemporary issues related to these students and their education.

### **EDU 541 - Reading and Writing in the Content Area**

3 Credit Hours

A study of the reading process and the methods used in the teaching of reading and writing within various academic disciplines. Content of the course will focus on a distinct set of instructional strategies. The course will also study contemporary theories in content reading and writing.

### **EDU 545 - Biblical Worldview within the Disciplines**

3 Credit Hours

An overview of core disciplines in light of a biblical worldview. This course evaluates how biblical truth is integrated into each of the core disciplines so that educators can understand and more effectively incorporate biblical truth into their learning environments.

### **EDU 551 - Technology that Enhances Education**

3 Credit Hours

An examination of the field of instructional technology and the related components of a contemporary educational environment. Topics of study include how technology enhances classroom instruction, research, and personal productivity. The course will examine software applications, hardware components, Internet resources, and technology standards for learning.

### **EDU 555 - Literature for Children & Young Adults**

3 Credit Hours

A survey of traditional and contemporary literature for children and young adults, focusing on the distinctives of the various genres. Attention will be given to strategies of using literature as a tool for a comprehensive and ongoing program of reading, writing, listening, and speaking. Participants will explore and evaluate various texts for such things as age-appropriateness, curricular fit, and worldview.

### **EDU 560 - School Administration and Law**

3 Credit Hours

An examination of the legal aspects and administrative models for K-12 schools. Topics cover roles, responsibilities, and legal facets of school operations, including the board, administration, faculty, staff, volunteers, and students. Topics cover the models of effective school governance and the policies related to faculty, staff, and students as prescribed in contemporary research and various accreditation standards.

### **EDU 565 - Interscholastic Athletic Administration**

3 Credit Hours

An examination of the professional expectations, legal requirements, and best practices essential in supervising an effective interscholastic athletic program, particularly as it relates to leadership, operations, and finances in Christian school settings. Participants will evaluate an athletic program based on relevant accreditation and state standards, along with recommendations from professional organizations, such as the National Interscholastic Athletic Administrators Association.

### **EDU 570 - School Finance and Budgeting**

3 Credit Hours

An examination of the means of effective financial management for K-12 school settings. Particular attention is given to private Christian school models and strategies of school finance, budgeting, and fund raising, including strategies for community support.

### **EDU 612 - Contemporary Literacy Strategies**

3 Credit Hours

An exploration of the elements of literacy, including the developmental aspects of reading and writing. It also includes a study of the instructional practices essential for the progress of young and adolescent readers and writers. A variety of instructional practices, literacy programs, and educational models will be evaluated for their usefulness in the classroom.

### **EDU 621 - Special Topics in Education**

3 Credit Hours

An examination of topics of special interest that are relevant to contemporary educational issues. A list of topics will be announced prior to the start of class. Independent study of approved topic(s) is possible with the permission of the Dean and supervision of a faculty member.

### **EDU 635 - Trends & Issues in Education**

3 Credit Hours

This course is an examination of issues, problems, and trends that relate to the broad field of education. Topics of study are dictated by contemporary trends and research, such as debates about assessment and testing, education models, health of students, and analysis of current issues affecting school, family, community, and church relationships.

### **EDU 640 - Teaching in Higher Education**

3 Credit Hours

A course designed to introduce the organization, instructional strategies, and practices of teaching at the undergraduate and graduate levels. Topics include the college learner, course design and documentation, curriculum resources, assessment strategies, technology, and online learning.

### **EDU 681 - Thesis/Portfolio**

3 Credit Hours

This is a capstone class intended to reflect graduate-level knowledge and research skills, as well as professional presentation skills. Students will complete scaffolded projects that showcase their progression as professional educators and demonstrate their

research and leadership skills. This should be the last course taken in the program unless special permission is granted.

### **EE 201 - Teacher: Leader, Scholar, Citizen**

3 Credit Hours

The purpose of this course is to prepare pre-service teachers for their roles as leaders, scholars, and model citizens in the classroom and school community. Pre-service teachers will gain leadership and collaboration skills, basic research skills and learn to study their own practice in order to grow as professionals and become master teachers. This course will continue Carolina University's historic focus on service to others as students will create a community service project plan for this course.

### **EE 301 - Teaching Bible to Children**

3 Credit Hours

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.

### **EE 302 - Children's Literature**

3 Credit Hours

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.

### **EE 303 - Teaching Elementary Art**

2 Credit Hours

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)

### **EE 304 - Meth. & Mat. of El. Sch. P.E. and Health**

3 Credit Hours

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.

### **EE 305 - Teaching Cultural LinguisticDiverse Learners**

3 Credit Hours

Today's classrooms in a pluralistic society require teachers to develop knowledge and skills to teach students with culturally and linguistically diverse (CLD) backgrounds. This course will provide a space for pre-service teachers to explore the meaning of culture, various cultural values/beliefs that students will bring, the characteristics of culturally and linguistically diverse groups in the U.S classrooms. Also, pre-service teachers will have opportunities for learning about specific cases and examples of teaching CLD learners in their subject areas.

### **EE 306 - Social Studies for Elementary School**

3 Credit Hours

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)

### **EE 307 - Teaching Science in the Elementary School**

3 Credit Hours

This course 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.

### **EE 309 - Teaching Reading and Language Arts I**

3 Credit Hours

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.

## **EE 310 - Teaching Reading and Language Arts II**

3 Credit Hours

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.

## **EE 313 - Math for the Elementary Educator**

3 Credit Hours

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.

## **EE 401 - Teaching Elementary Mathematics**

3 Credit Hours

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)

## **EE 405 - Teaching Elementary Fine Arts**

3 Credit Hours

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)

## **EE 421 - Education Practicum I-Elem. Educ.**

1 Credit Hours

This is the capstone experience for teacher-education majors. It involves a semester's worth of fulltime 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.)

## **EN 201 - Survey of British Literature I**

3 Credit Hours

A survey of the major works of British literature from the Anglo-Saxon period through 1800. Included is a survey of the trends in literature against a background of the history of England.

### **Prerequisites**

[GE 101](#)

## **EN 202 - Survey of British Literature II**

3 Credit Hours

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.

### **Prerequisites**

[GE 101](#)

## **EN 204 - Christian Classics**

**3 Credit Hours**

A course which examines a variety of influential Christian fiction and non-fiction with a special emphasis on the rhetorical aspects of didactic literature.

**Prerequisites**

[GE 101](#)

**EN 205 - Fantasy Literature****3 Credit Hours**

A course examining the brilliance of imagination, magic, supernatural, and other fantastic elements. The course will explore various works within the fantasy genre highlighting critical components of this popular literature.

**EN 300 - American Literature: Before 1865****3 Credit Hours**

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.

**Prerequisites**

[GE 101](#)

**EN 301 - Survey of American Literature****3 Credit Hours**

A survey of the works of major American poets, essayists, novelists, historians, critics, and dramatists. Discussion is centered upon literary texts and trends.

**Prerequisites**

[GE 101](#)

**EN 302 - Survey of World Literature****3 Credit Hours**

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.

**Prerequisites**

[GE 101](#)

**EN 303 - Adolescent Literature****3 Credit Hours**

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.

**Prerequisites**

[GE 101](#)

**EN 304 - Literary Criticism****3 Credit Hours**

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.

**Prerequisites**

[GE 102](#)**EN 307 - Greek Drama**

3 Credit Hours

A course exploring the history of Greek drama and its element. The tragedies of Aeschylus, Sophocles, and Euripides will be emphasized.

**Prerequisites**[GE 101](#)**EN 308 - Shakespearean Drama**

3 Credit Hours

A course which includes selected Shakespearean dramas studied in their historical and literary contexts. Attention is given to drama as a genre.

**Prerequisites**[GE 101](#)**EN 310 - Twentieth Century American Short Story**

3 Credit Hours

This course is a survey of twentieth-century American short stories and their historical, cultural, and philosophical content.

**Prerequisites**[GE 101](#)**EN 312 - American Romanticism**

3 Credit Hours

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.

**Prerequisites**[GE 101](#)**EN 314 - Twentieth Century American Poetry**

3 Credit Hours

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.

**Prerequisites**[GE 101](#)**EN 316 - Elements of Composition**

3 Credit Hours

A detailed study of the elements of composition including rhetorical principles, grammatical influences, and composition pedagogy.

**EN 320 - American Literature: After 1865**

3 Credit Hours

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.

**Prerequisites**[GE 101](#)**EN 403 - English Novel: 17th-19th Centuries**

3 Credit Hours

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.

**EN 404 - Milton (Poetry and Prose)**

3 Credit Hours

A survey of representative selections from Milton's poetry and prose. Special emphasis is given to *Paradise Lost*, and to Milton's theology and ethics.

**Prerequisites**[GE 101](#)**EN 405 - Victorian Literature**

3 Credit Hours

An examination of English poets, novelists, and essayists from 1832 to 1901 in light of their historical, theological, and philosophical contexts.

**Prerequisites**[GE 101](#)**EN 407 - Early 20th Century British Writers**

3 Credit Hours

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.

**Prerequisites**[GE 101](#)**EN 410 - Teaching English to Speakers of Other Languages (TESOL)**

3 Credit Hours

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)

**Prerequisites**[GE 101](#)**EN 411 - Teaching English in the Secondary School**

3 Credit Hours

A course which examines materials, methods, procedures, tests, and related topics in the teaching of English in the high school. Students are required to become familiar with the literature in the field.

**ES 210 - Introduction to Esports**

3 Credit Hours

This course develops knowledge about the various stakeholders and constituencies involved in the world of Esports including players, agents, game designers, sponsors, marketers, event hosts, gaming leagues, regulators, and journalists.

**ES 220 - Contemporary Issues in Esports**

3 Credit Hours

This course will examine contemporary challenges and issues in the world of Esports. It will develop expertise about the growing market of players, sponsors, and vendors nationally and globally. Students will gain awareness about contemporary problems including gambling, sexism, discrimination, and conflicts of interest. They will also understand regulatory and other barriers to the growth of the field.

### **ES 230 - Games Design**

3 Credit Hours

This course develops knowledge about the design of games, including relevant competencies in art/design and computing technology.

### **ES 310 - Broadcasting and Communication**

3 Credit Hours

The popularity of Esports has translated into greater numbers of viewers. This has generated the need to enhance the viewership experience including by way of broadcasting and commentary. This course develops expertise in the streaming, broadcasting, and technical matters relevant to the production of a superior viewership experience for Esports.

### **ES 320 - Coaching and Team Management**

3 Credit Hours

This course gives students knowledge about coaching techniques and develops an understanding about working in teams to supervise and manage a competitive team. Students gain an understanding of psychological approaches to motivating people and successful communication techniques.

### **ES 330 - Social Media Management**

3 Credit Hours

Social media is critical for Esports. This course develops knowledge about the optimal utilization of social media tools and equips students with commonly employed social media marketing and other strategies.

### **ES 410 - Business Senior Capstone**

3 Credit Hours

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.

### **ES 420 - Regulation and Policy in Esports**

3 Credit Hours

This course develops knowledge about the relevant national and international regulatory approaches to Esports. It will identify regulatory gaps, build knowledge about regulatory theories, and highlight the interaction between norms and legal approaches in this rapidly growing field.

### **GC 092 - Math Lab**

0 Credit Hours

A review of the basic concepts in math needed to ensure a proper foundation. Included are the general math operations and the rules that undergird college algebra and informal geometry.

### **GC 100 - Introduction to Computers**

1 Credit Hours

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.

### **GC 103 - Introduction to Computers - Technology in Ministry**

1 Credit Hours

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

### **GC 111 - Mathematics I**

**3 Credit Hours**

This course reviews fundamentals of algebra, equations, inequalities, relations, functions, transformations, graphing, complex numbers, and polynomial and rational functions.

**GC 112 - Mathematics II****3 Credit Hours**

This course is a continuation of GC111 that includes properties functions, graphs, and applications of exponential, logarithmic, and trigonometric functions.

**Prerequisites**

[GC 111](#)

**GC 203 - College Algebra****3 Credit Hours**

A review of algebraic expressions, exponents, radicals, factoring, solving equations and inequalities, relations, functions, graphing, polynomial and rational functions.

**GC 205 - Calculus I****3 Credit Hours**

A study which includes limits, differentiation, curve sketching, maxima, minima, points of inflection, and applications of derivatives.

**GC 206 - Calculus II****3 Credit Hours**

A continuation of GC205 including a study of indefinite and definite integrals, areas under curves, volumes of objects, integration of logarithmic, exponential, and trigonometric functions.

**Prerequisites**

[GC 205](#)

**GC 207 - Survey of Physical Science****3 Credit Hours**

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.)

**GC 209 - Chemistry****3 Credit Hours**

This course introduces students to the foundations of chemistry, and covers topics including: atoms and molecules; stoichiometry; thermochemistry; gases; matter, chemical solutions; the molecular basis for chemical reactivity; atomic structure; periodicity; and chemical bonding.

**GC 215 - Food Chemistry****3 Credit Hours**

Food Chemistry is the study of chemical properties of the molecular components of foods. It covers the composition and structure of these molecules, as well as the chemical changes that occur during preparation or consumption. Specifically, this course looks at water, proteins, lipids, carbohydrates, vitamins, minerals, and small molecules in the context of food. This course serves as a 7-week overview of the chemical principles necessary to understand food and cooking.

**GC 301 - Linear Algebra****3 Credit Hours**

A study of the systems of linear equations, matrices, vector spaces, and linear transformations.

**GC 307 - Origins****3 Credit Hours**

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.

### **GC 401 - Special Topics**

3 Credit Hours

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.

### **GE 085 - English Lab I**

0 Credit Hours

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.

### **GE 086 - English Lab II**

0 Credit Hours

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.

### **GE 101 - English Composition I**

3 Credit Hours

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

### **GE 102 - English Composition II**

3 Credit Hours

A continuation of GE101 with emphasis on research writing. The course also emphasizes the analysis and practice of argumentation and other rhetorical strategies. A co-requisite may be required.

#### **Prerequisites**

[GE 101](#)

### **GE 300 - Essentials of Online Learning & Professional Writing**

1 Credit Hours

An introductory course in the online learning setting that will serve to enhance the student's technical writing skills. This course will also introduce the student to writing in APA format and using Turnitin® to assess originality. This course will also introduce the student to professional techniques, the many genres of technical communication, and persuasive strategies for addressing a variety of audiences. This course will enhance your writing skills and prepare you for success in the written aspects of your future profession.

### **GE 308 - Field Experience in Minor-English**

2 Credit Hours

A course providing an opportunity for the student to apply his/her skills gained through classes in a selected minor. A College supervisor in the minor field will work with the student individually to implement an appropriate list of practical experience

### **GF 102 - Survey of Fine Arts (Art)**

1 Credit Hours

A course introducing historical perspectives on the development of the visual arts, including a study of representative works of various historical style periods and points toward expansion of the aesthetic response.

### **GF 104 - Survey of Fine Arts (Music)**

2 Credit Hours

A course introducing historical perspectives on the development of music, including a study of representative works of various

historical style periods and points toward expansion of aesthetic response.

### **GF 106 - Survey of Fine Arts**

3 Credit Hours

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.

### **GF 201 - Theatre Performance**

1 Credit Hours

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.

### **GH 101 - Survey of World History I**

3 Credit Hours

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.

### **GH 102 - Survey of World History II**

3 Credit Hours

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.

### **GH 201 - United States History to 1865**

3 Credit Hours

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.

### **GH 202 - United States History since 1865**

3 Credit Hours

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.

### **GH 204 - American Government**

3 Credit Hours

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.

### **GH 210 - History of Crime & Criminal Justice**

3 Credit Hours

This course will discuss and examine crime and criminal justice in the United States through a historical perspective. Students will evaluate crime and criminal justice in the United States in a variety of historical periods, including the Colonial period, the Jacksonian era, the Civil War era, the Gilded Age, the Progressive era, and the Crisis era. The focus of this course will be to discuss crime and criminal justice in the United States during these periods to better understand the eras in which they were created and for what purpose.

### **GH 301 - Cultural Geography**

3 Credit Hours

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.

### **GH 308 - Field Experience in History**

2 Credit Hours

A course providing an opportunity for the student to apply his/her skills gained through class in a selected minor. A College

supervisor in the minor field will work with the student individually to implement an appropriate list of practical experiences.

### **GH 310 - International Relations**

3 Credit Hours

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.

### **GH 330 - History of Technology**

3 Credit Hours

This course will discuss and examine technology in the United States, exploring a variety of individuals and their very unique and important ideas. Some of the individuals we will be evaluating are Thomas Jefferson, Eli Whitney, Alexander Graham Bell, Lewis Latimer, Henry Ford, and Morris L. Cooke. The focus of this course will be examining these individuals and their ideas within the context of the historical periods in which they were devised.

### **GH 401 - Topics in Historical Research**

3 Credit Hours

A course designed to explore historical issues of special interest and concern. Subject matter varies depending on faculty expertise and student interest.

### **GL 201 - Spanish I**

3 Credit Hours

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.

### **GM 102 - Music Introduction**

3 Credit Hours

An emphasis on the foundations of music, with an introduction of conducting patterns, and instruments of the orchestra.

### **GM 201 - Survey of American Music**

3 Credit Hours

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.

### **GO 101 - Introduction to Sociology**

3 Credit Hours

This course introduces students to the field of sociology, including its main perspectives and research methods. Students are expected to understand socialization and the major agents thereof and begin to develop a sociological imagination. They will use this foundation to examine social inequality as it relates to socioeconomic status, race, ethnicity, gender, and sexuality. Students will also explore the ways in which socially constructed categories of difference intersect with major social institutions.

### **GP 202 - General Psychology**

3 Credit Hours

A survey of the science of human behavior and thought processes. The course introduces the basic theoretical perspectives such as biological, cognitive, behavioral, and sociocultural influences. Among the many topics covered are learning, motivation, psychological disorders and treatments, social interactions, and human development. This course is the prerequisite for all subsequent psychology courses.

### **GS 201 - Principles of Speech**

3 Credit Hours

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. 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.

### **GT 100 - Technology & Learning**

**3 Credit Hours**

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).

**GT 103 - Learning & Technology****3 Credit Hours**

An orientation course that equips students to discover effective learning strategies as they begin their journey towards a certificate or degree. The content is designed to implement quality time management principles, stress management, and a deeper understanding of individual study practices including memory strategies. The course will cover aspects of technology that will improve student efficiency inside and outside the classroom (providing instruction in the areas of word processing, spreadsheet, and presentations). 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. Both Windows and Macintosh computers may be used in this course.

**GY 411 - History of Christian Thought****3 Credit Hours**

Readings of leading Christian writers, and discussion of pivotal concepts throughout Christian history. (Identical with BP411).

**GY 450 - Senior Capstone Seminar****3 Credit Hours**

As an interdisciplinary course designed as the culmination of four years of undergraduate study and integrating the Bible, Arts & 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.

**HIS 500 - Church History I****3 Credit Hours**

A survey of the major developments in churches from apostolic times through the Medieval Period. This course gives special attention to documents of pivotal interest to those developments and considers the drifts from biblical simplicity and the separatist groups who tried to restore it.

**HIS 501 - Church History II****3 Credit Hours**

A continuation of Church History I from the Reformation to the coming of Modernism. This course gives attention to the parallel development of Protestant and Baptist traditions.

**HIS 511 - Baptist History and Distinctives****3 Credit Hours**

A study of the origin, development, and various expressions of the doctrines and practices of Baptists. Consideration is also given to distinctive doctrines and current issues.

**HIS 520 - Contemporary Religious Movements****2 Credit Hours**

A view of the classic world religions and cults. Special attention is given to those appearing in the last two decades.

**HIS T67 - Church History: Ancient through Reformation (AD 100-1648)****3 Credit Hours**

A combination of the significant events, movements and figures of the Ancient, Medieval and Reformation periods of Church History.

**IC 101 - Introduction to Missions****3 Credit Hours**

An introduction to the basics of missionary life and ministry, incorporating focused research, spiritual preparation, and practical experience.

**IC 301 - Trends and Problems in Missions**

3 Credit Hours

A study of significant current trends and problems with emphasis placed on the missionary's responsibilities.

## **IC 302 - Comparative Religions**

3 Credit Hours

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.

## **IC 305 - Methods and Strategies in NA Church**

3 Credit Hours

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 148 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.

## **IC 308 - Field Experience in Minor**

2 Credit Hours

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.

## **IC 311 - Missions Internship**

3 Credit Hours

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.

### **Prerequisites**

[IC 405](#)

## **IC 403 - Philosophy Missions & Church Planting**

3 Credit Hours

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).

## **IC 405 - Cross Cultural Communication**

3 Credit Hours

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.

## **IC 406 - Cultural Anthropology**

3 Credit Hours

Introduction to principles of cultural anthropology: race and culture, social organization and kinship, primitive religions, cultural dynamics, and cross-cultural communication.

## **IC 408 - North American Church Planting Practicum**

3 Credit Hours

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.

### **IN 399 - Internship**

3 Credit Hours

This internship experience is tailored to the individual student's choice of concentrations in the Interdisciplinary Studies program. As such, the area of focus can go across disciplines.

### **IN 410 - Seminar Project**

3 Credit Hours

As an interdisciplinary course designed as the culmination of four years of undergraduate study and integrating the many disciplines in curriculum, the Seminar Project focuses on the application of content learned in the program. It makes significant connections between course content, skills learned, and application to life, and serves as a bridge to life-long education.

Prerequisites: Students must have completed 90 credit hours and be classified as a senior.

### **IS 210 - Drones**

3 Credit Hours

This course will introduce field of UAVs and quadrotors. Following the course, students will understand basic mechanics and kinematics of quadrotors and the control systems of drones. Students will have a chance to practice drone programming. This course is not for the drone control but a course for the students having interests in drone programming.

### **IS 222 - Cybersecurity**

3 Credit Hours

This course will provide basic introduction of all aspects of information security. It focuses on understanding the most common cyber threat types and implementing protection methods for device, data, and networks.

### **IS 305 - Introduction to Information Systems**

3 Credit Hours

This course provides a foundation of understanding for Information Systems (IS) as they apply in business today. Topics include IS fundamentals, effective use of IS, design and management of IS, ethical use of computers, and security of data.

### **IS 310 - Introduction to Network Technology**

3 Credit Hours

This course introduces students to the structure and components included in networking. Topics include layer architectures, networking protocols, network security, and packet tracing through the network.

### **IS 315 - Database Management & Applications**

3 Credit Hours

This course explores the fundamentals of databases. Topics include design, use, controls, and implementation. The class focuses on developing technical and business skills necessary to gather required information and improve business processes by using databases.

### **IS 320 - Information Systems Management and Business**

3 Credit Hours

This course explores the information system role in management in business. Topics include learning the various components, data transmission, management information software, and the ways that businesses manage data.

### **IS 325 - Business Systems**

3 Credit Hours

This course examines how information systems can be used to manage business processes and organization. Topics include factors that can influence information system selection, database usage, methodologies used to develop information system plan, functional systems, fundamentals of communication and networking within a system. Study includes the various roles and responsibilities within the information systems department, the role of management, and ethical considerations regarding information use within an organization.

**IS 330 - Introduction to Data Science**

3 Credit Hours

This course introduces the basics of data science. Topics include data collection and management, summarizing and visualizing data, predictive modeling, descriptive modeling, utilizing basic statistical inference, machine learning, and databases.

**IS 335 - Machine Learning**

3 Credit Hours

This course covers the theory and practice of machine learning articulating the basic concepts and functioning of machine learning as well as its deployment in the business context. Topics include clustering, decision trees, neural network learning, statistical learning methods, dimension reduction, kernel methods, and reinforcement learning.

**IS 340 - Natural Language Processing**

3 Credit Hours

This course includes introducing students on how computers can do useful things using human languages. Topics include computational methods, probabilistic methods, parameter estimation and inferences.

**IS 345 - Neural Networks**

3 Credit Hours

This course introduces students to the fundamental methods used in neural networks. Topics include single and multi-layer perceptrons, radial-basis function networks, support vector machines, stochastic machines, and deep networks, supervised and unsupervised learning, application to pattern classification and function approximation problems.

**IS 350 - Artificial Intelligence**

3 Credit Hours

This course investigates the latest generation of artificial intelligence techniques. Topics include concepts, techniques, potential and current limitations, and strengths and weaknesses of human decision making and learning.

**IS 355 - Human Computer Interaction**

3 Credit Hours

This course covers the foundations of Human Computer Interaction (HCI). Topics include basic definitions and motivations of HCI, user-centered design methods, and research frontiers of HCI.

**IS 360 - Web Database Applications**

3 Credit Hours

This course covers the development of web-based database applications with an emphasis on solid database design. Topics include concepts and silly to design and develop web-based database applications.

**IS 365 - Information Security**

3 Credit Hours

This course covers the fundamentals of security management for information systems. Topics include looking at security from a managerial perspective with respect to design, implementation, maintenance, and disaster recovery.

**IS 370 - Computer Science 1 - Programming**

3 Credit Hours

This course is an introduction to programming and the Python programming language. This course is used to prepare for more advanced programming courses as well as a self-contained course. Topics will include program logic, data types, transfer of control, graphical user interface-driven applications, data processing, and object-oriented programming.

**IS 375 - Java Programming**

3 Credit Hours

This course goes in depth into programming using the JAVA programming language. Topics include basic concepts of applications, using data, making decisions, using methods, classes, and objects, inheritance, file input and output, and advanced concepts.

**IS 380 - Web Application Programming**

**3 Credit Hours**

This course explores planning, design, and implementation of web sites using current standards and best practices. Topics include HTML, CSS, JavaScript, Apache Web Server, Dynamic Content and PHP.

**IS 385 - Object Oriented Design****3 Credit Hours**

This course goes in depth into object-oriented design, analysis, and programming using the C++ language. Topics include class and object models, inheritance among classes and objects, static and dynamic systems, and polymorphism.

**IS 390 - Software Development with Agile Technologies****3 Credit Hours**

This course focuses on techniques and methodologies of agile software engineering. Topics include development team roles, product backlog, sprint planning and execution, test -driven development, and development tools and environments.

**IS 395 - Decision Support Systems****3 Credit Hours**

This course explores the computerized systems that support individual or organization decisions called a decision support system (dss). Topics include dss theory, evaluation, issues in validation, and ability for empirical support.

**IS 400 - Project Management****3 Credit Hours**

This course evaluates the competencies and skills for planning and controlling projects, understanding interpersonal issues, and critical success factors. Topics include the project management life cycle, defining project parameters, matrix management challenges, effective project management tools and techniques, and the role of a project manager.

**IS 405 - Networking****3 Credit Hours**

This course discusses the main elements that work together to form the internet. Topics include diagnostic tools, development, network design and configuration, WAN, LAN, network interfaces, and routing protocols.

**IS 410 - Hardware, Virtualization, and Communications****3 Credit Hours**

This course is an introductory study of computer virtualization starting from virtual machine preparation and virtual machine file system to migration, virtual environment infrastructure, OS virtualization, network, security, and enterprise virtualization. Basic concepts of virtualization and the importance of distributed computing systems will be studied. The course will provide an overview of the latest virtualization technologies in small and big enterprise environments. Topics related to vulnerabilities in virtualization and protecting virtualized enterprise computing environments may be covered too.

**IS 450 - Internship I****3 Credit Hours**

This course provides a closely supervised internship to be initiated by the student and approved by the instructor. Students are expected to submit a reflective essay and an evaluation completed by their internship supervisor.

**IS 455 - Internship II****3 Credit Hours**

This course provides a closely supervised internship to be initiated by the student and approved by the instructor. Students are expected to submit a reflective essay and an evaluation completed by their internship supervisor.

**IS 460 - Seminar****3 Credit Hours**

As an interdisciplinary course designed as the culmination of four years of undergraduate study and integrating Arts & Sciences and professional areas of the curriculum, the seminar makes significant connections between course content, skills learned, and application to life.

**LAN GEX - Language Proficiency Examination****0 Credit Hours**

This course is used for students proceeding to the dissertation stage of the PhD in Biblical Studies.

**LEA 506 - Conflict and Collaboration**

3 Credit Hours

The fields of conflict/crisis resolution and collaboration have been developed academically as a discipline from diverse fields of knowledge that stress the importance of interpersonal skills in a variety of contexts. This course is designed to enhance the leader's ability to address and resolve conflict or crisis effectively within an organization and on an individual level. This course will examine the theoretical underpinnings, practical implications, and best practices regarding conflict/crisis resolution and collaboration. Students will also learn to enhance their organizational and personal collaboration abilities.

**LEA 513 - Leadership with Technology**

3 Credit Hours

Topics addressed in this course include a survey of software and hardware, ethical considerations in the digital age, privacy, and security of data. The course will examine the use of modern technology to assist organizations. The role of the organizational leader in relation to technology is explored.

**LEA 603 - Ethics in Leadership**

3 Credit Hours

This course focuses on how the values and ethics of an organization are established, managed, and influenced by leaders. Students will be challenged to recognize the ethical demands of leadership roles, assess their own personal ethical development, expand their ethical capacity, and produce ethical leadership through moral behavior and influence.

**LEA 611 - Biblical Leadership: Transformational, Servant & Steward**

3 Credit Hours

This course is an examination of the foundation, principles, and practice of biblical leadership.

**LEA 612 - Organizational Finance**

3 Credit Hours

This course will prepare leaders to read, develop, and write financial text for organizational leadership.

**LEA 613 - Team Building**

3 Credit Hours

This course is an exploration of the practices, theory and application of team development.

**LEA 652 - Decision Making**

3 Credit Hours

This course will examine processes and strategies, tactics and activities, and tasks and actions that leaders employ in the role of decision-making within an organization. Students will develop skills to diagnose a situation, design an approach, and lead a team to implement and assess outcomes.

**LEA 699 - Leadership Capstone Project**

3 Credit Hours

Students create a research portfolio, project, or thesis as synthesis of the program.

**LEA 700 - Foundations of Leadership**

3 Credit Hours

This course introduces the student to various seminal approaches and theories germane to the field of leadership. As well, the course focuses on practical issues and current concerns facing contemporary leaders. The students will use some of the salient leadership principles discussed throughout this course to develop their personal philosophy of leadership. Course work includes discussion forums, written assignments, and collaborative interaction.

**LEA 701 - Leadership Styles, Motivations, and Behavior**

3 Credit Hours

This course examines leadership styles ranging from charismatic to servant and develops knowledge about the motivations of leaders and followers. It examines positive and negative leadership behaviors employing theoretical roots from a variety of disciplinary approaches including sociology and psychology.

**LEA 702 - Global Leadership**

**3 Credit Hours**

This course is a study of effective leadership behaviors and practices in the context of a modern global economy. Participants will explore global thinking, cultural diversity, technological advances, and the importance of building partnerships and sharing leadership.

**LEA 703 - Organizational Theory & Behavior****3 Credit Hours**

This course develops knowledge in the theories applicable to organizations from a variety of disciplinary lenses spanning from management to sociology to psychology. It develops an understanding of employee behavior within an organizational context, focusing on teamwork, inter-personal conflict, leadership, power, and influence. Students learn to analyze how organizational structure, culture, internal reward systems, communication, and ethics impact behavior and success.

**LEA 704 - Organizational Communication****3 Credit Hours**

This course is designed for the student to analyze and gain an understanding of organizational communication. Major components of a communication plan (essential building blocks, situation analysis, target audience, communication objectives, framing and developing the message, dissemination strategies, and measurement and evaluation) are examined. As a developmental exercise, the student will draft a Seven-Step Organizational Communication plan that includes the basic components.

**LEA 705 - Conflict Resolution****3 Credit Hours**

This course will address the leader's ability to navigate organizational conflict and crisis. The student will study theoretical principles, practical applications, and collaborative tools for managing conflict.

**LEA 706 - Leadership Residency****1 Credit Hours**

PhD Residency in Winston Salem, NC

**LEA 801 - Strategic Planning****3 Credit Hours**

This course studies the interrelatedness and necessity of vision, mission, and planning for organizational leadership and strategic planning as it impacts the nature and scope of organizational leadership.

**LEA 802 - Change Theory & Practice****3 Credit Hours**

This course will develop knowledge about how to lead and implement change within organizational contexts. Students will gain an understanding of the challenges associated with creating a change agenda, articulating a vision, building coalitions of support, and executing strategic and communication plans. They will examine the need, opportunities, and obstacles to change, and understand strategies for delivering sustainable change to enhance organizations and society.

**LEA 803 - Leadership Values and Ethics****3 Credit Hours**

This course focuses on how the values and ethics of an organization are established, managed, and influenced by leaders.

**LEA 804 - Leadership Policy and Culture****3 Credit Hours**

This course focuses on how the policy and culture of an organization are established, managed and influenced by leaders.

**LEA 807 - Leadership & Diversity****3 Credit Hours**

Modern Society is increasingly diverse across several dimensions including gender, nationality, culture, race, and ethnicity. Yet, leadership in many contexts is exclusively the domain of certain privileged sections of society. This course will examine the value of diversity, issues of exclusion and inclusion, leadership gaps, and the ability of leaders to effect social transformation through inclusive leadership.

**LEA 810 - Marketing for Leaders**

**3 Credit Hours**

This course will explore multiple forms of communication within a leadership role in regards to strategic marketing efforts. Emphases will be placed on writing, listening, speaking (both in verbal and nonverbal cues) and interpersonal communication with multiple constituencies and a variety of audiences. Topics to be addressed include: Development of a Marketing Plan, Primary and Secondary Research, Data Collection Methods, Measuring a Campaign, Cost-Benefits Analysis, and an advanced study of the Marketing Mix. Strategic advertising including utilization of the AIDA model and the use of a variety of social media tools will be addressed.

**LEA 811 - Leading Leaders in Multi-Level Organizations****3 Credit Hours**

This course will employ in-depth studies of diverse challenges that confront leaders of multi-level organizations. Topics include: leading followers by example, developing leaders, the leader's role in multi-level organizations, delegation, and scheduling.

**LEA 812 - Grant Writing Management and Program Evaluation****3 Credit Hours**

This course is designed to provide doctoral students with the knowledge and skills to oversee grant related procedures for public or nonprofit agencies. Students will explore gaining funds through proposals. Course topics will include: How to Access a Funding Source and How to Oversee the Development of a Written Proposal. Oversight of the application of evaluation methods, data interpretation, record-keeping, report preparation, and accountability will also be emphasized.

**LEA 816 - Cross Cultural Ministry Leadership****3 Credit Hours**

This course is a presentation of the principles and models of leadership practices in contexts of cross-cultural ministry and includes a consideration of the dimensions and manifestations of culture as they influence ministry. Students will be challenged to develop skills of intercultural awareness that lead to competencies in leading the global church.

**LEA 819 - Leadership & Society****3 Credit Hours**

This course examines leadership in the context of topics such as social justice and social movements. It develops an understanding of justice theories and the ability of leaders to mold and achieve social change via social movements.

**LEA 820 - Leadership in Film & Literature****3 Credit Hours**

This course examines the depiction of leadership in iconic film and literature. Through selected readings and viewings, powerful insights about the motivations, behaviours, social contexts, meaning, power, influence, and impact of leadership are developed.

**LL 301 - Beginning Conversational Hebrew****4 Credit Hours**

An intensive introduction to modern Hebrew studying the script, sound, vocabulary, basic reading and grammar. This course is taught by a Hebrew speaking Israeli instructor.

**LL 302 - Intermediate Conversational Hebrew****4 Credit Hours**

Increased reading and speaking skills, and grammar study.

**Prerequisites**

[LL 301](#)

**MA 121 - Performance Study-Saxophone****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MA 122 - Performance Study-Saxophone****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include

major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MA 221 - Performance Study-Saxophone**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MA 222 - Performance Study-Saxophone**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MA 321 - Performance Study-Saxophone**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MA 421 - Performance Study-Saxophone**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MAT H01 - Math Fundamentals I**

3 Credit Hours

Required of students with scores below 15 on the Math Section of the ACT or below 360 on the Math Section of the SAT.

### **MAT H44 - Advanced Calculus**

3 Credit Hours

A study of the theoretical basis for analysis. A study of the real number system provides the foundation for a reasonably rigorous development of the calculus of functions of a single variable.

#### **Prerequisites**

[GC 205](#)

### **MB 111 - Performance Study-Tuba**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MC 103 - Beginning Piano I**

1 Credit Hours

A study of the fundamentals of music and simple piano repertoire for basic keyboard musicianship. Lab fee required.

### **MC 104 - Beginning Piano II**

1 Credit Hours

A study of chords and easier piano repertoire to further develop basic keyboard musicianship. Lab fee.

### **MC 105 - Intermediate Piano I**

1 Credit Hours

The study and development of early intermediate piano literature and related musicianship skills. Lab fee.

### **MC 106 - Intermediate Piano II**

1 Credit Hours

The study and development of late intermediate piano literature and related musicianship skills. Lab fee.

### **MC 107 - Hymnplaying I**

1 Credit Hours

The art of improvisation for congregational singing of four-part hymns, gospel songs, and choruses is studied. Includes chording with primary chords, short fill-ins, and harmonic expansion. Lab fee.

### **MC 108 - Hymnplaying II**

1 Credit Hours

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.

### **MC 109 - Beginning Guitar I**

1 Credit Hours

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.

### **MC 110 - Introduction to Classical Guitar**

1 Credit Hours

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.

### **MC 112 - Music Theory I**

3 Credit Hours

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)

### **MC 113 - Music Theory II**

3 Credit Hours

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.

#### **Prerequisites**

[MC 112](#)

### **MC 114 - Aural Skills I**

1 Credit Hours

Instruction in aural identification of major and minor scales, intervals, chords, rhythms, and melodies. Studies correspond with Music Theory I.

### **MC 205 - Basic Conducting**

2 Credit Hours

A study of techniques for conducting congregational and sacred choral music. Hymns, gospel song arrangements, and easy anthems appropriate for church choirs are studied and assigned for student practice.

### **MC 207 - Basic Conducting**

1 Credit Hours

This course is instrument and student specific.

### **MC 209 - Conducting I**

**1 Credit Hours**

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.

**MC 211 - Music Theory II****3 Credit Hours**

Continuation of Music Theory I. (Prerequisite MC201)

**MC 212 - Music Theory III****3 Credit Hours**

A study of modulatory techniques, mode mixture, Neapolitan chords and augmented sixth chords. Notation software utilized.

**Prerequisites**

[MC 113](#)

**MC 213 - Aural Skills II****1 Credit Hours**

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.

**Prerequisites**

[MC 114](#)

**MC 214 - Aural Skills III****1 Credit Hours**

Aural drill in singing and notating longer and more complex melodies and harmonies at first sight or hearing. Studies correspond with Music Theory III.

**Prerequisites**

[MC 213](#)

**MC 301 - Music Theory III****3 Credit Hours**

Includes composition based on chromatic harmony. Also studied are the formal structures of music. (Prerequisite: MC202)

**Prerequisites**

[MC 113](#)

**MC 304 - Church Music Literature****3 Credit Hours**

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

**MC 307 - Advanced Conducting****2 Credit Hours**

A study of techniques for conducting congregational and sacred choral music. Standard of choral literature is assigned for student practice. Tone, diction, style, interpretation, and rehearsal techniques are studied. For music majors and minors.

**MC 308 - Field Experience in Minor-Music****2 Credit Hours**

A course providing an opportunity for the student to apply his/her skills gained through classes in a selected minor. A College supervisor in the minor field will work with the student individually to implement an appropriate list of practical experience

**MC 309 - Principles of Worship Leadership**

3 Credit Hours

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.

**MC 311 - Music Theory IV**

3 Credit Hours

Enharmonic use of chords, extended harmonies, and modal influences are studied. Includes an introduction of twentieth century music including serial procedures. (Prerequisite: MC212)

**Prerequisites**

[MC 301](#) [MC 212](#)

**MC 313 - Aural Skills IV**

1 Credit Hours

Aural drill in singing or notating longer and more complex melodies and harmonies at first sight or hearing. Studies correspond with Music Theory III.

**Prerequisites**

[MC 214](#)

**MC 314 - Music Practicum**

2 Credit Hours

A course which provides practical experience in music ministry. The design of the course will reflect individual student goals. The student is jointly responsible to a selected musician and to a music faculty member of the College.

**Prerequisites**

[GC 103](#)

**MC 401 - Form and Analysis**

2 Credit Hours

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.

**Prerequisites**

[MC 313](#) [MC 311](#)

**MC 402 - Church Music Organization and Administration**

2 Credit Hours

A study of the structure and organization of the music program as it relates to the total administrative program. Included is the Scriptural philosophy of church music.

**MC 403 - History of Music I**

3 Credit Hours

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.

**MC 404 - Choral Arranging**

2 Credit Hours

A study of techniques and procedures required in arranging for voice along with appropriate accompaniment styles. Practical exercises in scoring and arranging for various vocal groupings using computer notation software.

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**MC 405 - HISTORY OF MUSIC II**

3 Credit Hours

A survey of music history and literature from 1750 to the present. Class work correlates with outside listening to recorded and live performances of music from various periods, styles, and composers.

**MC 407 - Hymnology**

2 Credit Hours

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.

**MC 408 - Worship Leadership Senior Project**

1 Credit Hours

A student directed worship service incorporating guitar, voice, keyboard and other instruments. This project is supervised by a music faculty member and is to be completed in a cooperating local church. Prerequisite: MC314, MC402.

**Prerequisites**

[MC 314](#)

**MC 409 - Church Music Internship**

2 Credit Hours

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.

**Prerequisites**

[MC 304](#)

**MC 410 - Worship Leadership Practicum**

3 Credit Hours

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.

**MC 411 - Designing & Leading Worship**

3 Credit Hours

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.

**ME 101 - Chorale**

1 Credit Hours

The official choir of CU. 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.

**ME 102 - Chorale**

1 Credit Hours

The official choir of CU. 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.

**ME 111 - Orchestra**

1 Credit Hours

(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.

**ME 112 - Orchestra**

1 Credit Hours

(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.

**ME 141 - Chapel Band**

1 Credit Hours

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.

**ME 142 - Chapel Band**

1 Credit Hours

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.

**ME 161 - His Proclaimers**

1 Credit Hours

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.

**ME 162 - His Proclaimers**

1 Credit Hours

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.

**ME 201 - Chorale**

1 Credit Hours

The official choir of CU. 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.

**ME 202 - Chorale**

1 Credit Hours

The official choir of CU. 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.

**ME 211 - Orchestra**

1 Credit Hours

(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.

**ME 212 - Orchestra**

1 Credit Hours

(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.

**ME 241 - Chapel Band**

1 Credit Hours

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.

**ME 242 - Chapel Band**

**1 Credit Hours**

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.

**ME 261 - His Proclaimers****1 Credit Hours**

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.

**ME 262 - His Proclaimers****1 Credit Hours**

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.

**ME 301 - Chorale****1 Credit Hours**

The official choir of CU. 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.

**ME 302 - Chorale****1 Credit Hours**

The official choir of CU. 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.

**ME 311 - Orchestra****1 Credit Hours**

(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.

**ME 312 - Orchestra****1 Credit Hours**

(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.

**ME 341 - Chapel Band****1 Credit Hours**

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

**ME 342 - Chapel Band****1 Credit Hours**

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

**ME 401 - Chorale****1 Credit Hours**

The official choir of CU. 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.

**ME 402 - Chorale****1 Credit Hours**

The official choir of CU. 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.

### **ME 411 - Orchestra**

1 Credit Hours

(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.

### **ME 441 - Chapel Band**

1 Credit Hours

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

### **ME 442 - Chapel Band**

1 Credit Hours

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

### **MF 101 - Performance Study-Flute**

0 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MF 111 - Performance Study-Flute**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MF 121 - Performance Study-Flute**

0 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MF 122 - Performance Study-Flute**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MF 131 - Performance Study-Flute**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MF 202 - Performance Study-Flute**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MF 221 - Performance Study-Flute**

**1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MF 222 - Flute****1 Credit Hours**

This course is instrument and student specific.

**MF 301 - Performance Study-Flute****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MF 321 - Performance Study-Flute****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MF 322 - Performance Study-Flute****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MF 421 - Performance Study-Flute****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MFC 520 - Family Counseling & Therapies Theories****3 Credit Hours**

Foundations of family therapy theories and expected and unexpected relationship issues that occur for diverse families. Emphasis on application of family therapy theories in grief and loss, crisis, and addictions counseling.

**MFC 530 - Ethics in Marriage & Family Counseling/Therapy****3 Credit Hours**

Examination of major legal and ethics issues in marriage and family therapy/counseling. Understanding of, and application of marriage and family counseling codes of ethics, primarily those of the American Marriage and Family Therapy Association.

**MFC 590 - Assessment Methods & Treatment in Marriage & Family Counseling/Therapy****3 Credit Hours**

Examination of assessment and how to use tests and measures in systemic clinical practice. Students will also analyze genograms, family mapping, the development of assessment methods, testing strategies, and interpretation.

**MFC 620 - Human Development across the Life Span****3 Credit Hours**

An examination of major developmental theories as they relate to the interconnected roles of biology, family interaction, social context, and culture. The special tasks, challenges, and concerns for age-stage related issues are considered in light of applicable sound human development principles.

**MFC 622 - Couple & Marriage Counseling****3 Credit Hours**

An exploration of the major models of couples therapy as well as sound concepts foundational to marriage and relationships. This

course also examines material on major ruptures of the relational bond.

### **MFC 624 - Family Counseling**

3 Credit Hours

An examination of definitions of family relationships on the basis of sound principles and systematic models. Healthy and unhealthy family dynamics are evaluated for the goal of counseling families. Principles of healthy family dynamics are considered from generational and large family perspectives. Nurture, prevention, and intervention to improve family life are discussed in a clinical setting.

### **MFC 626 - Professional Ethics in Counseling and Psychological Casework**

3 Credit Hours

A study of normative standards of professionals proactive in counseling that meet legal and ethical criteria. Appropriate case studies are evaluated in light of sound principles and applicable laws that help counselors to grow in their level of judgment for decision making in the context of potential ethical dilemmas and challenges.

### **MFP 510 - Financial Planning and Analysis**

3 Credit Hours

This course is an introduction to the personal financial planning profession. The course will cover CFP Board ethics, securities regulation and licensing, the financial planning process, analytical skills to aid in financial decision-making and the formation and operation of a closely held business. The course will preview wealth accumulation, tax, retirement and estate planning techniques.

### **MFP 515 - Robinhood, GameStop and the Rise of the Retail Investor**

3 Credit Hours

The course introduces the proliferation of online investing platforms, the popularity and power of investing communities on social media, the significant compression or elimination of trading commissions and fees along with the implications for trading volumes, volatility, risk premia and investment performance, and the empowerment of retail investors. The course will explore long-short strategies, alpha versus beta and various investment factors, short squeezes and the employment of derivatives to manage risk and speculate. Intrinsic and relative valuation frameworks will be discussed, as well as technical analysis. An overview of current fiscal and monetary policy as it relates to accommodative policies, money supply and asset bubbles also will be included in the course.

### **MFP 520 - Wealth Management I**

3 Credit Hours

This course introduces an array of financial instrument investment alternatives and their risk profiles including debt and equity securities, options and futures contracts. The course will cover the theoretical concepts of modern portfolio theory with a focus on expected return characteristics at the security and portfolio level. Various investment strategies and valuation models will be discussed to develop an understanding of investment principles and practices.

### **MFP 530 - Practice Management in Financial Planning**

3 Credit Hours

This course introduces a broad range of topics with the intent of discussing topical, key trends currently shaping the financial services industry. The course will cover topics such as how technology is changing financial advice, the implementation of active versus passive investment strategies, how to talk to clients about market volatility and recessionary concerns, best tools for financial advisors, and growth strategies.

### **MFP 535 - Financial Statement Analysis**

3 Credit Hours

The Financial Statement Analysis course focuses on the most salient aspects of accounting, analysis and security valuation. The course's objective is to teach students how to read, analyze and interpret financial statement data to make informed business decisions. MFP 535 is a foundational, core course in our Masters of Financial Planning (MFP) program. The course covers seven modules: 1) Revenue Recognition, 2) Asset Recognition, 3) Liability Recognition, 4) Equity Recognition, 5) Analyzing Leases, Pensions and Taxes, 6) Cost of Capital, and 7) Cash Flow-Based Valuation.

### **MFP 540 - Wealth Management II**

3 Credit Hours

This course introduces the principles of risk management and insurance planning. The course will cover the various types of insurance coverage in the marketplace including life, medical, property/casualty, long-term care and disability policies.

### **MFP 550 - Retirement Planning and Employee Benefits**

**3 Credit Hours**

This course introduces qualified and non-qualified retirement plans, various other tax-advantaged plans, and employee benefits. The course will cover the business use of insurance as an employee benefit, as well as provide an overview of Social Security, disability and health care programs.

**MFP 610 - Estate Planning****3 Credit Hours**

This course introduces estate planning and financial planning considerations regarding the taxation of estates. The course will cover federal estate tax, revocable and irrevocable trusts, and the tax implications of gifts and bequests.

**MFP 620 - Financial Counseling and Client Communication****3 Credit Hours**

This course introduces the importance of counseling and communication skills, which are essential professional competencies shared by successful financial planners. The course will cover effective communication techniques with an emphasis on understanding and applying basic linguistic and non-verbal skills when working with clients.

**MFP 625 - Fundamentals of Investments****3 Credit Hours**

The Fundamentals of Investments course is designed as a self-contained, introductory course to investing and covers both portfolio theory and security analysis. The course will focus on financial markets, behavioral finance, stock valuation models and the capital asset pricing model. The course covers six modules: 1) Financial Markets, 2) Common Stock Valuations, 3) Market Efficiency, 4) Behavioral Finance, 5) Capital Asset Pricing Model and 6) Performance Evaluation Measures.

**MFP 630 - Research Eval and Financial Planning Practice****3 Credit Hours**

This course introduces the key elements necessary to launch and grow a successful financial planning practice: financing, team-building, technology, sales and marketing. The course will cover financial planning practice standards, as well as innovative strategies to scale a practice.

**MFP 640 - Tax Planning****3 Credit Hours**

This course introduces the application of income tax laws to the transactions of individuals and businesses. The course will cover appropriate and prudent planning for the avoidance, minimization, and deferral of taxation.

**MFP 650 - Capstone in Financial Planning****3 Credit Hours**

Our goal is for this course to be approved by the CFP Board as a registered capstone course. The course will emphasize case study analysis and the integration of the primary areas of personal financial planning: General Principles of Financial Planning, Investment Planning, Risk Management & Insurance Planning, Retirement Savings & Income Planning, Estate Planning, Tax Planning.

**MG 111 - Introduction to Management****3 Credit Hours**

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.

**MG 113 - Introduction to Marketing****3 Credit Hours**

Consistent with the American Marketing Association, this course introduces students to the concepts, analyses, strategies, and activities that create, capture, communicate, deliver and exchange offerings that have value for customers. Also, the process is examined for developing effective market positioning, a key for successful marketing. Additional topics include market segmentation and research, product and salesforce management, pricing, promotion and communication.

**MG 210 - Introduction to Statistics****3 Credit Hours**

The course will introduce students to the quantitative skills necessary for professionals in the contemporary data-driven environment. Students will learn descriptive statistics, probability, estimation, hypothesis testing, and regression, among other topics necessary to make decisions informed by data.

## **MG 211 - Economics I**

3 Credit Hours

In this course, we will lay the foundation for future business classes. We will develop an understanding of essential microeconomics topics such as the interaction of demand and supply, consumer choice, technology and firms, market structures, and government regulation. After completing this course, you should have developed a range of skills enabling you to understand economic concepts and use those concepts to analyze specific questions.

## **MG 222 - Group Leadership and Communication**

3 Credit Hours

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.

## **MG 224 - Human Resource Management**

3 Credit Hours

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.

## **MG 243 - Principles of Accounting**

3 Credit Hours

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.

## **MG 244 - Accounting II**

3 Credit Hours

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.

## **MG 245 - Management Information Systems**

3 Credit Hours

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

## **MG 301 - Organizational Behavior**

3 Credit Hours

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.

## **MG 305 - Influencers**

3 Credit Hours

This course examines a modern phenomenon of influencers in various domains. A particular attention is given to the understanding of persuasive power of influencers across social media platforms, explained through a conceptual framework in the fields of social psychology, sociology and marketing. Through case studies and projects, students will learn the mechanism and value of influencers in the modern digital environment, and apply the best practices for launching, managing, monitoring and measuring the campaign effectiveness.

## **MG 315 - Robinhood, Gamestop, and the Rise of the Retail Investor**

**3 Credit Hours**

The course introduces the proliferation of online investing platforms, the popularity and power of investing communities on social media, the significant compression or elimination of trading commissions and fees along with the implications for trading volumes, volatility, risk premia and investment performance, and the empowerment of retail investors. The course will explore long-short strategies, alpha versus beta and various investment factors, short squeezes and the employment of derivatives to manage risk and speculate. Intrinsic and relative valuation frameworks will be discussed, as well as technical analysis. An overview of current fiscal and monetary policy as it relates to accommodative policies, money supply and asset bubbles also will be included in the course.

**MG 320 - Real Estate****3 Credit Hours**

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.

**MG 321 - Marketing Strategies****3 Credit Hours**

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.

**MG 322 - Entrepreneurship****3 Credit Hours**

This course covers the various disciplines, activities, and skill sets found in entrepreneurs, and 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.

**MG 323 - Finance****3 Credit Hours**

This course offers an introduction to the theories and methods of corporate finance.

**MG 330 - International Business****3 Credit Hours**

This course introduces the major components (competitive, cultural, technological) that will typically be encountered in the international business environment and introduces the student to their individual and cumulative effects on organizational and managerial practices. This course also provides both a context and methodology for understanding the increasingly globalized world in which we live and applying business practices that leverage cultural sensitivity and inclusion.

**MG 334 - Corporate Responsibilities and Ethics****3 Credit Hours**

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.

**MG 342 - Business Analytics****3 Credit Hours**

This course serves as an introduction to the concepts, theories, and techniques in business analytics. It introduces students to data analysis, statistics, modeling, classification, and regression.

**MG 399 - Management Internship****3 Credit Hours**

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, and twenty-first century management components. Students will engage in daily practice with common functions connected to the representative business entity. (Prerequisite: Must have completed at least 60 hours of study and four management courses).

**MG 410 - Supply Chain Management**

**3 Credit Hours**

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.

**MG 425 - Introduction to Spreadsheets****3 Credit Hours**

This course provides a practical knowledge of computer spreadsheets and their use in business. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to utilize a computer spreadsheet application to complete many of the tasks required in accounting.

**MG 436 - Effective Executive Leadership****3 Credit Hours**

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.

**MG 437 - Business Law****3 Credit Hours**

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.

**MG 438 - Managerial Economics****3 Credit Hours**

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.

**MG 450 - Machine Learning & Predictive Analysis****3 Credit Hours**

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.

**MG 490 - Business Senior Capstone****3 Credit Hours**

The goal of the senior capstone course is to develop the capability to make connections and synthesize the disciplinary 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.

**MG 498 - Internship****3 Credit Hours**

This course offers a supervised internship in a business environment.

**MG 499 - Internship****3 Credit Hours**

This course offers a supervised internship in a business environment.

**MGT 510 - Managing for Results****3 Credit Hours**

This course gives attention to the knowledge and skills needed to grow and sustain performance in an organization, whether a full company, a department, a division, or other strategic business unit within an existing organization by getting the right things done through teams of people. The course addresses the common management functions of planning, organizing, leading, and controlling.

**MGT 531 - Marketing for Results**

3 Credit Hours

This course gives attention to the knowledge and skills needed to manage the marketing function in a 21st century organization. The course addresses the common marketing functions of industry and market research, customer research, product and service design, pricing, creating awareness, distribution, and presentation.

**MGT 542 - Managerial Accounting**

3 Credit Hours

This course covers the application of basic and advanced accounting methods for the purpose of informing management decisions.

**MGT 622 - Strategic Management**

3 Credit Hours

This course will help students develop and refine their strategic decision-making skills as an individual and in working with a management team. Students will learn key decision-making concepts and processes necessary for developing and implementing long-term strategies that create a competitive advantage for their organization. Students will be able to understand factors that impact individual and group decision-making processes as well as tools and techniques to improve strategic decision-making.

**MGT 624 - Human Resources Management**

3 Credit Hours

This course focuses on the economic and institutional constraints on organizations in the formulation and implementation of human resource management policies and strategies in the United States and, as appropriate, internationally. The specific constraints discussed are labor markets (external and internal), labor laws (governing employment policies and employee relations), and labor unions (and threat thereof). Particular attention is paid to the relationship of these constraints to the competitiveness of American enterprise in the global economy.

**MGT 634 - Compensation Management**

3 Credit Hours

This course will provide an overview of how to design and manage compensation systems. The concept of the Pay Model will be introduced, showing how to develop an organization's strategy related to formulating and implementing a pay system. Students learn how to apply compensation principles to organizational objectives and strategically use compensation systems to attract, motivate and retain employees.

**MGT 660 - Negotiation and Conflict Management**

3 Credit Hours

This course examines the art and science of negotiation and conflict management. Students learn strategies and styles concerning negotiation and conflict management within an employment context. Over the course of the class, students will engage in role-playing simulations that cover a range of topics concerning how to negotiate and how to handle conflicts within the workplace.

**MGT 661 - Management Theory & History**

3 Credit Hours

This course provides an overview of major schools or perspectives of management theory. The focus of the course is on the disciplinary foundations of management theory. The course also focuses on the rise of the concept of management as a distinct profession.

**MIN 500 - Leadership & Vision Casting**

3 Credit Hours

A study of the models of biblical leadership and application of biblical principles in sharing a vision and communicating it to certain groups. This course will examine how leaders can develop a strong vision and share it for effective achievement of goals.

**MIN 502 - Issues in Contemporary Missiology**

2 Credit Hours

An investigation of the crucial issues and trends facing the church in worldwide missionary activity. Topics include ecumenism, militant Islam, radical religious movements, church planting strategies for the 21st century, effects of social issues on missions.

**MIN 503 - Bridging Cultural Gaps**

3 Credit Hours

A consideration of the dimensions and manifestations of culture as they influence ministry with special attention given to specific skills for analyzing a cultural setting for ministry.

### **MIN 505 - Cross-Cultural Church Planting**

2 Credit Hours

A study of biblical principles behind church planting in the New Testament and their application within the framework of extant world cultures. This is facilitated by doing case studies and research relative to church planting today.

### **MIN 507 - Evangelism**

3 Credit Hours

A practical and motivational study of the biblical mandate of the Great Commission in its contextual and contemporary setting. The theological, strategic, and practical aspects are discussed and applied in a variety of contexts. An important component of the course is the application of instruction by every student.

### **MIN 508 - Global Focus of Church Ministry**

3 Credit Hours

An introduction to the global scope of the local church's discipleship ministries grounded in the Scriptures. With a foundation in the Great Commission, the course presents the biblical basis for this global scope, identifies historical trends and culturally-appropriate strategies, and concludes with students developing local church-based plans for discipling the nations.

### **MIN 509 - Origins**

3 Credit Hours

A theological and biblical study of the doctrine of creation and God's plan of redemption designed to strengthen Christian witness. A comprehensive review of the theory of evolution and other alternate views are carefully evaluated in the light of the absolute truth revealed in the Scripture.

### **MIN 511 - Contemporary Theological Issues**

2 Credit Hours

A course to examine and discuss current theological trends, particularly as they affect missions, church evangelism, and worship.

### **MIN 512 - Biblical Church Growth**

2 Credit Hours

A study of principles and practices applicable to conservative, independent churches - principles which will promote the development of biblical goals for maturity, service, worship, and evangelism. Also included is a study of strategies for attracting new members.

### **MIN 515 - Church Revitalization**

3 Credit Hours

An examination of the biblical and theological foundations as well as the principles, practices, strategies, and obstacles of church revitalization. This course focuses on the roles of prayer, preaching, leadership, outreach, evangelism, and discipleship for transitioning a plateaued or declining church back into a healthy and vibrant church.

### **MIN 520 - Homiletics**

3 Credit Hours

A study of the principles of sermon preparation that emphasizes both preparation and delivery. The methodology involves the utilization of expository preaching which focuses on sermons that are biblical in content and sound in theology.

### **MIN 522 - Biblical Preaching**

3 Credit Hours

A course promoting intensive discussion of pulpit problems and giving limited experience in classroom preaching. It presupposes the value of the expository approach and works toward vital and earnest platform communication.

### **MIN 524 - Teaching the Bible**

3 Credit Hours

An inductive Bible study skills course designed to teach the principles and techniques of teaching the Bible in a church, a school, or small groups, including objectives, teaching aids, and evaluation.

### **MIN 525 - Discipleship and Christian Education**

3 Credit Hours

This course is an introduction to the foundations, means, and organizations of discipleship ministries of a local church.

### **MIN 540 - Spiritual Discipline and Development**

3 Credit Hours

A consideration of the biblical principles for cultivating a balanced spiritual life. This embraces the emotional, physical, and practical, and includes personality development.

### **MIN 550 - Critical Issues in Ministry**

3 Credit Hours

A study of some of the most frequent and most important issues facing the pastor today. Included are such topics as marriage, divorce, remarriage, abortion, dysfunctional families, conflict management, finances, legal issues, alternative teachings and practices, unrealistic expectations, and the pastor and his family.

### **MIN 552 - Problems in Ethics**

3 Credit Hours

A seminar to discuss the problems facing the believer in a technological age. Special attention is given to bioethics, law, finance, and counseling.

### **MIN 555 - Special Studies in Ministry**

3 Credit Hours

A study of selected topics in Ministry. Courses from this series may be selected to meet specific needs of students who desire to advance their research in a chosen area within the discipline.

### **MIN 557 - Communication in Ministry**

2 Credit Hours

A course dealing with the pastor's leadership techniques and interpersonal relationships, giving attention to such things as stress and power, motivational style, veto power, verbal expression, body language, and principles of suggestion.

### **MIN 560 - Program Planning, Budgeting, and Evaluation**

3 Credit Hours

A careful study of the methods and values for the use of program planning, budgeting, and evaluation systems in the local church. Included are applications of these systems to an actual church setting relating directly to the student's ministry.

### **MIN 562 - Ministering to the Modern Family**

3 Credit Hours

A study of the needs and interests of the modern family and the ways churches can target ministry to meet existing conditions.

### **MIN 563 - Ministry to Children and Youth**

3 Credit Hours

A course designed to equip the student to minister directly to children and youth within the local church or para-church context through events, programs, and curriculum. A portion of the course will also prepare ministry leaders to provide parents with necessary tools and resources for discipling their own children and youth. Attention will be given to current literature and the practical application of children and youth ministry principles and resources relevant to a broad range of settings.

### **MIN 564 - Women's Ministry**

3 Credit Hours

A theological and practical analysis of the role of women in the ministry of the church. Attention is given to historical development, theological arguments, cultural influences, social and legal conflicts, personal and ministry preparation, and ministry opportunities for women in a postmodern world.

### **MIN 605 - Counseling & Theology**

3 Credit Hours

This is a course which instructs the student in the specific issues of a biblical worldview, and how this shapes and controls the Christian counseling environment. Basic theology will not be taught in this class but will be presupposed of the student and correlated to the counseling setting.

### **MIN 612 - (A-Z) Missions Electives**

3 Credit Hours

A study of a selected missions issue based on student interest and/or need and faculty expertise.

### **MIN 621 - Marriage and Family Counseling**

3 Credit Hours

A focused study of issues affecting marriage and family life, noting the most frequent causes for breakdown. Components of the course include the biblical concept of marriage and family, premarital counseling, the Christian home, influences attacking the family, and restoration.

### **MIN 624 - Building a Dynamic Church Music Program**

2 Credit Hours

Study of a selected ministry issue based on student interest and/or need and faculty expertise.

### **MIN 626 - Critical Contemporary Issues**

3 Credit Hours

A course to examine and discuss current ministry and philosophical and theological trends, particularly as they affect missions, church evangelism, and worship.

### **MIN 628 - Internship**

3 Credit Hours

This course is a supervised field experience implementing biblical principles of effective, program-related servant leadership with significant responsibility over a ministry component under the mentorship of a competent, experienced, degreed ministry professional. Requirements include setting personal, family, relational, and ministry goals, guiding and participating in local church or related ministry, and providing accountability reports for evaluation and assessment.

### **MIN 630 - Ministry Internship I**

3 Credit Hours

A supervised internship with a local church focusing on evangelism within the community. The student will work with and be accountable to a qualified supervisor at the church and a Carolina University professor in learning and implementing various methods of evangelistic outreach. In addition to practical field experience, the student will complete reading assignments, reports, and other qualitative measures.

### **MIN 640 - Ministry Internship II**

3 Credit Hours

A supervised internship with a local church focusing on teaching, preaching, and the educational workings of the church. The student will work with and be accountable to a qualified supervisor at the church and a Carolina University professor as the student engages in teaching/preaching experience. In addition to practical field experience, the student will complete reading assignments, reports, and other qualitative measures.

### **MIN 650 - Ministry Internship III**

3 Credit Hours

A supervised internship with a local church focusing on counseling and pastoral care of the congregation. The student will work with and be accountable to a qualified supervisor at the church and a Carolina University professor. The student will learn and participate in counseling and caring for church members in a variety of settings. In addition to practical field experience, the student will complete reading assignments, reports, and other qualitative measures.

### **MIN 660 - Ministry Internship IV**

3 Credit Hours

A supervised internship with a local church with a focus determined by the church and the intern. The student will work with and be accountable to a qualified supervisor at the church and a Carolina University professor in working in an agreed upon area of church ministry. In addition to practical field experience, the student will complete reading assignments, reports, and other qualitative measures.

### **MIN 700 - The Strategic Ministry Leader**

3 Credit Hours

A study of biblical principles and strategies for effective leadership in the ministry.

### **MIN 710 - Philosophy and Practice of Ministry**

3 Credit Hours

Courses centering upon the development of a biblical philosophy in the various spheres of ministry in the contemporary church (worship, evangelism, music, women's ministries, etc.).

### **MIN 740 - Challenges to the Christian World View**

3 Credit Hours

A critical discussion of several of Christianity's major strategic competitors in contemporary and continual global society. The systems to be studied include pluralism, postmodernism, open theism, and post-liberalism. The examination includes how these forces affect the world at large and how they are influencing both mainline and evangelical Christians.

### **MIN 810 - Leadership: Teams, Transition, and Conflict**

3 Credit Hours

A course introducing the student to and developing the student in initiating effective strategic team-building, transitioning, conflict management, and change.

### **MIN 820 - Pastoral Preaching and Teaching**

3 Credit Hours

A study of how the various tasks of leadership are addressed through biblical preaching and teaching. The course includes a study of major discourses from biblical leaders and how those discourses directly relate to specific leadership responsibilities. Students will develop sermons or lessons to address specific leadership responsibilities in modern ministry settings.

### **MIN 822 - Preaching and Teaching the Old Testament**

3 Credit Hours

A course stressing the interpretation of Old Testament books and applying it to contemporary life situations.

### **MIN 824 - Preaching and Teaching the New Testament**

3 Credit Hours

A course stressing the interpretation of New Testament books and applying it to contemporary life situations.

### **MIN 825 - Developing Relevant Expository Messages**

3 Credit Hours

This course bridges the gap between biblical exposition and relevant homiletical application. Students are taught how to recognize relevant biblical principles in a given passage and how persuasively to apply the principles to contemporary life situations. Emphasis is placed on evangelism and on developing spiritual maturity in the audience.

### **MIN 830 - Biblical Counseling**

3 Credit Hours

An introduction to a strategic, short-term counseling model adapted for biblical counseling in a local church setting.

### **MIN 834 - Counseling Ethics and Administration**

3 Credit Hours

A study of ethics and administration, and their application, in pastoral and local church counseling contexts.

### **MIN 838 - Marriage and Family Counseling**

3 Credit Hours

A course focusing upon the needs and often delicate problems involved in premarital, marital, and family counseling in the present day. Attention is also given to proper principles and strategies involved in such counseling.

### **Prerequisites**

[MIN 830](#)**MIN 842 - Contemporary Strategic Issues in Missions**

3 Credit Hours

A study of methods to design a local church-based outreach ministry and also strategies for establishing local churches on the mission field.

**MIN 850 - Biblical Foundation of Church Revitalization and Health**

3 Credit Hours

An examination of the biblical and theological foundations of church revitalization and health and factors that contribute to a church's decline. Special attention is given to church transitional factors, effects of change, challenges of contextualization, and effective evangelistic outreach.

**MIN 854 - Principles & Strategies for Church Revitalization**

3 Credit Hours

A survey and biblical evaluation of strategies for church revitalization. This course focuses on the role of leadership, evangelism, discipleship, cross-cultural ministry, and vision for transitioning a plateaued church to a growth track.

**MIN 858 - Addressing Challenges in Church Revitalization**

3 Credit Hours

An analysis of internal and external factors related to successful church revitalization. Students are introduced to the means of recognizing mitigating factors related to the initiation and implementation stages of church revitalization and strategies for equipping church leaders with the skills to address them.

**MIN 860 - Christian Education Curriculum**

3 Credit Hours

This course is an introduction to the development of curricula for local church educational ministries. Students will develop a curriculum for a local church ministry. The developed curriculum could be the pilot for the Doctor of Ministry project.

**MIN 864 - Innovations in Church Ministries**

3 Credit Hours

In this course students will be introduced to innovative programs and methodologies currently being used in church ministries. Students will plan an innovation for their current Christian ministries.

**MIN 868 - The Christian Education Director in the Local Church**

3 Credit Hours

This course is designed to provide practical guidance on such subjects as how to get started as a minister of Christian education and how to navigate the maze of personal relationships with church leaders, staff, volunteers, and individual members. Students will also be introduced to foundational leadership principles.

**MIN 872 - Current Impact of World Religions**

3 Credit Hours

A course evaluating the current expansion of the world religions and providing a strategy for meeting this contemporary challenge to the Christian faith.

**MIN 890 - Professional Development**

3 Credit Hours

A contextualized guided leadership experience in the concentration. Three options are available to meet the course requirements: (1) a reading list with appropriate related assignments, (2) attendance at an approved professional conference or seminar with related assignments, or (3) participation in a mission trip with related assignments. The students are required to pay the standard tuition and additional fees.

**MKT 610 - Consumer Behavior**

3 Credit Hours

This course introduces students to the theories and concepts underpinning consumer behavior with a view to understanding how these can be applied to marketing decisions. Students will be exposed to the elements of motivation, perceptions, attitudes, consumer psychology, and how these influence consumers to act.

**MKT 620 - Digital Marketing**

3 Credit Hours

This course introduces students to the theories and practices of digitally driven marketing strategies. Students will learn the elements of analyzing data and utilizing intelligence for the digital value chain across different platforms such as social media.

**MKT 630 - Marketing Management**

3 Credit Hours

This course provides a detailed overview of how marketing managers make marketing decisions. It examines product and service segmentation strategies, promotion and advertising, new product development, and pricing.

**MKT 640 - Brand Management**

3 Credit Hours

This course develops knowledge and understanding about the complex branding decisions faced by organizations. It offers a conceptual framework for assessing branding decisions, tools employed to build brands, and case studies for applying these.

**MKT 650 - Marketing Communications**

3 Credit Hours

This course introduces students to concepts and practices in marketing communications including social media communications, distribution, reputation, management, ethics, and privacy. Students will also be exposed to regulatory issues that govern marketing communications.

**ML 111 - Performance Study-Clarinet**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MM 111 - Percussion**

1 Credit Hours

This course is instrument and student specific.

**MN 101 - Performance Study-Violin**

0 Credit Hours

A program of courses designed to develop facility in violin techniques. Students are given work in accordance with their previous training and development.

**MN 111 - Performance Study-Violin**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MN 112 - Performance Study-Violin**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MN 121 - Performance Study-Violin**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MN 122 - Violin**

1 Credit Hours

This course is instrument and student specific.

### **MN 211 - Performance Study-Violin**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MN 212 - Performance Study-Violin**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MN 311 - Performance Study-Violin**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MN 312 - Performance Study-Violin**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MO 211 - Performance Study-Oboe**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 101 - Performance Study-Piano**

0 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 102 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 111 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 112 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 121 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 122 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 131 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 132 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 201 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 211 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 212 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 221 - Performance Study-Piano**

0 Credit Hours

A program of courses designed to develop facility in piano techniques. Students are given work in accordance with their previous training and development.

### **MP 222 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 231 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 232 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 311 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 312 - Piano**

1 Credit Hours

This course is instrument and student specific.

### **MP 321 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 322 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 331 - Performance Study-Piano**

2 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 332 - Performance Study-Piano**

2 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 411 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 412 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MP 421 - Performance Study-Piano**

0 Credit Hours

A program of courses designed to develop facility in piano techniques. Students are given work in accordance with their previous training and development.

## **MP 422 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

## **MP 431 - Performance Study-Piano**

2 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

## **MP 432 - Performance Study-Piano**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

## **MPC 715 - Biblical Philosophy of Leadership**

3 Credit Hours

An examination of principles of leadership preparation, vision casting, and strategic planning. Emphasis is given to identifying potential leaders, mentoring them systematically, and equipping them with abilities to develop strategic plans.

## **MPC 805 - Communication of Biblical Truths**

3 Credit Hours

Instruction in communicating biblical truths including the use of modern technology and effective pedagogical and andragogical principles based on sound homiletics and hermeneutics to prepare students to teach in a variety of settings.

## **MPC 881 - Teaching Practicum**

3 Credit Hours

Observation of a college or graduate course in theology, New Testament, or Old Testament, preparation of a syllabus and full class notes for a course on the same level and in the same general area, teaching the course, and submitting a self-evaluation.

## **MPH 501 - Introduction to Public Health**

3 Credit Hours

As public health relies on a number of systems in order to serve diverse populations across the globe, this course will take a systems thinking and modeling approach to provide a general understanding on a range of topics and issues in public health, including a brief history and philosophy on public health as well as its core values, concepts, functions, and leadership roles, the US healthcare system, measuring health, health prevention, intervention and education, the impact of emerging and re-emerging infectious diseases across the globe, food insecurity and malnutrition, demographic transition and immigration, fertility and mortality, mental health and addiction, environmental and occupational health and genetic health. This course will also address a number of impactful case studies and controversies in health and biomedical ethics. (Prerequisite: Undergraduate degree; Exemptions: Students who have earned a BS in Public Health from an accredited university within the previous five years and have completed this course with a grade of B or higher may substitute for an elective or research course of equivalent credit value. Substitutions must be approved by the Program Director/Registrar.)

## **MPH 505 - Epidemiology**

3 Credit Hours

As long as humans have existed on this planet, microbes have coexisted with us, providing health benefits and potentially posing a silent and constant threat. In this introductory course in human microbial disease, students explore the history of epidemiology and how various microbes have impacted our lives, identify the characteristics of various pathogens and infectious agents, explain how diseases spread, and learn about the biological human immune response to foreign pathogens. Students will learn the principles and methods of disease investigation: investigating patterns of illness in populations, identifying infectious microbes by visual assessment, mode of infection, symptoms, treatment, prevention and cure. Types of study designs, how population health for a particular health outcome is measured, and an introduction to special topics in epidemiology are also covered. (Prerequisite: One undergraduate course in Biology, Chemistry, Microbiology, or Mathematics; Exemptions: Students who have earned a BS in Public Health from an accredited university within the previous five years and have completed this course with a grade of B or higher may substitute for an elective or research course of equivalent credit value. Substitutions must be approved by the Program

Director/Registrar.)

**MPH 510 - Environmental & Occupational Epidemiology**

3 Credit Hours

The field of environmental and occupational health spans a broad range of topics, including the air we breathe and the water we drink to the physical injuries and mental challenges we may face in a work environment. The goal of this specific branch of epidemiology is to improve the health of vulnerable populations, by promoting practices and policies that reduce harmful exposures. In this course, students will be challenged to think critically about complex public health issues and to design solutions that addresses emerging environmental and workplace issues while prioritizing real people.

**Prerequisites**[MPH 505](#)**MPH 515 - Immunology**

3 Credit Hours

The course is an in depth study of the immune system responses to infectious agents at the molecular, cellular and genetic levels. Emphasis is placed on the fundamentals of immunology: innate and adaptive (humoral and cellular) immunity; interactions with antigens; lymphocyte activation; ontogeny and phylogeny. The applied aspect of the course will cover vaccines, allergy and other hypersensitivities, autoimmune diseases, immunodeficiency and tumor immunology. (Prerequisite: One undergraduate course in Biology, Chemistry, or Microbiology)

**MPH 520 - Molecular & Genetic Epidemiology**

3 Credit Hours

Molecular epidemiology is a branch of epidemiology and medical science that is utilized as a tool to understand interactions between genetic, environmental and other susceptibility factors, and to identify 'at-risk' populations and individuals and contribute to the prevention of disease across populations. This course will explore genetics at the individual, family and population level, applying the use of biomarkers to study disease causation, risk assessment, and prevention. Study design and statistical methods in data analysis including gene-environment interactions, biological sample collection, storage, and banking, and current laboratory methods for biomarker analysis will be illustrated using examples from current molecular epidemiologic research in noncommunicable diseases, neurodevelopment, childhood asthma and related lung diseases, genetic screening, genetic counselling, risk assessment and disease prevention. Students will gain proficiency and experience in critically evaluating key papers in molecular epidemiologic studies. (Prerequisite: Two undergraduate courses in biology and MPH505 Epidemiology. A basic understanding of molecular genetics is preferred.)

**Prerequisites**[MPH 505](#)**MPH 525 - Health Promotion**

3 Credit Hours

When game designer Jane McGonigal found herself bedridden and suicidal following a severe concussion, she had a fascinating idea for how to get better. She dove into scientific research and created the healing game, SuperBetter ([www.superbetter.com](http://www.superbetter.com)), a desktop & mobile app game. Backed by science, this game is a choose your own adventure that builds resilience and improves mental health of the player. Over the course of the semester, students will immerse themselves in becoming superbetter. Through scientific research behind power-ups, recruiting allies, beating the bad guys and challenging themselves, students will explore the validity of these activities in increasing lifespan and improving individual health. Additionally, theoretical models for health promotion, prevention & intervention will be explored, focusing on community and population health. This course also addresses the selection of methods to evaluate public health promotion programs including qualitative approaches.

**Prerequisites**[MPH 501](#)**MPH 530 - Global Public Health**

3 Credit Hours

Using a systems thinking approach, this course provides an introduction to some of today's most critical global health issues and priorities, including the actions that governments, communities, and organizations are taking to promote health and wellbeing across the lifespan. Topics discussed will include the justification for adopting a global health perspective; health transitions; socioeconomic and environmental determinants of health; the cultural context of public health; and connections between health and human rights, health and gender equity, and the implementation of global public health initiatives and health policy. The course will introduce the main "players" in global health financing and implementation, global health and development goals, and best

practices for addressing many of the leading causes of morbidity and mortality in different global settings. This includes an introduction to HIV/AIDS, Tuberculosis, Malaria and other infectious diseases; nutrition and food insecurities; reproductive health; noncommunicable diseases like cancer and cardiovascular disease; mental health disorders; and injuries. (Prerequisite: MPH501)

#### **Prerequisites**

[MPH 501](#)

### **MPH 535 - COVID-19 & Society**

3 Credit Hours

In this course we will discuss a brief history of pandemics and factors that have contributed to the development of new and emerging pathogens in recent decades, along with their potential to spread globally. Specifically, the purpose of this course is to provide participants with an advanced overview of the Covid-19 pandemic and what we have discovered about it in the initial six months. Specifically, we will discuss what we know about the origin of SARS-CoV-2 and how it causes disease in humans; its signs and symptoms; diagnosis; epidemiology (distribution of disease among various populations); developing treatment options; and primary and secondary prevention strategies. We will review updates on the ongoing state of the pandemic and its impact on special populations, using case studies and current events. Finally, we will discuss challenges (political, cultural, social, economic, etc.) related to community engagement and the implementation of public health strategies and explore some basic public health strategies for overcoming them.

### **MPH 540 - Communications, Media and Public Health**

3 Credit Hours

In this investigative research class, topics surrounding media and marketing are explored, including public health-specific communication and social marketing, technical and professional writing and the use of mass media and electronic technology. Additionally, the impact of technology and screen-based media use in children and adolescents will also be explored.

#### **Prerequisites**

[MPH 501](#)

### **MPH 560 - Maternal & Child Health**

3 Credit Hours

This interdisciplinary field seeks answers for the complex health considerations relating to women, pregnancy, reproduction, and infant and child well being. This course will explore the principles of infant, child, and women's health in developing and underdeveloped nations. Through coursework and case studies in maternal and infant health, child and adolescent health, and community based needs assessments, students will explore the unique needs of this population. Additionally, maternal nutritional recommendations for a healthy pregnancy and the most common nutrition-related pregnancy complications; obesity and gestational diabetes will be discussed.

#### **Prerequisites**

[MPH 501](#)

### **MPH 565 - Public Health Policy**

3 Credit Hours

This course will focus on the legal, ethical, economic, and regulatory dimensions of health care and public health policy, including the complex structures of health care delivery in the U.S. Additionally, the roles, influences, and responsibilities of the different agencies and branches of government, and approaches to developing, evaluating, and advocating for public health policies are key talking points in this course.

#### **Prerequisites**

[MPH 501](#)

### **MPH 610 - Special Epidemiologic Applications**

3 Credit Hours

Through data sets & simulations, this course investigates how epidemiological data is collected, analyzed and reported. Different ways to study and report the health of a population will be explored, and their caveats discussed. The importance of understanding and removing bias from epidemiologic studies will also be a key point. This course is heavy in math and will include population statistics and biostatistical analysis.

#### **Prerequisites**

[MPH 505 MPH 501](#)

## **MPH 620 - Social & Behavioral Epidemiology**

3 Credit Hours

From an ecological perspective, this course will explore social, cultural, behavioral and psychological factors that affect a population's health, including but not limited to mental health, sexual health, and social determinants of health. This course also addresses population needs, assets and capacities that affect the health of a community and the means by which structural bias, social inequalities and racism undermine health and create challenges to achieving health equity. Through weekly lectures, readings and case studies, students learn to apply social epidemiologic concepts, preparing them to understand and appreciate the contribution of social and behavioral factors to disease etiology.

### **Prerequisites**

[MPH 610 MPH 505 MPH 501](#)

## **MPH 630 - Human Health & Nutrition**

3 Credit Hours

This course provides nutrition basics and information on diets specific to certain diseases using evidence-based models. Additionally, students will explore the development of eating disorders, and the benefits of various diets on human health with focus on the issues in America's food system and how they relate to public health. (Exemptions: Students who have earned a BS in Public Health from Carolina University within the previous five years and have completed this course with a grade of B or higher may substitute for an elective or research course of equivalent credit value. Substitutions must be approved by the Program Director/Registrar.)

### **Prerequisites**

[MPH 501](#)

## **MPH 635 - Biostatistics**

3 Credit Hours

In this two-course series, students will learn how the relationship between exposure and disease is evaluated. For example, how the severity of heavy metal poisoning symptoms depends on the amount of heavy metals in the blood, or how the relationship between poor air quality and asthma is measured. Using an integration of statistics and analytic techniques on historical and current public health and epidemiological data, students will learn how to compile, analyze and interpret public health information in order to track health trends. Sources of public health surveillance data may include vital statistics records, public medical records, personal interviews, surveys, and data from laboratory testing.

## **MPH 640 - Measures in Epidemiology**

3 Credit Hours

Scientists utilize epidemiological methods and concepts for a wide range of health-related phenomena. This course explores a wide range of unique epidemiological applications, including but not limited to: intentional and unintentional injury epidemiology, descriptive epidemiology of screen-based media use, dating violence, pharmacoepidemiology, disaster epidemiology, sewage epidemiology and forensic epidemiology. Additionally, molecular epidemiology and environmental epidemiology will be introduced. Using case studies and evidence-based science, students will have opportunities to delve deeper into these non-traditional epidemiologic topics.

### **Prerequisites**

[MPH 505](#)

## **MPH 650 - US Health Care & Equity**

3 Credit Hours

Decades of surveillance and research in the United States have documented health disparities in morbidity and mortality, particularly among racial/ethnic minority groups and those of lower socioeconomic status. In this course, students will learn of specific public health crises in the US and explore topics on racism and health, the difference between health equity and health disparities and US health reform. The role of specific agencies at different levels of government in health care and policy will also be explored.

### **Prerequisites**

[MPH 530](#)

## **MPH 660 - The Science of Addiction**

3 Credit Hours

This introductory course will cover the broad field of addiction with a focus on the health impact of drug dependence, alcohol abuse and tobacco use. Students will learn about the broad spectrum of addiction disorders and modalities for diagnosis and treatment. A wide variety of approaches for studying addiction using the tools of epidemiology, genetics, pharmacology, neurobehavior, and animal models will be presented, placing emphasis on essential transdisciplinary approaches for understanding and combating addiction disorders. In addition, the impact of addiction on the family and society, and to public policy issues addressing the prevention of addiction will be discussed.

### **Prerequisites**

[MPH 520](#)

## **MPH 690 - Internship I (elective)**

3 Credit Hours

This is a Practicum Experience which provides the students with a field-based experience in which to apply their freshly learned skills and knowledge. This practicum experience must be in the scope of the concentration the student has chosen and often needs to be found by the student. (Prerequisite: One semester in the MSPH program. NOTE: While it is recommended that the internship be taken concurrently in spring/summer of Year 2, it can be scheduled in other semesters.)

## **MPH 691 - Internship II (elective)**

3 Credit Hours

This is a Practicum Experience which provides the students with a field-based experience in which to apply their freshly learned skills and knowledge. This practicum experience must be in the scope of the concentration the student has chosen and often needs to be found by the student. (Prerequisite: MPH690 Internship I, one semester in the MSPH program. NOTE: While it is recommended that the internship be taken concurrently in spring/summer of Year 2, it can be scheduled in other semesters.)

### **Prerequisites**

[MPH 690](#)

## **MPH 699 - Capstone Project**

3 Credit Hours

This capstone project is a culminating experience consisting of a paper with an oral presentation that begins in year 2. The thought behind the capstone project is to have a student utilize all they have learned through their degree and apply it in one, organized method to show their level of comprehension and application. This tends to be in the form of original research. Students commit to this research under the supervision of their faculty advisor. Additionally, students are responsible for compiling a committee that includes advisor, additional faculty member of the department, and external member to review and evaluate their project.

## **MR 111 - Performance Study-Trombone**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

## **MR 112 - Performance Study-Trombone**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

## **MR 121 - Performance Study-Trombone**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

## **MR 122 - Performance Study-Trombone**

**1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MR 131 - Performance Study-Trombone****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MR 132 - Performance Study-Trombone****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MR 222 - Performance Study-Trombone****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MR 231 - Performance Study-Trombone****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MR 232 - Performance Study-Trombone****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MR 321 - Performance Study-Trombone****1 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MR 331 - Performance Study-Trombone****2 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MR 332 - Performance Study-Trombone****2 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MR 431 - Performance Study-Trombone****2 Credit Hours**

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

**MR 432 - Trombone**

1 Credit Hours

This course is instrument and student specific.

**MS 101 - Basic Piano Skills I**

1 Credit Hours

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.

**MS 102 - Basic Piano Skills II**

1 Credit Hours

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.

**MS 103 - Basic Voice Skills I**

1 Credit Hours

A basic proficiency in piano or voice. Voice and instrumental majors must take Basic Piano Skills for both semesters. Piano majors take Basic Voice Skills for both semesters. If requirements are not met in two semester hours, additional private study is

**MS 104 - Basic Voice Skills II**

1 Credit Hours

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.

**Prerequisites**[MS 103](#)**MS 201 - Basic Piano Skills III**

1 Credit Hours

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.

**MS 202 - Basic Piano Skills IV**

1 Credit Hours

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.

**MS 204 - Brass and Percussion**

1 Credit Hours

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)

**MS 205 - Woodwind and Strings**

1 Credit Hours

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)

**MS 306 - Secondary Music Education**

3 Credit Hours

Study and evaluation of vocal and instrumental teaching techniques and materials for the secondary school; organization of the

music curriculum K-12. (Prerequisite: Admission to Teacher Education; must precede MS422)

### **MS 315 - Choral Methods**

1 Credit Hours

A study of vocal teaching techniques for grades 6-12. The course includes the organization of a choral music curriculum for the secondary level.

### **MS 403 - Elementary Music Education**

3 Credit Hours

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)

### **MS 405 - Instrumental Methods**

2 Credit Hours

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.

### **MS 422 - Student Teaching-Music Educ.**

12 Credit Hours

A culminating experience in the music education program. This course includes pre-observation prior to full-time participation and teaching in the music program of a local school under supervision of a qualified music teacher and a College supervisor. G

### **MT 101 - Performance Study-Trumpet**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MT 102 - Performance Study-Trumpet**

0 Credit Hours

A program of courses designed to develop facility in trumpet techniques. Students are given work in accordance with their previous training and development.

### **MT 111 - Performance Study-Trumpet**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MT 112 - Performance Study-Trumpet**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MT 121 - Performance Study-Trumpet**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MT 122 - Performance Study-Trumpet**

1 Credit Hours

A program of studies designed to develop the student's skill in performing an instrument of their choice. Repertoire will include major literature written for the particular area of study chosen in accordance with the student's previous experience and development.

### **MT 211 - Performance Study-Trumpet**

1 Credit Hours  
Continuation of MT112

### **MT 212 - Performance Study-Trumpet**

1 Credit Hours  
Continuation of MT211

### **MT 221 - Performance Study-Trumpet**

0 Credit Hours  
A program of courses designed to develop facility in trumpet techniques. Students are given work in accordance with their previous training and development.

### **MT 232 - Performance Study-Trumpet**

1 Credit Hours  
Continuation of MT231

### **MT 311 - Performance Study-Trumpet**

1 Credit Hours  
Continuation of MT212

### **MT 321 - Performance Study-Trumpet**

1 Credit Hours  
Continuation of MT222

### **MT 331 - Performance Study-Trumpet**

2 Credit Hours  
Continuation of MT232

### **MT 332 - Performance Study-Trumpet**

2 Credit Hours  
This course is instrument and student specific.

### **MT 431 - Performance Study-Trumpet**

2 Credit Hours  
This course is instrument and student specific.

### **MT 432 - Performance Study-Trumpet**

2 Credit Hours  
This course is instrument and student specific.

### **MU 101 - Preparatory Guitar**

1 Credit Hours  
A program of studies designed to develop the student's skill in performing guitar. Repertoire will include major literature written for the guitar in accordance with the student's previous experience and development.

### **MU 102 - Performance Study-Guitar**

1 Credit Hours  
This course is instrument and student specific.

### **MU 111 - Guitar**

1 Credit Hours  
This course is instrument and student specific.

### **MU 112 - Performance Study-Guitar**

1 Credit Hours

This course is instrument and student specific.

### **MU 121 - Performance Study-Classical Guitar**

1 Credit Hours

This course is instrument and student specific.

### **MU 122 - Performance Study-Classical Guitar**

1 Credit Hours

This course is instrument and student specific.

### **MU 131 - Applied Guitar**

1 Credit Hours

This course is instrument and student specific.

### **MU 132 - Guitar II**

1 Credit Hours

This course is instrument and student specific.

### **MU 211 - Applied Guitar**

1 Credit Hours

This course is instrument and student specific.

### **MU 212 - Performance Guitar**

0 Credit Hours

A program of courses designed to develop facility in guitar techniques. Students are given work in accordance with their previous training and development.

### **MU 231 - Guitar III**

1 Credit Hours

This course is instrument and student specific.

### **MU 311 - Guitar**

1 Credit Hours

This course is instrument and student specific.

### **MU 332 - Guitar VI**

1 Credit Hours

This course is instrument and student specific.

### **MU 431 - Guitar VII**

0 Credit Hours

A program of courses designed to develop facility in guitar techniques. Students are given work in accordance with their previous training and development.

### **MU 432 - Performance Study-Guitar**

2 Credit Hours

This course is instrument and student specific.

### **MV 101 - Performance Study-Voice**

1 Credit Hours

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, a

### **MV 102 - Performance Study-Voice**

1 Credit Hours  
Continuation of MV101

### **MV 111 - Performance Study-Voice**

1 Credit Hours  
This course is instrument and student specific.

### **MV 112 - Performance Study-Voice**

1 Credit Hours  
Continuation of MV111.

### **MV 121 - Performance Study-Voice**

1 Credit Hours  
This course is instrument and student specific.

### **MV 122 - Performance Study-Voice**

1 Credit Hours  
Continuation of MV121.

### **MV 131 - Performance Study-Voice**

1 Credit Hours  
This course is instrument and student specific.

### **MV 132 - Performance Study-Voice**

1 Credit Hours  
Continuation of MV131.

### **MV 201 - Performance Study-Voice**

1 Credit Hours  
This course is instrument and student specific.

### **MV 211 - Performance Study-Voice**

1 Credit Hours  
This course is instrument and student specific.

### **MV 212 - Performance Study-Voice**

1 Credit Hours  
Continuation of MV211

### **MV 221 - Performance Study-Voice**

1 Credit Hours  
This course is instrument and student specific.

### **MV 222 - Performance Study-Voice**

1 Credit Hours  
Continuation of MV221

### **MV 231 - Performance Study-Voice**

1 Credit Hours  
This course is instrument and student specific.

### **MV 232 - Performance Study-Voice**

1 Credit Hours  
Continuation of MV231

### **MV 311 - Performance Study-Voice**

1 Credit Hours  
This course is instrument and student specific.

### **MV 312 - Performance Study-Voice**

1 Credit Hours  
Continuation of MV311

### **MV 321 - Performance Study-Voice**

1 Credit Hours  
This course is instrument and student specific.

### **MV 322 - Performance Study-Voice**

1 Credit Hours  
Continuation of MV321

### **MV 331 - Performance Study-Voice**

2 Credit Hours  
This course is instrument and student specific.

### **MV 332 - Performance Study-Voice**

2 Credit Hours  
Continuation of MV331

### **MV 412 - Performance Study-Voice**

1 Credit Hours  
Continuation of MV411

### **MV 421 - Performance Study-Voice**

1 Credit Hours  
This course is instrument and student specific.

### **MV 422 - Performance Study-Voice**

1 Credit Hours  
This course is instrument and student specific.

### **MV 431 - Performance Study-Voice**

2 Credit Hours  
This course is instrument and student specific.

### **MV 432 - Performance Study-Voice**

2 Credit Hours  
Private voice instruction including care and use of the voice, proper tone pronunciation, breathing, diction, and interpretation. A representative repertoire from sacred and secular art song literature, oratorio, arias, foreign language songs, spirituals

### **MX 111 - Performance Study-Saxophone**

1 Credit Hours  
This course is instrument and student specific.

**NM 201 - Marketing, Fundraising, & Public Relations**

3 Credit Hours

An examination of basic principles in marketing, fundraising, and public relations as they apply to organizations. The curriculum will explore theories, best practices, and strategies for communication, publications, campaigns, and donor cultivation.

**NM 202 - Financial Management & Legal Issues**

3 Credit Hours

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.

**NM 302 - Organizational Behavior**

3 Credit Hours

A study of various organizational structures in the nonprofit sector with an emphasis on the behavior of people within those structures. Each theory is assessed in light of biblical principles, regulatory requirements, & practical effectiveness.

**NM 401 - Strategic Management and Governance**

3 Credit Hours

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.

**NM 402 - Management Information Systems**

2 Credit Hours

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.

**NM 403 - Management for Nonprofit Practicum**

1 Credit Hours

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.

**NM 404 - Experience Portfolio**

1 Credit Hours

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.

**NR 300 - Professional Roles & Values of the BSN**

3 Credit Hours

Explores nursing theories and principles that serve as guides for ethically sound behavior within a nursing context. Addresses the added complexities that technological advances bring to the healthcare field. The roles available to the BSN-prepared nurse will also be explored.

**NR 310 - Policy, Finance, & Regulatory Aspects of Nursing Practice**

3 Credit Hours

This course will introduce learners to healthcare policy and finance. Emphasis is placed on the evaluation of healthcare policies that shape responses to organizational, local, national, and global issues of equity, access, affordability, and social justice in healthcare.

**NR 320 - Applying Organizational Leadership Styles and Theories in Healthcare**

### 3 Credit Hours

Enhanced leadership skills are essential in constantly changing healthcare environments. This course focuses on leadership styles, theories of leadership, and their relevance to different workplace situations.

## **NR 325 - Informatics & Technology Used in Healthcare**

### 4 Credit Hours

Informatics used in nursing practice is a combination of knowledge and skills from nursing science, computer science, information science, and cognitive science. Within this course, major topics related to informatics and technology used in healthcare will be explored.

## **NR 330 - Application of Evidence-Based Practice in Nursing**

### 3 Credit Hours

This course will introduce the importance of evidence-based research, integration of research to practice, and the impact research has on improving patient care.

## **NR 340 - Capstone**

### 4 Credit Hours

The RN/BSN capstone course provides an opportunity for students to synthesize concepts of professional nursing, develop a plan to achieving future goals, apply principles of interprofessional collaboration, and demonstrate self-development.

## **NR 360 - Quality Improvement in Healthcare Using Interprofessional Collab**

### 4 Credit Hours

This course will introduce evidence-based quality improvement strategies and explore interprofessional collaboration methods used in healthcare.

## **NR 370 - Essentials of Patient-Centered Care Planning**

### 4 Credit Hours

This course will provide concepts to aid in the creation of care plans that will integrate the pathophysiology of disease processes and best-practice care prevention management. Likewise, this course will provide a comprehensive understanding of the concepts of pain and pain management, which will include models for pain and comfort. This course is designed to examine the safety, quality, and cost-effectiveness of health care. It will also serve to illustrate evidence-based research methodology to improve upon the existing care models. Lastly, this course is designed to assist the potential health care provider in developing strategies to empower patients and families and encourage participation in health care management and decision-making.

## **NR 410 - Advanced Health Assessment**

### 4 Credit Hours

This course prepares the student to attain advanced health assessment and clinical reasoning skills. Students will apply the diagnostic and clinical reasoning process to develop a comprehensive plan of care for patients in a variety of settings throughout the lifespan. An emphasis is placed on advanced health assessment skills, health promotion, disease prevention, and risk assessment.

## **NR 502 - Quality Improvement in Healthcare Using Interprofessional Collab**

### 3 Credit Hours

This course will introduce evidence-based quality improvement strategies and explore interprofessional collaboration methods used in healthcare.

## **NR 504 - Informatics & Technology Used in Healthcare**

### 3 Credit Hours

Informatics used in nursing practice is a combination of knowledge and skills from nursing science, computer science, information science, and cognitive science. Within this course, major topics related to informatics and technology used in healthcare will be explored.

## **NR 506 - Essentials in Patient Centered Care Planning**

### 3 Credit Hours

This course will provide concepts to aid in the creation of care plans that will integrate the pathophysiology of disease processes and best-practice care prevention management. Likewise, this course will provide a comprehensive understanding of the concepts of pain and pain management, which will include models for pain and comfort. This course is designed to examine the safety,

quality, and cost-effectiveness of health care. It will also serve to illustrate evidence-based research methodology to improve upon the existing care models. Lastly, this course is designed to assist the potential health care provider in developing strategies to empower patients and families and encourage participation in health care management and decision-making.

### **NR 508 - Advanced Physical Health Assessment**

3 Credit Hours

This course prepares the student to attain advanced health assessment and clinical reasoning skills. Students will apply the diagnostic and clinical reasoning process to develop a comprehensive plan of care for patients in a variety of settings throughout the lifespan. An emphasis is placed on advanced health assessment skills, health promotion, disease prevention, and risk assessment.

### **NR 520 - Advanced Pathophysiology**

3 Credit Hours

This course is designed to present an orientation to pathophysiology within integrated biological systems, mediated by cognitive, behavioral, emotional, cultural, and social determinants of health. The course provides the masters'-prepared nurse with a foundation for advanced clinical assessment, diagnostic reasoning, and clinical decision-making in the management of common, episodic, chronic, and heritable/genetic conditions. Pathophysiological mechanisms of disease, including signs and symptoms of prototypical illnesses, variations in expression, and selected screening/diagnostic evaluative methods, will be discussed with an emphasis on attainment and maintenance of full health potential as a goal of health equity.

### **NRE 601 - Advanced Nurse Educator Role Practicum I**

3 Credit Hours

This course translates theory and concepts of education to the practice of the nurse educator role in an academic or clinical practice setting. Guided by a nursing faculty member, students participate in simulated learning situations and collaborate with experts in the field to explore the classroom and/or laboratory activities, examine the organizational structure of the setting, attend meetings, interview nurse educators about the challenges and rewards related to the role, interview various members of the academic community, and develop a plan for the continuation of the practicum experience in NR-640. Students are expected to devote 45 hours at the practicum placement site over the term.

### **NRE 602 - Advanced Nurse Educator Practicum II**

3 Credit Hours

This course provides students with the opportunity to implement the educator role in teaching-learning situations. This second of a two-course sequence provides students with the opportunity to implement aspects of the educator role that go beyond the classroom and clinical teaching. In collaboration with the preceptor, students teach a classroom session, guide learning experiences in the laboratory and/or clinical setting, prepare and grade tests and other student assignments, and engage in other available activities that are essential to the role. Students are expected to devote 90 hours at the practicum placement site over the term.

### **NRG 601 - MSN Clinical Practicum I**

4 Credit Hours

In the first part of the clinical practicum, the student provides in-depth care in family practice, clinic, or internal medicine/ office setting. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning, and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only a Masters level RN clinician as preceptors. The faculty must approve each preceptor and site before starting this clinical. 48-hour clinical time is required.

### **NRG 602 - MSN Clinical Practicum II**

4 Credit Hours

In the second part of the clinical practicum, the student provides in-depth care in a pediatric, women's health, or urgent/outpatient clinic. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning, and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only a Masters level RN clinician as preceptors. The faculty must approve each preceptor and site before starting this clinical. 120 hours of clinical time is required.

### **NRL 699 - Capstone Practicum**

4 Credit Hours

This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients from a leadership perspective. The student will work with a preceptor to develop a quality improvement plan that is patient-centered and demonstrates the integration of interprofessional collaboration competencies. The student is required to select and complete a mentored clinical experience with only a Masters level RN clinician as preceptors. The faculty must approve each preceptor and site before starting this clinical. 48-hour clinical time is required.

### **NRM 500 - Role Identity for the MSN-Prepared Nurse**

3 Credit Hours

This course addresses professional role development, integrating concepts of multidimensional care and skills of inquiry and analysis to inform clinical decision making, professional judgment, and lifelong learning.

### **NRM 502 - Quality Improvement in Healthcare Interprofessional Collab**

4 Credit Hours

This course will introduce evidence-based quality improvement strategies and explore interprofessional collaboration methods used in healthcare.

### **NRM 504 - Informatics & Technology Used in Healthcare**

4 Credit Hours

Informatics used in nursing practice is a combination of knowledge and skills from nursing science, computer science, information science, and cognitive science. Within this course, major topics related to informatics and technology used in healthcare will be explored.

### **NRM 506 - Essentials of Patient-Centered Care Planning**

4 Credit Hours

This course will provide concepts to aid in the creation of care plans that will integrate the pathophysiology of disease processes and best-practice care prevention management. Likewise, this course will provide a comprehensive understanding of the concepts of pain and pain management, which will include models for pain and comfort. This course is designed to examine the safety, quality, and cost-effectiveness of health care. It will also serve to illustrate evidence-based research methodology to improve upon the existing care models. Lastly, this course is designed to assist the potential health care provider in developing strategies to empower patients and families and encourage participation in health care management and decision-making.

### **NRM 508 - Advanced Physical Health Assessment**

4 Credit Hours

This course prepares the student to attain advanced health assessment and clinical reasoning skills. Students will apply the diagnostic and clinical reasoning process to develop a comprehensive plan of care for patients in a variety of settings throughout the lifespan. An emphasis is placed on advanced health assessment skills, health promotion, disease prevention, and risk assessment.

### **NRM 520 - Advanced Pathophysiology**

3 Credit Hours

This course is designed to present an orientation to pathophysiology within integrated biological systems, mediated by cognitive, behavioral, emotional, cultural, and social determinants of health. The course provides the masters'-prepared nurse with a foundation for advanced clinical assessment, diagnostic reasoning, and clinical decision-making in the management of common, episodic, chronic, and heritable/genetic conditions. Pathophysiological mechanisms of disease, including signs and symptoms of prototypical illnesses, variations in expression, and selected screening/diagnostic evaluative methods, will be discussed with an emphasis on attainment and maintenance of full health potential as a goal of health equity.

### **NRM 530 - Advanced Pharmacology**

3 Credit Hours

This course focuses on the knowledge and application of advanced pharmacotherapeutic principles organized in a system-based approach to preparing students to design individualized pharmacotherapeutic plans for disease prevention and commonly encountered illnesses, demonstrating an understanding of drug classes, individual drugs, and complementary alternatives. Students utilize problem-solving skills and consider the current point of care technology as a means to integrate pharmacological principles with clinical guidelines to plan safe and effective care for patients with acute and chronic clinical conditions.

### **NRM 540 - Integration of Scholarship into Nursing Practice**

3 Credit Hours

Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry. This course will explore the four pillars of Boyer's scholarship model, which are: Scholarship of

Discovery, Scholarship of Teaching, Scholarship of Application, and Scholarship of Integration.

## **NRM 550 - Health Policy, Advocacy, & Finance: Nurses as Change Agents**

3 Credit Hours

This course provides a review of the significant modes of advocacy for changing health policy pertaining to populations. A focus will be placed on the evaluation of the planning and implementation of an advocacy initiative.

## **ORA LEX - Oral Comprehensive Examination**

0 Credit Hours

This course is used for students proceeding to the dissertation stage of the PhD in Biblical Studies.

## **PA 100 - Health Education**

1 Credit Hours

An introductory course in personal health with a primary focus on the integration of emotional, intellectual, physical, social, and spiritual well being as it relates to daily life. (for non-P.E. majors)

## **PE 110 - Racket Sports**

1 Credit Hours

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.

## **PE 111 - Health Education (for PE majors)**

3 Credit Hours

This course deals with nutrition, exercise and fitness, emotional health, sexuality, marriage, the family, death disease, drugs, stress, diet, weight control, abortion, aging, safety as it is related to one's healthful living. (For P.E. majors)

## **PE 113 - Health Education I**

3 Credit Hours

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)

## **PE 114 - Health Education II**

3 Credit Hours

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)

## **PE 120 - Recreational Activities**

1 Credit Hours

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.

## **PE 130 - Contact Team Sports**

1 Credit Hours

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.

## **PE 140 - Non-Contact Team Sport Sports**

1 Credit Hours

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, wiffleball, and volleyball.

## **PE 142 - Volleyball**

1 Credit Hours

No course description found.

### **PE 150 - Personal Fitness**

1 Credit Hours

A course for the individual to learn to develop and maintain a personal fitness program in walking, jogging, running, weight training, etc.

### **PE 201 - Swimming**

1 Credit Hours

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.

### **PE 202 - Organ. & Admins. of Physical Education**

2 Credit Hours

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.

### **PE 207 - Foundations of Health and Physical Education**

2 Credit Hours

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.

### **PE 301 - Rhythmic Movement**

1 Credit Hours

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)

### **PE 302 - Physical Education in the Elementary School**

3 Credit Hours

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)

### **PE 304 - Teaching and Coaching of Sports**

3 Credit Hours

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.

### **PE 307 - Foundations of Physical Education**

3 Credit Hours

An introduction to the philosophical, historical, psychological, and evaluative aspects of physical education. The basic objectives of this course are to help the student develop a sound philosophy of physical activity based on biblical principles, to ex

### **PE 308 - Substance Abuse & Health Trends**

2 Credit Hours

This course will address the prevalence and prevention of substance abuse in our society. Additional content will include emotional well-being and current issues in health as it pertains to the schools and students.

### **PE 309 - Coaching Field Experience**

**3 Credit Hours**

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)

**PE 310 - Anatomy & Physiology****4 Credit Hours**

A course that identifies the parts of the human body, their interactions, and functions through a detailed study of organs, systems, and tissues. Some clinical situations are discussed, including the effects of stress on the human body.

**PE 312 - Applied Anatomy and Physiology****3 Credit Hours**

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.

**PE 401 - Kinesiology****3 Credit Hours**

This course analyzes the creation of movement by the working together of the muscles and the bones. It covers different types of movement and how to analyze movement. (Prerequisites :PE305 and PE306; Admission to Teacher Education.)

**PE 402 - Kinesiology & Motor Behavior****3 Credit Hours**

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.

**PE 403 - First Aid****3 Credit Hours**

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 tech

**PE 409 - Prevention and Care of Athletic Injuries****3 Credit Hours**

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.

**PE 421 - Internship II****9 Credit Hours**

A course that includes readings, research, and discussions of such topics as classroom management, discipline, lesson plans, grading, and effective teaching. This course is only offered in the fall; thus, those students who will student teach in the

**PE 422 - Student Teaching - P.E.****12 Credit Hours**

A culminating experience in the physical education program. This course includes pre-observation prior to full-time participation and teaching in the physical education program of a local school under supervision of a qualified physical education teacher

**PH 235 - COVID-19 & Society****3 Credit Hours**

In this course we will discuss a brief history of pandemics and factors that have contributed to the development of new and emerging pathogens in recent decades, along with their potential to spread globally. Specifically, the purpose of this course is to provide participants with an advanced overview of the Covid-19 pandemic and what we have discovered about it in the initial six months. Specifically, we will discuss what we know about the origin of SARS-CoV-2 and how it causes disease in humans; its signs and symptoms; diagnosis; epidemiology (distribution of disease among various populations); developing treatment options; and primary and secondary prevention strategies. We will review updates on the ongoing state of the pandemic and its impact on special populations, using case studies and current events. Finally, we will discuss challenges (political, cultural, social, economic,

etc.) related to community engagement and the implementation of public health strategies and explore some basic public health strategies for overcoming them.

### **PH 301 - Introduction to Public Health**

3 Credit Hours

As public health relies on a number of systems in order to serve diverse populations across the globe, this course will take a systems thinking and modeling approach to provide a general understanding on a range of topics and issues in public health, including a brief history and philosophy on public health as well as its core values, concepts, functions, and leadership roles, the US healthcare system, measuring health, health prevention, intervention and education, the impact of emerging and re-emerging infectious diseases across the globe, food insecurity and malnutrition, demographic transition and immigration, fertility and mortality, mental health and addiction, environmental and occupational health and genetic health. This course will also address a number of impactful case studies and controversies in health and biomedical ethics.

### **PH 305 - Epidemiology**

3 Credit Hours

As long as humans have existed on this planet, microbes have coexisted with us, providing health benefits and potentially posing a silent and constant threat. In this introductory course in human microbial disease, students explore the history of epidemiology and how various microbes have impacted our lives, identify the characteristics of various pathogens and infectious agents, explain how diseases spread, and learn about the biological human immune response to foreign pathogens. Students will learn the principles and methods of disease investigation: investigating patterns of illness in populations, identifying infectious microbes by visual assessment, mode of infection, symptoms, treatment, prevention and cure. Types of study designs, how population health for a particular health outcome is measured, and special topics in epidemiology (eg. genetic/molecular epidemiology, environmental epidemiology, forensic epidemiology) are also covered. (Prerequisite: One undergraduate course in Chemistry, Biology, Microbiology, or Mathematics)

### **PH 310 - Public Health Biology**

3 Credit Hours

This course is the first of a two-course series that focuses on scientific and biomedical areas of public health problems. Through a molecular and biological lens, this course will encompass current research related to public health on the mechanisms, models, treatments and cures of specific diseases of viral, bacterial, genetic and environmental origin, using specific examples of each type to explore interactions between a susceptible host and etiologic agents.

#### **Prerequisites**

[PH 301](#) [GC 209](#) [BG 310](#) [BG 210](#)

### **PH 315 - Public Health Biology II**

3 Credit Hours

In this second course of a two-course series that focuses on scientific and biomedical areas of public health problems through a molecular and biological lens, advanced topics in public health biology will be explored. Using current public health research, topics such as obesity, physiology of exercise, physiology of aging, and factors that act in reproduction and development.

#### **Prerequisites**

[PH 310](#)

### **PH 320 - Introduction to Human Health and Disease**

3 Credit Hours

Students gain an understanding of the concepts associated with human health and disease including human body systems, determinants of disease, and prevention strategies.

#### **Prerequisites**

[PH 305](#) [BG 310](#) [BG 210](#)

### **PH 325 - Health Promotion**

3 Credit Hours

When game designer Jane McGonigal found herself bedridden and suicidal following a severe concussion, she had a fascinating idea for how to get better. She dove into scientific research and created the healing game, SuperBetter ([www.superbetter.com](http://www.superbetter.com)), a desktop & mobile app game. Backed by science, this game is a choose your own adventure that builds resilience and improves mental health of the player. Over the course of the semester, students will immerse themselves in becoming superbetter. Through

scientific research behind power-ups, recruiting allies, beating the bad guys and challenging themselves, students will explore the validity of these activities in increasing lifespan and improving individual health. Additionally, theoretical models for health promotion, prevention & intervention will be explored, focusing on community and population health. This course also addresses the selection of methods to evaluate public health promotion programs including qualitative approaches.

#### **Prerequisites**

[PH 301](#)

### **PH 330 - Stress and Population Health**

3 Credit Hours

This course will focus on the physiological, psychological, and behavioral responses to stress and the resulting impact on health, at the individual, community and population levels. Specifically, students will analyze research investigating the associations of factors such as acute and chronic stress, traumatic stress, with diseases of the cardiovascular system, the metabolic system, the neurological system and the immune system. Through case studies and independent research, students will explore and develop programs and policies designed to control and facilitate positive stress management at the individual, organizational, and community levels.

#### **Prerequisites**

[PH 301](#) [BG 210](#)

### **PH 335 - Biostatistics**

3 Credit Hours

In this two-course series, students will learn how the relationship between exposure and disease is evaluated. For example, how the severity of heavy metal poisoning symptoms depends on the amount of heavy metals in the blood, or how the relationship between poor air quality and asthma is measured. Using an integration of statistics and analytic techniques on historical and current public health and epidemiological data, students will learn how to compile, analyze and interpret public health information in order to track health trends. Sources of public health surveillance data may include vital statistics records, public medical records, personal interviews, surveys, and data from laboratory testing.

#### **Prerequisites**

[PH 305](#) [PH 301](#)

### **PH 340 - Measures in Epidemiology**

3 Credit Hours

Through data sets & simulations, this course investigates how epidemiological data is collected, analyzed and reported. Different ways to study and report the health of a population will be explored, and their caveats discussed. The importance of understanding and removing bias from epidemiologic studies will also be a key point. Students will be asked to design and implement a research project that uses an integration of statistics and analytic techniques on current public health and epidemiological data to analyze and report on a current public health problem. Sources of public health surveillance data may include vital statistics records, public medical records, personal interviews, surveys, and data from laboratory testing.

#### **Prerequisites**

[PH 335](#)

### **PH 345 - Program Planning and Evaluation**

3 Credit Hours

In this course, students will explore how to plan and implement evaluation methods related to public health using the CDC's Framework for Program Evaluation in Public Health. Students will learn how to plan, design, implement and use comprehensive evaluations of public health systems and programs in a practical way that meets the diverse needs of internal and external stakeholders.

#### **Prerequisites**

[PH 301](#)

### **PH 350 - Global Public Health**

3 Credit Hours

Using a systems thinking approach, this course provides an introduction to some of today's most critical global health issues and

priorities, including the actions that governments, communities, and organizations are taking to promote health and wellbeing across the lifespan. Topics discussed will include the justification for adopting a global health perspective; health transitions; socioeconomic and environmental determinants of health; the cultural context of public health; and connections between health and human rights, health and gender equity, and the implementation of global public health initiatives and health policy. The course will introduce the main “players” in global health financing and implementation, global health and development goals, and best practices for addressing many of the leading causes of morbidity and mortality in different global settings. This includes an introduction to HIV/AIDS, Tuberculosis, Malaria and other infectious diseases; nutrition and food insecurities; reproductive health; noncommunicable diseases like cancer and cardiovascular disease; mental health disorders; and injuries. (Prerequisites: PH301, PH305, PH310 )

#### **Prerequisites**

[PH 301](#)

### **PH 365 - Behavioral and Community Changes in Public Health**

3 Credit Hours

In the context of public health, behavior change addresses the efforts put in place to change people's personal habits and attitudes, to prevent disease and save on healthcare costs. In this course, students will be introduced to behavioural change theories (that include environmental, personal, and behavioral characteristics as the major factors in behavioral determination) in an attempt to explain why individual and community behaviors change and how this can impact the health of the community.

#### **Prerequisites**

[PH 301](#)

### **PH 380 - Women's Health**

3 Credit Hours

In this course, students will be introduced to the personal and social concerns of women's past and present health trends. Focus will be placed on the historical perspective of women's health, including human rights issues from infancy through old age. Students will explore the major physical, mental, social, and emotional issues of women's health. Topics will include, but are not limited to: feminism, body image, drug abuse, violence against women, childbearing, disease, and health issues related to aging.

#### **Prerequisites**

[PH 315](#)

### **PH 390 - Nutrition**

3 Credit Hours

This course provides nutrition basics and information on diets specific to certain diseases using evidence-based models. Additionally, students will explore the development of eating disorders, and the benefits of various diets on human health with focus on the issues in America's food system and how they relate to public health.

#### **Prerequisites**

[PH 301](#)

### **PH 405 - Emergency Preparedness**

3 Credit Hours

Given an emergency situation with public health implications, such as a disease outbreak, massive flooding, or bioterrorism threats, students will learn why emergencies and disasters are problems in which the public health system must be an integral participant, and to identify the critical components necessary for an effective response.

### **PHE D13 - Human Nutrition, Wellness, and Safety**

3 Credit Hours

Introductory Nutrition covers the principles of human nutrition. The emphasis of the course is to promote understanding of human nutritional needs for proper growth, development, and life.

### **PM 332 - Pastoral Methods**

3 Credit Hours

This course emphasizes theories, principles, and practices involved in conducting funerals, weddings, dedications, administering the Sacraments, church business and board meetings, planning the church year, visitation, counseling, and church financing, etc.

## **PS 101 - Introduction to Psychology**

3 Credit Hours

The General Psychology course is a survey of the science of human behavior and thought processes. The course introduces the basic theoretical perspectives such as biological, cognitive, behavioral, and sociocultural influences. Among the many topics covered are learning, motivation, psychological disorders and treatments, social interactions, and human development.

## **PS 102 - Developmental Psychology**

3 Credit Hours

This is a lifespan developmental course, meaning it covers human development from conception to death. This course presents physical, social and psychological development emphasizing biological, cognitive, and sociocultural influences.

### **Prerequisites**

[PS 101](#)

## **PS 103 - Behavior Modification**

3 Credit Hours

Behavior modification applies psychological learning principles to solve practical problems of behavior. Students complete a self-modification project of their choosing. The project includes planning, measurement, record keeping, change implementation, and a final report describing how the students used behavior principles to attempt to modify the behavior they chose to change.

## **PS 201 - Sports Psychology**

3 Credit Hours

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.

## **PS 210 - Cross Cultural Psychology**

3 Credit Hours

In Cross Cultural psychology, students will be exposed to the study of human behavior from a global perspective. This course includes the scientific study of universal similarities as well as the differences from one culture to another. The explanations for universal similarities and the differences are based on established psychological theories.

## **PS 220 - Behavioral Science**

3 Credit Hours

The Behavioral Science course explains why we do what we do and why we think and feel what we do, from the perspective of conditioning. The basic concept is punishment and reward; however, the process is much more intricate, and this course explains in detail how humans and animals become conditioned without their conscious awareness.

## **PS 230 - Psychology of Women**

3 Credit Hours

Psychology of women is an overview of psychological research applied to gender differences in biology, cognition, personality, communication, mental health, and gender role socialization. The emphasis is on the distinction between biological and learned, sociocultural influences on gender differences.

## **PS 240 - Motivation and Emotion**

3 Credit Hours

This course in motivation and emotion explores the traditional biological, social, and cognitive factors that shape the broad spectrum of human motivational behaviors including sleep, hunger, love, and work. In addition to traditional theories, emerging theories of human motivation and emotion will be presented.

### **Prerequisites**

[PS 101](#)

## **PS 250 - Psychology of Persuasion**

**3 Credit Hours**

The Psychology of Persuasion course introduces the theories and key research findings in the field of persuasion from a psychological perspective. Topics include nonverbal cues, the use of language, deception, and emotional influences.

**PS 260 - Psychology and Law****3 Credit Hours**

This course explains how psychological theories and research are influential in the legal system of the United States. The emphasis is on the aspects of trial consulting, the psychology of criminal behavior, belief in a 'just world', the accuracy of eyewitness testimony and psychosocial variables that influence the criminal justice system.

**PS 270 - Social Psychology****3 Credit Hours**

This course offers scientific explanations of ways in which other people and the environment can affect the individual and how the individual can affect others and the environment. Some of the topics covered are; attitudes, attraction, conformity, stereotypes and competition.

**PS 301 - Quantitative Data Analysis for SS****3 Credit Hours**

This introductory course teaches the Statistics required to analyze problems within the social sciences. Descriptive statistics, basic concepts of probability, statistical inference, hypothesis testing, survey sampling methods, analysis of variance, and correlation are among the tools discussed.

**PS 310 - Cognitive Psychology****3 Credit Hours**

This course covers the scientific study of mental processes: how we think and why we think as we do. Cognitive psychology includes topics such as emotion, attention, memory, perception, problem solving, and creativity.

**Prerequisites**

[PS 101](#)

**PS 360 - Health Psychology****3 Credit Hours**

The course in health psychology explains the connection between psychological processes and health behaviors. Examples of health behaviors include but are not limited to eating, coping with stress, sleeping, and exercise. The goal is to gain an understanding of how to help people understand and accept healthier life activities and to help people cope with illness and recovery.

**Prerequisites**

[PS 101](#)

**PS 380 - Brain and Behavior: Biological Psychology****3 Credit Hours**

This course presents the brain's role in human thought processes, emotion, and behavior. This is an introduction to the neurological foundations of human behaviors including perceptions, feelings, thoughts, memories, and abilities.

**PS 395 - Abnormal Psychology****3 Credit Hours**

This course provides an overview of the symptoms, treatments, and treatment outcomes of psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders.

**Prerequisites**

[PS 101](#)

**PS 401 - Research Methods for the Social Sciences**

**3 Credit Hours**

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

**Prerequisites**

[PS 301 PS 101](#)

**PS 450 - Sensation and Perception****3 Credit Hours**

The Sensation and Perception course presents the processes of how environmental stimuli are detected by our senses and translated by our brains into perceptual experiences. This course covers this process for the basic human senses of vision, hearing, olfaction (smell), taste and touch.

**Prerequisites**

[PS 101](#)

**PS 480 - Theories of Personality****3 Credit Hours**

The course in personality psychology is an overview of the major theoretical perspectives determining what factors contribute to personality. The perspectives include biological, environmental, and cultural influences on traits and expressions of human personality. Historical perspectives are presented, but research in more scientific perspectives are emphasized.

**Prerequisites**

[PS 101](#)

**PS 489 - Christian Counseling Internship I****3 Credit Hours**

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.

**PS 495 - Capstone Seminar in Psychology****3 Credit Hours**

The Capstone seminar in psychology is designed for senior majors to review and integrate what they have learned in their psychology courses and to prepare for life after completion of their bachelor's degree. The emphasis is to integrate their knowledge into their plans for the future, whether the plans are for employment after graduation or graduate school. Additionally, this course presents lesser known sub-fields of psychology in which the students may be interested as careers or specialization in graduate school. Examples of the sub-fields include Human Factors Psychology, Comparative Psychology, and Personnel Psychology.

**Prerequisites**

[PS 101](#)

**PS 499 - Christian Counseling Internship II****3 Credit Hours**

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.

**PT 101 - Evangelism****3 Credit Hours**

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.

**PT 202 - Church Education****3 Credit Hours**

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 6th grade, (2) local church educational ministry to youth between grade 7 and grade 12, (3) local church educational ministry to young adults through senior adult age, (4) educational leadership in the local church including administration, curriculum selection, recruitment, training and retention of volunteers.

### **PT 214 - Ministry Internship-Evangelism (Part I)**

1 Credit Hours

A course designed for the serious student who desires to study the subject of evangelism. The course includes a study of the Scriptures and appropriate texts. Mentoring and practical training by the pastor and staff of the cooperating church are significant.

### **PT 215 - Ministry Internship-Discipleship (Part I)**

1 Credit Hours

A practical study of Biblical methods of discipleship including an opportunity to develop discipleship skills through mentoring opportunities provided by churches that agree to participate in the cooperative training process.

### **PT 216 - Ministry Internship-Evangelism (Part II)**

1 Credit Hours

This course is designed for the serious student who desires to study the subject of Evangelism. There will be a study of the Scriptures and the texts used during the course. But more than just a study, there will be mentoring and practical training by the

### **PT 217 - Ministry Internship-Discipleship (Part II)**

1 Credit Hours

A continuation of the practical study of methods of discipling including an opportunity to develop discipleship skills provided by their cooperating church. Along with further studies, the students will be involved in discipling an individual or a small

### **PT 301 - Homiletics**

3 Credit Hours

A course treating preparations 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.

#### **Prerequisites**

[GS 201](#)

### **PT 302 - Expository Preaching**

3 Credit Hours

A practical attempt to train expository preachers. A simple, workable method of expository sermon preparation is used for written and oral sermons.

#### **Prerequisites**

[PT 301](#)

### **PT 318 - Biblical Perspectives**

1 Credit Hours

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.

### **PT 398 - Internship in Ministry 1**

3 Credit Hours

The internship provides practice of a specified Christian Ministry.

### **PT 401 - Pastoral Counseling**

3 Credit Hours

A course to instruct the student in the principles of pastoral counseling and familiarize him with the various problems requiring counsel that may be encountered in a pastoral ministry.

**Prerequisites**[GP 202](#)**PT 402 - Church Administration**

3 Credit Hours

A course dealing with principles for leading a local church: leadership, church polity, church constitutions, parliamentary procedures, ordinations, and budgets.

**PT 412 - Pastoral Theology**

3 Credit Hours

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.

**PT 414 - Pastoral Internship**

3 Credit Hours

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.

**PT 498 - Internship in Ministry 2**

3 Credit Hours

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, 161 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.

**RES 501 - Research Methods & Writing**

3 Credit Hours

A course dealing with research writing. Included are principles of research, appraisal of information, problems of arranging material in logical sequence, research paper format, and elements of clear expository writing.

**RES 510 - Ministry Project**

2 Credit Hours

A research and writing project dealing with an issue related to an area of ministry. The project involves data collection, systemization, analysis, and the presentation of conclusions. A proposal must be submitted for approval.

**RES 511 - Research: Writing and Communication**

3 Credit Hours

A study of advanced biblical research and communication skills. This course is designed to develop a student's competencies in conducting sound research on an approved topic, in presenting the findings in a research paper that is proper in form and style, in preaching or teaching that is powerful and relevant. The course includes an extensive research paper as well as preaching or teaching in a variety of settings.

**RES 512 - Dissertação: Etapas de Construção e Elaboração**

3 Credit Hours

O papel e a importância da dissertação para a formação do mestre em Ministérios. Descrição e Finalidade dos Elementos Textuais. Os elementos pré e pós textuais. As etapas de construção dos capítulos. O título da Dissertação e a proposta dos capítulos. Conexão entre objetivos, título e capítulos. A explanação sobre o método de pesquisa a ser utilizado. Seminário de Dissertação: apresentação e debate com a participação de mestrandos e professores do curso sobre os temas e propostas de pesquisa para elaboração da dissertação. Troca de experiências e de referenciais acadêmico-científicos.

**RES 550 - Research Project**

2 Credit Hours

A research paper on an approved topic that deals with some critical issue within biblical studies, majoring on primary sources. The project must reflect familiarity with the literature, demonstrate academically appropriate writing skills, and manifest both theological and philosophical acumen.

**RES 595 - MABS Thesis**

3 Credit Hours

The thesis represents the culminating research project of the Master of Arts in Biblical Studies. Research and writing on an approved topic will be conducted under the supervision of two faculty advisors. The thesis should conform to the latest version of Turabian style and consist of approximately 15-30,000 words.

**RES 710 - Academic Writing**

3 Credit Hours

This course develops knowledge in the techniques of academic writing at the graduate level. Students are expected to develop knowledge about the various types of academic writing – seminar papers, dissertations, grant proposals, etc. They will work on assignments designed to build skills for analyzing writing, editing written work with a view to identifying errors and improving it, and perfecting their own ability to express ideas in an academic format. Students will also gain exposure to commonly used academic citation styles and methods employed within their disciplinary areas.

**RES 801 - Research Design I**

3 Credit Hours

This course provides an overview into methodologies and practices associated with qualitative, quantitative and mixed-methods research. The student will gain a basic introduction to research with emphasis on research design, the tools of research, and the development of a research proposal.

**RES 802 - Research Design II**

6 Credit Hours

This course is an intensive course focused on quantitative and mixed methods in research. Students will gain expertise in statistical data analysis to make comparisons between data sets and to draw results from samples. They will learn concepts such as sampling, probability, correlation and causation, and significance. Students will also gain the skills to assess the credibility and veracity of results asserted in other research.

**RES 803 - Research Design III**

3 Credit Hours

This course develops knowledge in qualitative research methods. Students will gain a thorough understanding of applicable theories, methods, and limitations of qualitative research methods. They will demonstrate expertise in assessing published research reliant on qualitative methods and be able to assess the applicability of these methods to their own proposed areas of research.

**RES 804 - Advanced Research Skills**

3 Credit Hours

Introduction to advanced academic research and writing and analysis of principles of integration of critical thinking and faith. Emphasis is placed on sound biblical exploration, theological analysis, and normative and descriptive approaches following sound principles of scholarship that can be embedded in doctoral level courses and assignments.

**RES 877 - Dissertation I**

6 Credit Hours

This course is designed to facilitate the development of the preliminary elements of a research dissertation. The course focuses on the initial dissertation chapters and includes elements such as the identification of a leadership problem, the delineation of the purpose of the research in light of that problem, the explanation of the significance of the research, the selection of the research question or questions, the limitations and delimitations of the research, the selection and explanation of the research method, the preliminary examination of literature related to the topic, and the introduction of other related subjects pertaining to the presentation of the research topic.

**RES 878 - Dissertation II**

6 Credit Hours

This course is designed to facilitate the continuing development and refinement of the student's research dissertation. The course focuses on the expansion and refinement of the initial chapters of the student's dissertation, the continued in-depth examination and presentation of the literature pertaining to the student's leadership topic, the exhaustive development and explanation of the research method, the preparation for the dissertation proposal defense, and the revisions specified by the student's dissertation committee.

**RES 879 - Dissertation III**

**6 Credit Hours**

This course is designed to facilitate the final refinement and completion of the student's research dissertation. The course focuses on the student's IRB application, the conducting of the research activity, the analysis of the research data, the presentation and explanation of the findings, the summary and significance of the research findings in light of the research problem, question, and purpose, the delineation of issues resulting from the findings' summary, and the preparation of the dissertation defense.

**RES 880 - Dissertation Continuation****6 Credit Hours**

This course is designed to facilitate the continuing development and refinement of the student's research dissertation. The course focuses on those unique areas of the student's dissertation that may yet require further development, refinement, or alteration. Incomplete or underdeveloped aspects of the student's dissertation as well as areas identified by the committee as needing further attention may be addressed in this course. The continued development may also include preparation for the dissertation defense.

**RES 885 - Project Research Design and Procedures****3 Credit Hours**

A course preparing students to conduct upper-level graduate research and to write effectively. This course gives the proper foundation for writing the D. Min. project. Required of all D.Min. students. This course is offered in a one-week on-campus module format.

**RES 888 - Doctoral Ministry Project I****3 Credit Hours**

The writing of the DMin project under the guidance and supervision of the DMin Committee. Required of all DMin candidates.

**Prerequisites**

[RES 885](#)

**RES 889 - Doctoral Ministry Project II****3 Credit Hours**

The writing of the DMin project under the guidance and supervision of the DMin Committee. Required of all DMin candidates. Students will continue to enroll in RES889 each semester, receiving no additional course credit and paying the three-hour tuition, until the project is completed, defended, and approved.

**RES 893 - Research Methods****3 Credit Hours**

This course identifies and describes the various research methods and statistical techniques, the characteristics of an effective research design, and the components of a research proposal.

**RES 894 - PhD Prospectus****2 Credit Hours**

(Pre-req. RES804 & RES893) Guidance in the development and writing of a prospectus for the PhD Dissertation. The course focuses on selection of a research topic, development of a rationale for the research, and outline of the presentation, and a projected bibliography. The document is submitted to the student's dissertation committee chair after the completion of RES895 Research Design and Procedures.

**RES 895 - Research Design and Procedures****3 Credit Hours**

This course identifies and describes the various research methods and statistical techniques, the characteristics of an effective research design, and the components of a research proposal. Students develop the prospectus for their PhD dissertations.

**RES 896 - Dissertation Research I****3 Credit Hours**

Preliminary research in the area of dissertation. This course is designed to guide the PhD candidate in conducting preliminary research including validating the instrument or gathering background data.

**RES 897 - Dissertation Research II****3 Credit Hours**

Continuation of Dissertation Research I

**RES 898 - Dissertation Writing and Defense I**

3 Credit Hours

Writing the first two chapters under the guidance of a Dissertation Committee advisor. The student is required to submit the first two chapters, including the following: presentation of the research problem, review of literature (Chapter One) and method of research (Chapter Two).

**RES 899 - Dissertation Writing and Defense II**

3 Credit Hours

Continuation of research and writing in consultation with the dissertation advisor. The student is required to submit the revised versions of the first two chapters and write the remaining chapters, including the following: introduction and conclusion, the entire first draft, all necessary corrections, and the final draft.

**RES 900 - Dissertation Oral Defense**

1 Credit Hours

Review, presentation, and defense of the dissertation. The course requires a thorough review of the research question and research findings, methods and instruments used, the significant facts produced, and contextual significance of the research in the relevant theological discourse. The student must answer orally all questions raised by the dissertation committee at a specially scheduled session.

**SCM 610 - Operations Management**

3 Credit Hours

This course explains the elements of product and services design, forecasting, quality control and management, planning, inventory management, and just-in-time and lean operations.

**SCM 625 - Logistics**

3 Credit Hours

This course provides an overview of the logistics process and develops knowledge in areas including logistics terms, transportation, regulatory issues, carriage, service quality, and modeling.

**SCM 630 - Supply Chain Management**

3 Credit Hours

This course provides knowledge about the theories, concepts, and problems associated with the business supply chain. Students are exposed to key concepts including sustainability, lean operations, insourcing and outsourcing, global value chains, supplier management, ethics, and cost management.

**SCM 635 - Strategic Sourcing**

3 Credit Hours

This course develops knowledge and application skills in areas to do with assessing sourcing opportunities, evaluating requirements, conducting supplier evaluations, sourcing strategy, and implementing sourcing based on decision models.

**SL 101 - American Sign Language I**

3 Credit Hours

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.

**SL 102 - American Sign Language II**

3 Credit Hours

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.

**Prerequisites**

[SL 101](#)**SL 103 - American Sign Language Lab**

2 Credit Hours

ASL Labs provide an inclusion experience for students to apply classroom skills with Deaf Mentors. Students will be exposed to communication in a Deaf environment and provide students with real life exposure to the Deaf community. The lab is conducting using video formats in full ASL.

**SL 201 - American Sign Language III**

3 Credit Hours

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.

**Prerequisites**[SL 102](#)**SL 202 - American Sign Language IV**

3 Credit Hours

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.

**Prerequisites**[SL 201](#)**SL 203 - American Sign Language Lab**

2 Credit Hours

ASL Labs provide an inclusion experience for students to apply classroom skills with Deaf Mentors. Students will be exposed to communication in a Deaf environment and provide students with real life exposure to the Deaf community. The lab is conducting using video formats in full ASL.

**SL 221 - Deaf Ministry**

3 Credit Hours

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.

**Prerequisites**[SL 201](#)**SL 240 - Intro to Interpreting Profession**

3 Credit Hours

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.

**Prerequisites**[SL 201](#)**SL 301 - American Sign Language V**

3 Credit Hours

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.

**Prerequisites**[SL 202](#)**SL 302 - Interpreting in Technical Settings**

3 Credit Hours

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.

**Prerequisites**[SL 240](#) [SL 202](#)**SL 320 - Introduction to Deaf/Blind Interpreting**

3 Credit Hours

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 165 deaf-blind people in a variety of settings will be provided. (Elective)

**Prerequisites**[SL 102](#)**SL 339 - Intro to Interpreting Process**

3 Credit Hours

Instruction regarding the interpreting process and techniques for rendering dynamic equivalent interpretations. Instruction also includes information regarding self and peer analysis.

**Prerequisites**[SL 240](#) [SL 202](#)**SL 341 - English to ASL**

3 Credit Hours

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.

**Prerequisites**[SL 339](#) [SL 301](#)**SL 342 - Educational Interpreting**

3 Credit Hours

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.

#### **Prerequisites**

[SL 240](#) [SL 202](#)

### **SL 344 - Interactive Interpreting**

3 Credit Hours

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**

[SL 339](#) [SL 301](#)

### **SL 345 - ASL to English**

3 Credit Hours

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**

[SL 339](#) [SL 301](#)

### **SL 346 - Advanced Deaf Culture**

3 Credit Hours

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.

### **SL 347 - Deaf History**

3 Credit Hours

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, deafblind and hard of hearing people in America.

### **SL 400 - ASL Linguistics**

3 Credit Hours

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.

#### **Prerequisites**

[SL 301](#)

### **SL 401 - American Sign Language VI**

3 Credit Hours

An advanced study of grammar and vocabulary that builds upon and applies the knowledge of ASL V in a variety of settings and context. Students will incorporate features such as register, spatial mapping, and coherence into stories, narrative and discussions of hypothetical issues. Students engage in spontaneous, informal conversations, discussion topics, and debate and present formal

ASL presentations on a variety of topics. It is taught exclusively in ASL without voice.

#### **Prerequisites**

[SL 301](#)

### **SL 403 - American Sign Language Lab**

2 Credit Hours

ASL Labs provide an inclusion experience for students to apply classroom skills with Deaf Mentors. Students will be exposed to communication in a Deaf environment and provide students with real life exposure to the Deaf community. The lab is conducting using video formats in full ASL.

### **SL 410 - Advanced Interpreting I**

3 Credit Hours

This course is a continuation of skills developed in ASL to English and English to ASL interpreting. 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-analysis, enhancing the students' English to ASL and ASL to English interpreting skills and preparing them for interpreter credentialing.

#### **Prerequisites**

[SL 345](#) [SL 344](#) [SL 341](#)

### **SL 420 - Interpreting in the VR Setting**

3 Credit Hours

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.

### **SL 430 - Advanced Interpreting II**

3 Credit Hours

This course is a culmination of studies with a primary focus to give students opportunity to practice interpreting in appropriate and varied scenarios. This is a continuation of Interactive skills with special focus on medical and mental health interpreting. Focus is given on equivalent message content, vocabulary, register choice and cultural adaptations.

#### **Prerequisites**

[SL 410](#)

### **SL 460 - Deaf Literature**

3 Credit Hours

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.

#### **Prerequisites**

[SL 301](#)

### **SL 481 - Interpreting Practicum**

3 Credit Hours

This course is a precursor 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.

#### **Prerequisites**

[SL 345](#) [SL 344](#) [SL 341](#)

## **SL 488 - Interpreting Fieldwork and Practicum**

9 Credit Hours

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**

[SL 345](#) [SL 344](#) [SL 341](#)

## **SL 489 - Capstone Experience**

9 Credit Hours

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 world view, 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.

## **SL 497 - Directed Deaf Studies I**

3 Credit Hours

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

## **SM 201 - Sports Psychology**

3 Credit Hours

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.

## **SM 211 - Principles of Recreation and Leisure Management**

3 Credit Hours

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, YMCA's, 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.

## **SM 301 - Sports Facility and Event Management**

3 Credit Hours

This course includes 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.

## **SM 305 - Sports Information and Public Relations**

3 Credit Hours

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.

## **SM 411 - Sports Financial Management**

3 Credit Hours

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.

### **SO 210 - Sociological Theory**

3 Credit Hours

This course introduces students to major sociological theories and their relevance to both current empirical research within the field of sociology and to contemporary life. Students are expected to engage with primary source material, evaluate classic theoretical argument, and apply sociological theory to their own lives.

### **SO 220 - Qualitative Data Analysis for the Social Sciences**

3 Credit Hours

This course introduces students to the major methods of qualitative data analysis in sociology, including participant and non-participant observation, ethnography, in-depth interviewing, and content analysis.

### **SO 240 - Social Psychology**

3 Credit Hours

This course introduces students to the principles of sociological social psychology, with an emphasis on theory and research related to small group processes.

### **SO 260 - Law and Society**

3 Credit Hours

This course examines the social construction of the law and the relationship between the law and society.

### **SO 280 - Gender and Society**

3 Credit Hours

This course explores the ways in which the social construction of biological sex, gender, and gender identity intersects with social institutions, policy, and individual lives.

### **SO 300 - Race and Ethnicity**

3 Credit Hours

This course provides an overview of how race and ethnicity is studied sociologically.

### **SO 310 - Medical Sociology**

3 Credit Hours

This course provides an overview of the sociological approach to both physical and mental health.

### **SO 320 - Gender, Crime, and Violence**

3 Credit Hours

This course provides an overview of the extent and nature of gendered violence with an emphasis on violence against women.

### **SO 340 - Research Methods**

3 Credit Hours

This course introduces students to the primary methods of collecting and analyzing data in social science research. Students will learn how to ask relevant sociological questions, determine research design appropriate to the question, and operationalize concepts in the context of conducting empirical research.

### **SO 360 - Capstone Course in Sociology, Social Work, and Criminal Justice**

3 Credit Hours

This course is designed to provide flexible opportunities for students to explore career paths appealing to graduates of sociology, social work, and criminal justice programs. Students will participate in a career-day event, wherein they meet with a panel of professionals with careers specifically tailored to their intended future trajectories; attend presentations by experts in a range of topics designed to facilitate future success; and choose from a variety of options to maximize career-readiness in their chosen field. (Prerequisite: All other core courses in sociology OR 12 credit hours in Social Work or Criminal Justice )

### **SW 301 - Introduction to Social Work**

**3 Credit Hours**

This course introduces students to the basics of generalist social work theory and practice. Students are expected to gain an understanding of the ethics and values of the social work profession, and the many factors including race, gender, socio- economic background, and religious identity that influence social outcomes. Students will learn the approaches and methods employed by social workers across systems large and small to make positive contributions. Students are also expected to understand the basics of career preparation, communication, and teamwork skills associated with the discipline.

**SW 305 - Professional Social Work Practice****3 Credit Hours**

This course introduces students to the elements of selected social work practice theories and their application.

**SW 310 - The Social Welfare System****3 Credit Hours**

This course introduces students to the complex interactions between politics, values, ideologies, and financial interests in the creation and implementation of social welfare programs. It examines poverty in the United States, the persistence of inequality, and the systemic oppression and disadvantage experienced by women, minorities, children, the disabled, and other vulnerable groups.

**SW 315 - Intercultural Competence and Communication****3 Credit Hours**

As society becomes more diverse due to the growing movements of peoples across national and other boundaries, social workers and others in the caring professions must possess skills to communicate and advocate across cultural and ethnic differences. As many recent controversies illustrate, what may be acceptable communications within a particular group setting may be offensive or even illegal when expanded to a wider group. This course introduces students to differences in communications expectations and techniques suitable to particular contexts.

**SW 320 - Human Behavior and the Social Environment****3 Credit Hours**

This course provides a multidimensional overview of human behavior. It examines how different systems – family, society, group, community – interact with each other and the individual in the development and behavior of a person. It examines the challenges and pressures experienced throughout the life-cycle of a person. Students gain an understanding of the centrality of race, culture, ethnicity, and the socio- economic forces that influence the person throughout their life.

**SW 325 - Social Welfare Policies, Programs, and Issues I****3 Credit Hours**

These survey courses provide an overview of the social welfare policies, programs, and practices applicable at federal and state level.

**SW 327 - Social Welfare Policies, Programs, and Issues II****3 Credit Hours**

These survey courses provide an overview of the social welfare policies, programs, and practices applicable at federal and state level.

**SW 330 - Sociology of the Family****3 Credit Hours**

This course introduces students to the various theories that explain family dynamics and their interaction within the wider public sphere. It explains the construct of the family within sociology, how they are formed, the allocation of economic goods within the family, diversity of family units, violence, addiction, divorce, childcare, and intergenerational issues.

**TH 320 - Dispensationalism and CovenantTheology****3 Credit Hours**

A comparative analysis of the competing theological systems of dispensationalism and covenant theology is presented. The two systems will be examined from historical, hermeneutical, exegetical, and progressive revelation perspectives. Students will have the opportunity to present arguments for and against both viewpoints.

**TH 420 - Eschatology****3 Credit Hours**

A detailed study of the major eschatological themes found in the Bible is given. A chronological presentation is provided tracing such themes as the intermediate state, the rapture, the judgment seat, the tribulation, the second coming, the millennium, and the

eternal state. Emphasis is also given as to how Israel and the Church fit into God's plan for the future.

## **THE 500 - Theology I**

3 Credit Hours

A study of prolegomena, bibliology, theology proper, angelology, anthropology, and hamartiology.

## **THE 501 - Theology II**

3 Credit Hours

A study of Christology, soteriology, pneumatology, ecclesiology, and eschatology.

## **THE 502 - Theology III**

3 Credit Hours

A study of Christology and soteriology.

## **THE 503 - Theology IV**

3 Credit Hours

A study of ecclesiology and eschatology.

## **THE 504 - Introduction to Hermeneutics**

2 Credit Hours

An introduction to valid methodology for determining the original meaning of biblical texts and applying their modern significance. Special attention is given to historical development, principles of interpretation, and relationship to the covenants and

## **THE 505 - Dispensationalism**

3 Credit Hours

A study of the specific system known as Dispensationalism with special attention given to its historical development, principles of interpretation, and relationship to the covenants and eschatology. Specific dispensations are distinguished, along with contemporary problems surrounding this approach to interpretation.

## **THE 506 - Survey of Theology**

3 Credit Hours

An introductory survey of basic biblical doctrines, including the doctrines of God, Scripture, angels, man, salvation, the church, and last things. Emphasis is placed on the application of theological truth in Christian global witness.

## **THE 517 - Apologetics**

3 Credit Hours

A study of philosophical and theological issues relative to Christian apologetics within the context of worldviews. Major attention is given to the relationship between faith and reason, the value of theistic arguments, Christian certainty, and the character of revelation, along with the development of an apologetic methodology.

## **THE 530 - Theology of Matthew**

3 Credit Hours

An analytical study of the biblical theology of Matthew, Christology, eschatology, ecclesiology, and their Markan parallels.

## **THE 531 - Lukan Theology**

3 Credit Hours

An analytical study of the biblical theology of Lukan writings (Luke and Acts). Special emphasis is given to Luke's teachings concerning God, Scripture, salvation, Church, eschatology, and missions.

## **THE 532 - Johannine Theology**

3 Credit Hours

An analytical study of the biblical theology of Johannine writings ( the Gospel of John, the Epistles, and the Apocalypse). Special attention is given to areas of theology proper, soteriology, the Christian life, and eschatology.

## **THE 552 - Problems in Ethics**

2 Credit Hours

A seminar to discuss the problems facing the believer in a technological age. Special attention is given to bioethics, law, finance, and counseling.

### **THE 554 - Biblical Theology of Premillennial**

3 Credit Hours

An in-depth study of biblical teaching relative to the theological notion of the millennium. Emphasis is given to the hermeneutical, theological, philosophical, and historical basis for a premillennial position. This includes a broader consideration of the premillennial position in light of a Christian worldview with special attention given to creation, anthropology, and ontology.

### **THE 590 - Theology Electives**

3 Credit Hours

A study of a selected theological issue or movement based on student interest and/or need and faculty expertise.

### **THE 611 - Contemporary Theological Issues**

3 Credit Hours

A course to examine and discuss current theological trends, particularly as they affect missions, church evangelism, and worship.

### **THE 621 - Historical Theology**

3 Credit Hours

A comprehensive study of the historical developments of central doctrines of the Christian Faith. The course stresses the doctrinal teachings of selected theologians according to historical and contemporary influences and includes the resolutions of major church councils. Students are given an opportunity to present his/her evaluation in a systematic research paper.

### **THE 705 - Critical Concepts of Apologetics**

3 Credit Hours

A definitive study of functional concepts proven essential to a biblical apologetic and a correlation of these ideas to those established in Scripture to enhance effective verbal and written communication of truth as found in Scripture authority alone.

### **THE 715 - Old Testament Theology Synthesis**

3 Credit Hours

A deductive study of the historic, progressive self-revelation of God and His redemptive plan in the Old Testament Scriptures, stressing key themes to draw theological conclusions.

### **THE 717 - New Testament Theology Synthesis**

3 Credit Hours

A deductive study of the theological perspective and emphasis of each of the New Testament writers with special focus on the theology of Christ and the Church.

### **THE 721 - Critical Issues of New Testament Theology**

3 Credit Hours

The use of the New Testament text in responding to current theological issues that challenge the literal interpretation of Scripture, including Theology Proper, Ecclesiology, as well as Pneumatology.

### **THE 723 - Critical Issues in Old Testament Theology**

3 Credit Hours

An examination of selected subjects and procedures in Old Testament Theology. Attention is given to methods of interpreting Old Testament Theology with the analytical process required to discover and articulate the theology of Old Testament passages. The course leads the student in understanding current theological theories of interpretation.

### **THE 735 - Advanced Ecclesiology**

3 Credit Hours

An examination in detail of this doctrine in the historical and contemporary church context. This will include the foundational concepts of prospect, institution, polity, future, and the relationship of Israel and the Church. Textual studies are used to test philosophical models and establish biblical ones.

### **THE 745 - Advanced Biblical Theology**

**3 Credit Hours**

An advanced study of the theological nature of biblical revelation in its historical, canonical, and exegetical context. The course seeks to identify links between the Testaments, traces the story line of biblical themes, and highlights the theological significance of select passages.

**THE 747 - Advanced Eschatology****3 Credit Hours**

A review and detailed study of those components that relate to current eschatological concerns, including but not limited to the Rapture, second coming, resurrections, judgments, tribulation, millennium, and the eternal state. These biblical issues are compared to covenant theology, preterism and other eschatology theories.

**THE 749 - Advanced Soteriology****3 Credit Hours**

An overview of the history of this doctrine and a review of the various theories in soteriology, followed by a consideration of major biblical texts dealing with this subject. Historical concepts such as Arminianism and Calvinism are tested in light of the text. This course is meant to solidify the student's understanding of sovereignty and responsibility.

**THE 801 - History of Dispensationalism****3 Credit Hours**

A study of dispensationalism that rises from a biblical hermeneutic in its basic form, as well as its variations within the normal discipline from the first century to the present. The concept of dispensationalism is outlined. Current challenges to the classical view, such as Progressive Dispensationalism, will be analyzed.

**THE 821 - History of Baptist Theology****3 Credit Hours**

A study of the origin, theological development, historical traditions - including the Anabaptist, English and American Baptists - as the setting for an outline of the historical basis for the Baptist distinctive and other major contributions to theology, followed by an outline of major Baptist organizations with their contrasting theological emphases. Several major Baptist theologians, as well as various traditional theological statements, are studied.

**THE 853 - Contemporary Issues in Theology****3 Credit Hours**

The examination of current theological trends, with a listing of minor and major theological ideas and movements, an exploration of the content and impact of such views as evangelical feminism, evangelical environmentalism, evangelical ecumenism, an Open View of God, annihilationism, and a revision of a literal view of heaven and hell. This course changes in focus each time it is taught to reflect the major issues currently in view.

**THE 856 - Matthean Theology****3 Credit Hours**

An advanced analysis of the theological study in Matthew with an emphasis on the Jewish historical underpinning and eschatological content. Textual issues that are based on the original language are explored in depth. Prerequisite: Greek language proficiency.

**WRI TEX - Written Comprehensive Examination****0 Credit Hours**

This course is used for students proceeding to the dissertation stage of the PhD in Biblical Studies.

**Allen, Theresa**

PhD in Counselor Education and Supervisor, Liberty University 2018; MA in Professional Counseling, Liberty University 2011; BA in Communications, Lee University 1990; AA in General Studies, East Coast Bible College 1988

**Archenbronn, Kyndra**

MS in English Education, Clemson University 1993; BS in English Education, Bob Jones University 1990; 18 hours in TESOL, Winston-Salem State University (2012-2014); ESOL Endorsement to Georgia teaching license, Kennesaw State University (Summer 2004); Baptist University of America, Atlanta, GA – 1985-1987

**Banks-Prince, Camille**

JD in Law, North Carolina Central University 2001; BA in Social Work, North Carolina Agricultural and Technical University 1998

**Bias, Moriah**

MM in Performance - Voice, Appalachian State University 2011; BA in Church Music, Piedmont Baptist College 2008

**Bottoms, Randy**

PhD in Biblical Studies - Theology, Piedmont International University 2012; ThM, Dallas Theological Seminary 1983; ThB, Piedmont Baptist College 1978

**Bracewell, Matt**

EdD in Teacher Leadership, Walden University 2016; EdS in Educational Leadership/Supervision, Columbus State University 2007; MEd in Educational Leadership/Supervision, Columbus State University 2006; BS in Middle Grades Education, Columbus State University 2005

**Braithwaite, Gilbert**

ThD in Old Testament and Semitic Languages, Dallas Theological Seminary 1978; ThM in Bible Exposition, Dallas Theological Seminary 1972; BS in Animal Science, Washington State University 1968

**Brown, Lee**

MBA, Harvard Business School 2002; BS in English, US Naval Academy 1995

**Bryant, Sharon**

MS in Counseling Education, Western Maryland College 1988

**Burkard, Heather**

PhD in Public Safety, Capella University 2013; MFS in Investigations, National University 2006; BA in Criminology, St. Leo University 2000

**Carpenter, John**

PhD in Mass Communications, University of Iowa 2020; MA in Journalism, Indiana University 2002; BS in Elementary Education, University of Indianapolis 1994

**Clark, Jesse**

PhD in Sociology, University of Georgia 2015; MA in Sociology, University of North Carolina at Charlotte 2008; BA in Sociology, University of North Carolina at Charlotte 2006

**Cochran, Danny**

PhD in Organizational Leadership, Piedmont International University 2017; DMin, Liberty Baptist Theological Seminary 2005; MA in Religion, Liberty Baptist Theological Seminary 2002; BS in Religion and Psychology, Liberty University 1999; BA in Christian Ministry, Luther Rice Seminary 1981

**Conner, Dustin**

**Conner, Dustin**

PhD in Applied Theology (in progress), Southeastern Baptist Theological Seminary; MDiv in Missiology, Southeastern Baptist Theological Seminary 2014; BA in Bible, Piedmont International University 2008

**Crum, Jeff**

PhD in Music, Auburn University 1998; MA in Music, Marshall University 1993; BS in Music, Liberty University 1989; BS in Business, Liberty University 1989

**Curlee, Keith**

EdD in Christian Education, Southeastern Baptist Theological Seminary 2018; MS in Educational Administration and Supervision, North Carolina Agricultural and Technical State University 1997; BS in Mathematics Education, North Carolina State University 1988

**De La Cruz, Natalie**

PhD in Health Education and Health Promotion, University of Alabama at Birmingham School of Public Health 2009; MPH, Brigham Young University 2006; BS in Community Health Education & Spanish, Brigham Young University 2004

**Decker, Rob**

DMin in Church Growth Strategies, Reformed Theological Seminary 2003; MA in Biblical Counseling, Colorado Christian University 1990; MDiv, Grace Theological Seminary 1987; ThB, Piedmont International University 1984

**Domingues, Gleyds**

ThD, Faculdades EST 2015; ThM, Universidade Metodista de Piracicaba

**Drake, Michelle**

MA in English, University of North Carolina at Greensboro 2016; MRE, Liberty University 2012; BA in English Education, High Point University 2006; BS in Secondary English Education, Piedmont Baptist College 2006

**Evans, Sally**

MEd in Interpreting Education, Tennessee Temple University 2015; BS in Early Childhood Education, Berry College 1992

**Farr, Jeff**

PhD in Biblical Studies, Piedmont International University 2014; MA in Biblical Studies, Faith Baptist Bible College and Seminary 2006; MDiv, Faith Baptist Bible College and Theological Seminary 2006

**Ferrell, Becky**

MEd in Interpretation Education, Tennessee Temple University 2015; BS in Psychology: Deaf Studies, Tennessee Temple University 2013; AAS in Child Development Technology, Mississippi Gulf Coast Community College 2009; AA, Mississippi Gulf Coast Community College 2009

**Fonseka, Nalin**

PhD in Computational Mathematics, The University of North Carolina at Greensboro 2020; MA in Mathematics, Eastern Illinois University 2015; BS in Mathematics (Special degree in Mathematics), University of Peradeniya 2009

**Gentry, Jennifer**

PhD in Management Information Systems, Walden University (ABD); MS in Computer Science, University of New Haven 2005; BS in Mechanical Engineering/Aerospace Concentration, Rutgers University 1999

**Gerber, Tim**

MA in Theology Carolina Evangelical Divinity School 2007; BS in Health and Physical Education, Bob Jones University 1987

**Gibson, Erika**

MA in Education, Wake Forest University 2008; MA in Education, Wake Forest Education 2004; BS in Secondary Mathematics

Education, Piedmont Baptist College 2003

### **Gracic, Alma**

PhD in Economics, Miami Herbert Business School (in progress); BA in Chemistry, Earlham College 2013

### **Gregory, Mark**

PhD in Old Testament History, Literature, and Languages, The Southern Baptist Theological Seminary 1988; MDiv, Midwestern Baptist Theological Seminary 1985; BS in General Business Administration, Mississippi State University 1981

### **Guo, Jie**

PhD in Management, State University of New York at Binghamton (in progress); Advanced Certificate in Complex Systems Science and Engineering, State University of New York at Binghamton 2018; MS in Human Resource Management, Rutgers University 2014; BA in Business Administration, Zhejiang University of Technology 2012

### **Haack, Brian**

EdD in Christian Education, Southeastern Baptist Theological Seminary 2017; MS in Health Education Concentration, Trident University International 2006; BS in Healthcare Management, Southern Illinois University 1999

### **Harris, Fonda**

PhD in Leadership, Tennessee Temple University 2012; MS in Public Service Management, Cumberland University 2009; BS in Criminal Justice, Middle Tennessee State University 1987

### **Harris, Mark**

EdD in Educational Leadership, High Point University 2019; MSA in Educational Leadership, The University of North Carolina at Greensboro, 2006; BA in Management and Ethics, John Wesley College 2000

### **Hartog, Paul**

MLIS, University of Wisconsin 2018; ThM in Ethics, St. Andrew's Theological College and Seminary 2008; PhD in New Testament/Early Christianity, Loyola University of Chicago 2000; MA in History, Iowa State University; MDiv in Theological Studies, Faith Baptist Bible College and Theological Seminary 1993; MA in Theological Studies, Faith Baptist Bible College and Theological Seminary 1992; BA in Biblical Studies, Faith Baptist Bible College 1991

### **Hayes, Jim**

MA in Religious Education with Missions Emphasis, Grand Rapids Baptist Seminary 2001; BA in Bible, Bob Jones University 1977

### **Hughes, Hayley**

PhD in Counseling Psychology, Purdue University 2017; MSE in Counseling Psychology, Purdue University 2013; BA in Psychology, Cornell University 2011

### **Hullinger, Jerry**

ThD in Bible Exposition, Dallas Theological Seminary 1993; ThM in Bible Exposition, Dallas Theological Seminary 1989; BBS in Biblical Studies, Western Bible College 1983; Certificate in Pastoral Training/Greek, Moody Bible Institute 1982

### **Ingalls, Alan**

ThD in Old Testament, Dallas Theological Seminary 1991; ThM in Old Testament, Dallas Theological Seminary 1986; BA in Bible, Cedarville University 1981

### **Jones, Tom**

MBA, The George Washington University; DBA, The George Washington University; BS in Business Administration, University of Louisiana Lafayette

### **Kamerzel, Whitney**

JD, The University of South Carolina School of Law 2017; BA, Philosophy, The University of North Florida 2014

**Kern, Rosalie**

PhD in Psychology, Central Michigan University 2001; MS in General Psychology, Central Michigan University 1998; BS in Psychology, Central Michigan University 1996

**Kim, Eunjung**

PhD (ABD) in Social Studies Education, University of Iowa 2020; MS in Educational Psychology, Indiana University 2003; MA in Geography Education, Seoul National University, South Korea 1999; BA in Geography Education, Seoul National University, South Korea 1995

**Kossler, William**

MA in Elementary Education K-6, Salem College 1994; Teacher Certificate (Student of Dr. Shinichi Suzuke, Matsumoto Japan) Talent Education Institute (Suzuki Method Institute) 1986; MM in Guitar Performance, University of South Carolina 1984; BM in Guitar Performance, University of South Carolina 1980

**Lindsey, John**

EdD in Higher Education Administration/Leadership, University of North Carolina at Greensboro 1997; ThM in Contemporary Theology, Duke University 1991; MA in Religion, Asbury Theological Seminary 1974; BA in Biblical Studies, Vennard College 1971

**Lucas, Adonna**

MCM in Organ, New Orleans Baptist Theological Seminary 1994; BA in Music, Louisiana College 1991; BM in Organ Performance, Louisiana College 1991

**Magne, Tiphonie**

PhD in Economics, University of Delaware 2020; MA in Economics, University of Delaware 2015; BA in Economics and Business, University of Lyon 2013

**Mappes, David**

PhD in Bible Exposition/Biblical Studies, Dallas Theological Seminary 1995; ThM, Western Conservative Baptist Seminary 1990; MDiv in Pastoral Studies, Western Conservative Baptist Seminary 1989; BA in Humanities, Ottawa University; AA in Electronics Engineering Technology, ITT Technical Institute 1980

**Martyn, Amanda**

PhD Molecular & Cellular Biology, University of Guelph; MSc Plant Biology, University of Guelph; BSc Honors Molecular Biology & Genetics, University of Guelph

**Neher, Kenneth**

MBA Wharton School of Finance and Commerce, University of Pennsylvania 1972; AB University of North Carolina with Honors in American Studies 1970

**Oehmen, Nicole**

PhD in Sociology and Criminology, University of Iowa 2020; Graduate Certificate in College Teaching, University of Iowa 2017; MA in Sociology, University of Iowa 2015; Graduate Certificate in Gender, Women's and Sexuality Studies, University of Iowa 2015; BA in Sociology and English, University of Iowa 2012

**Oh, Hyunjung**

PhD in Economics, Washington State University; MS in International Business, Ewha Woman's University; BA in Christian Studies, Ewha Woman's University

**Overstreet, Larry**

PhD, Wayne State University 1979; MA, Wayne State University 1974; MDiv, San Francisco Baptist Theological Seminary 1972; BA, Bob Jones University 1963

**Oviatt, Kent**

MA in Ministry, Piedmont International University 2016; BA in Biblical Studies, Piedmont International University 2014; AA, Piedmont Baptist College

**Owens, Howard**

PhD in Missions, New Orleans Baptist Theological Seminary 2005; ThM in Missions, New Orleans Baptist Theological Seminary 2003; MDiv, Columbia International University 1988; BS in Industrial Management, Georgia Institute of Technology 1980

**Payne, Melva**

MA in Mathematics, University of Kentucky; BA in Mathematics, Berea College

**Peters, Helene**

PhD in Zoology, University of the Free State 1998; MS in Zoology, University of the Free State 1997; BS in Zoology, University of the Free State 1994

**Phelps, Chasidy**

PhD in Criminal Justice, Walden University 2018; JD in Law, North Carolina Central School of Law 2008; BS in Mass Communication, North Carolina A&T State University 2003

**Phillips, Shean**

DEdMin in Discipleship and Family Ministry, New Orleans Baptist Theological Seminary 2015; MA in Youth Ministry, Liberty Theological Seminary 2007; MRE in Discipleship, Liberty Theological Seminary 2007; BA in Bible, Piedmont Bible College 1997

**Ricardo, Manuel**

PhD in Microbiology and Immunology, University of Georgia 1973; MS in Botany and Biochemistry, University of South Florida 1970; BS in Biology and Chemistry, University of Florida 1963

**Richards, Laura**

MS in Physical Education, University of Tennessee 1981; BS in Physical Education, University of North Carolina at Greensboro 1980

**Ronk, Chris**

PhD in Organizational Leadership, Concordia University 2020; MPA in Nonprofit Organizations, High Point University 2005; BS in Business, Virginia Tech 2000

**Shimer, Abigail**

MA in History, Liberty University 2019; BS in History, Liberty University 2017; Certificate in Biblical Studies, Word of Life Bible Institute 2015; AA in Liberal Arts, Lenoir Community College 2014

**Sihm, Jeong**

PhD in Computational Mathematics, The University of North Carolina at Greensboro 2017; MA in Applied Statistics, The University of North Carolina at Greensboro 2012; MS in Accounting, The University of North Carolina at Greensboro 2011; MBA, The University of North Carolina at Chapel Hill 2008; BS in Engineering, Seoul National University 1995

**Slater, Philip**

MAcc, Gardner-Webb 2013; MBA, High Point University 2010; BS in Business Administration, High Point University 2008

**Smith, Matt**

DMin, Dallas Theological Seminary 2020; MA in Christian Leadership Studies, Liberty University 2013; MA in Biblical Studies, Piedmont International University 2009; BA in Biblical Studies, Piedmont International University 2007

**Smith, Ron**

DMA in Trombone Performance, Louisiana State University 1992; MM in Music Education, Ithaca College 1978; BA in Music Education, Marshall University 1976

**Stenstad, Olivia**

BA in Psychology, University of Minnesota 2013; MA in Educational Psychology, University of Minnesota 2016

**Tavares, Andre**

ThM, Dissertation on Small Groups Among Teenagers, Faculdades Batista do Paraná 2016; BS in Theology, Pastoral Studies, Tennessee Temple University 1999

**Thompkins, Shelley**

PhD in Business Management, Capella University 2015; MTS in Theological Studies, Emory University 1998; MBA, American University 1990; BA, Howard University 1986

**Tyler, Larry**

PhD in New Testament, Southeastern Baptist Theological Seminary 2006; MDiv in Biblical Languages, Southeastern Baptist Theological Seminary 2001; BBA in Management, University of Georgia 1970

**Umeh, Zimife**

MA in Sociology, Duke University 2017; MEd, Chestnut Hill College 2011; BA in Africana Studies, University of Pittsburgh 2009; BS in Finance, University of Pittsburgh 2009

**White, Patricia**

MM, American Conservatory of Music 1975; BS in Sacred Music, Moody Bible Institute 1972; BM, American Conservatory of Music 1971

**White, Tim**

DMin, Reformed Theological Seminary 2004; MDiv, Bob Jones University 1982; MA in Pastoral Studies, Bob Jones University 1980; ThB, Piedmont Baptist College 1978

**Whitehurst, April**

PhD Special Education, UNCG Greensboro 2019; MAEd in Special Education, Western Carolina University 2014; BA in Elementary Education, Wake Forest University 1992

**Williams, Jacquelyn**

MA in Public History, University of West Florida 2012; BA in Anthropology/Archaeology, University of West Florida 2010

**Willis, Wayne**

PhD in Systematic Theology (full-candidacy status, ABD), Baptist Bible Seminary; MDiv, Grace Theological Seminary 1980; ThB, Piedmont Baptist College 1964

**Wilson, Trish**

MCS in Mathematics and Geology, University of Mississippi; BS in Mathematics Education, Delta State University

**Youmans, Peter**

PhD in Biblical Studies, Piedmont International University 2012; DMin, Luther Rice Theological Seminary 2001; MDiv, Temple Theological Seminary 1984; BA in Bible, Tennessee Temple University 1980

**Yu, Danqing**

PhD in Sociology, Iowa State University 2020; MS in Sociology, Iowa State University 2014; Bachelor of Law, Northwestern Polytechnical University, China 2007