

# **Carolina University**

## **2022-2023 Academic Catalog**

# Academic Calendar 2022-2023

## Fall 2022

15 Week: August 22 - December 4

Session 1: August 22 - October 9

Module 1: October 10 - October 14

Session 2: October 17 - December 4

Module 2: December 5 - December 9

## Spring 2023

Module 1: January 2 - January 6

15 Week: January 9 - April 23

Session 1: January 9 - February 26

Module 2: February 27 - March 3

Session 2: March 6 - April 23

Module 3: April 24 - April 28

## Summer 2023

15 Week: May 8 - July 23

Session 1: May 8 - June 11

Module 1: July 17 - July 21

Session 2: June 12 - July 16

## 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. Pettit  
President  
Carolina University

## Mission

Carolina University is a Christ-centered university committed to 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**, **Stevens Hall**, and **Patterson Hall**.

**Stevens Hall** also 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, Abbie Williams gymnasium, 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*

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 (CACRAO) and of the National Council for State Authorization Reciprocity Agreement (NC-SARA).

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.

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### Transfer Policy

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### 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.

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## 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](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.

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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.

# Financial Information

## Schedule of Fees

Contact the Student Accounts Office, or visit our website at [carolinau.edu/financial-services/tuition-fees](https://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. All students must maintain a minimum, cumulative GPA of 2.5 to receive any University scholarship.

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

## 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
<b>Certificate and Associate's Programs</b>	2.00
<b>Education Bachelor's Programs</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**

### **Tuition Details**

Item	Amount
Annual Full-Time Tuition (39 credits per year)	\$16,650
Annual Student Service Fee	\$2,400
<b>Annual Total</b>	<b>\$19,050</b>

[Tuition & Fees Breakdown](#)

## Other Potential Fees and Charges

Item	Amount
Adding or Dropping a Course <i>(after the drop/add period)</i>	\$300
Annual Parking Pass	\$150
Commuter Meal Plan <i>(optional per semester, including sales tax)</i>	\$700
Course Challenge Fee	\$150
Deaf Mentoring Fee <i>(for selected sign language courses)</i>	\$450
Graduation Fee	\$150
International Student Fee <i>(main campus only)</i>	\$750
Lab Fee <i>(per course, as required)</i>	\$450
Prior Learning Portfolio Assessment Fee <i>(per credit hour)</i>	\$150
Student Teaching Fee (EE422, MS422, PE422, EN422, EC212) <i>Additional fees apply for teaching sites not within 20 miles of campus</i>	\$450
Summer Housing <i>(meals not provided during summer)</i>	\$2,000
Transcripts <i>(per transcript)</i>	\$8

## Graduate

### Tuition Details

Item	Amount
Annual Full-Time Tuition <i>(24 credits per year)</i>	\$9,480
Annual Registration Fees <i>(except for MA Ministry)</i>	\$750
<b>Annual Total</b>	<b>\$10,230</b>

[Tuition & Fees Breakdown](#)

## Other Potential Fees and Charges

Item	Amount
Adding or Dropping a Course <i>(after the drop/add period)</i>	\$300
Annual Parking Pass	\$150
Course Challenge Fee	\$150
International Student Fee <i>(Piedmont Divinity School programs excluded)</i>	\$750
MA/MABS Written Comprehensives <i>(as required)</i>	\$250
Prior Learning Portfolio Assessment Fee <i>(per credit hour)</i>	\$150
Room for Module <i>(per week, as available)</i>	\$150
Transcripts <i>(per transcript)</i>	\$8

## Doctoral

### Tuition Details

Item	Amount
Annual Full-Time Tuition <i>(18 credits per year)</i>	\$10,260
Annual Registration Fees	\$750
Annual Residency Fee	\$795
<b>Annual Total</b>	<b>\$15,225</b>

[Tuition & Fees Breakdown](#)

## Other Potential Fees and Charges

Item	Amount
Adding or Dropping a Course ( <i>after the drop/add period</i> )	\$300
Annual Parking Pass	\$150
Course Challenge Fee	\$150
DMin Project Oral Defense	\$150
International Student Fee ( <i>Piedmont Divinity School programs excluded</i> )	\$750
PhD Dissertation Oral Defense	\$175
PhD Language Proficiency Examination ( <i>per exam</i> )	\$60
PhD Oral Comprehensive Examination	\$175
PhD Written Comprehensive Examination	\$240
Prior Learning Portfolio Assessment Fee ( <i>per credit hour</i> )	\$150
Room for Module ( <i>per week, as available</i> )	\$150
Transcripts ( <i>per transcript</i> )	\$8

## Enrichment

Item	Amount
Alumni Graduate	\$75
Graduate	\$125
Alumni Doctoral	\$100
Doctoral	\$175

## Dual Enrollment

Item	Amount
Registration Fee	\$120
Individual Rate per course (up to 7)	\$360

# Student Life

## Code of Conduct

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

## Convocation Attendance

The convocation service is a central part of university life each week. Speakers are chosen who present a warm spiritual emphasis to encourage, uplift, and inform. Graduate students in residency programs are encouraged to attend convocations and special conferences. All undergraduate full-time residential students are required to attend convocation services on Friday each 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. The welfare of the group and the individual is best promoted by adequate accountability, appropriate rules and regulations are published in the Student Guide. During course registration, students must sign a signature page stating that they agree to abide by the guidelines contained therein. Students should carefully read the Student Guide to Campus Life for Living and Learning.

Students whose general conduct and influence are considered to be out of harmony with the standards of the Student Guide 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 Guide or Academic Handbook 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 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. Students are required to be enrolled for a minimum of 12 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 Students. Unless residing within 30 miles of campus with a parent, grandparent, spouse, or sibling, all full-time undergraduate students are expected to reside "on campus" for the first two years of study; unless permitted by the Dean.

## 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 Title IX Coordinator 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 Coordinator will report the case to the Dean of Students, 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 Dean 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. With employee instances, the Human Resources Officer shall be involved.

## 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 campus-wide events to raise money for community service projects.

### 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 ΓΧ — Women's Ministries
- Pi Delta ΠΔ — Homeless Ministries
- Omega Nu ΩΝ — Evangelism

### University Clubs

Student Services provides a way for students to come together in interest-based groups. The types of clubs may vary and are designed around the interests of the students. The only restriction is that it must be in line with the university's mission and purpose. Membership in a club is completely voluntary.

Clubs require ten 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 Students.

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 Violations and Misconduct

## Penalties and Appeals: Policy and Procedure

Carolina University takes academic integrity and misconduct violations very seriously. The policy and procedures below govern how penalties are assessed and appeals against penalties are processed.

Academic integrity is the honest and responsible conduct of studies, 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. Students at CU are expected to follow the letter and the spirit of policies governing the honest submission of academic work, participation, attendance, engagement, and behavior at all times. The very foundation of a good university education 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.

Based on context, academic integrity involves:

- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Attending classes, exams, and required academic events.
- Accurately reporting results when conducting your own research.
- Honesty during examinations.
- Not tampering with or misusing technology.
- Not aiding or abetting other students in violating any academic rules or policies.

## Forms of Academic Misconduct

The following is a list of common forms of academic misconduct. This list, although extensive, should not be considered exhaustive in definition or example.

## Academic Technology Misuse

Academic technology misuse could include: the unauthorized use of technology/software to complete an assignment; tampering with proctoring technology; falsifying attendance records; the use of software to mislead or interfere with integrity mechanisms; the use of IT systems for inappropriate purposes; the use of IT systems and university IT resources to harass students, faculty, or staff; the use of IT resources to download inappropriate content; the use of university technology resources for any unauthorized purposes.

## 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 assignment provider 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.
- Attending a class pretending to be another student for attendance purposes.

## 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 altering 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);
- Paraphrasing without citation (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 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

In the event that an instructor of a course suspects that a student has engaged in academic misconduct or violated academic integrity, the instructor shall communicate the suspicion to the student in writing with any supporting evidence. The student is expected to provide a written response no later than 7 days after receiving this communication. If the student accepts the instructor's suspicion and expresses remorse, the instructor may accept the apology and determine a penalty to be awarded. If the student does not accept the instructor's suspicion and denies misconduct, the instructor will assess the facts including the student's written response and determine:

- that no academic integrity violation or misconduct has occurred;
- that the student has committed an inadvertent mistake or omission;
- that an academic integrity violation or misconduct has occurred.

The student is entitled to request a meeting with the instructor to discuss the suspicion of misconduct alleged and the meeting shall be granted.

In the event that the instructor determines that the student has committed a mistake or omission, the student may be mandated to undertake remedial action specified by the instructor in writing.

In the event that the instructor determines that the student has committed a violation or misconduct, the instructor may:

- issue a written academic warning or reprimand;
- require the re-taking of an exam or assignment;
- reduce the grade of an exam or assignment;
- award a failing grade in the course.

The instructor shall communicate the decision to the student and the Registrar's Office no later than 7 days after the receipt of the student's response to the initial communication of suspected violation.

A student may appeal the decision of the instructor under the following circumstances:

- occurrence of errors or mistakes in following the specified process above;
- use of impermissible considerations in assessing the penalty;
- the penalty assessed was disproportionate to the severity of the misconduct;
- breach of rules published in the syllabus;
- breach of department, school, or university rules or standards;
- arbitrariness and/or manifest bias by the instructor.

A student may file an appeal if they believe any of the above circumstances has occurred. The burden of proof is on the student to establish that the instructor's decision is erroneous.

The following process must be followed in case of an appeal.

1. The student should communicate with the faculty member no later than 5 days after the decision has been communicated and seek to resolve any questions or concerns.

2. If the student is dissatisfied with the explanation provided by the faculty member, or the faculty member is unresponsive or no longer employed at the university, the student may request an appeal against the penalty. In such circumstances, the student must submit an appeal statement by email to the Registrar's Office within 7 days of the penalty being awarded.

3. The student must submit supporting evidence including the syllabus, copy of the exam/assignment, and any other rules or standards alleged to have been breached by the faculty member.

4. The student's written statement by email must contain the following:

- reasons for the appeal with supporting evidence;
- why the student believes rules and standards were violated by the faculty member;
- a description of the response of the faculty member to the communication initiated by the student about the penalty being appealed;
- any other facts and evidence relevant to the appeal.

5. Unsupported allegations and claims without evidence will not constitute a sufficient basis for an appeal and may be summarily dismissed.

6. Late submissions will also be summarily dismissed unless there are compelling circumstances that warrant the condoning of delays.

7. Upon the filing of an appeal, the Registrar will conduct an initial review to determine that it has been properly submitted and that supporting evidence has been provided.

8. If the Registrar determines that the appeal was not submitted in a timely manner or that the appeal does not demonstrate a prima facie case, the Registrar may dismiss the appeal summarily. In such circumstances, the Registrar shall communicate this decision to the student no later than 7 days after the receipt of the appeal.

9. If the appeal statement and evidence have been submitted correctly, in the first instance, the Registrar shall present all the materials to the faculty member and seek a response no later than 15 days after receipt of the materials. If the faculty member assesses the appeal grounds submitted and wishes to make a change to the penalty, the Registrar shall make the correction and communicate the decision to the student.

10. If the faculty member does not agree to make any change, the Registrar shall request the Provost or delegate to constitute an academic integrity appeal committee to consider the appeal. The appeal committee shall have at least three members, only one of whom is a faculty member in the same discipline as the course in which the penalty is being appealed. The other two members may be faculty members from other disciplines. The chair shall be a faculty member from a discipline other than the one in which the penalty is being appealed. Decisions shall be by majority vote.

11. The appeal committee shall review the penalty appeal statement and the supporting evidence no later than 30 days after it has been constituted and issue a decision. The committee may decide to conduct an oral hearing with the student and the faculty member present or issue a decision based on the evidence alone. The student and faculty member may each bring a support person to the hearing. However, the support person is not allowed to speak or present any submission at the hearing. The committee's review is restricted to the grounds specified above and extraneous factors shall not form part of the deliberations. The committee shall be empowered to call any witnesses with direct first-hand knowledge of facts that are relevant to the appeal and to examine such witnesses.

After assessing the facts and circumstances, the committee may reject the appeal or accept the appeal. In the latter case, the committee may determine that:

- academic misconduct has been established;
- academic misconduct has not occurred;
- the student's actions were inadvertent mistakes or omissions;
- the penalties assessed were appropriate;
- the penalties assessed by the instructor were disproportionate.

In the event that the committee determines that the student's actions were mistakes or omissions, the committee may recommend such remedial actions as it deems appropriate.

In the event that the committee determines that misconduct has occurred, the committee may decide to:

- award a written academic warning or reprimand;
- confirm the original penalty awarded;
- award a different penalty including assigning a failing grade for the course;
- request the faculty member to re-evaluate the penalty based on specific criteria;

In determining the appropriateness of the penalty, regard is to be had to the severity of the violation, genuineness of the remorse or apology expressed, and to the first-time or repeated nature of the offence.

12. The appeal committee shall communicate its recommendation rejecting the appeal or accepting the appeal to the Provost and the Registrar. The Provost may accept the recommendation or modify it for justifiable reasons, which shall be communicated in writing.

After the Provost has made a decision, the Registrar shall communicate that decision to the student no later than 15 days after the

receipt of the report from the appeal committee.

**13.** The decision of the Provost is final and binding. The records of a finding of academic misconduct and associated penalties are retained by the Registrar's Office.

## 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.carolinau.edu](http://library.carolinau.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 Provost 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>



General Examination	Minimum Score	Hours of Credit Awarded	Comparable CU Course
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 Provost by stating reasons why the appeal should be allowed and providing any new evidence that

is relevant to the appeal under the procedures established. The decision of the Provost shall be rendered within four weeks after the appeal has been received and communicated in writing to the student.

In addition to credits granted by portfolio submission, credit for experiential learning is given in the following instances: credit for physical education is given for individuals who have completed basic training in the military or for military service, credit for physical education may be given for participation in an intercollegiate sport with a recommendation from the coach and the approval of the Provost, and credit may be given for Early Field Experience, ED202, for individuals who have actual teaching experience in the formal school setting. The dean of the 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 Policy

Regular class attendance and participation are vital for a student's academic success. These may be used by instructors to determine a portion of a student's grade for a particular course. Whereas attendance is typically defined by statuses identifying a student's presence in a class, participation typically includes the assessment of activity within that course. In some cases, the methodology, subject matter, learning environment, or other factors may require attendance. Depending on the course delivery and format, participation may also take on different forms. Assessment of attendance and participation may vary between courses and

include course forums, group work, interactive lectures, or other prescriptive assignments designed to measure engagement and help drive student success. Students should recognize the advantages of regular engagement, accept it as a personal responsibility, and apprise themselves of the consequences of poor performance in either of these areas.

Instructors determine their course policies (including attendance and participation) as long as the policies do not conflict with the policies of the university and departmental directives. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term. As a general rule, students are expected to attend scheduled sessions in the courses for which they are registered, participate fully in the learning process, demonstrate respectful behavior while interacting with instructors and peers, and complete all course requirements. Instructors may outline additional and more specific standards in the course syllabus, especially when attendance and/or participation are part of the grading criteria for the course.

Courses may be delivered in a manner that provides flexibility for student participation, including in-class, online synchronous, and asynchronous online sessions. Students may be provided different options for course participation based on their scheduling needs. Instructors may or may not require prior approval or notification of how a student plans to attend each week and prepare for both in-class and online instruction for all weeks of the class. Courses should be delivered in a way that provides equitable treatment of students regardless of the selected mode of attendance or participation. No student should be at a greater advantage/disadvantage than students who elect an alternative mode of instruction.

Resident students and student athletes are expected to attend classes in person unless university activities preclude it or the instructor elects an approved alternative delivery mode. Students who are absent due to university-sanctioned events must be permitted alternative attendance and/or participation options consistent with asynchronous attendance/participation. Students are responsible for all work expected to keep instructors informed of their expected absences. Main campus students may request exemption from in-person attendance on a course-by-course basis. A university-sanctioned event or activity is one in which a student formally represents the university to external constituencies in athletic or academic activities.

### **Student Responsibilities**

1. Familiarize themselves with each instructor's attendance policy as described in the course syllabus. Each faculty member will have different expectations. It is the responsibility of the student to understand the expectations for each class/professor.
2. Monitor class absences throughout the term.
3. Obtain all materials covered in each course during absences and make-up of any work required by the instructor.
4. Inform each instructor as far in advance as possible when conflicts or absences can be anticipated (e.g., athletic team events, work, medical procedures, religious observances, etc.) by e-mail, phone, or other means deemed appropriate by the instructor.
5. Provide appropriate documentation so that each instructor can make an informed decision as to whether or not the absence is excusable.
6. Request deadline extensions to make-up work missed because of class absences, if needed. The decision to assist the student with make-up work, including tests, outside of what was done in class, rests with the instructor.
7. Follow up on all notices from the instructor or Registrar regarding course enrollment to correct registration.
8. Submit documentation to the Registrar in instances of prolonged absences (several consecutive days) due to illness, injury, or other emergency.

### **Instructor Responsibilities**

1. Set reasonable expectations for class attendance based on class content, organization, methodology, and size.
2. Outline attendance policies in course syllabi and announce in class, particularly at the beginning of each term.
3. Maintain class attendance records as appropriate for the faculty's attendance policy, if required. Records should be accessible and current in the Learning Management System for students to review their progress.
4. Report inactive students to the Office of the Registrar. Students who do not participate in scheduled activities throughout the course may be considered inactive through their failure to attend classes, submit assignments, or other means as defined by the instructor.
5. Provide students with any instructor-initiated attendance policies. Penalties for unsatisfactory attendance are at the discretion of the professor. Possible penalties include lowering the overall course grade, including a grade of F, or, in extreme circumstances, dropping the student from the course.
6. State within the syllabus any required activities outside of class hours that are used for graded participation. If the required activity falls on a specific date/time, the instructor must provide an alternative assignment, unless the activity is foundational to the course. If the activity can be completed over the course of the term and is not limited to a specific date/time, no alternative assignment is required.

# 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 and Procedure

Assessment and grading are conducted by faculty pursuant to relevant university guidelines and course-specific rules published in the course syllabus. The grade awarded by a faculty member in a course represents their academic judgment about a student's academic performance in that course. As such, it is only reviewable in very limited circumstances including the following:

- occurrence of calculation errors or mistakes;
- use of impermissible considerations in grading;
- breach of grading rules published in the syllabus;
- breach of department, school, or university rules or standards;
- arbitrariness and/or manifest bias.

A student may file an appeal if they believe any of the above circumstances have occurred. The burden of proof is on the student to establish that the grade awarded is erroneous. Grade penalties awarded pursuant to academic integrity violations are not subject to grade appeals under this policy.

The following process must be followed in case of an academic appeal.

1. The student should communicate with the faculty member no later than 5 days after the grade or status has been awarded and seek to resolve any questions or concerns.

2. If the student is dissatisfied with the explanation provided by the faculty member, or the faculty member is unresponsive or no longer employed at the university, the student may request an appeal. In such circumstances, the student must complete and submit the [Appeal Form](#) available online within 7 days of the grade or status being awarded.
3. The student must submit supporting evidence including the grading policy in the syllabus, copy of the exam, and any other rules or standards alleged to have been breached by the faculty member.
4. The student must provide a written statement by email to the Registrar's Office containing the following:
  - reasons for the appeal with supporting evidence;
  - why the student believes rules and standards were violated by the faculty member;
  - a description of the response of the faculty member to the communication initiated by the student about the grade being appealed;
  - any other facts and evidence relevant to the appeal.
5. Unsupported allegations and claims without evidence will not constitute a sufficient basis for an appeal and may be summarily dismissed.
6. Late submissions will also be summarily dismissed unless there are compelling circumstances that warrant the condoning of delays.
7. Upon the filing of an appeal, the Registrar will conduct an initial review of the form to determine that it has been properly submitted and that supporting evidence has been provided.
8. If the Registrar determines that the grade appeal form was not submitted in a timely manner or that the appeal does not demonstrate a prima facie case, the Registrar may dismiss the appeal summarily. In such circumstances, the Registrar shall communicate this decision to the student no later than 7 days after the receipt of the form.
9. If the appeal form and evidence have been submitted correctly, in the first instance, the Registrar shall present all the materials to the faculty member and seek a response no later than 15 days after receipt of the materials. If the faculty member assesses the appeal grounds submitted and wishes to make a change to the grade, the Registrar shall make the correction and communicate the decision to the student.
10. If the faculty member does not agree to make any change, the Registrar shall request the Provost or delegate to constitute an appeal committee to consider the appeal. The appeal committee shall have at least three members, only one of whom is a faculty member in the same discipline as the course in which the grade is being appealed. The other members may be faculty members from other disciplines. The chair shall be a faculty member from a discipline other than the one in which the grade is being appealed. The committee shall make decisions by majority vote.
11. The appeal committee shall review the grade appeal form and the supporting evidence no later than 30 days after it has been constituted and issue a decision. The committee may decide to conduct an oral hearing with the student and the faculty member present or issue a decision based on the evidence alone. The student and faculty member may each bring a support person to the hearing. However, the support person is not allowed to speak or present any submission at the hearing. The committee's review is restricted to the grounds specified above and extraneous factors shall not form part of the deliberations.

After assessing the appeal, the committee may reject the appeal or accept the appeal. In the latter case, the committee may:

- decide to change the grade;
  - request the faculty member to re-evaluate the student's grade based on specific criteria;
  - request a re-evaluation of the final grade by a different faculty member.
12. The appeal committee shall communicate its recommendation rejecting the appeal or accepting the appeal with a grade change to the Provost and the Registrar. The Provost may accept the recommendation or modify it for justifiable reasons, which shall be communicated in writing.

After the Provost has made a decision about the grade to be awarded, the Registrar shall communicate that decision to the student no later than 15 days after the receipt of the report from the appeal committee.

13. The decision of the Provost is final and binding.

[CU Academic Appeal Form](#)

## 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.

## 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. Faculty may also offer Directed Studies courses based on need.

## John Wesley School of Leadership Leave of Absence

In the event of extenuating circumstances, a student may request in writing one Leave of Absence (LOA) from the School of Leadership. Contingent upon Dean approval, the student will be allowed a maximum leave of absence of two semesters (summer semester included). A student who remains inactive for longer than two semesters must reapply to the program. Special accommodations will be extended for military deployments (please see information on military withdrawal in the Academic Information of the catalog). The LOA does not "stop the clock" on the 7-year time limit for earning the degree.

# Student Academic Complaints

Carolina University seeks to provide an excellent educational experience for all students. If a student wishes to make a complaint of an academic nature, in the first instance, they should seek to resolve the matter by informal discussion with the faculty member or their supervisor.

If the informal discussions do not resolve the complaint, a student is entitled to file a formal complaint. No student shall suffer retaliation or other punitive action by the sole reason of filing a complaint or participating in a related process. A student must be enrolled at the institution in order to file a complaint under this policy.

A student may file a complaint about a matter related to teaching, learning, assessment, grading, or student performance in a course.

A student must complete and submit the Student Academic Complaint Form to the Registrar's Office no later than 7 days after the events that are alleged to have caused the complaint. Any supporting evidence must be attached with the form. A complaint that is vague, stating unsupported allegations, obvious falsehoods, based on differences of opinion about academic content or faculty expertise, or is unrelated to academic matters is liable to be dismissed summarily.

The [Registrar's Office](#) will conduct an initial assessment of the form.

If the Student Academic Complaint Form and supporting evidence demonstrate a prima facie case, the Provost or delegate shall constitute a Student Academic Appeal Committee with no fewer than three full-time faculty members who shall be unrelated to the respondent in the complaint. The committee shall elect a chair and decisions shall be by majority voting.

The Student Academic Appeal Committee shall present the allegations to the respondent no later than 21 days after it receives the complaint and seek a response within a 14 day period. Upon receipt of the respondent's response, the committee may afford an opportunity for both sides to make oral presentations and examine any witnesses. Any such oral hearings shall be confidential and attorneys are not entitled to represent either party to the complaint. As far as possible, the committee shall seek to conduct matters in a non-adversarial manner, maintain confidentiality, and make decisions based on facts. It shall make every attempt to achieve reconciliation and harmony.

After completing its assessment of the evidence, the committee shall submit its recommendations in writing to the Provost no later than 60 days after receiving the complaint. The Provost may accept the recommendations in full or in part and communicate his decision to the student and the respondent. Any grade changes or disciplinary sanctions shall be implemented by the Registrar's Office and other relevant departments.

The student or respondent may request a reconsideration of the decision by writing to the Provost within 7 days of receipt of the decision. The decision rendered by the Provost after such reconsideration shall be final.

[Download the form here](#)

## Faculty

### **Alexander, Carlene**

*Distinguished Professor of Leadership*

Bachelor of Commerce, Dalhousie University 1997, Master of Business Administration, Laurentian University 2010

### **Altmire, Dr. Jason**

*Professor of Practice*

DBA, University of Florida, MHA, George Washington University, BS in Political Science, Florida State University

### **Andreu, Nelson**

*Professor of Practice - Criminal Justice*

Bachelor's in Public Administration, magna cum laude, Barry University 2008, Bachelor's in Criminal Justice, summa cum laude, Grantham University 2008, Masters in Public Administration, Barry University, Ed.D. in Education and Organizational Leadership, Barry University 2017

### **Arnold, Wade**

*Adjunct Professor*

### **Bae, Dr. Yejun**

*Assistant Professor of Education*

Postdoctoral Fellow in Learning, Teaching, and Curriculum, University of Missouri-Columbia 2020-2021, PhD in Science Education, University of Iowa at Iowa City 2020, MS in Biology Education, Korea National University of Education 2011, BA in Science Education, Ewha Womans University 2003

### **Banks-Prince, Judge Camille**

*Professor of Practice*

JD in Law, North Carolina Central University 2001, BA in Social Work, North Carolina Agricultural and Technical University 1998

### **Barakka, Dr. Larisza**

*International Student Officer, Assistant Professor of Business*

### **Beyer, Bryan**

*Adjunct Professor*

### **Beyer, Bryan E.**

*Adjunct faculty, Old Testament*

PhD Hebraic and Cognate Studies, Hebrew Union College-Jewish Institute of Religion, 1985, MDiv, Denver Seminary, 1980, BA Humanities, Colorado State University, 1976;

### **Boruah, Michelle**

*Adjunct Professor - Deaf Studies*

M.A. from Gallaudet University (2013) in International Development with a specialization in Disability Rights and Advocacy., M.A. from Gallaudet University (2011) in Deaf Education: Multiple Disabilities., B.A. from California State University, Northridge (2007) in Deaf Studies with a specialization in Deaf Education.



**Braithwaite, Dr. Gilbert**

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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, Dr. Katherine**

*Director of Sociology, Assistant Professor of Criminal Justice, Assistant Professor of Sociology*

PhD in Sociology, Western Michigan University, 2022, MA in Sociology, Western Michigan University, 2018, BA in Sociology with Criminology Concentration, Wittenberg University 2015

**Brown, Lee**

*Fellow*

**Burkard, Dr. Heather**

*Interim Dean of Arts & Sciences, Criminal Justice Director, Assistant Professor of Criminal Justice*

PhD in Public Safety, Capella University 2013, MFS in Investigations, National University 2006, BA in Criminology, St. Leo University 2000

**Canning-Mello, Kathleen**

*Professor of Practice - Criminal Justice*

MCJ, Boston University 2005, BS in Criminal Justice, Roger Williams College 1987

**Carr, Nancy**

*Assistant Professor of Education*

PhD in Curriculum & Instruction with an emphasis in Adult Education, University of South Florida 2022 (degree anticipated), MA in English Education, University of South Florida St. Petersburg 2016, BA in English, Sweet Briar College 2006

**Carter, Dr. Lutheran**

*Adjunct Professor*

EdD in Organizational Leadership with an Emphasis in Organizational Development, Grand Canyon University 2020, MSED in Workforce Education and Development, Southern Illinois University Carbondale 2013, BS in Workforce Education and Development, Southern Illinois University Carbondale 2011, AS in General Studies, Vincennes University 2011

**Clark, Dr. Jesse**

*Assistant Professor*

PhD in Sociology, University of Georgia 2015, MA in Sociology, The University of North Carolina at Charlotte 2008, BA in Sociology, The University of North Carolina at Charlotte 2006

**Closs, Carolyn Rose**

*Professor of Practice of Leadership*

BA in Mass Communications, Winston-Salem State University 1987, MS in Management, National Louis University 1989, Army Command and General Staff College 2003

**Cohen, Dr. Laura**

*Adjunct Professor of Counseling*

Bachelor's in Secondary Education, The University of Miami w/ Majors in Spanish & TESOL, Master's in Counselor Education, Florida Atlantic University, Post-Master's Certification in Educational Leadership, Florida Atlantic University, Doctoral Degree in Counseling and Supervision, Florida Atlantic University

**Crouse Jr., Dr. Philip**

*Adjunct Professor*

PhD in Applied Theology in Preaching, Southeastern Baptist Theological Seminary 2018, Adv. Masters of Divinity, Southeastern Baptist Theological Seminary 2013, Bachelor of Arts in Christian Studies, Southeastern Baptist Theological Seminary 2012

**Cruz Contreras, Yolanda Catalina**

*Lecturer*

PhD in Politics and International Studies, Warwick University, UK, 2000. , MA International Studies (Diplomacy) University of Birmingham, UK, 1995., BA International Relations (Honours) National Autonomous University of Mexico, Mexico, 1992

**Curnutt, Gary M.**

*Assistant Professor & Director of Financial Planning*

BBA, Eastern New Mexico University 2015, MS, Financial Planning, Texas Tech University 2018, Graduate Certificate, Charitable Financial Planning, Texas Tech University 2018, Ph.D. (ABD), Financial Planning, Texas Tech University, expected 2022

**De La Cruz, Dr. Natalie**

*Professor of Practice - Public Health*

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

**Deering, M.Gen. Myles**

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MS in Strategic Studies, United States Army War College 2000, MS in Natural and Applied Sciences, Oklahoma State University 1996, BBA in Management, University of Oklahoma 1980

**DiSalvo, Lt.Gen. Joe**

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Master's of Strategic Studies, U.S. Army War College, Master's in Operations Research, Air Force Institute of Technology, BS, United States Military Academy

**Domingues, Dr. Gleyds**

*Adjunct Professor*

Post Doctorate in Religion and Education by the Pontifical Catholic University of Paraná 2016, PhD in Theology by Faculdades EST 2015, ThM in Education by Methodist University of Piracicaba 2007, BA in Pedagogy by Universidade Federal de Pernambuco 1987, BS in Theology by Faculdade de Administração, Ciências, Educação e Letras 2016

**Donald, Dr. Karina**

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PhD in Marriage & Family Therapy, Texas Woman's University 2020, MA in Art Therapy, George Washington University 2011, BA in Psychology, Brooklyn College 2009

**Edens, Dr. Byron**

*Vice President, Professor*

PhD in Leadership, Carolina University 2021, DMin in Expository Preaching, New Orleans Baptist Theological Seminary 2012, MDiv, New Orleans Baptist Theological Seminary 2001, BA in Interdisciplinary Studies, University of South Carolina at Columbia 1984, AA in Commercial Education, University of South Carolina at Columbia 1982, AA, Midlands Technical College 1979

**Edewaard, Dr. Darlene**

*Adjunct Professor of Psychology*

PhD in Human Factors Psychology, Clemson University 2020, MS in Applied Psychology, Clemson University, 2017, BA in Psychology, William Paterson University, 2013, AA in Liberal Arts Humanities, Passaic County Community College, 2011

**Fernando, Dr. B. Rasitha**

*Assistant Professor of Electronics and Electrical Engineering*

PhD in Electrical and Computer Engineering, University of Dayton 2021, MS in Electrical Engineering, Wright State University 2015, BS in Electrical Engineering, Wright State University 2015

**Fonseka, Dr. Nalin**

*Assistant Professor of Mathematics*

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, Dr. T.J.**

*Adjunct Professor*

PhD in Theology and Apologetics, Liberty University 2022, PhD in Missiology, North-West University 2022, PhD in Biblical Studies, Carolina University 2020, PhD in Leadership, Carolina University 2019, DMin in Pastoral Counseling, Carolina University 2015, ThM in Theology, Liberty University 2016, MA in Philosophy, Holy Apostles College and Seminary 2019, MA in Apologetics, Luther Rice College and Seminary 2016, MDiv in Chaplaincy, Liberty University 2011, MAR in Church Ministries, Liberty University 2011, BA in Political Science, Southern Illinois University 1994

**Gentry, Jennifer**

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PhD Information Technology, NCU 2022, MS in Computer Science, University of New Haven 2005, BS in Mechanical Engineering/Aerospace Concentration, Rutgers University 1999

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DSW, University of Tirana 2005, MSW, Grand Valley State University 1998, Postgraduate Program in Social Work, University of Tirana 1994, BA in History, University of Tirana 1990

**Gracic, Dr. Alma**

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PhD in Economics, Miami Herbert Business School 2020, MA in Economics, Miami Herbert Business School 2017, BA in Chemistry, Earlham College 2013

**Gregory, Dr. Mark**

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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, Dr. Jie**

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PhD in Management, State University of New York at Binghamton 2020, 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

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PhD, University of Exeter 1987, BS in Chemistry, University of Surrey 1983

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*Adjunct Professor Theology, Church History, Apologetics*

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 and Theological Seminary 1991

**Herrero De Egaña Muñoz-Cobo, Dr. Blanca**

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PhD, Social Anthropology and Sociology, Pontificia de Comillas University, Madrid, 2018(With High Distinction), MS, International Cooperation for Development, Complutense University, Madrid, 1995., MS, Migration and Refugee, Pontificia de Comillas University, Madrid, 1996. (Summa Cum Laude)., BA, MS, Faculty of Law, Complutense de Madrid University, 1991., Profesional Certificate in Digital Transformation, MIT, 2021., Diploma Cultural Awareness in Global Business, MIT, 2020 (Fire Hydrant Award), Diploma Leadership in Innovation, MIT, 2020 (Fire Hydrant Award)., Professional Certificate Leadership & Innovation, ESADE Business School, Madrid, 2009

**Herzog, Nicolle**

*Assistant Professor of English, International Students Officer*

PhD American Studies, Université de Versailles Saint-Quentin-en-Yvelines 2022 , MA Mondes anglophones (English Language, Literatures, and Cultures), Université de Tours, France 2017 , BA Political Science and French, Bucknell University 2014

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PhD in Logistics and Supply Chain Management, Georgia Southern University 2021, MA in Supply Chain Management, University of Applied Sciences Upper Austria 2015, BA in Process Management, University of Applied Sciences Upper Austria 2011

**Hubschman, Dr. Betty**

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EdD in Adult Education/Human Resource Development, Florida International University 1996, Certification in Educational Computing and Technology, Barry University 1997, MS in Adult Education, Florida International University 1993, BA in Elementary Education, Florida Atlantic University 1968

**Hugh Van Roosen, Maj. Gen. Retired**

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Masters of National Security Strategy, U.S. Army War College, Carlisle, PA, Bachelor of Science, Liberal Studies, University of the State of New York, Albany, NY, Fellow, National Security Studies, Syracuse University, Syracuse, NY

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PhD in Counseling Psychology, Purdue University 2017, MSE in Counseling Psychology, Purdue University 2013, BA in Psychology, Cornell University 2011

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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

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*Assistant Professor of Biochemistry and Biotechnology*

B.Sc. in Biochemistry, University of Delhi, 2012, M.Sc. in Biotechnology, Jawaharlal Nehru University, 2015, Ph.D. in Biochemistry, University of Wisconsin-Madison, 2021

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PhD, Curriculum and Instruction with a specialization in Educational Psychology, North Carolina State, MS, Science in Education, St. John's University, BFA in Film & Television Production, New York University

**Jones, Dr. Murchtricia**

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PhD in Computational Medicine and Bioinformatics, University of Michigan 2021, MSc in Computational Medicine and Bioinformatics, University of Michigan 2017, BS in Mathematics, University of the Virgin Islands 2015

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*Adjunct Professor*

JD, The University of South Carolina School of Law 2017, BA, Philosophy, The University of North Florida 2014

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*Assistant Professor of Chemistry and Physics*

PhD in Chemistry, The Pennsylvania State University 2016, BS in Chemistry, Minor in Physics, Ohio Northern University 2011

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PhD in Experimental Psychology, Central Michigan University 2001, MS in General/Experimental Psychology, Central Michigan University 1998, BS in Psychology, Central Michigan University 1996

**Kim, Dr. Eunjung**

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PhD in Social Studies Education, University of Iowa 2021, 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

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PhD in Experimental Psychology, Central Michigan University 2020, MS in Experimental Psychology, Central Michigan University 2015, BA in Psychology, University of Michigan 2009

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Ph.D. in Cellular and Molecular Biology, Tohoku University, Japan, 2015, M.Sc. in Biotechnology, Jaipur National University, India, 2010, B.Sc. in Industrial Microbiology, Rajasthan University, India, 2008

**Lamei, Dr. Lena**

*Assistant Professor of Business and Leadership*

EdD in Educational Leadership (ABD), Wichita State University, KS 2022, MBA, Wichita State University, KS 2016, MA in Communications, Wichita State University, KS 2012, BA in English Language and Literature, Tehran, Iran 1998

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EdD in Educational Leadership (ABD), Wichita State University, KS 2022, MBA, Wichita State University, KS 2016, MA in Communications, Wichita State University, KS 2012, BA in English Language and Literature, Tehran, Iran 1998

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*Lecturer in Business*

Master of Science in Industrial Engineering, Wichita State University, 2021, Master of Business Administration-Finance (MBA), Qazvin Azad University, 2016, Bachelor of Science in Accounting, Karaj Azad University, 2004

**Lupan, Vlad**

*Distinguished Professor of Leadership*

Postgraduate Academic Studies in International Relations, 1996, MA in Public Communication, 2008

**Ma, Dr. Long**

*Assistant Professor*

PhD in Finance, University of Memphis 2021, MS in Finance, University of South Florida 2014

**Magne, Dr. Tiphanie**

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PhD in Economics, University of Delaware, DE 2020, MS in Economics and Applied Econometrics, University of Delaware, DE 2017, MA in Economics, University of Delaware, DE 2015, BA in Economics and Business, University of Lyon, Lyon, France, 2013

**Manero, Dr. Chrystina**

*Professor of Practice — Nursing*

PhD, Endicott College 2021, MSN, Regis College 2015, ASN in Nursing, Becker College 2009, BA in Elementary/Special Education and BS in Health Policy, Providence College 2007

**Manning, Dr. Maureen**

*Adjunct Professor of Education*

EdD Curriculum, Teaching, Learning, & Leadership, Northeastern University 2020, CAGS Educational Leadership, Bridgewater State University 2005, M.Ed. Education, Curry College 2000, BA Humanities, Stonehill College 1997

**Martyn, Dr. Amanda**

*Assistant Professor of Biology, Public Health & Biology Programs Director*

PhD Molecular & Cellular Biology, University of Guelph, MSc Plant Biology, University of Guelph, BSc Honors Molecular Biology & Genetics, University of Guelph

**Mcentyre, Jasmine**

*Adjunct Professor of Nursing*

DNP Candidate, University of North Carolina at Wilmington, MSN, Winston Salem State University 2019, BA in Nursing, Winston Salem State University 2015, BA in Psychology, Queens University of Charlotte 2012

**McNeil, Dr. James**

*Assistant Professor of Counseling*

Ph.D., Counselor Education and Supervision, Duquesne University 2019, M.S., Rehabilitation Counseling, University at Buffalo 2011, B.S., Education, Medaille College, 2008

**Meyette, Dorian**

*Adjunct Deaf Studies Professor*

**Modeste, Rajanique**

*Adjunct Professor of Education*

**Neuhold-Raviku, Ruki**

*Adjunct Professor of Education*

**Oh, Dr. Hyunjung**

*Assistant Professor*

PhD in Economics, Washington State University, MS in International Business, Ewha Woman's University, BA in Christian Studies, Ewha Woman's University

**Owens, Dr. Howard D.**

*Professor*

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

**Ozyilmaz, Dr. Adnan**

*Professor of Management*

Associate Professorship in Management and Strategy, Inter-University Council of Turkey 2013, Ph.D., Rensselaer Polytechnic Institute 2001, M.Eng. in Industrial and Management Engineering, Rensselaer Polytechnic Institute 2001, M.B.A. in Management, Fairleigh Dickinson University 1997, B.A. in Business Administration, Karadeniz Technical University 1992

**Park, Dr. Sang Mork**

*Assistant Professor of Computer Science*

PhD in Computer Science and Engineering, Wright State University 2010, ME in Systems Engineering, Air Force Institute of Technology 2002, BS in Aeronautical Engineering, Air Force Academy 1990

**Payne, Melva**

*Entrepreneur in Residence*

MA in Mathematics, University of Kentucky, BA in Mathematics, Berea College

**Petrovic, Dr. Lidija**

*Professor of Practice*

PhD in Management, Doctor of Science in Strategic Management, University for Peace est. by the United Nations (UPEACE), MA Dipl. Ing., Management Sciences, University of Belgrade, BSc, Engineering and Organization, University of Belgrade

**Phillips, David**

*Adjunct Deaf Studies Professor*

**Pye, Dr. Danee**

*Adjunct Professor of Leadership*

PhD in Communication with an emphasis in Rhetoric, University of Texas at Austin, MA in Communication Studies, Ball State University, BA in Philosophy, University Of California Berkley

**Qing, Dr.Di**

*Assistant Professor & Director of Financial Planning*

Ph.D. in Personal Financial Planning, Texas Tech University, TX 2022, M.S. in Personal Financial Planning, Texas Tech University,

TX 2022, M.S., Master of Business Administration, Eastern New Mexico University, NM 2016, B.B.A., Bachelor of Business Administration, Eastern New Mexico University, NM 2015, B.A., Bachelor of Finance, Sichuan University, China 2015

**Ricardo, Dr. Manuel**

*Professor of Biology and Health Sciences*

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

**Richardson, Dr. Lorilei**

*Adjunct Professor*

PhD in Gerontology, University of Massachusetts Boston 2018, MS in Gerontology, University of Massachusetts Boston 2012, Certificate of Graduate Study in Applied Research & Evaluation Methods, University of Southern Maine 2008, MS in Human Development, University of Maine at Orono 2006, BA in Psychology with an additional major in Child Development and Family Relations, University of Maine at Orono 2005

**Roberts, Dr. Zach**

*Adjunct Professor of Leadership*

PhD in Industrial-Organizational (IO) Psychology, University of Houston 2017, MA in IO Psychology, University of Houston 2015, BA in IO Psychology, DePaul University 2013

**Robertson, Ellen**

*Adjunct Professor of Psychology*

PhD Psychology, University of Cambridge 2021, MPhil Social Psychology, University of Cambridge 2015, BA Cognitive Neuroscience, Occidental College 2012

**Ronk, Dr. Chris**

*Chief Financial Officer, Part-time Professor*

PhD in Organizational Leadership, Concordia University 2020, MPA in Nonprofit Organizations, High Point University 2005, BS in Business, Virginia Tech 2000

**Santistevan, Aysun**

*Adjunct Professor*

PhD in Educational Leadership and Health and Exercise Science, Colorado State University, 2016, MPH in Public Health Practice, University of Massachusetts-Amherst, 2022

**Senadeera, Dr. Praharshin M.**

*Visiting Assistant Professor of Electrical Engineering, Designated School Officer*

PhD in Electrical Engineering, North Carolina Agricultural & Technical State University, NC, 2014, MS in Electrical Engineering, Wright State University, OH, 2005, BS in Computer Science, Wright State University, OH, 2001, BS in Physics, University of Peradeniya, Sri Lanka, 1998

**Shah, Dr. Abidan**

*Adjunct Professor*

PhD in New Testament Textual Criticism, Southeastern Baptist Theological Seminary 2019, MDiv with Languages, Southeastern Baptist Theological Seminary 2000, BS in Broadcast Journalism, Toccoa Falls College 1996

**Sharpe, Dr.Daphne**

*Adjunct Professor Of Nursing*

DNP, Doctor of Nursing Practice Chatham University 2010, MSN, Master of Science in Nursing, Family Nurse Practitioner, Duke University 2005, MSN, Master of Science in Nursing , Nursing & Healthcare Leadership, Duke University 2005 , BSN, Bachelor of



Science in Nursing, Winston-Salem State University 1995

**Shawon, Farjahan**

*Assistant Professor of Education*

**Shi, Dr. Leilei**

*Assistant Professor of Electrical Engineering*

PhD in Electrical Engineering, University of Cincinnati, 2021, MS in Material Science and Engineering, University of Science and Technology Beijing, 2014, BS in Material Engineering, Shenyang Ligong University, 2011

**Sihm, Dr. Jeong**

*Assistant Professor of Math*

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

**Smith, Dr. Matt**

*Adjunct Professor*

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

**Sparks, Dr. James**

*Distinguished Professor of Health Sciences*

PhD in Biology and Biochemistry, University of Tennessee, BS in Zoology and Chemistry, University of Tennessee

**Sprinkle, Joe M.**

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Ph.D in Hebraic and Cognate Studies, Hebrew Union College - Jewish Institute of Religion 1991, M.Div. Trinity Evangelical Divinity School 1981, B.S. Industrial Engineering, University of Oklahoma, 1976

**Tavares, André**

*Director of Portuguese Programs*

ThM, Faculdades Batista do Paraná 2016, BS in Theology, Pastoral Studies, Tennessee Temple University 1999

**Thornell, Dr. Ryan**

*Professor of Practice - Criminal Justice*

PhD in Political Science, University of South Dakota, MS in Criminal Justice, University of Cincinnati

**Tyler, Dr. Larry**

*Professor*

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**

*Adjunct Professor*

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

**Van Eman, Natalie**

*Adjunct Deaf Studies Professor*

**Vega, Dr. Olga**

*Criminal Justice Instructor*

PhD in International Crime and Justice, Florida International University 2021

**Vlahovic, Sanja**

*Distinguished Professor of Leadership and Society*

PhD, MSc, and BSc in Management and Leadership from Faculty Management in Belgrade

**Watson, Phil**

*Adjunct Professor - Marketing/Communication*

M.B.A., Graduate School of Business Administration, Harvard University, B.A. English Literature, Swarthmore College

**White, Dr. Tim**

*Adjunct Professor*

DMin, Reformed Theological Seminary 2004, MDiv, Bob Jones University 1982, MA in Pastoral Studies, Bob Jones University 1980, ThB, Piedmont Baptist College 1978

**Williams, Jacquelyn**

*Adjunct Professor - History*

MA in Public History, University of West Florida 2012, BA in Anthropology/Archaeology, University of West Florida 2010

**Willman, Ernest**

*Adjunct Professor - Deaf Studies*

Doctoral Student, Deaf Studies & Deaf Education, Lamar University , MEd in Higher Education, Drexel University , BA in Communications and American Sign Language, Gallaudet University

**Wilson, Dr. Amy T**

*Interim Director of Deaf Studies, Professor of Deaf Studies*

PhD in Deaf Education, Gallaudet University 2000, MS in Learning Disabilities, University of Illinois-Chicago 1984, BA in Deaf Education, Illinois State University 1979

**Wilson, Trish**

*Entrepreneur in Residence*

MCS in Mathematics and Geology, University of Mississippi, BS in Mathematics Education, Delta State University

**Xiaojun, Dr. Li**

*Lecturer in Business*

PhD in Management, Tokyo Metropolitan University 2020, MS in International Management, University College Dublin 2014, BA in International Economics and Trade, Beijing University of Chemical Technology 2013

**Yu, Dr. Ang**

*Assistant Professor of Electrical Engineering*

PhD in Electrical Engineering, University of Mississippi 2010, MSc in Electronic Engineering, Tsinghua University 2003, BS in Electronic Engineering, Tsinghua University 2000

**Yu, Dr. Danqing**

*Assistant Professor*

PhD in Sociology, Iowa State University 2020, MS in Sociology, Iowa State University 2014, Bachelor of Law, Northwestern Polytechnical University, China 2007

**Zimmerman, Dr. Heather Grace***Director of Deaf Studies and Associate Professor*

PhD in Critical Studies in the Education of Deaf Learners, Gallaudet University 2019, Ed. S, Deaf Education, Gallaudet University 2017, MA in International Development, Gallaudet University 2013, BA in ASL/English Interpreting, Goshen College 2011

**Leadership****Doctor of Philosophy****Description**

The PhD in Leadership is designed to provide advanced capabilities for scholars and practitioners alike in an area of immense interest in contemporary society. It is well recognized that organizational success or failure is closely connected to leadership. However, there is debate about what constitutes good leadership and how much it may vary depending upon the context or domain within which it is practiced. Similarly, there are a variety of mechanisms currently being employed to identify good leaders and to assist those in leadership roles to become better leaders with varying degrees of success.

Students in the program will be exposed to advanced bodies of knowledge in the attributes essential to good leadership and in the processes likely to identify and develop it. They will also gain a mastery of leadership theories and practices applicable to an array of professional contexts. In addition, students will learn advanced research methods both qualitative and quantitative, and progress to completing a dissertation that produces original scholarship.

The program can be completed with a concentration (area of focus) or otherwise. Students can choose to specialize in an area by completing 9 credits of coursework in that area. Concentrations are available in the following areas: Healthcare Administration; Ministry; Justice; Technology; Politics; International Relations; Innovation; Sociology; Communications; Business; Public Administration. Those who are not interested in a concentration can complete the program by choosing courses from diverse areas without being limited to any one area. Students who opt for a concentration must complete their dissertation in a topic that fits within the concentration after approval by their chair. Students who choose not to do a concentration can write their dissertation in any aspect of leadership after appropriate consultation and approval by their dissertation chair.

**Admissions Requirements**

- Completed application
- Master's degree or equivalent from an accredited institution
- Current resume
- Writing sample or purpose statement
- Official transcripts from previously attended institutions
- No GMAT or GRE required

\*For questions regarding the program or transfer credits, please contact Trudy Owens at [owenst1@carolinaU.edu](mailto:owenst1@carolinaU.edu)

**Courses****Leadership Core (31 Credit Hours)**

<a href="#">LEA 700 - Foundations of Leadership</a>	3 Credit Hours
<a href="#">LEA 701 - Leadership Styles, Motivations, and Behavior</a>	3 Credit Hours
<a href="#">LEA 702 - Global Leadership</a>	3 Credit Hours
<a href="#">LEA 703 - Organizational Theory &amp; Behavior</a>	3 Credit Hours
<a href="#">LEA 704 - Organizational Communication</a>	3 Credit Hours
<a href="#">LEA 705 - Conflict Resolution</a>	3 Credit Hours
<a href="#">LEA 706 - Leadership Residency</a>	1 Credit
<a href="#">LEA 801 - Strategic Planning</a>	Hour
<a href="#">LEA 802 - Change Theory &amp; Practice</a>	3 Credit Hours
<a href="#">LEA 803 - Leadership Values and Ethics</a>	3 Credit Hours
<a href="#">LEA 807 - Leadership &amp; Diversity</a>	3 Credit Hours
<b>Research Core (15 Credit Hours)</b>	3 Credit Hours

<a href="#">RES 710 - Academic Writing</a>	3 Credit Hours
<a href="#">RES 801 - Research Design I</a>	3 Credit Hours

[RES 802 - Research Design II](#)  
[RES 803 - Research Design III](#)

6 Credit Hours

3 Credit Hours

### Concentration Courses (9 Credit Hours; Choose One Area)

#### Organizational Management (FA21)

[LEA 707 - Women, Leadership, and Power](#)  
[LEA 810 - Marketing for Leaders](#)  
[LEA 821 - Industrial Organizational Psychology](#)

3 Credit Hours

3 Credit Hours

3 Credit Hours

#### Educational Administration (FA21)

[EDU 504 - Applied Educational Psychology](#)  
[EDU 512 - Academic Measurements & Assessment](#)  
[EDU 635 - Trends & Issues in Education](#)

3 Credit Hours

3 Credit Hours

3 Credit Hours

#### Healthcare Administration

[BUS 521 - Management Information Systems](#)  
[BUS 522 - Principles of Organization Finance](#)  
[MPH 501 - Introduction to Public Health](#)  
[MPH 565 - Public Health Policy](#)  
[LEA 823 - Healthcare Administration](#)  
[MPH 530 - Global Public Health](#)  
[MPH 620 - Program Planning and EvaluationPublic Health](#)  
[MPH 635 - Biostatistics](#)  
[MPH 510 - Environmental & Occupational Epidemiology](#)

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

#### Ministry Administration

[LEA 816 - Cross Cultural Ministry Leadership](#)  
[MIN 525 - Discipleship and Christian Education](#)  
[MIN 628 - Internship](#)  
[MIN 508 - Global Focus of Church Ministry](#)

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

#### Justice

[JUS 715 - Public Finance & Budgeting](#)  
[JUS 705 - Criminal Justice Administration](#)  
[JUS 710 - Evidence-based Practices inLaw & Justice](#)  
[JUS 725 - Legal Theory](#)  
[JUS 700 - International Human Rights](#)  
[MGT 660 - Negotiation and Conflict Management](#)

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

#### Technology

[ANA 615 - Introduction to Data Science](#)  
[DCS 510 - Foundations of Data Science](#)  
[DCS 520 - Statistics for Data Science I](#)  
[DCS 630 - Machine Learning I](#)  
[DCS 640 - Big Data Analysis I](#)  
[DCS 625 - R Programming for Data Science](#)  
[DCS 650 - Python Programming for Data Science](#)  
[DCS 550 - Data Visualization & Dashboarding](#)  
[DCS 635 - Machine Learning II](#)  
[CSC 530 - Algorithms & Data Structures](#)  
[CSC 550 - Networking](#)  
[CSC 665 - Artificial Intelligence](#)  
[CSC 565 - Enterprise Network Design](#)

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

**Politics**

<a href="#">POL 700 - Contemporary Political Thought</a>	3 Credit Hours
<a href="#">POL 705 - American Politics</a>	3 Credit Hours
<a href="#">POL 710 - The American Constitution</a>	3 Credit Hours
<a href="#">JUS 700 - International Human Rights</a>	3 Credit Hours

**International Relations**

<a href="#">JUS 700 - International Human Rights</a>	3 Credit Hours
<a href="#">INR 700 - International Organizations</a>	3 Credit Hours
<a href="#">INR 705 - International Political Economics</a>	3 Credit Hours

**Innovation**

<a href="#">INN 700 - Innovation Processes</a>	3 Credit Hours
<a href="#">INN 705 - Intellectual Property</a>	3 Credit Hours
<a href="#">INN 710 - Information Technology and Business Transformation</a>	3 Credit Hours
<a href="#">DCS 630 - Machine Learning I</a>	3 Credit Hours
<a href="#">DCS 510 - Foundations of Data Science</a>	3 Credit Hours
<a href="#">CSC 665 - Artificial Intelligence</a>	3 Credit Hours
<a href="#">DCS 520 - Statistics for Data Science I</a>	3 Credit Hours

**Sociology**

<a href="#">SOC 700 - Advanced Sociological Theory</a>	3 Credit Hours
<a href="#">SOC 705 - Social Networks</a>	3 Credit Hours
<a href="#">SOC 710 - Sociology and Inequality</a>	3 Credit Hours
<a href="#">SOC 715 - Sociology of Culture</a>	3 Credit Hours
<a href="#">MPH 620 - Program Planning and EvaluationPublic Health</a>	3 Credit Hours
<a href="#">MPH 560 - Maternal &amp; Child Health</a>	3 Credit Hours
<a href="#">MPH 650 - US Health Care &amp; Equity</a>	3 Credit Hours

**Communications**

<a href="#">MGT 660 - Negotiation and Conflict Management</a>	3 Credit Hours
<a href="#">MKT 650 - Marketing Communications</a>	3 Credit Hours
<a href="#">MGT 531 - Marketing for Results</a>	3 Credit Hours
<a href="#">MKT 640 - Brand Management</a>	3 Credit Hours
<a href="#">MKT 620 - Digital Marketing</a>	3 Credit Hours
<a href="#">MKT 610 - Consumer Behavior</a>	3 Credit Hours

**Business**

<a href="#">BUS 521 - Management Information Systems</a>	3 Credit Hours
<a href="#">BUS 522 - Principles of Organization Finance</a>	3 Credit Hours
<a href="#">BUS 621 - Contemporary Economic Issues</a>	3 Credit Hours
<a href="#">BUS 641 - International Business</a>	3 Credit Hours
<a href="#">MGT 661 - Management Theory &amp; History</a>	3 Credit Hours
<a href="#">ANA 605 - Introduction to Business Analytics</a>	3 Credit Hours
<a href="#">ANA 615 - Introduction to Data Science</a>	3 Credit Hours
<a href="#">SCM 625 - Logistics</a>	3 Credit Hours
<a href="#">SCM 630 - Supply Chain Management</a>	3 Credit Hours
<a href="#">MKT 610 - Consumer Behavior</a>	3 Credit Hours
<a href="#">MKT 630 - Marketing Management</a>	3 Credit Hours

**Public Administration**

<a href="#">JUS 715 - Public Finance &amp; Budgeting</a>	3 Credit Hours
<a href="#">PAD 705 - Foundations of Policy Analysisand Administration</a>	3 Credit Hours
<a href="#">ANA 615 - Introduction to Data Science</a>	3 Credit Hours

<a href="#">BUS 621 - Contemporary Economic Issues</a>	3 Credit Hours
<a href="#">MPH 565 - Public Health Policy</a>	3 Credit Hours
<a href="#">MGT 661 - Management Theory &amp; History</a>	3 Credit Hours
<a href="#">BUS 521 - Management Information Systems</a>	3 Credit Hours
<a href="#">MGT 542 - Managerial Accounting</a>	3 Credit Hours
<a href="#">MGT 622 - Strategic Management</a>	3 Credit Hours
<a href="#">MGT 660 - Negotiation and Conflict Management</a>	3 Credit Hours
<a href="#">SCM 610 - Operations Management</a>	3 Credit Hours
<a href="#">BUS 644 - Human Resources Law</a>	3 Credit Hours
<a href="#">BUS 612 - Organizational Business Culture</a>	3 Credit Hours

### Dissertation Courses (18 Credit Hours)

<a href="#">RES 877 - Dissertation I</a>	6 Credit Hours
<a href="#">RES 878 - Dissertation II</a>	6 Credit Hours
<a href="#">RES 879 - Dissertation III</a>	6 Credit Hours

## English

### Master of Arts

### Description

The total program length is 36 credits. Students typically complete the program over the course of two years.

### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

### Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### Required Courses

<a href="#">ENE 540 - Literary Criticism</a>	3 Credit Hours
<a href="#">RES 710 - Academic Writing</a>	3 Credit Hours

### Elective Options

<a href="#">ENE 501 - Survey of British Literature I</a>	3 Credit Hours
<a href="#">ENE 502 - Survey of British Literature II</a>	3 Credit Hours
<a href="#">ENE 505 - Fantasy Literature</a>	3 Credit Hours
<a href="#">ENE 510 - Gothic Literature</a>	3 Credit Hours
<a href="#">ENE 520 - American Literature: Before 1865</a>	3 Credit Hours
<a href="#">ENE 525 - Survey of American Literature</a>	3 Credit Hours
<a href="#">ENE 530 - Survey of World Literature</a>	3 Credit Hours
<a href="#">ENE 535 - Adolescent Literature</a>	3 Credit Hours
<a href="#">ENE 545 - Greek Drama</a>	3 Credit Hours
<a href="#">ENE 550 - Shakespearean Drama</a>	3 Credit Hours
<a href="#">ENE 555 - Twentieth Century American Short Story</a>	3 Credit Hours
<a href="#">ENE 560 - Elements of Composition</a>	3 Credit Hours
<a href="#">ENE 565 - American Literature: After 1865</a>	3 Credit Hours
<a href="#">ENE 570 - Children's Literature</a>	3 Credit Hours
<a href="#">ENE 575 - Foundations of Literacy in the 21stCentury Elementary Classroom 1</a>	3 Credit Hours
<a href="#">ENE 580 - Foundations of Literacy in the 21stCentury Elementary Classroom 2</a>	3 Credit Hours

<a href="#">ENE 610 - English Novel: 17th-19th Centuries</a>	3 Credit Hours
<a href="#">ENE 615 - Milton (Poetry and Prose)</a>	3 Credit Hours
<a href="#">ENE 620 - Victorian Literature</a>	3 Credit Hours
<a href="#">ENE 630 - Early 20th Century British Writers</a>	3 Credit Hours
<a href="#">ENE 640 - Teaching English to Speakers of Other Languages (TESOL)</a>	3 Credit Hours
<a href="#">ENE 650 - Teaching English in the Secondary School</a>	3 Credit Hours
<a href="#">ENE 660 - American Romanticism</a>	3 Credit Hours
<a href="#">ENE 665 - Twentieth Century American Poetry</a>	3 Credit Hours
<a href="#">EDU 612 - Contemporary Literacy Strategies</a>	3 Credit Hours
<a href="#">BUS 605 - Influencers</a>	3 Credit Hours
<a href="#">LEA 812 - Grant Writing Management and Program Evaluation</a>	3 Credit Hours
<a href="#">EDU 555 - Literature for Children &amp; Young Adults</a>	3 Credit Hours

## Healthcare Administration

### Master of Science

#### Description

The MS in Healthcare Administration program is designed to provide an understanding of the modern health industry. Graduates of this program gain the knowledge, skills, and abilities to assume administrative roles in various health organizations, interact with diverse specialists, and evaluate and resolve administrative problems.

#### Admissions Requirements

- A bachelor's degree or equivalent from a recognized college or university
- GPA of 2.5 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Degree Requirements

- The maximum time limit to complete the program is four years or 150% of the credits, whichever the student reaches first.
- A minimum of 24 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 48 hours of prescribed courses with a minimum cumulative GPA of 2.00.

#### Courses

##### Professional Core (42 Credit Hours)

<a href="#">LEA 823 - Healthcare Administration</a>	3 Credit Hours
<a href="#">MPH 501 - Introduction to Public Health</a>	3 Credit Hours
<a href="#">MPH 505 - Epidemiology</a>	3 Credit Hours
<a href="#">MPH 510 - Environmental &amp; Occupational Epidemiology</a>	3 Credit Hours
<a href="#">MPH 525 - Health Promotion</a>	3 Credit Hours
<a href="#">MPH 530 - Global Public Health</a>	3 Credit Hours
<a href="#">MPH 565 - Public Health Policy</a>	3 Credit Hours
<a href="#">MPH 620 - Program Planning and EvaluationPublic Health</a>	3 Credit Hours
<a href="#">MPH 640 - Measures in Epidemiology</a>	3 Credit Hours
<a href="#">MPH 690 - Internship I (elective)</a>	3 Credit Hours
<a href="#">MPH 691 - Internship II (elective)</a>	3 Credit Hours
<a href="#">RES 801 - Research Design I</a>	3 Credit Hours
<a href="#">RES 802 - Research Design II</a>	6 Credit Hours

##### Elective Options (Choose 6 Credit Hours)

<a href="#">MPH 515 - Immunology</a>	3 Credit Hours
<a href="#">MPH 520 - Molecular &amp; Genetic Epidemiology</a>	3 Credit Hours
<a href="#">MPH 540 - Communications, Media and Public Health</a>	3 Credit Hours
<a href="#">MPH 560 - Maternal &amp; Child Health</a>	3 Credit Hours
<a href="#">MPH 610 - Special Epidemiologic Applications</a>	3 Credit Hours
<a href="#">MPH 630 - Human Health &amp; Nutrition</a>	3 Credit Hours
<a href="#">MPH 650 - US Health Care &amp; Equity</a>	3 Credit Hours
<a href="#">MPH 660 - The Science of Addiction</a>	3 Credit Hours

## Healthcare Administration

## Doctor of Philosophy

### Description

The PhD in healthcare administration is designed to provide advanced capabilities for scholars and practitioners alike in an area of immense interest in contemporary society. With the changes in the healthcare system and the rise of people using it, the career outlook for individuals who specialize in this area is very good. The healthcare administration PhD specialization will help you develop essential perspectives and skills for application of theoretical and research-based health care industry management issues.

### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

### Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

### Courses

#### Professional Core

<a href="#">BUS 521 - Management Information Systems</a>	3 Credit Hours
<a href="#">BUS 522 - Principles of Organization Finance</a>	3 Credit Hours
<a href="#">MPH 640 - Measures in Epidemiology</a>	3 Credit Hours
<a href="#">LEA 703 - Organizational Theory &amp; Behavior</a>	3 Credit Hours
<a href="#">LEA 704 - Organizational Communication</a>	3 Credit Hours
<a href="#">LEA 705 - Conflict Resolution</a>	3 Credit Hours
<a href="#">LEA 706 - Leadership Residency</a>	1 Credit
<a href="#">LEA 801 - Strategic Planning</a>	Hour
<a href="#">MPH 501 - Introduction to Public Health</a>	3 Credit Hours
<a href="#">MPH 505 - Epidemiology</a>	3 Credit Hours
<a href="#">MPH 565 - Public Health Policy</a>	3 Credit Hours
<b>Elective Options</b>	3 Credit Hours

<a href="#">LEA 823 - Healthcare Administration</a>	3 Credit Hours
<a href="#">MPH 510 - Environmental &amp; Occupational Epidemiology</a>	3 Credit Hours
<a href="#">MPH 525 - Health Promotion</a>	3 Credit Hours
<a href="#">MPH 530 - Global Public Health</a>	3 Credit Hours
<a href="#">MPH 560 - Maternal &amp; Child Health</a>	3 Credit Hours
<a href="#">MPH 620 - Program Planning and EvaluationPublic Health</a>	3 Credit Hours
<a href="#">MPH 630 - Human Health &amp; Nutrition</a>	3 Credit Hours
<a href="#">MPH 650 - US Health Care &amp; Equity</a>	3 Credit Hours
<a href="#">MPH 660 - The Science of Addiction</a>	3 Credit Hours

#### Research Core (15 Credit Hours)

<a href="#">RES 710 - Academic Writing</a>	3 Credit Hours
<a href="#">RES 801 - Research Design I</a>	3 Credit Hours
<a href="#">RES 802 - Research Design II</a>	6 Credit Hours
<a href="#">RES 803 - Research Design III</a>	3 Credit Hours

#### Dissertation Courses (18 Credit Hours)

<a href="#">RES 877 - Dissertation I</a>	6 Credit Hours
<a href="#">RES 878 - Dissertation II</a>	6 Credit Hours
<a href="#">RES 879 - Dissertation III</a>	6 Credit Hours

### Nursing



## Master of Science

### Description

CU's RN to MSN program is designed to provide a state-of-the-art credential for nursing professionals aspiring to leadership roles.

It has been developed to reflect the increasing complexity of the healthcare environment to equip nursing professionals with 21st century competencies and skills. Our program draws on *AACN's Vision for Academic Nursing*. As the executive summary notes: "... the complexity of healthcare delivery and patient/population health needs continue to grow, education preparation for the entry to professional nursing practice is expected to evolve to a generalist master's degree at some point in the future ... master's entry programs would provide education for strengthened competencies in organizational and systems thinking, quality improvement and safety, care coordination, interprofessional communication, and team-based care and leadership."

CU's MSN degree offers three tracks. The Generalist track requires the completion of 36 core credits and additional practicum electives. Students have the option of choosing the MSN Educator track and completing 6 Nurse Educator credits to earn the specialization. Students may also choose the Leadership and Management track and complete 9 Leadership Track Courses in addition to a 4 credit practicum.

### Admissions Requirements

- GPA of 2.75 or higher
- Active, unencumbered RN license
- A BSN from an accredited institution
- Official transcripts from all previously attended schools
- Completed application with Carolina University

### Degree Requirements

- The maximum time limit to complete the program is four years or 150% of the credits, whichever the student reaches first.
- A minimum of 22 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 45 hours of prescribed courses with a minimum cumulative GPA of 2.00.

### Courses

#### [GE 300 - Essentials of Online Learning & Professional Writing](#)

1 Credit  
Hour

#### **Professional Core (34 Credit Hours)**

#### [NRM 500 - Role Identity for the MSN-Prepared Nurse](#)

3 Credit Hours

#### [MPH 530 - Global Public Health](#)

3 Credit Hours

#### [NRM 502 - Quality Improvement in Healthcare Interprofessional Collab](#)

4 Credit Hours

#### [NRM 504 - Informatics & Technology Used in Healthcare](#)

4 Credit Hours

#### [NRM 506 - Essentials of Patient-Centered Care Planning](#)

4 Credit Hours

#### [NRM 508 - Advanced Physical Health Assessment](#)

4 Credit Hours

#### [NRM 520 - Advanced Pathophysiology](#)

3 Credit Hours

#### [NRM 530 - Advanced Pharmacology](#)

3 Credit Hours

#### [NRM 540 - Integration of Scholarship into Nursing Practice](#)

3 Credit Hours

#### [NRM 550 - Health Policy, Advocacy, & Finance: Nurses as Change Agents](#)

3 Credit Hours

#### **Track Courses (Choose One Area)**

#### **Generalist (15 Credit Hours)**

#### [NRG 601 - MSN Clinical Practicum I](#)

4 Credit Hours

#### [NRG 602 - MSN Clinical Practicum II](#)

4 Credit Hours

Electives

7 Credit Hours

#### **Educator (15 Credit Hours)**

#### [EDU 507 - Foundations of Curriculum & Instruction](#)

3 Credit Hours

#### [EDU 512 - Academic Measurements & Assessment](#)

3 Credit Hours

#### [NRE 601 - Advanced Nurse Educator Role Practicum I](#)

3 Credit Hours

#### [NRE 602 - Advanced Nurse Educator Practicum II](#)

3 Credit Hours

#### [One EDU Course, Level 500 or Above](#)

3 Credit Hours

#### **Leadership and Management (15 Credit Hours)**

#### [BUS 522 - Principles of Organization Finance](#)

3 Credit Hours

#### [BUS 680 - Leadership and Human Behavior](#)

3 Credit Hours

#### [LEA 700 - Foundations of Leadership](#)

3 Credit Hours

[Two LEA Courses, Level 600 or Above](#)

# Recommended General Education Requirements for Public Health

## Recommended General Education Requirements for Public Health

- [BT 100 Introduction to Christianity](#)
- 13 credits in Professional Core Prerequisites (see below)
- [8 General Education elective hours](#)

## Professional Core Prerequisites

- [BG 110 Biology I](#)
- [BG 210 Biology II](#)
- [CH 110 General Chemistry I](#)
- [MG 210 Introduction to Statistics](#)

## Strongly Recommended for Medical-Related Fields

- [GC 112 Mathematics II](#)
- [CH 115 General Chemistry II](#)
- [PY 210 General Physics I](#)
- [PY 215 General Physics II](#)

## Public Health

### Master of Science

#### Description

The CU Master of Science in Public Health degree program is for candidates from diverse backgrounds seeking to become practitioners and researchers.

The MSPH requires the completion of 48 credit hours (including capstone project), over 2 years. The program prepares students for practice in the field or an advanced degree, such as a PhD, by providing a strong grounding in research methods, epidemiology, and biostatistics.

The CU master's program is high quality and extremely affordable. It is differentiated by greater flexibility in delivery and the ability of students to take courses in cognate areas such as data science.

#### Admissions Requirements

- A bachelor's degree or equivalent from a recognized college or university
- GPA of 2.7 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Degree Requirements

- The maximum time limit to complete the program is four years or 150% of the credits, whichever the student reaches first.
- A minimum of 24 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 48 hours of prescribed courses with a minimum cumulative GPA of 2.00.

#### Courses

##### Core

<a href="#">LEA 823 - Healthcare Administration</a>	3 Credit Hours
<a href="#">MPH 501 - Introduction to Public Health</a>	3 Credit Hours
<a href="#">MPH 505 - Epidemiology</a>	3 Credit Hours
<a href="#">MPH 525 - Health Promotion</a>	3 Credit Hours
<a href="#">MPH 510 - Environmental &amp; Occupational Epidemiology</a>	3 Credit Hours
<a href="#">MPH 530 - Global Public Health</a>	3 Credit Hours

<a href="#">MPH 620 - Program Planning and EvaluationPublic Health</a>	3 Credit Hours
<a href="#">MPH 565 - Public Health Policy</a>	3 Credit Hours
<a href="#">MPH 640 - Measures in Epidemiology</a>	3 Credit Hours
<a href="#">RES 801 - Research Design I</a>	3 Credit Hours
<a href="#">RES 802 - Research Design II</a>	6 Credit Hours
<a href="#">MPH 690 - Internship I (elective)</a>	3 Credit Hours
<a href="#">MPH 691 - Internship II (elective)</a>	3 Credit Hours
<b>Elective Options (Choose 12 Credit Hours)</b>	

<a href="#">MPH 515 - Immunology</a>	3 Credit Hours
<a href="#">MPH 520 - Molecular &amp; Genetic Epidemiology</a>	3 Credit Hours
<a href="#">MPH 540 - Communications, Media and Public Health</a>	3 Credit Hours
<a href="#">MPH 560 - Maternal &amp; Child Health</a>	3 Credit Hours
<a href="#">MPH 610 - Special Epidemiologic Applications</a>	3 Credit Hours
<a href="#">MPH 630 - Human Health &amp; Nutrition</a>	3 Credit Hours
<a href="#">MPH 650 - US Health Care &amp; Equity</a>	3 Credit Hours
<a href="#">MPH 660 - The Science of Addiction</a>	3 Credit Hours

## Criminal Justice

### Concentration

#### Description

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

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

#### Courses

<a href="#">CJ 101 - Introduction to Criminal Justice</a>	3 Credit Hours
<a href="#">CJ 102 - Crime in America</a>	3 Credit Hours
<a href="#">CJ 104 - Criminology: Crime Theory and Criminal Behavior</a>	3 Credit Hours
<a href="#">CJ 211 - Criminal Law</a>	3 Credit Hours
<a href="#">CJ 222 - Digital Skills and Criminal Justice</a>	3 Credit Hours
<a href="#">CJ 301 - Quantitative Data Analysis for the Social Sciences</a>	3 Credit Hours
<a href="#">CJ 311 - Victimology</a>	3 Credit Hours
<a href="#">CJ 320 - Crime &amp; Drug Addiction</a>	3 Credit Hours
<a href="#">CJ 399 - Internship in Criminal Justice</a>	3 Credit Hours
<a href="#">CJ 407 - International Crime and Justice</a>	3 Credit Hours

## History

### Concentration

#### Description

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

#### Courses

##### Select any 18 hours

<a href="#">BC 303 - History of Christianity I</a>	3 Credit Hours
<a href="#">BC 305 - History of Christianity II</a>	3 Credit Hours
<a href="#">GH 102 - Survey of World History II</a>	3 Credit Hours
<a href="#">GH 201 - United States History to 1865</a>	3 Credit Hours
<a href="#">GH 202 - United States History since 1865</a>	3 Credit Hours
<a href="#">GH 204 - American Government</a>	3 Credit Hours
<a href="#">GH 301 - Cultural Geography</a>	3 Credit Hours

## Humanities

## Concentration

### Description

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

## American Sign Language

### Concentration

### Description

This concentration is intended to provide students with the basic knowledge and skills related to the use of American Sign Language (ASL).

### Courses

<a href="#">SL 101 - American Sign Language I</a>	3 Credit Hours
<a href="#">SL 102 - American Sign Language II</a>	3 Credit Hours
<a href="#">SL 201 - American Sign Language III</a>	3 Credit Hours
<a href="#">SL 202 - American Sign Language IV</a>	3 Credit Hours
<a href="#">SL 301 - American Sign Language V</a>	3 Credit Hours
Deaf Studies Elective	3 Credit Hours

## Math

### Concentration

### Description

The mathematics minor at CU is available to undergraduate students majoring in any discipline at CU who are interested in studying mathematics. Mathematical methods are used today in numerous career fields including medicine, law, design, engineering, finance, accounting, economics, architecture, and computer programming. The math minor is designed to provide students with an opportunity to study a broad range of mathematical topics. The requirements of the math minor allow students a great deal of flexibility in choosing courses to fit their interests.

Students who are minoring in Mathematics take foundational coursework in calculus and linear algebra. The rest of the math minor requirements can be completed by each student to complement any major field of study. Students do not have to complete courses in any specific order but must abide by course prerequisites. Students who are planning a minor in Mathematics may seek advice from [Dr. Nalin Fonseka](#) on course selection and which semester courses are offered.

Students must achieve at least a C- in each minor course and an overall minor GPA of 2.0.

### Courses

#### Required Courses (9 credit hours)

<a href="#">GC 205 - Calculus I</a>	3 Credit Hours
<a href="#">GC 206 - Calculus II</a>	3 Credit Hours
<a href="#">MA 205 - Calculus III</a>	3 Credit Hours

#### Select a course (Choose 3 credit hours)

<a href="#">MA 310 - Linear Algebra</a>	3 Credit Hours
<a href="#">MA 320 - Discrete Mathematics</a>	3 Credit Hours

#### Electives (Choose 6 Credit Hours)

<a href="#">MA 305 - Calculus IV</a>	3 Credit Hours
<a href="#">MA 330 - Graph Theory</a>	3 Credit Hours
<a href="#">MA 315 - Ordinary Differential Equations</a>	3 Credit Hours
<a href="#">MA 325 - Introduction to Abstract Algebra</a>	3 Credit Hours
<a href="#">MA 329 - Number Theory</a>	3 Credit Hours
<a href="#">MA 417 - Linear Programming</a>	3 Credit Hours
<a href="#">MA 418 - Geometry for College Teachers</a>	3 Credit Hours
<a href="#">MA 415 - Numerical Analysis</a>	3 Credit Hours

<a href="#">MA 425 - Mathematical Analysis I</a>	3 Credit Hours
<a href="#">MA 426 - Mathematical Analysis II</a>	3 Credit Hours
<a href="#">MA 410 - Partial Differential Equations</a>	3 Credit Hours
<a href="#">MA 416 - Functional Analysis</a>	3 Credit Hours
<a href="#">MA 405 - Complex Analysis</a>	3 Credit Hours

## Public Health

### Concentration

#### Description

The concentration in public health is designed for students who are interested in interventions aimed at improving health outcomes for society at large. The field will prepare students with disciplinary knowledge about the socio-economic, cultural, racial, and policy aspects of public health. They will gain an understanding of research methods, analysis of health policy, conducting community needs assessments, epidemiology, statistics, occupational and environmental sciences, health behavior, advocacy, and communication.

Graduates may work as health and safety engineers, environmental officers, health and safety experts, policy advocates, government workers, etc. This program can also be completed as a concentration.

#### Courses

<a href="#">PH 301 - Introduction to Public Health</a>	3 Credit Hours
<a href="#">PH 305 - Epidemiology</a>	3 Credit Hours
<a href="#">PH 310 - Public Health Biology</a>	3 Credit Hours
<a href="#">PH 315 - Public Health Biology II</a>	3 Credit Hours
<a href="#">PH 320 - Introduction to Human Health and Disease</a>	3 Credit Hours
<a href="#">PH 325 - Health Promotion</a>	3 Credit Hours
<a href="#">PH 330 - Stress and Population Health</a>	3 Credit Hours

## Social Work

### Concentration

#### Description

The concentration in Social Work is designed to equip students with the competencies for an array of generalist careers in social work with individuals, families, and communities. Students are exposed to diversity and evidence that a person's social, economic, ethnic, race, gender, religion, sexual orientation, and other differences can have immense impacts on their life outcomes. In addition to gaining an understanding of social work theories and practice, research methodologies, policy analysis and advocacy, intercultural communication, and professional skills, students will also develop understanding of the importance of social justice within a liberal arts context. Graduates with this concentration are expected to be employed in an array of settings including government, legislative bodies, thinktanks, policy advocacy, mental health clinics, child welfare agencies, state social service agencies, hospitals, community organizations, and addiction treatment centers.

#### Courses

<a href="#">SW 301 - Introduction to Social Work</a>	3 Credit Hours
<a href="#">SW 305 - Professional Social Work Practice</a>	3 Credit Hours
<a href="#">SW 310 - The Social Welfare System</a>	3 Credit Hours
<a href="#">SW 315 - Intercultural Competence and Communication</a>	3 Credit Hours
<a href="#">SW 320 - Human Behavior and the Social Environment</a>	3 Credit Hours
<a href="#">SW 325 - Social Welfare Policies, Programs, and Issues I</a>	3 Credit Hours
<a href="#">SW 327 - Social Welfare Policies, Programs, and Issues II</a>	3 Credit Hours
<a href="#">SW 330 - Sociology of the Family</a>	3 Credit Hours

## 2022-2023 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 67, of this institution for the academic year 2022-2023, and it is certified to be true and correct in content and policy.



Charles W. Petitt, President

## Leadership

### Master of Arts

#### Description

The Master of Arts (MA) in Leadership is designed for those seeking graduate-level training in leadership for further graduate study or application in a variety of professional contexts including business, government, education, armed forces, law enforcement, media, and healthcare.

The program can be completed with a concentration (area of focus) or otherwise. Students can choose to specialize in an area by completing 9 credits of coursework in that area. Concentrations are available in the following areas: Healthcare Administration; Ministry; Justice; Technology; Politics; International Relations; Innovation; Sociology; Communications; Business; Public Administration.

#### Admissions Requirements

- A bachelor's degree or equivalent from a recognized college or university
- GPA of 2.5 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Degree Requirements

- The maximum time limit to complete the program is six years or 150% of the credits, whichever the student reaches first.
- A minimum of 18 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 36 hours of prescribed courses with a minimum cumulative GPA of 3.00.

#### Courses

##### Professional Core (24 Credit Hours)

<a href="#">LEA 613 - Team Building</a>	3 Credit Hours
<a href="#">LEA 700 - Foundations of Leadership</a>	3 Credit Hours
<a href="#">LEA 701 - Leadership Styles, Motivations, and Behavior</a>	3 Credit Hours
<a href="#">LEA 703 - Organizational Theory &amp; Behavior</a>	3 Credit Hours
<a href="#">LEA 705 - Conflict Resolution</a>	3 Credit Hours
<a href="#">LEA 803 - Leadership Values and Ethics</a>	3 Credit Hours
<a href="#">LEA 819 - Leadership &amp; Society</a>	3 Credit Hours
<a href="#">LEA 820 - Leadership in Film &amp; Literature</a>	3 Credit Hours

**Electives: Complete 12 credit hours (9 hours of Concentration, plus one elective or Select 4 courses of your choosing)**

[Electives and Concentration course selection](#)

## 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)

## Deaf Studies

### Bachelor of Arts

#### Description

The deaf studies program provides high quality instruction and training in practical and theoretical issues, skills, knowledge, and professionalism pertaining to the provision of interpreting services to the deaf, hard of hearing, deaf-blind and hearing consumers in a variety of settings so students may effectively work in the deaf community as professional interpreters. Upon completion, the graduate should possess the entry level skills necessary to serve as a qualified interpreter in a variety of settings, including educational settings, places of business, ministry, healthcare, and government agencies. This program also provides preparation for graduate school in a variety of related disciplines.

The degree can be completed on campus or via distance learning. There are unique proficiency assessment requirements and they can be found on the [Moore School of Education](#) overview page.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Graduation Requirements

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

- Complete the required number of designated semester credit hours with a grade-point average of at least 2.75. The student must make a C or better in key courses designated as essential in each program.
- Complete the program of study described in the university catalog. The program advisor will assist you through the process.
- Meet the requirements for the professional exams as [previously described](#)
- Comply with the university's requirements concerning settlement of all financial obligations
- Be recommended by the faculty for graduation

#### Courses

##### [General Education Core](#)

39 Credit Hours

##### **Professional Core (81 Credit Hours)**

##### [SL 101 - American Sign Language I](#)

3 Credit Hours

##### [SL 102 - American Sign Language II](#)

3 Credit Hours

##### [SL 103 - American Sign Language Lab](#)

2 Credit Hours

##### [SL 201 - American Sign Language III](#)

3 Credit Hours

##### [SL 202 - American Sign Language IV](#)

3 Credit Hours

<a href="#">SL 203 - Deaf Culture and ASL Conversational</a>	2 Credit Hours
<a href="#">SL 221 - Deaf Ministry</a>	3 Credit Hours
<a href="#">SL 240 - Intro to Interpreting Profession</a>	3 Credit Hours
<a href="#">SL 301 - American Sign Language V</a>	3 Credit Hours
<a href="#">SL 302 - Interpreting in Technical Settings</a>	3 Credit Hours
<a href="#">SL 320 - Introduction to Deaf/Blind Interpreting</a>	3 Credit Hours
<a href="#">SL 339 - Intro to Interpreting Process</a>	3 Credit Hours
<a href="#">SL 341 - English to ASL</a>	3 Credit Hours
<a href="#">SL 342 - Educational Interpreting</a>	3 Credit Hours
<a href="#">SL 344 - Interactive Interpreting</a>	3 Credit Hours
<a href="#">SL 345 - ASL to English</a>	3 Credit Hours
<a href="#">SL 346 - Deaf Cultural Studies</a>	3 Credit Hours
<a href="#">SL 400 - ASL Linguistics</a>	3 Credit Hours
<a href="#">SL 401 - American Sign Language VI</a>	3 Credit Hours
<a href="#">SL 403 - American Sign Language Lab</a>	2 Credit Hours
<a href="#">SL 410 - Advanced Interpreting I</a>	3 Credit Hours
<a href="#">SL 420 - Interpreting in the VR Setting</a>	3 Credit Hours
<a href="#">SL 430 - Advanced Interpreting II</a>	3 Credit Hours
<a href="#">SL 460 - Deaf Literature</a>	3 Credit Hours
<a href="#">SL 481 - Interpreting Practicum</a>	3 Credit Hours
<a href="#">SL 488 - Interpreting Fieldwork and Practicum</a>	9 Credit Hours

## Education

### Bachelor of Science

#### Description

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

#### Articulation Agreement with Winston-Salem State University

Carolina University is delighted to have an articulation agreement with Winston-Salem State University. The partnership is designed to allow students to take courses at WSSU with the goal of completing an Elementary Education degree at both schools. Students who earn a degree from WSSU will be recommended for North Carolina State Licensure.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.75 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Graduation Requirements

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

- Complete the required number of designated semester credit hours with a grade-point average of at least 2.75. The student must make a C or better in key courses designated as essential in each program.
- Complete the program of study described in the university catalog. This includes field experience hours, course work in professional studies, and general education. The program advisor will assist you through the process.
- Meet the requirements for the professional exams as [previously described](#)
- Comply with the university's requirements concerning settlement of all financial obligations
- Be recommended by the faculty for graduation

#### Courses

<a href="#">General Education Core</a>	38 Credit Hours
Electives	24 Credit Hours
<b>Professional Core (65 Credit Hours)</b>	
<a href="#">ED 201 - Foundations of Education</a>	3 Credit Hours
<a href="#">ED 203 - Teaching Students with Disabilities in the General Classroom</a>	3 Credit Hours
<a href="#">ED 302 - Educational Psychology Across Subjects</a>	3 Credit Hours
<a href="#">ED 303 - Educational Assessments</a>	3 Credit Hours
<a href="#">ED 305 - Educational Technology</a>	3 Credit Hours

<a href="#">ED 306 - Field Experience I</a>	1 Credit
<a href="#">ED 307 - Field Experience II</a>	Hour
<a href="#">ED 420 - Classroom Management &amp; Internship I</a>	1 Credit
<b>Elementary Education</b>	3 Credit Hours
<a href="#">ED 421 - Internship II</a>	Hour
<a href="#">ED 423 - Internship Seminar</a>	9 Credit Hours
<a href="#">EE 302 - Children's Literature</a>	3 Credit Hours
<a href="#">EE 304 - Meth. &amp; Mat. of El. Sch. P.E. and Health</a>	3 Credit Hours
<a href="#">EE 306 - Educational Issues, Justice and Equity</a>	3 Credit Hours
<a href="#">EE 307 - Teaching Science in School</a>	3 Credit Hours
<a href="#">EE 309 - Foundations of Literacy in the 21st Century Elementary Classroom 1</a>	3 Credit Hours
<a href="#">EE 310 - Foundations of Literacy in the 21st Century Elementary Classroom 2</a>	3 Credit Hours
<a href="#">EE 401 - Teaching Geometry in the Classroom</a>	3 Credit Hours
<a href="#">EE 405 - Teaching Fine Arts</a>	3 Credit Hours

## MEd

### Master of Education

#### Description

CU offers a master's degree in education with two concentrations. It is intended for individuals who desire to elevate their professional knowledge and application of theories and best practices that foster an effective learning environment. Concentrations are targeted to the classroom teacher (Curriculum & Instruction) and the educator who is, or desires to be, a school administrator (Educational Leadership).

Graduate students in the MEd program must submit a thesis or professional portfolio as a capstone project to reflect a graduate level of knowledge and research skills, as well as professional presentation skills. Students will select a thesis research topic or design a portfolio relevant to their field of education. The project selection will be made at least halfway through the program of study and must be structured around a framework of acceptable professional standards. For details, policies, and procedures, please consult the MEd Handbook.

The program does not provide a state licensure option. It is important that all applicants verify the acceptance of the degree for professional credentials with their employers before beginning coursework.

#### Curriculum and Instruction Concentration

The Curriculum and Instruction concentration is designed for the elementary teacher, secondary teacher, or school administrator who desires to elevate his/her professional capacity to effectively design, implement, and assess curricular and instructional strategies in a variety of classroom settings.

#### Educational Leadership Concentration

The Educational Leadership concentration is designed for the educational professional that desires to be equipped for the various facets associated with school administration. This program includes requirements that are applicable to a variety of school settings.

#### Admissions Requirements

- A bachelor's degree in education or other accepted field
- GPA of 2.5 or higher
- Academic aptitude and 3+ years education experience evidenced by a professional evaluation, Vita form, and references. The admissions office may request satisfactory GRE scores to supplement these requirements.
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Degree Requirements

- The maximum time limit to complete the program is five years or 150% of the credits, whichever the student reaches first.
- A minimum of 18 credit hours must be completed at CU. Courses may be completed on campus or online. Students are encouraged to attend module courses on campus when offered; however, the degree may be completed entirely in the online format.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 36 hours of prescribed courses with a minimum cumulative GPA of 2.50, including a Thesis or Professional Portfolio.

#### Courses

##### Professional Core (21 Credit Hours)

<a href="#">EDU 501 - Philosophy of Christian Education</a>	3 Credit Hours
<a href="#">EDU 504 - Applied Educational Psychology</a>	3 Credit Hours
<a href="#">EDU 507 - Foundations of Curriculum &amp; Instruction</a>	3 Credit Hours
<a href="#">EDU 511 - Curriculum Design</a>	3 Credit Hours
<a href="#">EDU 512 - Academic Measurements &amp; Assessment</a>	3 Credit Hours
<a href="#">EDU 681 - Thesis/Portfolio</a>	3 Credit Hours
<a href="#">RES 801 - Research Design I</a>	3 Credit Hours

**Electives (Choose 6 Credit Hours)**

<a href="#">EDU 533 - Exceptional Learner</a>	3 Credit Hours
<a href="#">EDU 541 - Reading and Writing in the Content Area</a>	3 Credit Hours
<a href="#">EDU 551 - Technology that Enhances Education</a>	3 Credit Hours
<a href="#">EDU 612 - Contemporary Literacy Strategies</a>	3 Credit Hours
<a href="#">EDU 621 - Special Topics in Education</a>	3 Credit Hours
<a href="#">EDU 635 - Trends &amp; Issues in Education</a>	3 Credit Hours
<a href="#">EDU 640 - Teaching in Higher Education</a>	3 Credit Hours

**Concentration Courses (9 Credit Hours; Choose One Area)****Curriculum and Instruction**

<a href="#">EDU 521 - Instructional Practices (Elementary or Secondary Classroom)</a>	3 Credit Hours
<a href="#">EDU 533 - Exceptional Learner</a>	3 Credit Hours
<a href="#">EDU 551 - Technology that Enhances Education</a>	3 Credit Hours

**Educational Leadership**

<a href="#">EDU 560 - School Administration and Law</a>	3 Credit Hours
<a href="#">EDU 570 - School Finance and Budgeting</a>	3 Credit Hours

Students in the Educational Leadership concentration will also choose one course with an LEA prefix.

## Educational Administration

### Doctor of Philosophy

#### Description

The world of education has been undergoing a fundamental transformation over the last decade. The increasing use of online education and enabling technology has radically changed the classroom whether it is at the elementary school level or at the university level. As digital natives migrate from the home to school systems that employ technology extensively and move up the ladder, educators have to constantly upgrade their skills to support learners who are vastly different to those they encountered just a few years ago. Whilst this phenomenon has been playing out in educational settings around the United States over the last decade, the covid-19 pandemic has accelerated the disruption dramatically and online education has become the default mode for a substantial group of learners.

The consequences are being felt by educators and educational administrators who were prepared principally for a classroom-based instructional model. How do educational leaders navigate this changed environment? How do they deliver a robust education online? How do they prevent attrition and failure? How do they train teachers to be effective online? What kinds of technologies are best suited for delivering good results? How are institutions supposed to ensure engagement, active participation, experiential learning, and professional skills development? How to ensure academic integrity and combat cheating? These and other questions are posing conundrums for educators and leaders and they are struggling to cope.

The Carolina University PhD program in Educational Administration is designed for education professionals who wish to enhance their skills in order to stay relevant and become valuable. It can be completed in 3-4 years online or on campus. The program is highly flexible and is designed to accommodate working professionals.

It starts with a thorough grounding in theory and disciplinary insights from a number of areas that are relevant to the advanced understanding of educational administration including education, industrial and organizational psychology, leadership, environmental sciences, sociology, law, management, and economics. Students will be required to take coursework in these areas during their initial years of study. Students will gain mastery over areas including curriculum design, assessments, online teaching, student success, educational technology, and data analysis. The program also develops advanced academic writing skills via a dedicated course and other resources. Students also gain a strong core of knowledge in quantitative, qualitative, and mixed methods of research.

The program equips students to work with their faculty advisors to write a dissertation in the area of educational administration and contribute original scholarship to the discipline. Each student is assigned to a dissertation committee which is composed of faculty who will work closely with the student to develop a research proposal, gain IRB approval, and then author original work.

## Admissions Requirements

- Completed application
- Master's degree in education or a related discipline
- Current resume
- Writing sample or purpose statement
- Official transcripts from previously attended institutions
- No GMAT or GRE required

## Courses

### Education Administration Core (31 Credit hours)

<a href="#">LEA 700 - Foundations of Leadership</a>	3 Credit Hours
<a href="#">LEA 701 - Leadership Styles, Motivations, and Behavior</a>	3 Credit Hours
<a href="#">LEA 702 - Global Leadership</a>	3 Credit Hours
<a href="#">LEA 703 - Organizational Theory &amp; Behavior</a>	3 Credit Hours
<a href="#">LEA 704 - Organizational Communication</a>	3 Credit Hours
<a href="#">LEA 705 - Conflict Resolution</a>	3 Credit Hours
<a href="#">LEA 706 - Leadership Residency</a>	1 Credit Hour
<a href="#">LEA 801 - Strategic Planning</a>	3 Credit Hours
<a href="#">LEA 802 - Change Theory &amp; Practice</a>	3 Credit Hours
<a href="#">LEA 803 - Leadership Values and Ethics</a>	3 Credit Hours
<a href="#">LEA 807 - Leadership &amp; Diversity</a>	3 Credit Hours
<b>Education Administration Concentration (9 credit hours)</b>	3 Credit Hours

<a href="#">EDU 504 - Applied Educational Psychology</a>	3 Credit Hours
<a href="#">EDU 512 - Academic Measurements &amp; Assessment</a>	3 Credit Hours
<a href="#">EDU 635 - Trends &amp; Issues in Education</a>	3 Credit Hours

### Education Administration Research Core (15 credit Hours)

<a href="#">RES 710 - Academic Writing</a>	3 Credit Hours
<a href="#">RES 801 - Research Design I</a>	3 Credit Hours
<a href="#">RES 802 - Research Design II</a>	6 Credit Hours
<a href="#">RES 803 - Research Design III</a>	3 Credit Hours

### Education Administration Dissertation Courses (18 credit hours)

<a href="#">RES 877 - Dissertation I</a>	6 Credit Hours
<a href="#">RES 878 - Dissertation II</a>	6 Credit Hours
<a href="#">RES 879 - Dissertation III</a>	6 Credit Hours

## 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.

## BBA

### Bachelor of Business Administration

#### Description

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

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### [General Education Core](#)

36 Credit Hours

### **Professional Core (93 Credit Hours)**

<a href="#">CJ 315 - Introduction to Human Rights</a>	3 Credit Hours
<a href="#">CJ 408 - Cybercrime</a>	3 Credit Hours
<a href="#">CJ 410 - White Collar Crime</a>	3 Credit Hours
<a href="#">ED 302 - Educational Psychology AcrossSubjects</a>	3 Credit Hours
<a href="#">GH 204 - American Government</a>	3 Credit Hours
<a href="#">GH 310 - International Relations</a>	3 Credit Hours
<a href="#">GO 101 - Introduction to Sociology</a>	3 Credit Hours
<a href="#">IC 406 - Cultural Anthropology</a>	3 Credit Hours
<a href="#">MG 111 - Introduction to Management</a>	3 Credit Hours
<a href="#">MG 113 - Introduction to Marketing</a>	3 Credit Hours
<a href="#">MG 210 - Introduction to Statistics</a>	3 Credit Hours
<a href="#">MG 211 - Economics I</a>	3 Credit Hours
<a href="#">MG 222 - Group Leadership and Communication</a>	3 Credit Hours
<a href="#">MG 224 - Human Resource Management</a>	3 Credit Hours
<a href="#">MG 243 - Principles of Accounting</a>	3 Credit Hours
<a href="#">MG 244 - Accounting II</a>	3 Credit Hours
<a href="#">MG 245 - Management Information Systems</a>	3 Credit Hours
<a href="#">MG 301 - Organizational Behavior</a>	3 Credit Hours
<a href="#">MG 320 - Real Estate</a>	3 Credit Hours
<a href="#">MG 321 - Marketing Strategies</a>	3 Credit Hours
<a href="#">MG 322 - Entrepreneurship</a>	3 Credit Hours
<a href="#">MG 323 - Finance</a>	3 Credit Hours
<a href="#">MG 334 - Corporate Responsibilities and Ethics</a>	3 Credit Hours
<a href="#">MG 342 - Business Analytics</a>	3 Credit Hours
<a href="#">MG 410 - Supply Chain Management</a>	3 Credit Hours
<a href="#">MG 436 - Effective Executive Leadership</a>	3 Credit Hours
<a href="#">MG 437 - Business Law</a>	3 Credit Hours
<a href="#">MG 438 - Managerial Economics</a>	3 Credit Hours
<a href="#">MG 450 - Machine Learning &amp; Predictive Analysis</a>	3 Credit Hours
<a href="#">MG 490 - Business Senior Capstone</a>	3 Credit Hours
<a href="#">MG 499 - Internship</a>	3 Credit Hours

## BBA with Minor

### Bachelor of Business Administration

#### Description

This degree program provides an education in business administration with a concentration in an additional field.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;

3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### [General Education Core](#)

35 Credit Hours

### Electives

15 Credit Hours

### Professional Core (78 Credit Hours)

#### [CJ 315 - Introduction to Human Rights](#)

3 Credit Hours

#### [CJ 408 - Cybercrime](#)

3 Credit Hours

#### [CJ 410 - White Collar Crime](#)

3 Credit Hours

#### [ED 302 - Educational Psychology Across Subjects](#)

3 Credit Hours

#### [GH 204 - American Government](#)

3 Credit Hours

#### [GO 101 - Introduction to Sociology](#)

3 Credit Hours

#### [IC 406 - Cultural Anthropology](#)

3 Credit Hours

#### [MG 111 - Introduction to Management](#)

3 Credit Hours

#### [MG 113 - Introduction to Marketing](#)

3 Credit Hours

#### [MG 211 - Economics I](#)

3 Credit Hours

#### [MG 222 - Group Leadership and Communication](#)

3 Credit Hours

#### [MG 224 - Human Resource Management](#)

3 Credit Hours

#### [MG 243 - Principles of Accounting](#)

3 Credit Hours

#### [MG 244 - Accounting II](#)

3 Credit Hours

#### [MG 245 - Management Information Systems](#)

3 Credit Hours

#### [MG 301 - Organizational Behavior](#)

3 Credit Hours

#### [MG 320 - Real Estate](#)

3 Credit Hours

#### [MG 321 - Marketing Strategies](#)

3 Credit Hours

#### [MG 322 - Entrepreneurship](#)

3 Credit Hours

#### [MG 334 - Corporate Responsibilities and Ethics](#)

3 Credit Hours

#### [MG 342 - Business Analytics](#)

3 Credit Hours

#### [MG 436 - Effective Executive Leadership](#)

3 Credit Hours

#### [MG 437 - Business Law](#)

3 Credit Hours

#### [MG 490 - Business Senior Capstone](#)

3 Credit Hours

#### [MG 498 - Internship](#)

3 Credit Hours

#### [MG 499 - Internship](#)

3 Credit Hours

## Financial Planning

### Master of Science

#### Description

Carolina University's Patterson School of Business offers a Master of Science in Financial Planning designed for individuals pursuing careers as financial planners. The non-thesis master's degree program will be offered both on campus and online and will prepare individuals seeking to sit for the Certified Financial Planner (CFP) examination. The MS in Financial Planning will require 36 credit hours consisting of ten core classes and two elective classes offered over two years of study. The two elective courses will originate from the MBA and/or Data Science programs.

#### Admissions Requirements

- A bachelor's degree or equivalent from a recognized college or university
- GPA of 2.7 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Degree Requirements

- The maximum time limit to complete the program is four years or 150% of the credits, whichever the student reaches first.
- A minimum of 15 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 30 hours of prescribed courses with a minimum cumulative GPA of 2.00.

## Courses

### [MFP 510 - Financial Planning and Analysis](#)

3 Credit Hours

### [MFP 520 - Wealth Management I](#)

3 Credit Hours



<a href="#">MFP 530 - Practice Management in Financial Planning</a>	3 Credit Hours
<a href="#">MFP 540 - Wealth Management II</a>	3 Credit Hours
<a href="#">MFP 550 - Retirement Planning and Employee Benefits</a>	3 Credit Hours
<a href="#">MFP 610 - Estate Planning</a>	3 Credit Hours
<a href="#">MFP 620 - Financial Counseling and Client Communication</a>	3 Credit Hours
<a href="#">MFP 630 - Research Eval and Financial Planning Practice</a>	3 Credit Hours
<a href="#">MFP 640 - Tax Planning</a>	3 Credit Hours
<a href="#">MFP 650 - Capstone in Financial Planning</a>	3 Credit Hours
Electives	6 Credit Hours

## Innovation

### Master of Science

#### Description

MS Innovation

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

#### Required Courses

<a href="#">BUS 522 - Principles of Organization Finance</a>	3 Credit Hours
<a href="#">BUS 621 - Contemporary Economic Issues</a>	3 Credit Hours
<a href="#">INN 700 - Innovation Processes</a>	3 Credit Hours
<a href="#">INN 705 - Intellectual Property</a>	3 Credit Hours
<a href="#">INN 710 - Information Technology and Business Transformation</a>	3 Credit Hours
<a href="#">MKT 610 - Consumer Behavior</a>	3 Credit Hours

#### Elective Options

<a href="#">DCS 510 - Foundations of Data Science</a>	3 Credit Hours
<a href="#">DCS 520 - Statistics for Data Science I</a>	3 Credit Hours
<a href="#">DCS 550 - Data Visualization &amp; Dashboarding</a>	3 Credit Hours
<a href="#">DCS 630 - Machine Learning I</a>	3 Credit Hours
<a href="#">DCS 640 - Big Data Analysis I</a>	3 Credit Hours
<a href="#">LEA 703 - Organizational Theory &amp; Behavior</a>	3 Credit Hours
<a href="#">LEA 704 - Organizational Communication</a>	3 Credit Hours
<a href="#">LEA 705 - Conflict Resolution</a>	3 Credit Hours
<a href="#">LEA 801 - Strategic Planning</a>	3 Credit Hours
<a href="#">MGT 542 - Managerial Accounting</a>	3 Credit Hours
<a href="#">MPH 525 - Health Promotion</a>	3 Credit Hours
<a href="#">MPH 530 - Global Public Health</a>	3 Credit Hours
<a href="#">SCM 610 - Operations Management</a>	3 Credit Hours

## Organizational Management

### Doctor of Philosophy

#### Description



Contemporary society is dominated by organizations. Whether it is for-profit corporations, public sector institutions, non-profits, international organizations, supra-national organizations, inter-governmental agencies, or small and medium sized enterprises, it is virtually impossible in the modern economy to avoid interactions with organizations in some form. The PhD in Organizational Management is designed for advanced study and research involving these ubiquitous organizations and is aimed at preparing graduates for leadership roles.

The PhD program starts with a thorough grounding in theory and disciplinary insights from a number of areas that are relevant to the advanced understanding of organizations including industrial and organizational psychology, international relations, leadership, environmental sciences, sociology, law, management, and economics. Students will be required to take coursework in these areas during their initial years of study. The program also develops advanced academic writing skills via a dedicated course and other resources. Students also gain a strong core of knowledge in quantitative, qualitative, and mixed methods of research.

The program equips students to work with their faculty advisors to write a dissertation in the area of organizational management and contribute original scholarship to the discipline. Each student is assigned to a dissertation committee which is composed of faculty who will work closely with the student to develop a research proposal, gain IRB approval, and then author original work.

## Admissions Requirements

- Completed application
- Master's degree in a business-related discipline
- Current resume
- Writing sample or purpose statement
- Official transcripts from previously attended institutions
- No GMAT or GRE required

## Courses

### Organizational Management Core (31 Credit hours)

<a href="#">LEA 700 - Foundations of Leadership</a>	3 Credit Hours
<a href="#">LEA 701 - Leadership Styles, Motivations, and Behavior</a>	3 Credit Hours
<a href="#">LEA 702 - Global Leadership</a>	3 Credit Hours
<a href="#">LEA 703 - Organizational Theory &amp; Behavior</a>	3 Credit Hours
<a href="#">LEA 704 - Organizational Communication</a>	3 Credit Hours
<a href="#">LEA 705 - Conflict Resolution</a>	3 Credit Hours
<a href="#">LEA 706 - Leadership Residency</a>	1 Credit Hour
<a href="#">LEA 801 - Strategic Planning</a>	3 Credit Hours
<a href="#">LEA 802 - Change Theory &amp; Practice</a>	3 Credit Hours
<a href="#">LEA 803 - Leadership Values and Ethics</a>	3 Credit Hours
<a href="#">LEA 807 - Leadership &amp; Diversity</a>	3 Credit Hours
<b>Organizational Management Concentration (9 credit hours)</b>	3 Credit Hours

<a href="#">LEA 810 - Marketing for Leaders</a>	3 Credit Hours
<a href="#">LEA 821 - Industrial Organizational Psychology</a>	3 Credit Hours
<a href="#">LEA 707 - Women, Leadership, and Power</a>	3 Credit Hours

### Organizational Management Research Core (15 Credit Hours)

<a href="#">RES 710 - Academic Writing</a>	3 Credit Hours
<a href="#">RES 801 - Research Design I</a>	3 Credit Hours
<a href="#">RES 802 - Research Design II</a>	6 Credit Hours
<a href="#">RES 803 - Research Design III</a>	3 Credit Hours

### Organizational Management Dissertation Courses (18 Credit Hours)

<a href="#">RES 877 - Dissertation I</a>	6 Credit Hours
<a href="#">RES 878 - Dissertation II</a>	6 Credit Hours
<a href="#">RES 879 - Dissertation III</a>	6 Credit Hours

## Innovation

### Doctor of Philosophy

#### Description

PhD Innovation

#### Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### Required Courses

<a href="#">BUS 522 - Principles of Organization Finance</a>	3 Credit Hours
<a href="#">BUS 621 - Contemporary Economic Issues</a>	3 Credit Hours
<a href="#">DCS 540 - Algorithms for Data Science</a>	3 Credit Hours
<a href="#">INN 700 - Innovation Processes</a>	3 Credit Hours
<a href="#">INN 705 - Intellectual Property</a>	3 Credit Hours
<a href="#">INN 710 - Information Technology and Business Transformation</a>	3 Credit Hours
<a href="#">MKT 610 - Consumer Behavior</a>	3 Credit Hours

### Elective Options

<a href="#">DCS 510 - Foundations of Data Science</a>	3 Credit Hours
<a href="#">DCS 520 - Statistics for Data Science I</a>	3 Credit Hours
<a href="#">DCS 630 - Machine Learning I</a>	3 Credit Hours
<a href="#">LEA 703 - Organizational Theory &amp; Behavior</a>	3 Credit Hours
<a href="#">LEA 704 - Organizational Communication</a>	3 Credit Hours
<a href="#">LEA 705 - Conflict Resolution</a>	3 Credit Hours
<a href="#">LEA 801 - Strategic Planning</a>	3 Credit Hours
<a href="#">MGT 542 - Managerial Accounting</a>	3 Credit Hours
<a href="#">MPH 525 - Health Promotion</a>	3 Credit Hours
<a href="#">MPH 530 - Global Public Health</a>	3 Credit Hours
<a href="#">SCM 610 - Operations Management</a>	3 Credit Hours

### Research Core (15 Credit Hours)

<a href="#">RES 710 - Academic Writing</a>	3 Credit Hours
<a href="#">RES 801 - Research Design I</a>	3 Credit Hours
<a href="#">RES 802 - Research Design II</a>	6 Credit Hours
<a href="#">RES 803 - Research Design III</a>	3 Credit Hours

### Dissertation Courses (18 Credit Hours)

<a href="#">RES 877 - Dissertation I</a>	6 Credit Hours
<a href="#">RES 878 - Dissertation II</a>	6 Credit Hours
<a href="#">RES 879 - Dissertation III</a>	6 Credit Hours

## Sustainability

### Master of Science

#### Description

The Master of Science in Sustainability degree program prepares professionals for careers in the public sector, regulatory system, businesses, government agencies, and NGOs.

CU's program is multidisciplinary, combining elements of advanced study in various sustainability-related topics with other cognate areas such as leadership, business, and technology.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;

2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### Professional Core (24 Credit Hours)

<a href="#">BUS 521 - Management Information Systems</a>	3 Credit Hours
<a href="#">CSC 750 - Introduction to GIS</a>	3 Credit Hours
<a href="#">DCS 510 - Foundations of Data Science</a>	3 Credit Hours
<a href="#">DCS 520 - Statistics for Data Science I</a>	3 Credit Hours
<a href="#">MGT 601 - Corporate Social Responsibility and Ethics</a>	3 Credit Hours
<a href="#">MGT 603 - Managerial Economics</a>	3 Credit Hours
<a href="#">MGT 605 - Introduction to Sustainability</a>	3 Credit Hours
<a href="#">MGT 606 - Environmental Regulation</a>	3 Credit Hours
<a href="#">MGT 607 - Resource Management: Policies and Practices</a>	3 Credit Hours

### Thesis/Project (6 Credit Hours)

<a href="#">RES650 - Master's Thesis/Project I</a>	3 Credit Hours
<a href="#">RES655 - Master's Thesis/Project II</a>	3 Credit Hours

### Electives (Choose 6 Credit Hours)

## MBA

### Master of Business Administration

#### Description

The Master of Business Administration in Organizational Leadership is designed to prepare men and women for high-quality leadership in the community, local corporations, and local public safety professions.

Professionals with substantial track records in relevant work environments may qualify for waivers of some elective courses. Please speak with an advisor if you believe you should be eligible for waivers.

Students can pursue concentrations in the following areas (not all concentrations may be offered every year):

- Business Analytics
- Human Resources Management
- Management
- Marketing
- Sports Management
- Supply Chain Management

#### Admissions Requirements

- A bachelor's degree or equivalent from a recognized college or university
- GPA of 2.75 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Degree Requirements

- The maximum time limit to complete the program is four years or 150% of the credits, whichever the student reaches first.
- A minimum of 18 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 36 hours of prescribed courses with a minimum cumulative GPA of 3.00.

## Courses

### Professional Core (27 Credit Hours)

<a href="#">BUS 521 - Management Information Systems</a>	3 Credit Hours
<a href="#">BUS 522 - Principles of Organization Finance</a>	3 Credit Hours
<a href="#">BUS 612 - Organizational Business Culture</a>	3 Credit Hours

<a href="#">BUS 621 - Contemporary Economic Issues</a>	3 Credit Hours
<a href="#">BUS 680 - Leadership and Human Behavior</a>	3 Credit Hours
<a href="#">MGT 510 - Managing for Results</a>	3 Credit Hours
<a href="#">MGT 531 - Marketing for Results</a>	3 Credit Hours
<a href="#">MGT 542 - Managerial Accounting</a>	3 Credit Hours
<a href="#">MGT 622 - Strategic Management</a>	3 Credit Hours

**Concentration Courses (9 Credit Hours; Choose One Area)****Human Resources Management**

<a href="#">BUS 644 - Human Resources Law</a>	3 Credit Hours
<a href="#">MGT 624 - Human Resources Management</a>	3 Credit Hours
<a href="#">MGT 634 - Compensation Management</a>	3 Credit Hours

**Management**

<a href="#">BUS 641 - International Business</a>	3 Credit Hours
<a href="#">MGT 660 - Negotiation and Conflict Management</a>	3 Credit Hours
<a href="#">MGT 661 - Management Theory &amp; History</a>	3 Credit Hours

**Business Analytics**

<a href="#">ANA 605 - Introduction to Business Analytics</a>	3 Credit Hours
<a href="#">ANA 615 - Introduction to Data Science</a>	3 Credit Hours
<a href="#">DCS 625 - R Programming for Data Science</a>	3 Credit Hours

**Supply Chain Management (Choose 9 Credit Hours)**

<a href="#">SCM 610 - Operations Management</a>	3 Credit Hours
<a href="#">SCM 625 - Logistics</a>	3 Credit Hours
<a href="#">SCM 630 - Supply Chain Management</a>	3 Credit Hours
<a href="#">SCM 635 - Strategic Sourcing</a>	3 Credit Hours

**Marketing (Choose 9 Credit Hours)**

<a href="#">MKT 610 - Consumer Behavior</a>	3 Credit Hours
<a href="#">MKT 620 - Digital Marketing</a>	3 Credit Hours
<a href="#">MKT 630 - Marketing Management</a>	3 Credit Hours
<a href="#">MKT 640 - Brand Management</a>	3 Credit Hours
<a href="#">MKT 650 - Marketing Communications</a>	3 Credit Hours

**Management****Concentration****Description**

The BBA in Management is designed to introduce students to the processes, systems, methods, and operations of organizations both nationally and internationally. It equips students with the skills and competencies to manage people, business operations and processes, data and information, external environment and risks, and applicable laws and regulations. The management discipline enables students to grasp the intricacies of leading organizations – for profit and nonprofit – toward the achievement of their goals. It prepares students for successful careers as managers, HR directors, analysts, and consultants. The degree integrates cutting-edge curriculum and teaching with experiential learning opportunities via internships and work placements. Finally, in recognition of the fact that modern businesses and nonprofits are situated within a global economy, students are offered avenues to pursue study abroad and other international opportunities.

**Courses**

<a href="#">MG 224 - Human Resource Management</a>	3 Credit Hours
<a href="#">MG 301 - Organizational Behavior</a>	3 Credit Hours
<a href="#">NM 201 - Marketing, Fundraising, &amp; Public Relations</a>	3 Credit Hours
<a href="#">NM 202 - Financial Management &amp; Legal Issues</a>	3 Credit Hours
<a href="#">NM 401 - Strategic Management and Governance</a>	3 Credit Hours
<a href="#">NM 402 - Management Information Systems</a>	2 Credit Hours
<a href="#">NM 403 - Management for Nonprofit Practicum</a>	1 Credit Hour

**Sports Management****Concentration****Description**

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

## Courses

<a href="#">MG 111 - Introduction to Management</a>	3 Credit Hours
<a href="#">MG 321 - Marketing Strategies</a>	3 Credit Hours
<a href="#">MG 399 - Management Internship</a>	3 Credit Hours
<a href="#">SM 201 - Sports Psychology</a>	3 Credit Hours
<a href="#">SM 211 - Principles of Recreation and Leisure Management</a>	3 Credit Hours
<a href="#">SM 301 - Sports and Event Management</a>	3 Credit Hours
<a href="#">SM 305 - Sports Information and Public Relations</a>	3 Credit Hours

# 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.

## 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 Divinity School.

These qualifications are evaluated by submission of the following:

1. Autobiographical essay giving testimony of salvation and reason for applying to the program
2. Read and sign the [Student Doctrinal Statement](#) and the [Standards of Behavior statement](#)
3. Read and agree to respect the [Faculty Doctrinal Statement](#)

## Maestría de Artes en Ministerio en Español

1. El programa de la Maestría de Artes en Ministerio en Español está diseñado para aquellos que desean seguir el plan de estudios de la Maestría de Artes en Ministerio en Español de manera virtual. Los solicitantes deben cumplir con los requisitos generales y específicos de admisión que están establecidos en el catálogo, excepto cuando se indiquen requisitos alternativos (consulte el sitio del programa para conocer los requisitos de admisión específicos).
2. La documentación requerida para la admisión y las cartas de aprobación son emitidas por el Director de Admisión, con la ayuda del Coordinador de Recursos en Español.
3. La valoración de la calidad de las instituciones que otorgan títulos y el reconocimiento de créditos está basado en la evaluación de los Servicios de Educación Mundial (World Education Service) ([wes.org](http://wes.org), 212-966-6311) y por los "Criterios para Transferirse de una Universidad que no está Acreditada ni Reconocida" (Por favor, vea la sección "Política de Transferencia y Reconocimiento de Créditos" en este catálogo: [Credit Recognition and Transfer Policy](#)).

## Mestrado em Ministério em Português

1. O programa de Mestrado em Ministério foi desenhado para aqueles que desejam um mestrado na língua portuguesa e completamente online. Aqueles que desejam cursar o mestrado devem atender aos requerimentos específicos de admissão apresentados no Catálogo da Universidade, a não ser que existam exceções aos requerimentos apresentados neste mesmo Catálogo (veja a página do programa de mestrado em português para os requerimentos de admissão no site [pt.carolinau.edu](http://pt.carolinau.edu)).
2. Todo processo de admissão ao programa é avaliado pelo diretor do programa e sua equipe. Uma vez confirmado todo o recebimento da documentação requerida e avaliada positivamente, uma carta de aceitação é enviada pelo Departamento de Admissões.
3. A avaliação dos pedidos de transferência de créditos são feitos levando em consideração a instituição na qual o aluno estudou e o reconhecimento destes créditos pelo World Education Services ([www.wes.org](http://www.wes.org)), mas tendo como resposta final aquela que é dada pela direção do programa de mestrado. A direção leva em consideração os critérios mencionados anteriormente e ainda o critério estabelecido no Catálogo da Universidade (veja a seção do Credit Recognition and Transfer Policy no Catálogo).

## 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
- 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

## Bible

### Associate of Arts

#### Description

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

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

### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in the curriculum and made a C or better in professional core courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University;
5. Shall have given evidence of high Christian character and conduct in accord with Piedmont Divinity School standards. He/she shall also manifest essential agreement with the Piedmont Divinity School doctrinal statement for students.

## Courses

### [General Education Core](#)

Electives (Choose 21 Credit Hours)  
Hours)

18 Credit Hours

### Professional Core (21 Credit

[BO 101 - Old Testament Survey](#)

3 Credit Hours

[BN 102 - New Testament Survey](#)

3 Credit Hours

[BT 301 - Bible Doctrine I](#)

3 Credit Hours

[BT 302 - Bible Doctrine II](#)

3 Credit Hours

[BH 203 - Biblical Interpretation: Procedure and Practice](#)

3 Credit Hours

[PT 101 - Evangelism](#)

3 Credit Hours

[IC 101 - Introduction to Missions](#)

3 Credit Hours

## Biblical Studies

## Bachelor of Arts

## Description

The Bachelor of Arts in Biblical Studies degree provides students with a foundational preparation for ministry and excellent background for graduate study. This program is designed for individuals called to ministry in fields such as: pastoral, church planting, evangelism, missions or student ministry.

## Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in the curriculum and made a C or better in professional core courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University;
5. Shall have given evidence of high Christian character and conduct in accord with Piedmont Divinity School standards. He/she shall also manifest essential agreement with the Piedmont Divinity School doctrinal statement for students.

## Courses

### [General Education Core](#)

Electives

Piedmont Divinity School Electives

**Professional Core (36 Credit Hours)**

36 Credit Hours

30 Credit Hours

18 Credit Hours



<a href="#">BO 101 - Old Testament Survey</a>	3 Credit Hours
<a href="#">BO 202 - Pentateuch</a>	3 Credit Hours
<a href="#">BO 301 - Prophetic Books Survey</a>	3 Credit Hours
<a href="#">BN 102 - New Testament Survey</a>	3 Credit Hours
<a href="#">BN 220 - Gospels</a>	3 Credit Hours
<a href="#">BN 320 - Pauline Literature</a>	3 Credit Hours
<a href="#">BP 102 - Christian Ethics</a>	3 Credit Hours
<a href="#">BT 301 - Bible Doctrine I</a>	3 Credit Hours
<a href="#">BT 302 - Bible Doctrine II</a>	3 Credit Hours
<a href="#">BH 203 - Biblical Interpretation: Procedure and Practice</a>	3 Credit Hours
<a href="#">PT 101 - Evangelism</a>	3 Credit Hours
<a href="#">IC 101 - Introduction to Missions</a>	3 Credit Hours

## Biblical Studies (Certificate)

### Certificate

#### Description

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

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Graduation Requirements

In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in the curriculum and made a C or better in professional core courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University;
5. Shall have given evidence of high Christian character and conduct in accord with Piedmont Divinity School standards. He/she shall also manifest essential agreement with the Piedmont Divinity School doctrinal statement for students.

### Courses

Piedmont Divinity School Electives	9 Credit Hours
<b>Professional Core (21 Credit Hours)</b>	

<a href="#">BO 101 - Old Testament Survey</a>	3 Credit Hours
<a href="#">BN 102 - New Testament Survey</a>	3 Credit Hours
<a href="#">BT 301 - Bible Doctrine I</a>	3 Credit Hours
<a href="#">BT 302 - Bible Doctrine II</a>	3 Credit Hours
<a href="#">BH 203 - Biblical Interpretation: Procedure and Practice</a>	3 Credit Hours
<a href="#">PT 101 - Evangelism</a>	3 Credit Hours
<a href="#">IC 101 - Introduction to Missions</a>	3 Credit Hours

## Biblical Studies

### Master of Arts

#### Description

The Master of Arts in Biblical Studies (MABS) program is a research-intensive graduate program designed for those who desire to enhance their preaching or teaching of the Bible. Graduates will be prepared to teach Bible and Theology at a college or Christian University or serve as leaders in a ministry. Those who earn an MABS will be able to pursue a language-based research PhD.

#### Admissions Requirements



- A bachelor's degree or equivalent from a recognized college or university
- GPA of 2.5 or higher
- Autobiographical essay giving testimony of salvation and reason for applying to the program
- Two letters of recommendation
- Read and sign the [Student Doctrinal Statement](#) and the [Standards of Behavior statement](#)
- Read and agree to respect the [Faculty Doctrinal Statement](#)
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Degree Requirements

- The maximum time limit to complete the program is five years.
- A minimum of 50% of the required credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 48 hours of prescribed courses with a minimum cumulative GPA of 2.5, passing all courses in the curriculum, and having a C or better in professional core courses.

## Courses

Bible/Theology Electives	15 Credit Hours
<b>Theology</b>	
<a href="#">THE 500 - Theology I</a>	3 Credit Hours
<a href="#">THE 501 - Theology II</a>	3 Credit Hours
<b>Biblical Studies Core</b>	
<a href="#">BIN 500 - Introduction to Hermeneutics</a>	3 Credit Hours
<a href="#">BSN 500 - Introduction to New Testament</a>	3 Credit Hours
<a href="#">BSO 500 - Introduction to the Old Testament</a>	3 Credit Hours
<b>Research</b>	
<a href="#">RES 595 - MABS Thesis</a>	3 Credit Hours
<a href="#">RES 710 - Academic Writing</a>	3 Credit Hours
<b>Biblical Languages</b>	
<a href="#">BLG 500 - Greek I</a>	3 Credit Hours
<a href="#">BLG 501 - Greek II</a>	3 Credit Hours
<a href="#">BLH 600 - Hebrew I</a>	3 Credit Hours
<a href="#">BLH 601 - Hebrew II</a>	3 Credit Hours

## MDiv

### Master of Divinity

#### Description

The Master of Divinity (MDiv) program is designed to prepare competent Bible expositors who are qualified to serve effectively as pastors or leaders in a variety of Christian ministries, and to prepare students to pursue advanced degrees such as the ThM, PhD, and DMin. The curriculum gives both a basic foundation for the work of the ministry and a balanced, well-rounded biblical and theological perspective.

## Admissions Requirements

- A bachelor's degree or equivalent from a recognized college or university
- GPA of 2.5 or higher
- Autobiographical essay giving testimony of salvation and reason for applying to the program
- Two letters of recommendation
- Read and sign the [Student Doctrinal Statement](#) and the [Standards of Behavior statement](#)
- Read and agree to respect the [Faculty Doctrinal Statement](#)
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Degree Requirements

- The maximum time limit to complete the program is six years.
- A minimum of 36 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.

- Graduation is contingent upon the completion of 72 hours of prescribed courses with a minimum cumulative GPA of 2.5, passing all courses in the curriculum, and having a C or better in professional core courses.

## Courses

Electives	18 Credit Hours
<b>Biblical Studies Core</b>	
<a href="#">BIN 500 - Introduction to Hermeneutics</a>	3 Credit Hours
<a href="#">BSN 500 - Introduction to New Testament</a>	3 Credit Hours
<a href="#">BSO 500 - Introduction to the Old Testament</a>	3 Credit Hours
One NT Book (500-699 level Bible book study)	3 Credit Hours
One NT Book (500-699 level Bible book study)	3 Credit Hours
One OT Book (500-699 level Bible book study)	3 Credit Hours
One OT Book (500-699 level Bible book study)	3 Credit Hours
<b>Theology</b>	
<a href="#">THE 500 - Theology I</a>	3 Credit Hours
<a href="#">THE 501 - Theology II</a>	3 Credit Hours
<a href="#">THE 505 - Dispensationalism</a>	3 Credit Hours
<a href="#">THE 517 - Apologetics</a>	3 Credit Hours
<b>Church History</b>	
<a href="#">HIS 500 - Church History I</a>	3 Credit Hours
<a href="#">HIS 501 - Church History II</a>	3 Credit Hours
<b>Ministry</b>	
<a href="#">MIN 507 - Evangelism</a>	3 Credit Hours
<a href="#">MIN 508 - Global Focus of Church Ministry</a>	3 Credit Hours
<a href="#">MIN 520 - Homiletics</a>	3 Credit Hours
<a href="#">MIN 525 - Discipleship and Christian Education</a>	3 Credit Hours
<a href="#">MIN 623 - Biblical Counseling</a>	3 Credit Hours

### Note about Electives:

These are "free" electives. The student and adviser should choose courses from the Piedmont Divinity School curriculum or from other schools of the University that would best prepare the student for their ministry goals. Approved student internships can also be substituted for elective hours.

## Ministry

### Master of Arts

#### Description

The Master of Arts (MA) in Ministry is designed for church members, pastoral staff, and others in the ministry who desire to enhance their knowledge of the Bible and ministry skills and for those who wish to enter the ministry.

The 30 hour program provides a core competency in theology and biblical knowledge while at the same time preparing students for the practical aspects of ministry through the selection of 15 hours of electives.

Students will have regular interaction with a scholarly faculty, who also have significant pastoral or ministry experience.

The program is available in English, Spanish and Portuguese.

### Admissions Requirements

- A bachelor's degree or equivalent from a recognized college or university
- GPA of 2.0 or higher
- Autobiographical essay giving testimony of salvation and reason for applying to the program
- Two letters of recommendation
- Read and sign the [Student Doctrinal Statement](#) and the [Standards of Behavior statement](#)
- Read and agree to respect the [Faculty Doctrinal Statement](#)
- Official transcripts from all previously attended schools
- Completed application with Carolina University

### Degree Requirements

- The maximum time limit to complete the program is four years.
- A minimum of 15 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 30 hours of prescribed courses with a minimum cumulative GPA of 2.00, passing all courses in the curriculum, and having a C or better in professional core courses.

## Courses

Ministry Electives	15 Credit Hours
<b>Biblical Studies Core</b>	
<a href="#">BIN 500 - Introduction to Hermeneutics</a>	3 Credit Hours
<a href="#">BSN 500 - Introduction to New Testament</a>	3 Credit Hours
<a href="#">BSO 500 - Introduction to the Old Testament</a>	3 Credit Hours
<b>Theology</b>	
<a href="#">THE 500 - Theology I</a>	3 Credit Hours
<a href="#">THE 501 - Theology II</a>	3 Credit Hours

## Ministry (Portuguese)

### Master of Arts

### Description

### Descrição

O Master of Arts in Ministry (MAM – Mestrado em Ministério) é projetado para membros da igreja local, equipe pastoral e outros no ministério que desejam aprimorar o seu conhecimento da Bíblia, habilidades ministeriais e para aqueles que desejam entrar ou ajudar no ministério.

### Objetivos

- Demonstrar conhecimento sobre questões críticas do Antigo e do Novo Testamento
- Defender uma cosmovisão bíblica usando os princípios básicos da teologia cristã
- Pregar mensagens e ensinar lições bíblicas hermeneuticamente corretas e
- Desenvolver nos alunos a capacidade de exercer um ministério eficaz para a cultura atual, tanto em seu país como internacionalmente

### Requerimento para Admissão

- Diploma de bacharel (curso superior) ou equivalente de uma faculdade ou universidade reconhecida
- Média geral do bacharel igual ou superior a 2.0
- Uma autobiografia dando o testemunho de salvação e a razão pela qual deseja entrar no programa
- Histórico Escolar do seu curso superior
- Inscrição feita na Carolina University
- Estar em concordância com a declaração de fé da universidade e
- Acordar com os padrões de comportamento da Piedmont Divinity School (nosso Seminário)

### Requerimentos do Programa de Mestrado

- O prazo máximo para concluir o programa é de quatro anos
- Um mínimo de 15 créditos deve ser concluído na Carolina University
- Até 50% dos créditos exigidos podem ser transferidos
- A graduação está condicionada à conclusão de 30 créditos nos cursos prescritos com uma média mínima geral de 2.0

### Matérias do Programa de Mestrado em Ministério da Carolina University

#### Requeridas:

#### 1. THE506 Panorama Teológico (THE500 Teologia I)

Panorama descritivo das doutrinas bíblicas básicas, incluindo as doutrinas de Deus, das Escrituras, dos anjos, do homem, da salvação, da igreja e das últimas coisas. Enfoque na aplicação da verdade teológica por intermédio do evangelismo global.

#### 2. THE517 Apologética (THE501 Teologia II)

Estudo das questões filosóficas e teológicas relativas aos fundamentos da fé bíblica e sua relação com a apologética cristã no contexto das cosmovisões. Ênfase na relação entre fé e razão, atribuindo valor aos argumentos teístas bíblicos, os quais se fundamentam na certeza cristã e no caráter da revelação. Visa, ainda, desenvolver uma metodologia que atue na construção lógica dos fundamentos das razões e bases da fé cristã bíblica.

### **3. BIN500 Introdução à Hermenêutica**

Aplicação da ferramenta hermenêutica na compreensão de textos bíblicos. Utilização da metodologia para determinar o significado original dos textos bíblicos e a forma como este significado é aplicado no contexto moderno. Estudo dos enfoques hermenêuticos no desenvolvimento histórico, os princípios de interpretação em função da perspectiva de alianças e da escatologia.

### **4. BSN501 Estudos no Novo Testamento (BSN500 Introdução ao Novo Testamento)**

Estudo sistematizado do cânon e texto do Novo Testamento, com relação a: composição, temas, autoria, data e design de cada livro. Discussões e reflexões sobre a cronologia e os aspectos sociais e políticos, além de outras informações significativas sobre o Novo Testamento.

### **5. BSO501 Estudos no Antigo Testamento (BSO500 Introdução ao Antigo Testamento)**

Estudo sistematizado do cânon e do texto do Antigo Testamento, com relação a: composição, temas, autoria, data e design de cada livro. Reflexões sobre o papel da história e as distinções a serem efetivadas entre as principais divisões.

#### **Eletivas:**

#### **1. RES511 Pesquisa: A Escrita e a sua Comunicação / Dissertação: Etapas de Construção e Elaboração**

Estudo sobre o espaço da pesquisa e a formação do pesquisador, desenvolvendo habilidades de comunicação. Compreensão sobre o processo de produção e elaboração de pesquisas, a partir de um objeto válido. Apresentação dos resultados levantados. Estrutura e normas científicas para serem utilizadas tanto em trabalho de pesquisa com forma e estilo, como na preparação da pregação ou do ensino significativo e relevante. Competência para elaborar e produzir trabalho de pesquisa, pregação ou ensino em diversas situações.

Linha 1: A Produção de Trabalhos Científicos. O Projeto de Pesquisa, ensaio, paper e resumo. As etapas da elaboração do Artigo. A produção do artigo, segundo as normas científicas. Entrega do Artigo elaborado.

Linha 2: Projeto de Pesquisa: Etapas de Construção e Elaboração. Competência para elaborar e produzir Projeto de Pesquisa, caminho de construção da Dissertação. A elaboração do Projeto de Pesquisa. Descrição e Finalidade dos Elementos Constitutivos do Projeto de Pesquisa. As etapas de construção do Projeto de Pesquisa. A importância do título e da problematização. Conexão entre objetivos, título e capítulos. A explanação sobre o método de pesquisa a ser utilizado. Apresentação do Pré-Projeto e da Produção do Primeiro Capítulo.

#### **2. RES512 Trabalho Final: Produção e Sistematização Argumentativa**

A construção da dissertação propriamente dita. O processo de sistematização dos argumentos. Adequação dos argumentos com os referenciais teóricos selecionados. A linguagem, a escrita e a estrutura dos textos. A retomada da problemática nas Considerações Finais. O papel dos orientadores. O ato de correção e revisão textual. A defesa.

### **3. MIN524 Ensinando a Bíblia**

Desenvolve reflexões sobre o estudo bíblico indutivo, que visa ensinar os princípios e as técnicas de ensino da Bíblia em uma igreja, escola ou pequenos grupos, incluindo objetivos, recursos auxiliares de ensino e avaliação.

### **4. MIN500 Liderança e Visão (Fortemente sugerida)**

Estudo dos modelos de liderança bíblica; Aplicação de princípios bíblicos no ato de compartilhar uma visão e comunicá-la para certos grupos; Procedimentos direcionados a como desenvolver uma visão forte e compartilhá-la para alcançar as metas.

### **5. MIN507 Evangelismo**

Estudo prático, direcionado e motivacional do mandato bíblico presente na Grande Comissão, envolvendo o contexto original e sua aplicabilidade no contexto contemporâneo. Discussão e aplicação de aspectos teológicos, estratégicos e práticos em uma variedade de situações. Procedimentos de ação missional a ser instrumentalizada por cada aluno.

## **6. MIN563 Ministério com Crianças e Jovens**

Estudo de práticas educativas e ministeriais, objetivando instrumentalizar o aluno para ministrar diretamente às crianças e jovens dentro ou fora da igreja local, por meio de eventos, programas e currículo aplicado. Procedimentos metodológicos no processo de preparo e formação de líderes desses ministérios, no sentido de fornecer subsídios, ferramentas e recursos necessários aos pais para o discipulado de seus próprios filhos e jovens. Ênfase nas abordagens educativas presentes na literatura atual e na aplicação prática de princípios e recursos em uma ampla gama de situações formativas.

## **7. MIN620 Questões do Aconselhamento**

Uma introdução à profissão de conselheiro e assuntos comuns enfrentados pelo conselheiro profissional e o conselheiro pastoral. Apresentada por meio de uma cosmovisão cristã para a aplicação por estudantes que estão interessados em conhecer mais do campo do aconselhamento, bem como conhecer habilidades básicas que os ajudarão em suas vidas pessoal e profissional.

## **8. MIN509 Origens**

Estudo teológico e bíblico da doutrina da criação e do plano de redenção de Deus, visando fortalecer o testemunho cristão. Um olhar sobre a perspectiva da criação, queda e redenção em contraposição à revisão abrangente da teoria da evolução. Avaliação cuidadosa de cosmovisões alternativas à luz da verdade absoluta revelada nas Escrituras.

## **9. MIN630 Estágio Ministerial I (Substitui MIN507 Evangelismo)**

Um estágio supervisionado com a igreja local focado no evangelismo dentro da comunidade. O aluno trabalhará com e também prestará contas a uma supervisão qualificada da igreja e a um professor da Carolina University, implementando vários métodos de alcance evangelístico. Além da prática com a experiência em campo, o aluno completará trabalhos de leitura, relatórios, e outros trabalhos de mensuração do estágio.

## **10. MIN640 Estágio Ministerial II (Substitui MIN524 Ensinando a Bíblia)**

Um estágio supervisionado com a igreja local focado no ensino, pregação, e trabalhos educacionais na igreja. O aluno trabalhará com e também prestará contas a uma supervisão qualificada da igreja e a um professor da Carolina University, à medida que o aluno engaja nas experiências de ensino e pregação. Além da prática com a experiência em campo, o aluno completará trabalhos de leitura, relatórios, e outros trabalhos de mensuração do estágio.

## **11. MIN650 Estágio Ministerial III (Substitui MIN620 Questões do Aconselhamento)**

Um estágio supervisionado com a igreja local focado no aconselhamento e no cuidado pastoral na igreja. O aluno trabalhará com e também prestará contas a uma supervisão qualificada da igreja e a um professor da Carolina University. O aluno aprenderá e participará no aconselhamento e no cuidado dos membros da igreja em vários aspectos. Além da prática com a experiência em campo, o aluno completará trabalhos de leitura, relatórios, e outros trabalhos de mensuração do estágio.

## **12. MIN660 Estágio Ministerial IV (Substitui qualquer eletiva)**

Um estágio supervisionado com a igreja local focado no que a igreja local determinará junto com o estagiário e o professor da Carolina University. O aluno trabalhará com e também prestará contas a uma supervisão qualificada da igreja e a um professor da Carolina University, à medida que o aluno trabalha na área acordada. Além da prática com a experiência em campo, o aluno completará trabalhos de leitura, relatórios, e outros trabalhos de mensuração do estágio.

## **BLG 500 Grego I**

Um estudo da gramática, do vocabulário e da sintaxe do grego koinê, que é a língua do Novo Testamento. O propósito desta disciplina é preparar os alunos para lerem o Novo Testamento Grego.

## **BLG 501 Grego II**

Uma continuação do estudo da gramática, do vocabulário e da sintaxe do hebraico bíblico.

### **BLH 600 Hebraico I**

Um estudo da gramática, do vocabulário e da sintaxe do hebraico bíblico. O propósito desta disciplina é preparar os alunos para lerem o hebraico do Antigo Testamento.

### **BLH 601 Hebraico II**

Um estudo da gramática, do vocabulário e da sintaxe do hebraico bíblico. O propósito desta disciplina é preparar os alunos para lerem o hebraico do Antigo Testamento.

## **Ministry (Spanish) MA**

### **Maestría de Artes en Ministerio**

#### **Description**

Treinta (30) horas de crédito

#### **Descripción**

La Maestría en Ministerio (MAM) está diseñada para miembros de la iglesia, equipo pastoral y otras personas en el ministerio que deseen mejorar su conocimiento de la Biblia, habilidades ministeriales, y para aquellos que deseen ingresar al Ministerio.

#### **Resultados de Aprendizaje del Programa**

- Demostrar un conocimiento general del contenido y los temas críticos del Antiguo y Nuevo Testamento desde una perspectiva conservadora.
- Defender una cosmovisión bíblica utilizando los principios básicos de la teología cristiana.
- Predicar y enseñar mensajes hermenéuticos sólidos y lecciones bíblicas.
- Desarrollar en los estudiantes la capacidad para tener un ministerio eficaz en la cultura actual tanto en su país como en el extranjero.

#### **Requisitos de Admisión**

- Una licenciatura o equivalente de un colegio o universidad reconocida
- GPA acumulativo de 2.0 o superior
- Ensayo autobiográfico dando testimonio de su salvación y la razón por la que desea ingresar al programa
- Transcripciones oficiales de todas las escuelas a las que asistió anteriormente
- Solicitud completa con la Universidad de Carolina
- Acuerdo con la declaración doctrinal del estudiante
- Acuerdo con los estándares de conducta de la Escuela de Divinidades

#### **Requisitos de Grado**

- El límite máximo de tiempo para completar el programa es de cuatro años
- Un mínimo de quince (15) horas crédito deben completarse en CU.
- Hasta el cincuenta por ciento (50%) de los créditos requeridos pueden transferirse.
- La graduación está supeditada a la compleción de treinta (30) horas de los cursos prescritos con un promedio GPA mínimo acumulativo de 2.00 o más.

#### **Materias**

#### **BSO500 - Introducción al Antiguo Testamento**

Tres (3) horas de crédito

Un estudio de los trasfondos y los mensajes de los libros del Antiguo Testamento. Se pone énfasis en la forma de comunicación con el hombre y la presentación a través de los patriarcas y los profetas del plan eterno de redención diseñado por Dios. Se resalta la aplicación práctica del mensaje del Antiguo Testamento.

#### **BSN500 - Introducción al Nuevo Testamento**

Tres (3) horas de crédito

Un estudio del trasfondo y los mensajes de los libros del Nuevo Testamento. El enfoque se centra en la expansión del evangelio y el mandato para nosotros en el día de hoy. Incluye también una presentación y exposición de las importantes doctrinas de la salvación y de la iglesia.

### **BIN500 - Introducción a la Hermenéutica**

Tres (3) horas de crédito

Una introducción a la metodología válida para determinar el significado original de los textos bíblicos y la aplicación de dicho significado a la era actual. Se presta especial atención al desarrollo histórico, los principios de interpretación, y su relación con las diferentes doctrinas bíblicas.

### **THE500 - Teología I**

Tres (3) horas de crédito

Un estudio de Bibliología, Teología propia, Angelología, Antropología y Hamarteología.

### **THE501 - Teología II**

Tres (3) horas de crédito

Un estudio de Cristología, Soteriología, Neumatología, Eclesiología y Escatología.

### **Optativas para el ministerio**

15 horas de crédito\*

*\* Las pasantías estudiantiles aprobadas pueden sustituirse por horas optativas*

## **Ministry**

### **Concentration**

#### **Description**

Students can add a ministry concentration to any program by selecting 18 or more credits from courses with the following prefixes:

- CE (Church Education)
- CO (Counseling)
- IC (Intercultural Studies)
- PT (Pastoral Studies)

## **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

## Biology (BA)

### Bachelor of Arts

#### Description

The Biology program at Carolina University focuses on foundational studies of the structure, function, behavior and evolution of cells, organisms, populations and ecosystems. Through challenging and engaging courses, fieldwork and lab opportunities, our students will develop a foundation for broad and diverse career options in the biological sciences and related fields.

The Bachelor of Science and Bachelor of Arts in Biology provide rigorous education and basic research skills for a diverse undergraduate student population. Through this program, students will develop into independent thinkers, problem solvers and valuable members of society. These programs provide training in biology at multiple levels and provide flexibility, providing students with the opportunity to choose a curriculum that best suits their needs.

The BS Biology option emphasizes breadth of training in biology with stringent structure. Students have input in the composition of their degree by choosing from the wide range of electives available through the School of Arts and Sciences.

The BA Biology degree is designed for students who desire a breadth of training throughout their program of study. Compared to the BS degree, the BA requires less physics, chemistry, and biology requirements. This is an ideal program for students wishing to get the scope of the biological sciences without some of the supporting science sequences, providing them with more room to take elective courses either within or outside of the biology program.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

#### Courses

##### General Education Core (46 Credit Hours)

<a href="#">GC 112 - Mathematics II</a>	3 Credit Hours
<a href="#">GC 205 - Calculus I</a>	3 Credit Hours
<a href="#">GC 206 - Calculus II</a>	3 Credit Hours
<a href="#">MG 210 - Introduction to Statistics</a>	3 Credit Hours
<a href="#">PY 210 - General Physics I with Lab</a>	4 Credit Hours
<a href="#">PY 215 - General Physics II w/Lab</a>	4 Credit Hours
<a href="#">CH 110 - General Chemistry I</a>	4 Credit Hours
<a href="#">CH 115 - General Chemistry IIw/Lab</a>	4 Credit Hours

##### Professional Core (29 Credit Hours)

<a href="#">BG 110 - Biology I</a>	3 Credit Hours
<a href="#">BG 210 - Biology II</a>	3 Credit Hours
<a href="#">BG 220 - Genetics</a>	3 Credit Hours
<a href="#">BG 250 - Zoology</a>	3 Credit Hours
<a href="#">BG 310 - Microbiology</a>	3 Credit Hours
<a href="#">BG 320 - Introduction to Cell Biology</a>	3 Credit Hours



<a href="#">BG 330 - Introduction to MolecularBiology</a>	3 Credit Hours
<a href="#">BG 340 - Evolution &amp; Ecology</a>	3 Credit Hours
<a href="#">BG 420 - Biochemistry</a>	3 Credit Hours
<a href="#">BG 440 - Seminar in Biology</a>	1 Credit Hour
<b>Biology Electives (13 Credit Hours)</b>	

**9 Credit Hours must be 400-level or higher; 4 Credit Hours from lab courses**

<a href="#">BG 410 - Immunology</a>	3 Credit Hours
<a href="#">BG 230 - Developmental Biology</a>	3 Credit Hours
<a href="#">BG 450 - Anatomy of Vertebrates</a>	3 Credit Hours
<a href="#">BG 460 - General Physiology w/Lab</a>	4 Credit Hours
<a href="#">BG 240 - Plant Biology with Lab</a>	4 Credit Hours
<a href="#">BG 415 - Neurobiology I</a>	3 Credit Hours
<a href="#">BG 430 - Neurobiology II</a>	3 Credit Hours
<a href="#">BG 350 - Human Genetics</a>	3 Credit Hours
<a href="#">BG 360 - Human Biology</a>	3 Credit Hours
<a href="#">PH 310 - Public Health Biology</a>	3 Credit Hours
<a href="#">PH 315 - Public Health Biology II</a>	3 Credit Hours
<a href="#">BG 470 - Lab methods in MolecularBiology</a>	4 Credit Hours
<a href="#">BG 480 - Research Statistical Methodsfor Biological Sciences</a>	3 Credit Hours
<b>Free Electives (32 Credit Hours)</b>	

## Counseling

### Concentration

#### Description

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

#### Courses

<a href="#">CO 301 - Basic Counseling Skills</a>	3 Credit Hours
<a href="#">CO 401 - Marriage and Family Counseling</a>	3 Credit Hours
<a href="#">CO 402 - Counseling Adolescents</a>	3 Credit Hours

## Biology (BS)

### Bachelor of Science

#### Description

The Biology program at Carolina University focuses on foundational studies of the structure, function, behavior and evolution of cells, organisms, populations and ecosystems. Through challenging and engaging courses, fieldwork and lab opportunities, our students will develop a foundation for broad and diverse career options in the biological sciences and related fields.

The Bachelor of Science and Bachelor of Arts in Biology provide rigorous education and basic research skills for a diverse undergraduate student population. Through this program, students will develop into independent thinkers, problem solvers and valuable members of society. These programs provide training in biology at multiple levels and provide flexibility, providing students with the opportunity to choose a curriculum that best suits their needs.

The BS Biology option emphasizes breadth of training in biology with stringent structure. Students have input in the composition of their degree by choosing from the wide range of electives available through the School of Arts and Sciences.

The BA Biology degree is designed for students who desire a breadth of training throughout their program of study. Compared to the BS degree, the BA requires less physics, chemistry, and biology requirements. This is an ideal program for students wishing to get the scope of the biological sciences without some of the supporting science sequences, providing them with more room to take elective courses either within or outside of the biology program.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### General Education (50 Credit Hours)

<a href="#">GC 203 - College Algebra</a>	3 Credit Hours
<a href="#">GE 101 - English Composition I</a>	3 Credit Hours
<a href="#">GE 102 - English Composition II</a>	3 Credit Hours
<a href="#">GT 103 - Learning &amp; Technology</a>	3 Credit Hours
<a href="#">BT 100 - Introduction to Christianity</a>	3 Credit Hours
<a href="#">BH 100 - Introduction to the Bible</a>	3 Credit Hours
<a href="#">GC 112 - Mathematics II</a>	3 Credit Hours
<a href="#">GC 205 - Calculus I</a>	3 Credit Hours
<a href="#">GC 206 - Calculus II</a>	3 Credit Hours
<a href="#">MG 210 - Introduction to Statistics</a>	3 Credit Hours
<a href="#">PY 210 - General Physics I with Lab</a>	4 Credit Hours
<a href="#">PY 215 - General Physics II w/Lab</a>	4 Credit Hours
<a href="#">CH 110 - General Chemistry I</a>	4 Credit Hours
<a href="#">CH 115 - General Chemistry IIw/Lab</a>	4 Credit Hours
<a href="#">CH 210 - Organic Chemistry with Lab</a>	4 Credit Hours

### Professional Core (32 Credit Hours)

<a href="#">BG 110 - Biology I</a>	3 Credit Hours
<a href="#">BG 210 - Biology II</a>	3 Credit Hours
<a href="#">BG 220 - Genetics</a>	3 Credit Hours
<a href="#">BG 230 - Developmental Biology</a>	3 Credit Hours
<a href="#">BG 250 - Zoology</a>	3 Credit Hours
<a href="#">BG 310 - Microbiology</a>	3 Credit Hours
<a href="#">BG 320 - Introduction to Cell Biology</a>	3 Credit Hours
<a href="#">BG 330 - Introduction to MolecularBiology</a>	3 Credit Hours
<a href="#">BG 340 - Evolution &amp; Ecology</a>	3 Credit Hours
<a href="#">BG 420 - Biochemistry</a>	3 Credit Hours
<a href="#">BG 440 - Seminar in Biology</a>	1 Credit Hour

### Professional Electives (20 Credit Hours)

**12 Credit Hours must be 400-level or higher; 8 Credit Hours from lab courses**

<a href="#">BG 410 - Immunology</a>	3 Credit Hours
<a href="#">BG 450 - Anatomy of Vertebrates</a>	3 Credit Hours
<a href="#">BG 460 - General Physiology w/Lab</a>	4 Credit Hours
<a href="#">BG 240 - Plant Biology with Lab</a>	4 Credit Hours
<a href="#">BG 415 - Neurobiology I</a>	3 Credit Hours
<a href="#">BG 430 - Neurobiology II</a>	3 Credit Hours
<a href="#">BG 350 - Human Genetics</a>	3 Credit Hours
<a href="#">BG 360 - Human Biology</a>	3 Credit Hours
<a href="#">PH 310 - Public Health Biology</a>	3 Credit Hours
<a href="#">PH 315 - Public Health Biology II</a>	3 Credit Hours
<a href="#">BG 470 - Lab methods in MolecularBiology</a>	4 Credit Hours
<a href="#">BG 480 - Research Statistical Methodsfor Biological Sciences</a>	3 Credit Hours

### Free Electives (18 Credit Hours)

## Computer Engineering

### Bachelor of Science

### Description

The BS Computer Engineering program provides students with marketable degrees in fields much in demand enabling them to attain high-paying jobs and pursue successful careers. Given how central technology is to the economy and society more broadly, engineering graduates have a singular ability to attain leadership roles in a diverse array of workplace settings. The ongoing fourth industrial revolution is likely to ensure that technology will impact an increasing number of daily activities due to the rapid adoption of inter-connected and networked devices. Human dependence on technology will spawn even more technologies and increase demand for those who can produce new technology products and services. Carolina University's integrated BS and MS engineering programs will empower graduates to be at the forefront of Industry 4.0 (or 4IR) and create a new generation of influential leaders equipped with a distinctive ethics and worldview.

The programs are offered as integrated BS and MS degrees enabling students to complete a master's degree in five years of full-time study. Students can exit with a BS degree if they complete 123 credits or continue on to finish an MS degree by taking 156-160 credits. Students who already possess a BS in the relevant area can enter directly into the MS program and graduate after completing 36 credits.

The BS Computer Engineering program is differentiated in many aspects. For instance, the integrated option of obtaining a master's degree in five years is very attractive and only offered by a few schools. Secondly, the program is differentiated by a substantially more affordable tuition rate – critical at a time of booming college debt and growing concerns about equity and access. Carolina University's new program puts a highly valuable degree program within the reach of a wider pool of aspirants who do not have the financial means to pursue such studies at the more expensive institutions. Furthermore, our emphasis on building capabilities of students who may not have experienced the benefits of sound preparation due to economic hardships, is different to the educational philosophy at other engineering programs that are not geared towards addressing the deficits of such students. Finally, Carolina University's engineering program integrates internships and work-integrated learning as essential components in order to build workplace skills and enhance employability.

## Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### Professional Core (67 Credit Hours)

<a href="#">CN 100 - Introduction to Computer Engineering</a>	1 Credit
<a href="#">CS 105 - Introduction to Computer Science</a>	Hour
<a href="#">CS 110 - Programming I</a>	3 Credit Hours
<a href="#">CS 111 - Programming II</a>	3 Credit Hours
<a href="#">CS 205 - Python Programming</a>	3 Credit Hours
<a href="#">CS 210 - Algorithms and Data Structures</a>	3 Credit Hours
<a href="#">CS 330 - Networking</a>	3 Credit Hours
<a href="#">CS 340 - Computer Architecture and Organization</a>	3 Credit Hours
<a href="#">CS 410 - Operating Systems</a>	3 Credit Hours
<a href="#">CS 430 - Computer Security Fundamentals</a>	3 Credit Hours
<a href="#">CS 435 - Ethical Hacking</a>	3 Credit Hours
<a href="#">GC 206 - Calculus II</a>	3 Credit Hours
<a href="#">MA 205 - Calculus III</a>	3 Credit Hours
<a href="#">MA 310 - Linear Algebra</a>	3 Credit Hours
<a href="#">EL 205 - Digital System Design w/Lab</a>	3 Credit Hours
<a href="#">EL 210 - General Principles of Electric Circuits I with Lab</a>	4 Credit Hours
<a href="#">EL 215 - General Principles of Electric Circuits II with Lab</a>	4 Credit Hours
<a href="#">EL 305 - Embedded Systems</a>	4 Credit Hours
<a href="#">EL 470 - Digital Signal Processing with Lab</a>	3 Credit Hours
<a href="#">EL 235 - Semiconductor Devices w/Lab</a>	4 Credit Hours
<b>Senior Project (6 Credit Hours)</b>	4 Credit Hours

<a href="#">CN 490 - Senior Project I</a>	3 Credit Hours
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[CN 495 - Senior Project II](#)

3 Credit Hours

**Professional Electives [Select from any CS, EL, or IS Course] (12 Credit Hours)****General Education Core (26 Credit Hours)**[GC 205 - Calculus I](#)

3 Credit Hours

[GE 101 - English Composition I](#)

3 Credit Hours

[GE 102 - English Composition II](#)

3 Credit Hours

[GT 103 - Learning & Technology](#)

3 Credit Hours

[BT 100 - Introduction to Christianity](#)

3 Credit Hours

[BH 100 - Introduction to the Bible](#)

3 Credit Hours

[CH 110 - General Chemistry I](#)

4 Credit Hours

[PY 210 - General Physics I with Lab](#)

4 Credit Hours

**Social Science Electives (6 Credit Hours)****Business/Technology Electives (6 Credit Hours)**

## Computer Science

### Bachelor of Science

#### Description

Carolina University offers a Bachelor of Science (BS) degree in Computer Science. The courses in the computer science program are designed to teach the foundations of computing technology. The students are prepared for the changing nature of technology.

Courses include a variety of programming languages, platforms, operating systems, and a mixture of hands on and theoretical study. Our courses start at the introductory level and progress through the expert level.

Computer Science jobs are in high demand. A successful student with a BS in computer science can easily compete for high-paying jobs in such roles as programmer, computer systems analyst, application development, system support, technical staff, database design, network administrator, and many more.

Concentrations are offered in the following subjects:

- [Cybersecurity](#)
- [Data Science](#)
- [Esports](#)
- [Networking](#)
- [Software Systems](#)

For concentrations, all electives must be taken from the indicated courses for each division.

[3-Year Plan](#)[4-Year Plan](#)

### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

### Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (2.0)
3. Shall have passed all courses in their curriculum and made a C or better in Professional courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

### Courses

**Gen Ed: Including the following required courses:**

**General Education Core (36 Credit Hours)**

<a href="#">EN 215 - Technical Writing</a>	3 Credit Hours
<a href="#">GC 205 - Calculus I</a>	3 Credit Hours
<a href="#">GS 201 - Principles of Speech</a>	3 Credit Hours
<a href="#">MG 210 - Introduction to Statistics</a>	3 Credit Hours

**Program Core Classes**

<a href="#">GC 206 - Calculus II</a>	3 Credit Hours
<a href="#">CS 105 - Introduction to Computer Science</a>	3 Credit Hours
<a href="#">CS 110 - Programming I</a>	3 Credit Hours
<a href="#">CS 111 - Programming II</a>	3 Credit Hours
<a href="#">CS 150 - Scripting</a>	3 Credit Hours
<a href="#">CS 210 - Algorithms and Data Structures</a>	3 Credit Hours
<a href="#">CS 220 - Object Oriented Programming</a>	3 Credit Hours
<a href="#">CS 300 - Software Engineering</a>	3 Credit Hours
<a href="#">CS 310 - Algorithms &amp; Data Structures II</a>	3 Credit Hours
<a href="#">CS 315 - Database/SQL</a>	3 Credit Hours
<a href="#">CS 320 - Advanced OOP</a>	3 Credit Hours
<a href="#">CS 330 - Networking</a>	3 Credit Hours
<a href="#">CS 340 - Computer Architecture and Organization</a>	3 Credit Hours
<a href="#">CS 410 - Operating Systems</a>	3 Credit Hours
<a href="#">CS 425 - Advanced Database/SQL</a>	3 Credit Hours
<a href="#">CS 430 - Computer Security Fundamentals</a>	3 Credit Hours
<a href="#">CS 435 - Ethical Hacking</a>	3 Credit Hours
<a href="#">CS 450 - Introduction to Unix</a>	3 Credit Hours

**Thesis Project/Internship**

CS 475 - Senior Project I	3 Credit Hours
CS 480 - Senior Project II	3 Credit Hours
CS 485 - Senior Project III	3 Credit Hours
CS 490 - Senior Project IV	3 Credit Hours

**Program Specific Electives (21 Credit Hours)**

## Criminal Justice

### Bachelor of Arts

#### Description

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

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

This major is designed to produce graduates who have a passion for public service and learning in the context of a Christian environment. While developing knowledge and skills in social and legal areas, graduates will be well prepared for current domestic and global criminal justice and public safety issues and problems. Detail is given to using moral and ethical codes practiced at the university and applying them to principle and practice in all areas of careers in local, state, and federal criminal justice systems.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Graduation Requirements

In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;

3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### [General Education Core](#)

37 Credit Hours

### **Professional Core (69 Credit Hours)**

<a href="#">CJ 101 - Introduction to Criminal Justice</a>	3 Credit Hours
<a href="#">CJ 102 - Crime in America</a>	3 Credit Hours
<a href="#">CJ 104 - Criminology: Crime Theory and Criminal Behavior</a>	3 Credit Hours
<a href="#">CJ 201 - Professional Policing</a>	3 Credit Hours
<a href="#">CJ 204 - Criminal Investigation and Interrogation</a>	3 Credit Hours
<a href="#">CJ 211 - Criminal Law</a>	3 Credit Hours
<a href="#">CJ 212 - Crime and the Law</a>	3 Credit Hours
<a href="#">CJ 213 - Corrections</a>	3 Credit Hours
<a href="#">CJ 214 - Professional Perspectives on Policing</a>	3 Credit Hours
<a href="#">CJ 220 - Work-integrated Practicum</a>	3 Credit Hours
<a href="#">CJ 301 - Quantitative Data Analysis for the Social Sciences</a>	3 Credit Hours
<a href="#">CJ 302 - Criminal Procedure</a>	3 Credit Hours
<a href="#">CJ 310 - Gangs and Crime</a>	3 Credit Hours
<a href="#">CJ 311 - Victimology</a>	3 Credit Hours
<a href="#">CJ 315 - Introduction to Human Rights</a>	3 Credit Hours
<a href="#">CJ 320 - Crime &amp; Drug Addiction</a>	3 Credit Hours
<a href="#">CJ 333 - Moot Court</a>	3 Credit Hours
<a href="#">CJ 399 - Internship in Criminal Justice</a>	3 Credit Hours
<a href="#">CJ 403 - Immigration and Criminal Justice</a>	3 Credit Hours
<a href="#">CJ 407 - International Crime and Justice</a>	3 Credit Hours
<a href="#">CJ 411 - Race, Class and Punishment</a>	3 Credit Hours
<a href="#">CJ 415 - Terrorism, Intelligence, &amp; National Security</a>	3 Credit Hours
<a href="#">CJ 420 - Seminar Paper</a>	3 Credit Hours

### **Criminal Justice Electives (15 credits from the following)**

<a href="#">CJ 103 - Current Career Opportunities in Criminal Justice</a>	3 Credit Hours
<a href="#">CJ 215 - Introduction to Forensics</a>	3 Credit Hours
<a href="#">CJ 222 - Digital Skills and Criminal Justice</a>	3 Credit Hours
<a href="#">CJ 303 - Crisis Management, Intervention &amp; Mediation</a>	3 Credit Hours
<a href="#">CJ 313 - Community Corrections, Probations, and Parole</a>	3 Credit Hours
<a href="#">CJ 408 - Cybercrime</a>	3 Credit Hours
<a href="#">CJ 410 - White Collar Crime</a>	3 Credit Hours

Any course(s) with a CJ prefix

Up to 15 Credit  
Hours

## Electronics and Electrical Engineering

### Bachelor of Science

#### Description

The BS Electronics and Electrical Engineering program provides students with marketable degrees in fields much in demand enabling them to attain high-paying jobs and pursue successful careers. Given how central technology is to the economy and society more broadly, engineering graduates have a singular ability to attain leadership roles in a diverse array of workplace settings. The ongoing fourth industrial revolution is likely to ensure that technology will impact an increasing number of daily activities due to the rapid adoption of inter-connected and networked devices. Human dependence on technology will spawn even more technologies and increase demand for those who can produce new technology products and services. Carolina University's integrated BS and MS engineering programs will empower graduates to be at the forefront of Industry 4.0 (or 4IR) and create a new generation of influential leaders equipped with a distinctive ethics and worldview.

The programs are offered as integrated BS and MS degrees enabling students to complete a master's degree in five years of full-time study. Students can exit with a BS degree if they complete 123 credits or continue on to finish an MS degree by taking 156-160 credits. Students who already possess a BS in the relevant area can enter directly into the MS program and graduate after completing 48 credits.

The BS Electronics and Electrical Engineering program is differentiated in many aspects. For instance, the integrated option of obtaining a master's degree in five years is very attractive and only offered by a few schools. Secondly, the program is differentiated by a substantially more affordable tuition rate – critical at a time of booming college debt and growing concerns about equity and access. Carolina University's new program puts a highly valuable degree program within the reach of a wider pool of

aspirants who do not have the financial means to pursue such studies at the more expensive institutions. Furthermore, our emphasis on building capabilities of students who may not have experienced the benefits of sound preparation due to economic hardships, is different to the educational philosophy at other engineering programs that are not geared towards addressing the deficits of such students. Finally, Carolina University's engineering program integrates internships and work-integrated learning as essential components in order to build workplace skills and enhance employability.

## Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### Professional Core

<a href="#">CS 110 - Programming I</a>	3 Credit Hours
<a href="#">CS 111 - Programming II</a>	3 Credit Hours
<a href="#">CS 210 - Algorithms and Data Structures</a>	3 Credit Hours
<a href="#">EL 100 - Introduction to Electrical Engineering</a>	1 Credit
<a href="#">EL 205 - Digital System Design w/Lab</a>	Hour
<a href="#">EL 210 - General Principles of Electric Circuits I with Lab</a>	4 Credit Hours
<a href="#">EL 215 - General Principles of Electric Circuits II with Lab</a>	4 Credit Hours
<a href="#">EL 235 - Semiconductor Devices w/Lab</a>	4 Credit Hours
<a href="#">EL 250 - Analog Electronics w/Lab</a>	4 Credit Hours
<a href="#">EL 290 - Sophomore Internship</a>	4 Credit Hours
<a href="#">EL 310 - Signals and Systems</a>	3 Credit Hours
<a href="#">EL 320 - Random Signals and Noise</a>	3 Credit Hours
<a href="#">EL 330 - High Frequency Communication Circuits with Lab</a>	3 Credit Hours
<a href="#">EL 340 - Introduction to Electromagnetics with Lab</a>	4 Credit Hours
<a href="#">EL 350 - RF &amp; Microwave Circuits for Wireless Communication w/Lab</a>	4 Credit Hours
<a href="#">EL 390 - Junior Internship</a>	4 Credit Hours
<b>Esports</b>	3 Credit Hours

## Bachelor of Arts

### Bachelor of Business Administration

#### Description

The Esports major/concentration is designed to prepare students for a future career in the growing Esports arena. It will build capabilities for a variety of fields such as gaming, events management, nutrition, team work, regulation, journalism, game design, social media, and marketing. The program will equip students with many multifunctional skills that translate well for a variety of career roles in Esports or elsewhere.

The Esports major at Carolina University can be completed within the Bachelor of Business Administration or the Bachelor of Arts - Interdisciplinary Studies.

Students also have the option of completing a minor in Esports if they accumulate 18 credits in the field.

## Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University



## Graduation Requirements

In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

<a href="#">ED 302 - Educational Psychology Across Subjects</a>	3 Credit Hours
<a href="#">ES 210 - Introduction to Esports</a>	3 Credit Hours
<a href="#">ES 220 - Contemporary Issues in Esports</a>	3 Credit Hours
<a href="#">ES 230 - Games Design</a>	3 Credit Hours
<a href="#">ES 310 - Broadcasting and Communication</a>	3 Credit Hours
<a href="#">ES 320 - Coaching and Team Management</a>	3 Credit Hours
<a href="#">ES 330 - Social Media Management</a>	3 Credit Hours
<a href="#">ES 410 - Business Senior Capstone</a>	3 Credit Hours
<a href="#">ES 420 - Regulation and Policy in Esports</a>	3 Credit Hours
<a href="#">MG 399 - Management Internship</a>	3 Credit Hours
<a href="#">SM 201 - Sports Psychology</a>	3 Credit Hours
<a href="#">SM 211 - Principles of Recreation and Leisure Management</a>	3 Credit Hours
<a href="#">SM 301 - Sports and Event Management</a>	3 Credit Hours
<a href="#">SM 305 - Sports Information and Public Relations</a>	3 Credit Hours
<a href="#">SM 411 - Sports Financial Management</a>	3 Credit Hours
Electives	6 Credit Hours

## Information Systems

### Bachelor of Science

#### Description

The Bachelor of Science in Information Systems equips students with the competencies for success in a rapidly growing field. IS managers plan, coordinate, and execute IT-related goals in an organization. As the use of web-based systems, Big Data, and machine learning follow an ever-expanding trajectory, professionals in this area are central to an organization's success and very survival. They are expected to implement cyber security plans, deliver a competitive edge by leveraging new technology, negotiate with vendors, and recruit key personnel. At the apex of the chain, chief information officers (CIOs) develop and implement IT strategy for the whole enterprise. This program can also be completed as a concentration.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### General Education Core (36 Credit Hours)

### Professional Core (72 Credit Hours)

<a href="#">CS 110 - Programming I</a>	3 Credit Hours
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<a href="#">CS 111 - Programming II</a>	3 Credit Hours
<a href="#">CS 450 - Introduction to Unix</a>	3 Credit Hours
<a href="#">IS 305 - Introduction to Information Systems</a>	3 Credit Hours
<a href="#">IS 310 - Introduction to Network Technology</a>	3 Credit Hours
<a href="#">IS 315 - Database Management &amp; Applications</a>	3 Credit Hours
<a href="#">IS 320 - Information Systems Management and Business</a>	3 Credit Hours
<a href="#">IS 325 - Business Systems</a>	3 Credit Hours
<a href="#">IS 330 - Introduction to Data Science</a>	3 Credit Hours
<a href="#">IS 335 - Machine Learning</a>	3 Credit Hours
<a href="#">IS 340 - Natural Language Processing</a>	3 Credit Hours
<a href="#">IS 345 - Neural Networks</a>	3 Credit Hours
<a href="#">IS 350 - Artificial Intelligence</a>	3 Credit Hours
<a href="#">IS 355 - Human Computer Interaction</a>	3 Credit Hours
<a href="#">IS 365 - Information Security</a>	3 Credit Hours
<a href="#">IS 380 - Web Application Programming</a>	3 Credit Hours
<a href="#">IS 385 - Object Oriented Design</a>	3 Credit Hours
<a href="#">IS 395 - Decision Support Systems</a>	3 Credit Hours
<a href="#">IS 400 - Project Management</a>	3 Credit Hours
<a href="#">IS 410 - Hardware, Virtualization, and Communications</a>	3 Credit Hours
<a href="#">MG 211 - Economics I</a>	3 Credit Hours
<a href="#">MG 322 - Entrepreneurship</a>	3 Credit Hours
<a href="#">MG 334 - Corporate Responsibilities and Ethics</a>	3 Credit Hours
<a href="#">MG 342 - Business Analytics</a>	3 Credit Hours
<b>Internship (Choose 6 Credit Hours)</b>	
<a href="#">IS 450 - Internship I</a>	3 Credit Hours
<a href="#">IS 455 - Internship II</a>	3 Credit Hours
<b>Electives (Choose 9 Credit hours)</b>	

Any CS, IS Course

## Interdisciplinary Studies

### Bachelor of Arts

#### Description

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

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

In order to complete a minor, students are required to complete 37 hours of General Education, and a minimum of 36 hours of minor classes. Students have the option of completing two minors or choosing from a range of interdisciplinary courses to make up the remaining credits required for the degree.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Graduation Requirements

In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

#### Courses

[General Education Core](#)

37 Credit Hours

Major/Minor Electives

42 Credit Hours

**Professional Core (42 Credit Hours)**[CJ 315 - Introduction to Human Rights](#)

3 Credit Hours

[CJ 411 - Race, Class and Punishment](#)

3 Credit Hours

[ED 302 - Educational Psychology Across Subjects](#)

3 Credit Hours

[EN 302 - Survey of World Literature](#)

3 Credit Hours

[EN 320 - American Literature: After 1865](#)

3 Credit Hours

[GH 201 - United States History to 1865](#)

3 Credit Hours

[GH 204 - American Government](#)

3 Credit Hours

[GO 101 - Introduction to Sociology](#)

3 Credit Hours

[IC 406 - Cultural Anthropology](#)

3 Credit Hours

[IN 399 - Internship](#)

3 Credit Hours

[IN 410 - Seminar Project](#)

3 Credit Hours

[MG 211 - Economics I](#)

3 Credit Hours

[MG 322 - Entrepreneurship](#)

3 Credit Hours

[MG 334 - Corporate Responsibilities and Ethics](#)

3 Credit Hours

**Interdisciplinary Studies****Associate of Arts****Description**

The highly customizable Associate of Arts in Interdisciplinary Studies connects humanities, social sciences, and natural sciences to the students' professional life. The Associate of Arts in Interdisciplinary Studies can be obtained by completing 30 hours of core credits and 30 hours of electives from the courses listed in the university catalog.

**Core Courses**

Each student must take a minimum of 30 credit hours from the following:

1. These are your required courses:

[GC 111 Mathematics I](#)[GE 101 English Composition I](#)[GE 102 English Composition II](#)[GT 103 Learning and Technology](#)[BH 100 Introduction to the Bible](#)[BT 100 Introduction to Christianity](#)

2. Choose at least 6 credit hours from the [Humanities and Social Sciences](#).

**Elective Courses**

(minimum of 30 credit hours)

Students may choose from a large number of courses in [Criminal Justice](#), [Public Health](#), [Biology](#), [Bible](#), [Information Systems](#), [Computer Science](#), [Engineering](#), [Business](#), [Sociology](#), [Psychology](#), [Education](#) or other areas listed in the [university catalog](#).

**Admissions Requirements**

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools or institutions
- Completed application for Carolina University
- Graduation Requirements

**Graduation Requirements**

- Completed a minimum of 30 credit hours at Carolina University and have a total of 60 college credits.
- Maintained a minimum academic average of "C"
- Passed all courses in his/her curriculum and made a C or better in key courses designated as essential in the program

**Interdisciplinary Studies**

## Associate of Science

### Description

The highly customizable Associate of Science in Interdisciplinary Studies connects humanities, social sciences, and natural sciences to the students' professional life. The Associate of Science in Interdisciplinary Studies can be obtained by completing 30 hours of core credits and 30 hours of electives from the courses listed in the university catalog.

### Core Courses

Each student must take a minimum of 30 credit hours from the following:

1. These are your required courses:

[GC 111 Mathematics I](#)

[GE 101 English Composition I](#)

[GE 102 English Composition II](#)

[GT 103 Learning and Technology](#)

[BH 100 Introduction to the Bible](#)

[BT 100 Introduction to Christianity](#)

2. Choose at least 6 credit hours from the [Natural Sciences](#).

### Elective Courses

(minimum of 30 credit hours)

Students may choose from a large number of courses in [Criminal Justice](#), [Public Health](#), [Biology](#), [Bible](#), [Information Systems](#), [Computer Science](#), [Engineering](#), [Business](#), [Sociology](#), [Psychology](#), [Education](#) or other areas listed in the [university catalog](#).

### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools or institutions
- Completed application for Carolina University
- Graduation Requirements

### Graduation Requirements

- Completed a minimum of 30 credit hours at Carolina University and have a total of 60 college credits.
- Maintained a minimum academic average of "C"
- Passed all courses in his/her curriculum and made a C or better in key courses designated as essential in the program

## Nursing

### Bachelor of Science

#### Description

CU's innovative RN to BS Nursing program is for ambitious nursing professionals who seek career advancement. The program can be completed on an accelerated time frame and is fully online to meet the needs of busy professionals. It has been designed based on research about the competencies needed for professionals to advance in the field. For instance, The American Association of the Colleges of Nursing's (AACN) (2019) *Fact Sheet: The Impact of Education on Nursing Practice* notes: "Baccalaureate nursing programs encompass all of the course work taught in associate degree and diploma programs plus a more in-depth treatment of the physical and social sciences, nursing research, public and community health, nursing management, and the humanities. The additional course work enhances the student's professional development, prepares the new nurse for a broader scope of practice, and provides the nurse with a better understanding of the cultural, political, economic, and social issues that affect patients and influence healthcare delivery." The *Fact Sheet* underlines that "For more than a decade, policymakers, healthcare authorities, and practice leaders have recognized that education makes a difference when it comes to nursing practice."

CU's program is unique in offering cognate and cross-disciplinary courses that professionals can choose from, including:

- Epidemiology
- Introduction to Human Health and Disease
- Medical Sociology
- Social Psychology
- Introduction to Human rights

Admission of applicants who possess an unencumbered LPN license:

Carolina University's Nursing Program is not a licensure program. However, if there are students who would like to take courses at Carolina University while working to obtain their RN license at another accredited institution, they may enroll in the BS in Public Health degree program. The credits taken in this degree program will be considered for transfer into the RN-BSN program once the RN licensure has been obtained.

## Admissions Requirements

- A high school diploma or GED
- GPA of 2.75 or higher
- Active, unencumbered RN license
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### [General Education Core](#)

36 Credit Hours

RN Licensure

40 Credit Hours

### **Professional Core (39 Credit Hours)**

#### [CJ 315 - Introduction to Human Rights](#)

3 Credit Hours

#### [GE 300 - Essentials of Online Learning & Professional Writing](#)

1 Credit  
Hour

#### [NR 310 - Policy, Finance, & Regulatory Aspects of Nursing Practice](#)

3 Credit Hours

#### [NR 320 - Applying Organizational Leadership Styles and Theories in Healthcare](#)

3 Credit Hours

#### [NR 325 - Informatics & Technology Used in Healthcare](#)

4 Credit Hours

#### [NR 330 - Application of Evidence-Based Practice in Nursing](#)

3 Credit Hours

#### [NR 340 - Capstone](#)

4 Credit Hours

#### [PH 305 - Epidemiology](#)

3 Credit Hours

#### [NR 300 - Professional Roles & Values of the BSN](#)

3 Credit Hours

#### [PH 301 - Introduction to Public Health](#)

3 Credit Hours

#### [PH 320 - Introduction to Human Health and Disease](#)

3 Credit Hours

#### [SO 240 - Social Psychology](#)

3 Credit Hours

#### [SO 310 - Medical Sociology](#)

3 Credit Hours

### **Electives (Choose 8 Credit Hours)**

3 Credit Hours

## Psychology (BA)

## Bachelor of Arts

### Description

At Carolina University, our Psychology undergraduate programs offer a comprehensive curriculum which results in a solid foundation of valuable knowledge about working with people and organizations, and understanding oneself. Both the BA and BS program requirements are structured to fall in line with the 5 goals of the American Psychological Association, thereby ensuring a solid foundation in the major areas of Psychology. CU's program is distinct because of a wider variety of elective courses accepted for the BA program, and the inclusion of global and leadership requirements for the BA and the BS programs.

Critical thinking and problem solving skills prepare students to enter the workforce after a Bachelor's degree in a wide variety of work settings (counseling, law, business, social work, advertising, criminal justice system, and more). Our programs also provide a strong foundation for those who wish to continue their education in graduate school. Our [Bachelor of Science](#) degree emphasizes the scientific aspect of Psychology with training in statistics and research methods. Our Bachelor of Arts degree is more flexible, in that the students may choose from a wide variety of Psychology elective courses to fulfill their hours of study for the program.

## Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

<a href="#">General Education Core</a>	36 Credit Hours
Electives/Concentration	33 Credit Hours
<b>Professional Core (30 Credit Hours)</b>	
<a href="#">MG 301 - Organizational Behavior</a>	3 Credit Hours
<a href="#">PS 101 - Introduction to Psychology</a>	3 Credit Hours
<a href="#">PS 102 - Developmental Psychology</a>	3 Credit Hours
<a href="#">PS 210 - Cross Cultural Psychology</a>	3 Credit Hours
<a href="#">PS 220 - Behavioral Science</a>	3 Credit Hours
<a href="#">PS 270 - Social Psychology</a>	3 Credit Hours
<a href="#">PS 310 - Cognitive Psychology</a>	3 Credit Hours
<a href="#">PS 395 - Abnormal Psychology</a>	3 Credit Hours
<a href="#">PS 450 - Sensation and Perception</a>	3 Credit Hours
<a href="#">PS 495 - Capstone Seminar in Psychology</a>	3 Credit Hours
<b>Professional Electives (Choose 21 Credit Hours)</b>	
<a href="#">CO 301 - Basic Counseling Skills</a>	3 Credit Hours
<a href="#">CO 401 - Marriage and Family Counseling</a>	3 Credit Hours
<a href="#">CO 402 - Counseling Adolescents</a>	3 Credit Hours
<a href="#">CO 450 - Introduction to Expressive Arts in Counseling</a>	3 Credit Hours
<a href="#">PS 103 - Behavior Modification</a>	3 Credit Hours
<a href="#">PS 230 - Psychology of Women</a>	3 Credit Hours
<a href="#">PS 240 - Motivation and Emotion</a>	3 Credit Hours
<a href="#">PS 250 - Psychology of Persuasion</a>	3 Credit Hours
<a href="#">PS 260 - Psychology and Law</a>	3 Credit Hours
<a href="#">PS 301 - Quantitative Data Analysis for SS</a>	3 Credit Hours
<a href="#">PS 360 - Health Psychology</a>	3 Credit Hours
<a href="#">PS 380 - Brain and Behavior: Biological Psychology</a>	3 Credit Hours
<a href="#">PS 395 - Abnormal Psychology</a>	3 Credit Hours
<a href="#">PS 401 - Research Methods for the Social Sciences</a>	3 Credit Hours
<a href="#">PS 480 - Theories of Personality</a>	3 Credit Hours
<a href="#">SM 201 - Sports Psychology</a>	3 Credit Hours

## Psychology (BS)

### Bachelor of Science

#### Description

At Carolina University, our Psychology undergraduate programs offer a comprehensive curriculum which results in a solid foundation of valuable knowledge about working with people and organizations, and understanding oneself. Both the BA and BS program requirements are structured to fall in line with the 5 goals of the American Psychological Association, thereby ensuring a solid foundation in the major areas of Psychology. CU's program is distinct because of a wider variety of elective courses accepted for the BA program, and the inclusion of global and leadership requirements for the BA and the BS programs.

Critical thinking and problem solving skills prepare students to enter the workforce after a Bachelor's degree in a wide variety of work settings (counseling, law, business, social work, advertising, criminal justice system, and more). Our programs also provide a strong foundation for those who wish to continue their education in graduate school. Our Bachelor of Science degree emphasizes the scientific aspect of Psychology with training in statistics and research

methods. Our [Bachelor of Arts](#) degree is more flexible, in that the students may choose from a wide variety of Psychology elective courses to fulfill their hours of study for the program.

## Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### [General Education Core](#)

36 Credit Hours

Electives/Concentration

33 Credit Hours

### **Professional Core (39 Credit Hours)**

[PS 101 - Introduction to Psychology](#)

3 Credit Hours

[PS 102 - Developmental Psychology](#)

3 Credit Hours

[PS 270 - Social Psychology](#)

3 Credit Hours

[PS 395 - Abnormal Psychology](#)

3 Credit Hours

[PS 310 - Cognitive Psychology](#)

3 Credit Hours

[PS 220 - Behavioral Science](#)

3 Credit Hours

[PS 210 - Cross Cultural Psychology](#)

3 Credit Hours

[MG 301 - Organizational Behavior](#)

3 Credit Hours

[PS 450 - Sensation and Perception](#)

3 Credit Hours

[PS 380 - Brain and Behavior: Biological Psychology](#)

3 Credit Hours

[PS 301 - Quantitative Data Analysis for SS](#)

3 Credit Hours

[PS 401 - Research Methods for the Social Sciences](#)

3 Credit Hours

[PS 495 - Capstone Seminar in Psychology](#)

3 Credit Hours

### **Professional Electives (Choose 12 Credit Hours)**

[CO 301 - Basic Counseling Skills](#)

3 Credit Hours

[CO 401 - Marriage and Family Counseling](#)

3 Credit Hours

[CO 402 - Counseling Adolescents](#)

3 Credit Hours

[CO 450 - Introduction to Expressive Arts in Counseling](#)

3 Credit Hours

[PS 103 - Behavior Modification](#)

3 Credit Hours

[PS 230 - Psychology of Women](#)

3 Credit Hours

[PS 240 - Motivation and Emotion](#)

3 Credit Hours

[SM 201 - Sports Psychology](#)

3 Credit Hours

[PS 250 - Psychology of Persuasion](#)

3 Credit Hours

[PS 360 - Health Psychology](#)

3 Credit Hours

[PS 260 - Psychology and Law](#)

3 Credit Hours

[PS 480 - Theories of Personality](#)

3 Credit Hours

## Public Health

### Bachelor of Science

#### Description

The Bachelor of Science in public health is designed for students who are interested in interventions aimed at improving health outcomes for society at large. The field will prepare students with disciplinary knowledge about the socio-economic, cultural, racial, and policy aspects of public health. They will gain an understanding of research methods, analysis of health policy, conducting community needs assessments, epidemiology, statistics, occupational and environmental sciences, health behavior, advocacy, and communication.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### [General Education Core](#)

### [Recommended General Education Requirements for Public Health](#)

Free Electives

Hours)

### [BG 310 - Microbiology](#)

### [ED 302 - Educational Psychology Across Subjects](#)

### [PS 101 - Introduction to Psychology](#)

### [IC 406 - Cultural Anthropology](#)

### [PH 301 - Introduction to Public Health](#)

### [PH 305 - Epidemiology](#)

### [PH 310 - Public Health Biology](#)

### [PH 315 - Public Health Biology II](#)

### [PH 320 - Introduction to Human Health and Disease](#)

### [PH 325 - Health Promotion](#)

### [PH 330 - Stress and Population Health](#)

### [PH 335 - Biostatistics](#)

### [PH 345 - Program Planning and Evaluation](#)

Electives (Choose 21 Credit Hours)

### [BG 410 - Immunology](#)

### [BG 415 - Neurobiology I](#)

### [PH 340 - Measures in Epidemiology](#)

### [PH 350 - Global Public Health](#)

### [PH 365 - Behavioral and Community Changes in Public Health](#)

### [PH 380 - Women's Health](#)

### [PH 390 - Nutrition](#)

### [PH 405 - Emergency Preparedness](#)

### [PH 235 - COVID-19 & Society](#)

## Bachelor of Arts

## Description

The Sociology major at Carolina University trains students to apply the sociological imagination to the world around them as they examine the relationship between social forces and individual thoughts and behavior. Sociology majors will develop strong critical thinking skills, discover multiple theoretical perspectives, and learn to analyze data in order to inform social programs, policy, and justice initiatives. Students of sociology will also have the opportunity to engage in hands-on research projects with professors and practical experience in related professions. A degree in sociology prepares students for a broad range of careers, including those in social services, the criminal justice system, and human resources, as well as graduate and professional education.

A Bachelor of Arts in Sociology will require the completion of a minimum of 50 hours of credit in designated courses.

## Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

36 Credit Hours

### Professional Core (39 Credit

24 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

## Sociology

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours

3 Credit Hours



In order to become a candidate for graduation, a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C;
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

<a href="#">General Education Core</a>	36 Credit Hours
Electives/Concentration	33 Credit Hours

### Professional Core (18 Credit Hours)

<a href="#">GO 101 - Introduction to Sociology</a>	3 Credit Hours
<a href="#">SO 210 - Sociological Theory</a>	3 Credit Hours
<a href="#">CJ 301 - Quantitative Data Analysis for the Social Sciences</a>	3 Credit Hours
<a href="#">SO 220 - Qualitative Data Analysis for the Social Sciences</a>	3 Credit Hours
<a href="#">SO 340 - Research Methods</a>	3 Credit Hours
<a href="#">SO 360 - Capstone Course in Sociology, Social Work, and Criminal Justice</a>	3 Credit Hours

### Professional Electives\* (Choose 33 Credit Hours)

<a href="#">SW 310 - The Social Welfare System</a>	3 Credit Hours
<a href="#">SW 315 - Intercultural Competence and Communication</a>	3 Credit Hours
<a href="#">SW 320 - Human Behavior and the Social Environment</a>	3 Credit Hours
<a href="#">SW 325 - Social Welfare Policies, Programs, and Issues I</a>	3 Credit Hours
<a href="#">SW 327 - Social Welfare Policies, Programs, and Issues II</a>	3 Credit Hours
<a href="#">SW 330 - Sociology of the Family</a>	3 Credit Hours
<a href="#">CJ 315 - Introduction to Human Rights</a>	3 Credit Hours
<a href="#">MG 222 - Group Leadership and Communication</a>	3 Credit Hours
<a href="#">CJ 411 - Race, Class and Punishment</a>	3 Credit Hours
<a href="#">CJ 104 - Criminology: Crime Theory and Criminal Behavior</a>	3 Credit Hours
<a href="#">CJ 102 - Crime in America</a>	3 Credit Hours
<a href="#">CJ 320 - Crime &amp; Drug Addiction</a>	3 Credit Hours
<a href="#">CJ 311 - Victimology</a>	3 Credit Hours
<a href="#">SO 240 - Social Psychology</a>	3 Credit Hours
<a href="#">SO 260 - Law and Society</a>	3 Credit Hours
<a href="#">SO 280 - Gender and Society</a>	3 Credit Hours
<a href="#">SO 300 - Race and Ethnicity</a>	3 Credit Hours
<a href="#">SO 310 - Medical Sociology</a>	3 Credit Hours
<a href="#">SO 320 - Gender, Crime, and Violence</a>	3 Credit Hours

\*Students must complete an additional 33 credit hours (this change from 36 still requires 51 hours in the major, but 3 are moved from elective to core courses) of elective courses within the major or cross-listed course offerings. At least 9 elective credit hours must be from substantive sociological courses (i.e. not experiential or research-based credit) using the SOC prefix.

## American Laws and Justice

### Master of Science

#### Description

The **Master of Science in American Laws and Justice** degree program prepares professionals for careers in the justice system, businesses, government agencies, and NGOs. Students can complete one of two tracks: civil justice or criminal justice by completing 9 credits in that area.

CU's program is multidisciplinary, combining elements of advanced study in various civil and criminal justice disciplines with other cognate areas such as leadership, business, and technology.

#### Electives:

Courses from MBA, MS Data Science, MA Leadership or MS Computer Science or other 700 level courses.

### Admissions Requirements

- A high school diploma or GED



- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

## Courses

### Professional Core (18 Credit Hours)

<a href="#">BUS 644 - Human Resources Law</a>	3 Credit Hours
<a href="#">INN 705 - Intellectual Property</a>	3 Credit Hours
<a href="#">JUS 700 - International Human Rights</a>	3 Credit Hours
<a href="#">JUS 701 - The American Legal System</a>	3 Credit Hours
<a href="#">JUS 705 - Criminal Justice Administration</a>	3 Credit Hours
<a href="#">JUS 710 - Evidence-based Practices in Law &amp; Justice</a>	3 Credit Hours
<a href="#">JUS 725 - Legal Theory</a>	3 Credit Hours
<a href="#">LEA 704 - Organizational Communication</a>	3 Credit Hours
<a href="#">LEA 705 - Conflict Resolution</a>	3 Credit Hours
<a href="#">MGT 542 - Managerial Accounting</a>	3 Credit Hours
<a href="#">MGT 660 - Negotiation and Conflict Management</a>	3 Credit Hours
<a href="#">POL 710 - The American Constitution</a>	3 Credit Hours
Electives	12 Credit Hours
<b>Master's Thesis/Project</b>	

<a href="#">RES650 - Master's Thesis/Project I</a>	3 Credit Hours
<a href="#">RES655 - Master's Thesis/Project II</a>	3 Credit Hours

## Computer Engineering

### Master of Science

#### Description

The Master of Science in Computer Engineering seeks to equip students with the competencies required for leadership roles in industry or for further advanced studies in the discipline. Entering students typically possess an undergraduate degree in computer engineering or related areas. The program requires the completion of 36 credits over two years.

The Carolina University MS in Computer Engineering is designed with the needs of a rapidly changing computer engineering industry in mind. It incorporates internships and experiential learning opportunities in order to give students exposure to developments in the real world.

Coursework in the program includes topics such as embedded systems, wireless communications, networking, cybersecurity, and more.

Carolina University offers generous academic scholarships based on merit and need.

### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

### Degree Requirements

- The maximum time limit to complete the program is five years or 150% of the credits, whichever the student reaches first.
- A minimum of 30 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 60 hours of prescribed courses with a minimum cumulative GPA of 3.00.

## Courses

### Program Core (30 Credit Hours)

<a href="#">CSC 530 - Algorithms &amp; Data Structures</a>	3 Credit Hours
<a href="#">CSC 625 - Java Programming</a>	3 Credit Hours
<a href="#">CSC 665 - Artificial Intelligence</a>	3 Credit Hours
<a href="#">DCS 540 - Algorithms for Data Science</a>	3 Credit Hours
<a href="#">DCS 630 - Machine Learning I</a>	3 Credit Hours
<a href="#">DCS 635 - Machine Learning II</a>	3 Credit Hours
<a href="#">ELE 510 - Sensor Networks</a>	3 Credit Hours
<a href="#">ELE 530 - Digital Circuits</a>	3 Credit Hours
<a href="#">ELE 540 - Micro-Fabrication of Wireless Communication</a>	3 Credit Hours
<a href="#">ELE 570 - Micro-Fabrication within Drones</a>	3 Credit Hours

### Project/Thesis or Electives (6 Credit Hours)

<a href="#">CSC 690 - Project/Thesis I</a>	3 Credit Hours
<a href="#">CSC 695 - Project/Thesis II</a>	3 Credit Hours

## Computer Science

### Master of Science

#### Description

The MS in Computer Science is designed to provide students with the opportunity for advanced studies in areas of computer science and information technology. The program requires a total of 36 credits. Students who do not possess sufficient background knowledge at the undergraduate level in computer science may have to take additional credits and the total for such candidates may be 54 credits.

The program allows students to focus in areas such as cybersecurity, computer systems, and software methodology. It also requires the completion of a project or thesis worth 6 credits.

The MS in Computer Science enables the development of in-demand skills for a variety of high growth occupations. According to the Bureau of Labor Statistics, Information Security Analysts, and Data Scientists feature in the 'Fastest Growing Occupations 2020, and projected 2030' [list](#). Jobs for Computer and information systems managers are projected to grow 10.9% during 2020 to 2030, whereas computer and mathematical occupations as a whole are projected to grow 14.1%. Software and web developers, programmers, and testers roles are projected to grow 18.7% in the same decade.

Carolina University's MS in Computer Science has been developed with careful attention to these market skills gaps and is aimed at providing students with the tools to become successful.

Students with a background other than computer science may have to complete the 18 hours of professional core courses as prerequisites to the program. Any of these 6 courses may be waived based on appropriate undergraduate/graduate courses or professional background. Only courses with a B or above may be used for waiver purposes. Core classes are expected to be completed first in the program.

### Project/Thesis Requirement:

Each student must complete a substantial individual project. There are two different ways to satisfy this requirement.

1. Completion of a Master's Project
  1. Student must find a project advisor.
  2. Student must prepare a project proposal and obtain written approval for the project prior to registration.
2. Completion of a Master's Thesis
  1. Student must find a thesis advisor – (preferably the second semester into the program)
  2. Student must prepare thesis proposal and obtain written approval for the thesis prior to course registration.

The program can be completed on campus or fully online.

### Admissions Requirements

- A bachelor's degree or equivalent from a recognized college or university
- GPA of 2.7 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

### Degree Requirements

- The maximum time limit to complete the program is four years or 150% of the credits, whichever the student reaches first.
- A minimum of 24 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 48 hours of prescribed courses with a minimum cumulative GPA of 2.00.

## Courses

### Professional (Waivable) – 18 hours

<a href="#">CSC 510 - Programming I</a>	3 Credit Hours
<a href="#">CSC 520 - Programming II</a>	3 Credit Hours
<a href="#">CSC 530 - Algorithms &amp; Data Structures</a>	3 Credit Hours
<a href="#">CSC 540 - Algorithms &amp; Data Structures II</a>	3 Credit Hours
<a href="#">CSC 550 - Networking</a>	3 Credit Hours
<a href="#">CSC 560 - Operating Systems</a>	3 Credit Hours

### Professional Required

### Software Methodology (3 hours): 1 of the following courses

<a href="#">CSC 600 - Web-Database Application Development</a>	3 Credit Hours
<a href="#">CSC 605 - Web-Oriented Principles and Practice</a>	3 Credit Hours
<a href="#">CSC 610 - iOS Development</a>	3 Credit Hours
<a href="#">CSC 615 - Rapid Software Development</a>	3 Credit Hours
<a href="#">CSC 620 - OOP Analysis and Design</a>	3 Credit Hours
<a href="#">CSC 625 - Java Programming</a>	3 Credit Hours

### Theory and Analysis (3 hours): 1 of the following courses

<a href="#">CSC 650 - Advanced Database Systems</a>	3 Credit Hours
<a href="#">CSC 655 - Cryptography and Data Security</a>	3 Credit Hours
<a href="#">CSC 660 - Structure of Programming Languages</a>	3 Credit Hours
<a href="#">CSC 665 - Artificial Intelligence</a>	3 Credit Hours
<a href="#">DCS 630 - Machine Learning I</a>	3 Credit Hours

### Computer Systems (3 hours): 1 of the following courses

<a href="#">CSC 550 - Networking</a>	3 Credit Hours
<a href="#">CSC 555 - Unix Network Administration</a>	3 Credit Hours
<a href="#">CSC 560 - Operating Systems</a>	3 Credit Hours
<a href="#">CSC 565 - Enterprise Network Design</a>	3 Credit Hours

### 7 courses (21 hours) of any ANA, CSC, CYB, or DSC course

<a href="#">CSC 530 - Algorithms &amp; Data Structures</a>	3 Credit Hours
<a href="#">CSC 535 - Introduction to Script Programming/Python</a>	3 Credit Hours
<a href="#">CSC 540 - Algorithms &amp; Data Structures II</a>	3 Credit Hours
<a href="#">CSC 699 - Special Topics</a>	3 Credit Hours

### Master's Thesis/Project

<a href="#">CSC 690 - Project/Thesis I</a>	3 Credit Hours
<a href="#">CSC 695 - Project/Thesis II</a>	3 Credit Hours

## General Education Courses

Carolina University's general education program is designed to prepare students for success in a variety of professional settings and to provide a base of learning to manage the complexities of living in an ever-changing world. At a minimum, the general education program at CU seeks to provide a breadth and depth of knowledge in areas outside a student's major to prepare them for success in the major and for further studies. This philosophy is underpinned by an understanding that students need knowledge beyond their immediate discipline in order to make sense of the world around them and to become successful in employment contexts that require a diverse set of hard and soft skills. As the modern professional world continues to experience disruptions due to technology and other factors, students need to possess foundational disciplinary and connective knowledge to help them become expert professionals in their area of expertise and lifelong learners who are able to adapt as the world around them changes.

To be sure, Carolina University did not determine its general education program in a vacuum. Whilst there are similarities to programs at other institutions, Carolina University's general education program emphasizes a closer connection to success in the employment market upon graduation and preparation for lifelong professional success in the future workplace environment.

In cataloging the courses that are necessary to provide a valuable general education program, the university relies on

benchmarking against other higher education institutions, research about the future of work, employment projections, estimations about future skills gaps, surveys from employers, and other relevant data. Based on research, Carolina University has established a general education program that enables graduates to possess the following capabilities:

1. oral and written communication;
2. research and information retrieval;
3. reasoning, logic, and knowledge synthesis;
4. numeracy and quantitative analysis;
5. ethics and diversity awareness;
6. a sound foundation in business, technology, social, natural, and physical sciences.

To that end, Carolina University's general education program requires the completion of the following compulsory courses:

- One math course (Most students take [GC 111 - Mathematics I](#), [GC 203 - College Algebra](#) or [GC 205 - Calculus I](#))
- [GE 101 - English Composition I](#)
- [GE 102 - English Composition II](#)
- [GT 103 - Learning & Technology](#)

In addition, students are expected to complete:

1. A minimum of two courses in the Arts and Humanities ([BH 100 - Introduction to the Bible](#) and [BT 100 - Introduction to Christianity](#) are required) worth at least 6 credits in total from courses including:

[BH 100 - Introduction to the Bible](#)  
[BH 103 - Survey of the Bible](#)  
[BH 203 - Biblical Interpretation: Procedure and Practice](#)  
[BT 100 - Introduction to Christianity](#)  
[BN 102 - New Testament Survey](#)  
[BN 220 - Gospels](#)  
[BO 101 - Old Testament Survey](#)  
[BP 102 - Christian Ethics](#)  
[BT 203 - Apologetics](#)  
[CM 201 - Public Speaking](#)  
[EN 201 - Survey of British Literature I](#)  
[EN 202 - Survey of British Literature II](#)  
[EN 205 - Fantasy Literature](#)  
[EN 210 - Gothic Literature](#)  
[GF 102 - Survey of Fine Arts \(Art\)](#)  
[GF 220 - Graphic Design](#)  
[GH 101 - Survey of World History I](#)  
[GH 102 - Survey of World History II](#)  
[GH 201 - United States History to 1865](#)  
[GH 202 - United States History since 1865](#)  
[GH 204 - American Government](#)  
[GH 210 - History of Crime & Criminal Justice](#)  
[GH 301 - Cultural Geography](#)  
[IC101 - Introduction to Missions](#)

2. A minimum of two courses in the Physical and Natural Sciences worth at least 6 credits in total from courses including:

[BG110 - Biology I](#)  
[BG 210 - Biology II](#)  
[BG 220 - Genetics with Seminar](#)  
[CH 110 - General Chemistry I](#)  
[CH 115 - General Chemistry II](#)  
[GC 215 - Food Chemistry](#)  
[PH 235 - COVID-19 & Society](#)  
[PH 301 - Introduction to Public Health](#)  
[PY 210 - General Physics I](#)  
[PY 215 - General Physics II](#)

3. A minimum of two courses in the Social Sciences worth at least 6 credits in total from courses including:

[CJ 101 - Introduction to Criminal Justice](#)  
[CJ 102 - Crime in America](#)  
[CJ 103 - Current Career Opportunities in Criminal Justice](#)  
[CJ 104 - Criminology: Crime, Theory & Criminal Behavior](#)

[CJ 212 - Crime and the Law](#)  
[CJ 222 - Digital Skills & Criminal Justice](#)  
[GH 310 - International Relations](#)  
[GO 101 - Introduction to Sociology](#)  
[PS 101 - Introduction to Psychology](#)  
[PS 102 - Developmental Psychology](#)  
[PS 103 - Behavior Modification](#)  
[PS 201 - Sports Psychology](#)  
[PS 210 - Cross-Cultural Psychology](#)  
[PS 230 - Psychology of Women](#)  
[PS 250 - Psychology of Persuasion](#)  
[PS 260 - Psychology of Law](#)  
[SO 240 - Social Psychology](#)  
[SO 280 - Gender and Society](#)  
[SW 301 - Introduction to Social Work](#)

4. A minimum of two courses related to business or technology worth at least 6 credits from courses including:

[CS 105 - Introduction to Computer Science](#)  
[CS 110 - Programming I](#)  
[CS 150 - Scripting](#)  
[EN 215 - Technical Writing](#)  
[ES 210 - Introduction to Esports](#)  
[ES 220 - Contemporary Issues in Esports](#)  
[GS 201 - Principles of Speech](#)  
[IS 305 - Introduction to Information Systems](#)  
[IS310 - Introduction to Network Technology](#)  
[IS330 - Introduction to Data Science](#)  
[MG 111 - Introduction to Management](#)  
[MG 113 - Introduction to Marketing](#)  
[MG 210 - Introduction to Statistics](#)  
[MG 211 - Economics I](#)  
[MG 245 - Management Information Systems](#)  
[MG 305 - Influencers](#)  
[MG 322 - Entrepreneurship](#)  
[SM 201 - Sports Psychology](#)  
[SM 301 - Sports and Event Management](#)  
[SM 305 - Sports Information and Public Relations](#)  
[SM 315 - Sports Business Management](#)

## Counseling

### Master of Arts

#### Description

The MS program offers two tracks for students to choose from: Clinical Mental Health Counseling, and Marriage, Couple and Family Counseling. The predominant professional accrediting body for counselor training programs is the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CU's program is built in line with CACREP's standards to ensure graduates meet national standards and have greater chances of employment across States and across settings. The program will seek CACREP accreditation in the near future.

#### Admissions Requirements

- A bachelor's degree or equivalent from a recognized college or university
- GPA of 2.7 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Degree Requirements

- The maximum time limit to complete the program is five years or 150% of the credits, whichever the student reaches first.
- A minimum of 30 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 60 hours of prescribed courses with a minimum cumulative GPA of 3.00.

## Courses

<a href="#">COU 520 - Orientation to the Counseling Profession</a>	3 Credit Hours
<a href="#">MFC 620 - Human Development across the Life Span</a>	3 Credit Hours
<a href="#">COU 655 - Human Sexuality</a>	3 Credit Hours
<a href="#">COU 530 - Legal &amp; Professional Ethics in Counseling</a>	3 Credit Hours
<a href="#">COU 540 - Research &amp; Program Evaluation in Counseling</a>	3 Credit Hours
<a href="#">COU 560 - Multicultural Counseling</a>	3 Credit Hours
<a href="#">COU 570 - Counseling Theories</a>	3 Credit Hours
<a href="#">COU 590 - Counseling Skills &amp; Techniques</a>	3 Credit Hours
<a href="#">COU 610 - Treatment Planning</a>	3 Credit Hours
<a href="#">COU 620 - Psychopathology &amp; Diagnosis</a>	3 Credit Hours
<a href="#">MFC 520 - Family Counseling &amp; Therapies Theories</a>	3 Credit Hours
<a href="#">COU 630 - Counseling Practicum &amp; Advanced Skills</a>	3 Credit Hours
<a href="#">COU 640 - Assessment &amp; Testing in Counseling</a>	3 Credit Hours
<a href="#">COU 670 - Internship in Counseling I</a>	3 Credit Hours
<a href="#">COU 675 - Internship in Counseling II</a>	3 Credit Hours
<a href="#">COU 680 - Addictions Counseling</a>	3 Credit Hours
<b>Clinical Mental Health Counseling Track</b>	
<a href="#">COU 600 - Group Counseling</a>	3 Credit Hours
<a href="#">COU 650 - Crisis Counseling &amp; Trauma Informed Care</a>	3 Credit Hours
<a href="#">COU 685 - Career Development &amp; Counseling</a>	3 Credit Hours
<a href="#">COU 695 - Theories of Personality &amp; Implications for Counseling</a>	3 Credit Hours
<b>Marriage and Family Counseling Track</b>	
<a href="#">COU 580 - Family Systems</a>	3 Credit Hours
<a href="#">MFC 530 - Ethics in Marriage &amp; Family Counseling/Therapy</a>	3 Credit Hours
<a href="#">MFC 622 - Couple &amp; Marriage Counseling</a>	3 Credit Hours
<a href="#">MFC 590 - Assessment Methods &amp; Treatment in Marriage &amp; Family Counseling/Therapy</a>	3 Credit Hours

## 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.

#### Summer 2021

Session 1: May 3 - June 20  
 Session 2: June 21 - August 8  
 Module 1: April 26 - April 30 (as needed)  
 Semester: May 3 - August 8  
 End of Semester: August 8

#### Fall 2021

Session 1: August 16 - October 3  
 Session 2: October 11 - November 28  
 Module 1: November 29 - November 3  
 Module 2: November 29 - December 10  
 Module 3: December 6 - December 10  
 End of Semester: November 28

#### Spring 2022

Session 1: January 18 - March 6

Session 2: March 14 - May 1  
 Module 1: January 3 - January 7  
 Module 2: January 3 - January 14  
 Module 3: January 10 - January 14  
 End of Semester: May 1

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."



# Criminology

## Master of Science

### Description

The **Master of Science in Criminology** (MSCrim.) degree program prepares professionals for careers in the justice system, policing, government agencies, and NGOs.

CU's program is multidisciplinary, combining elements of advanced study in criminal justice topics with other cognate areas such as leadership, sociology, and technology.

Carolina University also has strong partnerships with Sheriff's Offices in NC and TN which have resulted in a number of collaboration opportunities including internships.

### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

### Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

### Degree Requirements

## Project/Thesis Requirement: 3 or 6 credits.

Each student must complete a substantial individual project.

There are two different ways to satisfy this requirement.

#### Completion of a Master's Thesis.

- Student must find a thesis advisor – (preferably the second semester into the program)
- Student must prepare thesis proposal and obtain written approval for the thesis prior to course registration

#### Completion of an internship in an approved professional setting.

- Student must identify and seek approval for a professional workplace to complete the internship.
- Student and employer must complete internship documentation.

## Elective Selection:

Course electives must be from MBA, MS Data Science, MA Leadership or MS Computer Science or other 600/700 level courses.

## Courses

### Professional Core

<a href="#">CJU 602 - Criminal Law and Policy</a>	3 Credit Hours
<a href="#">CJU 604 - Sentencing</a>	3 Credit Hours
<a href="#">CJU 607 - Cybercrime</a>	3 Credit Hours
<a href="#">CJU 610 - Immigration and Criminal Justice</a>	3 Credit Hours
<a href="#">CJU 611 - Advanced Criminological Theories</a>	3 Credit Hours
<a href="#">JUS 700 - International Human Rights</a>	3 Credit Hours
<a href="#">JUS 701 - The American Legal System</a>	3 Credit Hours
<a href="#">JUS 705 - Criminal Justice Administration</a>	3 Credit Hours

[JUS 710 - Evidence-based Practices in Law & Justice](#)

3 Credit Hours

[JUS 725 - Legal Theory](#)

3 Credit Hours

Electives

12 Credit Hours

**Master's Thesis/Project**[RES650 - Master's Thesis/Project I](#)

3 Credit Hours

[RES655 - Master's Thesis/Project II](#)

3 Credit Hours

## Cybersecurity

### Master of Science

#### Description

Students entering the Master of Science in Cybersecurity program are required to have completed a baccalaureate degree from a college or university accredited by an accepted accrediting body within the area of information and computing technology. Students may also demonstrate experience by completing an undergraduate major in a discipline related to information technology, including but not limited to business information systems, computer engineering, computer science, data communication, information management, information technology, mathematical and physical sciences, and software engineering.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

#### Degree Requirements

9 Credit Hours of electives from graduate level courses in Computer Science, Computer Engineering, or Electrical Engineering.

#### Courses

##### Professional Core

[CYB 500 - Computer Security](#)

3 Credit Hours

[CYB 510 - Network Security](#)

3 Credit Hours

[CYB 520 - Ethics, Legal Issues, and Policy](#)

3 Credit Hours

[CYB 530 - Applied Cryptography](#)

3 Credit Hours

[CYB 620 - Issues in Security, Privacy, and Anonymity](#)

3 Credit Hours

**Master's Thesis/Project**[CYB 690 - Master's Thesis/Project I](#)

3 Credit Hours

[CYB 695 - Master's Thesis/Project II](#)

3 Credit Hours

**Electives (Choose 9 Credit hours)**[CYB 540 - Information Policy](#)

3 Credit Hours

[CYB 640 - Wireless and Mobile Security](#)

3 Credit Hours

[CYB 630 - Advanced Cryptography](#)

3 Credit Hours

[CYB 699 - Special Topics](#)

3 Credit Hours

## DS

### Master of Data Science

## Description

The Harvard Business Review labeled 'Data Scientist' the most popular job of the 21st century, reflecting the strong demand for professionals with skills in the area. Data Scientists are among the most sought-after positions in America, as research by PWC explains, and there would be 2.7 million job postings for Data Science and Analytics roles in 2020. According to Northeastern University, the core skills needed to be a Data Scientist are easily transferable to other jobs like Business Intelligence Developers, Machine Learning Engineers, etc., and Data Scientists are in constant demand. Fast Company, a monthly business magazine, reported that, in an unpredictable post-coronavirus labor market, Data Science skills would be one of the top five in-demand skills that employees should look to reskill or upskill.

## Admissions Requirements

- A bachelor's degree or equivalent from a recognized college or university
- GPA of 2.7 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Degree Requirements

- The maximum time limit to complete the program is four years or 150% of the credits, whichever the student reaches first.
- A minimum of 24 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of 48 hours of prescribed courses with a minimum cumulative GPA of 2.00.

## Courses

<a href="#">ANA 615 - Introduction to Data Science</a>	3 Credit Hours
<a href="#">DCS 510 - Foundations of Data Science</a>	3 Credit Hours
<a href="#">DCS 520 - Statistics for Data Science I</a>	3 Credit Hours
<a href="#">DCS 525 - Statistics for Data Science II</a>	3 Credit Hours
<a href="#">DCS 540 - Algorithms for Data Science</a>	3 Credit Hours
<a href="#">DCS 550 - Data Visualization &amp; Dashboarding</a>	3 Credit Hours
<a href="#">DCS 560 - Databases and Data Retrieval</a>	3 Credit Hours
<a href="#">DCS 610 - Text Mining &amp; Web Scraping</a>	3 Credit Hours
<a href="#">DCS 620 - Regression Analysis for Data Science</a>	3 Credit Hours
<a href="#">DCS 630 - Machine Learning I</a>	3 Credit Hours
<a href="#">DCS 635 - Machine Learning II</a>	3 Credit Hours
<a href="#">DCS 640 - Big Data Analysis I</a>	3 Credit Hours
<a href="#">DCS 645 - Big Data Analysis II</a>	3 Credit Hours
<a href="#">DCS 660 - Internship</a>	3 Credit Hours

## Electives

<a href="#">DCS 625 - R Programming for Data Science</a>	3 Credit Hours
<a href="#">DCS 650 - Python Programming for Data Science</a>	3 Credit Hours

Students must take one of: [DCS660](#), [DCS680](#), or [DCS690](#).

Electives: students may choose DCS625 and DCS650 or others from amongst those offered in the MBA, MA Leadership, or Master of Public Health program (subject to prerequisite requirements).

## Electronics and Electrical Engineering

### Master of Science

#### Description

The Master of Science in Electronics and Electrical Engineering provides an advanced degree for students seeking rewarding industry careers or further research study. Entering students will typically possess an undergraduate bachelor's degree in electronics and electrical engineering. Carolina University's engineering program integrates internships and work-integrated learning as essential components in order to build workplace skills and enhance employability.

Students are required to complete 36 credits over two years to graduate with the MS in Electronics and Electrical Engineering. Courses in the program include Power Electronics, Control Systems, and wireless communications.

Carolina University offers attractive scholarships in its engineering program. These awards are based on academic excellence and need.

## Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

## Degree Requirements

- The maximum time limit to complete the program is five years or 150% of the credits, whichever the student reaches first.
- A minimum of 15 credit hours must be completed at CU.
- Up to 50% of the required credit hours can be transferred.
- Graduation is contingent upon the completion of prescribed courses with a minimum cumulative GPA of 3.00.

## Courses

### Program Core Classes

<a href="#">DCS 540 - Algorithms for Data Science</a>	3 Credit Hours
<a href="#">DCS 630 - Machine Learning I</a>	3 Credit Hours
<a href="#">ELE 510 - Sensor Networks</a>	3 Credit Hours
<a href="#">ELE 520 - Linear Integrated Circuits</a>	3 Credit Hours
<a href="#">ELE 530 - Digital Circuits</a>	3 Credit Hours
<a href="#">ELE 540 - Micro-Fabrication of Wireless Communication</a>	3 Credit Hours
<a href="#">ELE 550 - Java Programming for Micro-Fabrication</a>	3 Credit Hours
<a href="#">ELE 570 - Micro-Fabrication within Drones</a>	3 Credit Hours
<a href="#">ELE 580 - Artificial Intelligence for Micro-Fabrication</a>	3 Credit Hours
<a href="#">ELE 690 - Project/Thesis I</a>	3 Credit Hours
<a href="#">ELE 695 - Project/Thesis II</a>	3 Credit Hours
<a href="#">ENG 510 - Embedded Systems</a>	3 Credit Hours

## Engineering Management

### Master of Science

#### Description

The **Master of Science in Engineering Management** (MSEM) degree program prepares professionals for careers in managing projects, programs, systems, and organizations. Industrial, research, consulting, and commercial firms now demand engineering managers with both cutting-edge technical competence and the management skills necessary to forge linkages with the systems and business sides of these organizations. These managers must be able to form and manage high performance teams and manage business and technological operations.

CU's MSEM degree is the technical alternative to the MBA. The program is multidisciplinary, combining elements of advanced study in various engineering disciplines with studies of business managers combine management and engineering savvy, making them unique and highly sought-after employees for a wide range of businesses.

#### Admissions Requirements

- A high school diploma or GED
- GPA of 2.0 or higher
- Official transcripts from all previously attended schools
- Completed application with Carolina University

#### Graduation Requirements

In order to become a candidate for graduation a student:

1. Shall have completed a minimum of 30 credit hours at CU;
2. Shall have maintained a minimum academic average of C (higher for some programs);
3. Shall have passed all courses in his/her curriculum and made a C or better in key courses designated as essential in each program;
4. Shall have completed at least 24 of the final 30 hours with Carolina University.

#### Degree Requirements

Program elective courses can be selected from MBA, MS Data Science, MA Leadership or MS Computer Science courses.

## Courses

### Professional Core

[MEM 501 - Fundamentals of Systems Analysis](#)

3 Credit Hours

[MEM 520 - Stochastic System Analysis](#)

3 Credit Hours

[MEM 530 - Operations Management](#)

3 Credit Hours

[BUS 521 - Management Information Systems](#)

3 Credit Hours

[BUS 522 - Principles of Organization Finance](#)

3 Credit Hours

[MGT 542 - Managerial Accounting](#)

3 Credit Hours

### Master's Thesis/Project

[MEM 690 - Project/Thesis I](#)

3 Credit Hours

[MEM 695 - Project/Thesis II](#)

3 Credit Hours

Electives

12 Credit Hours

## **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: a survey of the microbial world, plant form and photosynthesis; basic principles of animal life-forms and function; ecology of organisms and populations and basic concepts in environmental science.

### **Prerequisites**

[BG 110](#)

## **BG 220 - Genetics**

3 Credit Hours

This course begins with the fundamentals of cell division and focuses on modes of inheritance of traits, beginning with Mendel's pea plants and stressing extensions and exceptions to Mendel's principles. Topics in population genetics, mutation, and molecular evolution will also be explored. Problem-solving and critical thinking skills are emphasized. Virtual and hands-on exercises will enable students to explore how traits are examined and how our understanding of genetics is constantly improving.

**Prerequisites**

[GC 111 BG 110](#)

**BG 230 - Developmental Biology**

3 Credit Hours

In this course students will discover the developmental processes that cells must take to get from an egg to an embryo, form a mature adult, and reproduce in order to continue the life cycle. Throughout this course, we will emphasize both classical and modern experimental approaches that have been used to unravel the genetic, molecular and cellular mechanisms of development. Students will learn how molecules in single cells influence the development of the complete organism and how it is influenced by evolution and the environment.

**Prerequisites**

[BG 210](#)

**BG 240 - Plant Biology with Lab**

4 Credit Hours

This introductory plant science course examines basic principles of plant structure, development, classification, and physiology, including energy systems and cellular structure and function.

**Prerequisites**

[BG 210](#)

**BG 250 - Zoology**

3 Credit Hours

This course is an introduction to various vertebrate and invertebrate animals, their evolutionary relationships, and biology including anatomy and physiology, behavior, and ecology using a sampling of various taxonomic groups and related biological topics.

**Prerequisites**

[BG 210](#)

**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**

[CH 110 BG 110](#)

**BG 31L - Microbiology lab**

1 Credit Hours

This lab is taken in tandem with BG310. Biology students have priority seating, but any student enrolled in BG310 is welcome to dual-enroll in this class if space is available.

**BG 320 - Introduction to Cell 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**[BG 210](#)**BG 330 - 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.

**Prerequisites**[BG 210](#)**BG 340 - Evolution & Ecology**

3 Credit Hours

This course builds a foundation for how science works through the examination of the mechanisms of evolutionary change, with an emphasis on the genetic and evolutionary strategies that living organisms use to manage challenges of life. The ecology of individuals and population dynamics will also be discussed. Major topics include the genetics and ecology of natural populations, adaptation, molecular evolution and macroevolution, and the application of evolutionary and ecological concepts to conservation biology.

**Prerequisites**[BG 210](#)**BG 350 - Human Genetics**

3 Credit Hours

This course introduces the study of biological inheritance in humans. The fundamental knowledge about organization, expression, and inheritance of the human genome. Beginning with a review of classical Mendelian genetics and human genetic (pedigree) analysis, students will explore the genetic basis of human individual differences, gene frequencies in human populations, human behavioral genetics, human cytogenetics, biochemical genetics and developmental genetics, medical genetics, the human genome project, and discussions about genetic screening and gene therapy.

**Prerequisites**[BG 220](#)**BG 360 - Human Biology**

3 Credit Hours

This course introduces how the human body works using basic biological principles.

**Prerequisites**[BG 210](#)**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**[BG 310 BG 210](#)**BG 415 - Neurobiology I**



**3 Credit Hours**

In the first course of a two-course series, students are introduced to general neurobiology concepts, with a focus on fundamental principles in the function, structure, and development of the nervous system. Topics include basic neuroanatomy, electrical signaling, synaptic transmission, sensory and motor systems, with an emphasis on the mammalian nervous system.

**Prerequisites**

[CH 110 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.

**Prerequisites**

[GE 102 GC 112 CH 215 CH 115 BG 210](#)

**BG 430 - Neurobiology II****3 Credit Hours**

In the second course of a two-course series, students are introduced to more advanced neurobiology concepts, with a focus on fundamental principles in the function, structure, and development of the nervous system. Topics include advanced neuroanatomy, integrative and developmental neurobiology, neural plasticity, and complex brain functions with an emphasis on the mammalian nervous system.

**Prerequisites**

[BG 415](#)

**BG 440 - Seminar in Biology****1 Credit Hours**

This senior seminar course covers an in-depth analysis of various topics in biology. Students will demonstrate their cumulative knowledge of the biology major through presentations, discussions, and written reports. Students will explore current concerns and interests in various fields in Biology through an in-depth analysis of the related primary Biological literature and present their findings in written and oral presentations.

**BG 450 - Anatomy of Vertebrates****3 Credit Hours**

In this course, students will be introduced to the functional anatomy, phylogeny, and embryonic development of organ systems in vertebrate animals.

**Prerequisites**

[BG 250](#)

**BG 460 - General Physiology w/Lab****4 Credit Hours**

This course explores human form & function, focusing on the physiology of the nervous, skeletal, muscular, and digestive systems. Integrated lectures and labs focus on systems for support & locomotion, integration & control, regulation & maintenance, reproduction & development. Labs may include anatomical dissection, analysis of organs & organ systems, physiology experiments and histological investigations.

**Prerequisites**

[BG 210](#)

**BG 470 - Lab methods in Molecular Biology**

**4 Credit Hours**

This course involves laboratory based instruction in the basic methodologies of Molecular Biology, including but not limited to DNA extraction and quantification, agarose gel electrophoresis, PCR, protein extraction, SDS-Page and DNA and protein blotting techniques. Students will have the opportunity to develop technical skills and practical knowledge sufficient to perform basic molecular biology lab procedures, and to analyze experimental results obtained with these techniques.

**BG 480 - Research Statistical Methods for Biological Sciences****3 Credit Hours**

In this course, students will be introduced to statistical concepts underlying practical aspects of biological research. The design, completion and interpretation of research projects will be discussed, including identifying categories of research questions, types of data, data gathering methods, graphic and numeric data reporting methods and standard statistical analyses used for interpreting results in the context of research goals.

**Prerequisites**

[MG 210](#)

**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](#)

### **BLG 500 - Grego I**

**3 Credit Hours**

Um estudo da gramática, do vocabulário e da sintaxe do grego koinê, que é a língua do Novo Testamento. O propósito desta disciplina é preparar os alunos para lerem o Novo Testamento Grego.

**BLG 501 - Grego II****3 Credit Hours**

Uma continuação do estudo da gramática, do vocabulário e da sintaxe do hebraico bíblico.

**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 602 - Hebrew III****3 Credit Hours**

Continued reinforcement of the Biblical Hebrew verbal system and an inductive exploration of advanced syntax using selected Old Testament texts. Attention will be given to exegetical concerns.

**Prerequisites**

[BLH 601](#) [BLH 600](#)

**BLH 603 - Hebrew IV****3 Credit Hours**

Advanced translation and exegetical work that continues from Hebrew III using selected Old Testament texts. The course will incorporate an introduction to the textual critical apparatus.

**Prerequisites**

[BLH 602](#) [BLH 601](#) [BLH 600](#)

**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.

**BLH 600 - Hebraico I****3 Credit Hours**

Um estudo da gramática, do vocabulário e da sintaxe do hebraico bíblico. O propósito desta disciplina é preparar os alunos para lerem o hebraico do Antigo Testamento.

**BLH 601 - Hebraico II****3 Credit Hours**

Um estudo da gramática, do vocabulário e da sintaxe do hebraico bíblico. O propósito desta disciplina é preparar os alunos para lerem o hebraico do Antigo Testamento.

**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 300 - Selected Old Testament Book Studies****3 Credit Hours**

This course will choose an Old Testament book for specialized analysis. The introductory material of the book including author, date, historical setting, occasion, purpose, and structure will be examined as well as interpretive approaches and genre-related topics where applicable. A thorough exposition of the book will also be presented in which the logic of the book's argument will be traced while noting special interpretive issues and theological contributions to the theology of the Bible as a whole.

**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 395 - Selected New Testament Book Studies**

3 Credit Hours

This course will choose a New Testament book for specialized analysis. The introductory material of the book including author, date, historical setting, occasion, purpose, and structure will be examined as well as interpretive approaches and genre-related topics where applicable. A thorough exposition of the book will also be presented in which the logic of the book's argument will be traced while noting special interpretive issues and theological contributions to the theology of the Bible as a whole.

### **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 expository 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 390 - Selected Old Testament Book Studies**

3 Credit Hours

This course will choose an Old Testament book for specialized analysis. The introductory material of the book including author, date, historical setting, occasion, purpose, and structure will be examined as well as interpretive approaches and genre-related topics where applicable. A thorough exposition of the book will also be presented in which the logic of the book's argument will be traced while noting special interpretive issues and theological contributions to the theology of the Bible as a whole.

**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**

3 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.

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

3 Credit Hours

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

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

3 Credit Hours

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

## **Prerequisites**

[BLG 501](#) [BLG 500](#)

### **BSN 655 - Special Studies New Testament**

3 Credit Hours

study of selected topics in New 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.

### **BSN 656 - Special Studies New Testament**

3 Credit Hours

Study of selected topics in New 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.

### **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 to 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 325 - Discipleship and Christian Education**

3 Credit Hours

The purpose of this course is to provide an overview of discipleship and Christian education ministries of a local church, including the biblical foundations, history, philosophy, purpose, and methodologies for these ministries.

**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.

## **CH 110 - General Chemistry I**

4 Credit Hours

This course introduces students to the foundations of chemistry and covers topics including atoms and molecules, stoichiometry, solution reactions, gases, thermochemistry, the structure of atoms, periodicity, and chemical bonding.

## **CH 115 - General Chemistry IIw/Lab**

4 Credit Hours

This course introduces students to the foundations of chemistry and covers topics including intermolecular forces, phases of matter, solutions, reaction kinetics, equilibrium, acids and bases, spontaneity, and electrochemistry.

### **Prerequisites**

[CH 110](#)

## **CH 210 - Organic Chemistry with Lab**

4 Credit Hours

This course develops the principles and techniques of organic chemistry. Emphasis is placed on structure, reactivity, and synthesis of molecules. The topics covered include nomenclature, structures of hydrocarbons, stereochemistry, substitution and elimination reactions, and alcohols and ethers.

## **CH 215 - Organic Chemistry IIw/Lab**

**4 Credit Hours**

This course develops the principles and techniques of organic chemistry. Emphasis is placed on structure, reactivity, and synthesis of molecules. The topics covered include spectroscopy for structural analysis, conjugated and aromatic compounds, reaction mechanisms, carbonyl compounds, and condensation and alpha substitution reactions.

**Prerequisites**

[CH 110](#)

**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 390 - Special Topics in Criminal Justice**

3 Credit Hours

A special topics course in criminal justice. The specific course topic and content varies based on the instructor and year.

**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 412 - Work-related Practicum**

3 Credit Hours

No course description found.

### **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.

### **CJU 601 - Criminological Theories**

3 Credit Hours

This course provides advanced knowledge in the contemporary theories and perspectives around crime and social control. Students will learn about the critical role of race, gender, and socio-economic status on criminal behavior and offending, and the response of the state to such behavior. The course will equip students to gain mastery of the dominant theories and to provide scholarly critiques of their main claims and explanations for crime.

### **CJU 602 - Criminal Law and Policy**

3 Credit Hours

This course will provide an overview of the criminal law system, and develop advanced knowledge about select 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.

### **CJU 603 - International Crime**

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.

### **CJU 604 - Sentencing**

3 Credit Hours

This course provides advanced knowledge in the area of sentencing and practice. Students will be exposed to the main theories of sentencing and punishment, the sentencing guidelines, and their application by the courts. The course will develop an understanding of the disparities in the imposition of punishments by the judicial system.

### **CJU 605 - Criminal Gangs and Organizations**

3 Credit Hours

This course examines the interaction of gangs and criminal enterprise with 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.

### **CJU 606 - 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.

**CJU 607 - 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.

**CJU 608 - White-collar Crime**

3 Credit Hours

This course will provide an overview 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.

**CJU 609 - Corrections**

3 Credit Hours

This course examines the US 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.

**CJU 610 - 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.

**CJU 611 - Advanced Criminological Theories**

3 Credit Hours

In-depth consideration of biological, psychological, and sociological theories of criminal behavior. Sociological, economical and political theories of law formation and law-breaking from historical and contemporary perspectives also are considered.

**CJU 602 - Criminal Law and Policy**

3 Credit Hours

This course will provide an overview of the criminal law system, and develop advanced knowledge about select 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.

**CJU 603 - International Crime**

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.

**CJU 604 - Sentencing**

3 Credit Hours

This course provides advanced knowledge in the area of sentencing and practice. Students will be exposed to the main theories of sentencing and punishment, the sentencing guidelines, and their application by the courts. The course will develop an understanding of the disparities in the imposition of punishments by the judicial system.

**CJU 605 - Criminal Gangs and Organizations**

3 Credit Hours

This course examines the interaction of gangs and criminal enterprise with 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.

**CJU 606 - 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.

**CJU 607 - 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.

**CJU 608 - White-collar Crime****3 Credit Hours**

This course will provide an overview 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.

**CJU 609 - Corrections****3 Credit Hours**

This course examines the US 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.

**CJU 610 - 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.

**CJU 611 - Advanced Criminological Theories****3 Credit Hours**

In-depth consideration of biological, psychological, and sociological theories of criminal behavior. Sociological, economical and political theories of law formation and law-breaking from historical and contemporary perspectives also are considered.

**CM 201 - Public Speaking****3 Credit Hours**

This course is designed to develop effective presentational skills, critical thinking and astute listening. Skill areas stressed are developing and organizing speech content, effective delivery of presentations, critical thinking, and active listening. Content is presented and practiced in the context of different situations and audiences.

**CN 100 - Introduction to Computer Engineering****1 Credit Hours**

No course description found.

**CN 490 - Senior Project I****3 Credit Hours**

No course description found.

**CN 495 - Senior Project II****3 Credit Hours**

No course description found.

**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**[PS 101 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 GP 202 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 GP 202 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**[PS 101 GP 202 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.

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

This course is taught 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).



**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. COU 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 - Programming I**

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 - Programming II**

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.

### **Prerequisites**

[CS 110](#)

## **CS 150 - Scripting**

3 Credit Hours

In 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. This class uses C++ programming.

### **Prerequisites**

[CS 111](#)

## 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.

## CS 300 - Software Engineering

3 Credit Hours

This course studies the software development process. Topics include phases of a software project; life-cycle models; metrics; tools; and ethical and professional issues. Participation on team projects is integral. Software is developed using engineering methodologies and techniques.

## CS 305 - DevOps Engineering

3 Credit Hours

This course introduces methods of delivering better software and ways to provide more control of your environment and software development process with the help of modern tools and automation. Topics include instrumentation strategy, SRE strategy, security and compliance plans, source control management, communication and collaboration, and continuous integration, delivery, and release strategies.

## CS 310 - Algorithms & Data Structures II

3 Credit Hours

Covers the design, analysis, and implementation of data structures and algorithms to solve engineering problems using an object-oriented programming language. Topics include elementary data structures, (including arrays, stacks, queues, and lists), advanced data structures (including trees and graphs), the algorithms used to manipulate these structures, and their application to solving practical engineering problems.

### Prerequisites

[CS 210](#)

## CS 315 - Database/SQL

3 Credit Hours

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

## CS 320 - Advanced OOP

3 Credit Hours

This course provides an in-depth study of the advanced features of Java, with an emphasis on the “why” as well as the “how to” of programming in the Java language. Topics include building object-oriented applications, manipulation of string and character data types, generic data structures, stack, and recursive operations.

## CS 325 - Introduction to Routing and Switching

3 Credit Hours

This course will provide students with intermediate level knowledge and skills for configuring networked routers and switches. Students will learn enterprise network design principles, including implementing InterVLAN routing and dynamic routing protocols. They will also learn network address translation, basic router and switch security, and standard access list usage. Topics include designing, configuration, security and troubleshoot of a routed network.

### **CS 330 - Networking**

3 Credit Hours

This course will provide students with an introduction to the basic concepts, technology, and terminology used in computer networks. Students will learn to configure network devices, learn to connect them, and troubleshoot problems. Students will also learn about essential network infrastructure services and basic security. Upon successful completion of the course, students will be able to simulate the design and implementation of a small network with associated security controls.

### **CS 335 - Network Protocols and Services**

3 Credit Hours

This course is a technical review of network protocols, infrastructure, and services. Given various scenarios, students will learn to design a network based on TCP/IP. They will practice implementing and troubleshooting common issues found in modern networks. Upon successful completion, students will be able to use Internet Protocol and associated services to plan, implement, troubleshoot basic network problems.

### **CS 340 - Computer Architecture and Organization**

3 Credit Hours

This course introduces the concepts of computer architecture and organization and presents basic computer system features. The course will enable students to design and implement software to efficiently utilize a computer system and accommodate its limitations. Topics include computer architecture, processors and memory, performance, hardware, binary numbering, and programming for performance.

### **CS 350 - User Interface Design**

3 Credit Hours

This course will provide students with the knowledge of responsive web page creation using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Students will learn how to create hyperlinks, headings, lists, tables, formatting, and images. Upon successful course completion, students will be able to create a basic responsive web site. This course also examines human-computer interaction in the context of graphical user interfaces, covers human capabilities, design principles, prototyping techniques, evaluation techniques, and the implementation of graphical user interfaces.

### **CS 355 - Information Architecture**

3 Credit Hours

You explore information architecture and content strategy—from research and development through governance. You then apply your high-level conceptual thinking to real-world practical designs in the organization of complex websites and UX projects. The final projects can become part of your UX design portfolio.

### **CS 360 - Web Database Applications**

3 Credit Hours

Web-based applications offer the advantages of workstation productivity and ease of use together with the power and sophistication of relational database servers. This course provides the concepts and skills necessary to design and develop web-based database applications. Through hands-on projects, students will build, populate, query, and write transactions for a relational database using SQL and then develop a client application to access their database.

### **CS 365 - Information Security**

3 Credit Hours

The course provides instruction in security for network hardware, software, and data including using physical security measures, instituting backup procedures, protecting systems against attacks and intrusions, and gaining protection from malware. The course covers applying these concepts to the theme of "Protecting Yourself in the Digital Age."

### **CS 375 - Java**

3 Credit Hours

This course will provide students with an introduction to Java programming and object-oriented programming paradigm and application development. Students will learn fundamental programming concepts including classes and objects, control structures, loops, arrays, and exception handling. Upon successful course completion, students will be able to write basic console Java applications.

**CS 380 - Web Design**

3 Credit Hours

In this course, you will gain a foundational knowledge of website creation and be able apply it to the planning, design, and development of your own portfolio website over the course of the semester.

**CS 410 - Operating Systems**

3 Credit Hours

This course introduces the concepts of operating system design and operation and presents basic operating system features. Topics include history of operating systems, virtual memory, processing, device management, file management, networking, security, and ethics. Operating Systems evaluated include Unix, Windows, OS X, and mobile OS.

**CS 415 - Network Security**

3 Credit Hours

This course introduces students to network security. By examining case studies and reading seminal research papers, students will learn about network attacks and vulnerabilities as well as current defenses. Topics covered include cryptography, confidentiality and authentication protocols, botnets, firewalls, intrusion detection systems, and communication privacy and anonymity.

**CS 420 - Advanced Routing and Switching**

3 Credit Hours

This course will provide students with intermediate level knowledge and skills for configuring networked routers and switches. Students will learn network design, variable length subnets, network address translation, details on distance vector and link state routing protocols. Upon successful completion, students will be able to configure access list-based security, WAN connections and troubleshooting a TCP/IP network and identify the first three layers of the OSI Model.

**CS 425 - Advanced Database/SQL**

3 Credit Hours

This course focuses on the advanced design and development of databases. Students will learn how to architect data storage solutions that are highly dynamic and scalable to meet the rapidly changing needs of business. Topics include client-server processing, parallel processing, distributed, and multidimensional databases.

**CS 430 - Computer Security Fundamentals**

3 Credit Hours

This course covers basic concepts and practices in computer and network security. Topics include types of computer attacks, encryption, industrial espionage, security policies, and cyber defense. Applications include using security framework to develop software and configuring security support systems.

**CS 435 - Ethical Hacking**

3 Credit Hours

This course goes into the how and why of ethical hacking, and how it is used to strengthen security of systems, including issues in penetration testing, such as physical security and social engineering. Topics include methods and techniques used by computer hackers and penetration testers, offensive security, exploration of the hacker mindset, and implementation of security policies.

**CS 440 - Windows Client Server**

3 Credit Hours

This course will provide students with the knowledge to configure and manage Windows Client and Windows Server. The students will learn how to install, configure, administer, and support the primary services in the Windows Server and Client operating systems. Upon successful completion, students will be able to implement users, groups, and computer accounts, share system resources, install an operating system, and perform maintenance on system hardware.

**CS 445 - Advanced Defense and Countermeasure**

3 Credit Hours

This course will provide students with a foundation in network defense and countermeasures with a primary emphasis on intrusion detection and firewall defense mechanisms that a network administrator would put in place to protect their business from further attacks. Students will gain foundational knowledge in network defense and countermeasures. Students will also be implementing firewall defense configuration and intrusion detection and access control lists. Upon successful completion, students will be able to apply essential security practices and methods along with deploying security tools using a security policy as a guideline.

**CS 450 - Introduction to Unix**

**3 Credit Hours**

The purpose of this course is to introduce the student to the UNIX Operating System and to UNIX software development. Many servers and other applications are hosted on UNIX machines, so the student will frequently find themselves working on or using UNIX machines once they enter the workforce. This course is not a course on UNIX system administration; however, basic system administration and security will be introduced. The focal point of this course will be UNIX software development.

**CS 451 - Digital Forensics****3 Credit Hours**

This course covers both the principles and practice of digital forensics. Topics include societal and legal impact of computer activity such as computer crime, intellectual property, privacy issues, legal codes; risks, vulnerabilities, and countermeasures; methods and standards for extraction, preservation, and deposition of legal evidence in a court of law.

**CS 455 - Advanced UX Applications****3 Credit Hours**

This course allows students to apply skills in science and art to make technology useful, meaningful, memorable, and accessible to all users. Students will use knowledge from the Foundations of User Interface Design course to expand the research, design, programming, testing, and communication skills essential for success in this user-focused career field.

**CS 460 - Wireless Communication & Networking****3 Credit Hours**

This course builds an understanding of the core issues encountered in the design of wireless (vs wired) networks. It also exposes students to recent paradigms in wireless communication.

**CS 475 - Senior Project I****3 Credit Hours**

Application of classroom knowledge and skills in computer science to solve real-world problems and to develop research and development skills. (This class is graded passing/not passing).

**CS 480 - Senior Project II****3 Credit Hours**

Application of classroom knowledge and skills in computer science to solve real-world problems and to develop research and development skills. (This class is graded passing/not passing).

**CS 485 - Senior Project III****3 Credit Hours**

Application of classroom knowledge and skills in computer science to solve real-world problems and to develop research and development skills. (This class is graded passing/not passing).

**CS 490 - Senior Project IV****3 Credit Hours**

This class is graded passing/not passing.

**CS 499 - Special Topics****3 Credit Hours**

A topic of special interest is studied in depth. May be repeated for credit when topic of study changes.

**CSC 510 - Programming I****3 Credit Hours**

No course description found.

**CSC 520 - Programming II****3 Credit Hours**

No course description found.

**CSC 530 - Algorithms & Data Structures**

3 Credit Hours

No course description found.

### **CSC 535 - Introduction to Script Programming/Python**

3 Credit Hours

No course description found.

### **CSC 540 - Algorithms & Data Structures II**

3 Credit Hours

No course description found.

### **CSC 545 - Distributed Database Systems**

3 Credit Hours

No course description found.

### **CSC 550 - Networking**

3 Credit Hours

No course description found.

### **CSC 555 - Unix Network Administration**

3 Credit Hours

No course description found.

### **CSC 560 - Operating Systems**

3 Credit Hours

No course description found.

### **CSC 565 - Enterprise Network Design**

3 Credit Hours

No course description found.

### **CSC 570 - Systems Programming**

3 Credit Hours

No course description found.

### **CSC 575 - Networking Script Programming**

3 Credit Hours

No course description found.

### **CSC 600 - Web-Database ApplicationDevelopment**

3 Credit Hours

No course description found.

### **CSC 605 - Web-Oriented Principles andPractice**

3 Credit Hours

No course description found.

### **CSC 610 - iOS Development**

3 Credit Hours

No course description found.

### **CSC 615 - Rapid Software Development**

3 Credit Hours

No course description found.

### **CSC 620 - OOP Analysis and Design**

3 Credit Hours

No course description found.

### **CSC 625 - Java Programming**

3 Credit Hours

No course description found.

### **CSC 650 - Advanced Database Systems**

3 Credit Hours

No course description found.

### **CSC 655 - Cryptography and Data Security**

3 Credit Hours

No course description found.

### **CSC 660 - Structure of Programming Languages**

3 Credit Hours

No course description found.

### **CSC 665 - Artificial Intelligence**

3 Credit Hours

No course description found.

### **CSC 690 - Project/Thesis I**

3 Credit Hours

No course description found.

### **CSC 695 - Project/Thesis II**

3 Credit Hours

No course description found.

### **CSC 699 - Special Topics**

3 Credit Hours

No course description found.

### **CSC 750 - Introduction to GIS**

3 Credit Hours

This course provides an introduction to the principles, concepts, and applications of the rapidly growing field of Geographic Information Systems. It will expose students to the techniques and skills of spatial analysis, and teach them to produce and use maps, conduct data analysis, and communicate spatial data to a variety of users. The course is geared at real-world applications of GIS and seeks to develop hands-on learning by students.

### **CSC 750 - Introduction to GIS**

3 Credit Hours

This course provides an introduction to the principles, concepts, and applications of the rapidly growing field of Geographic Information Systems. It will expose students to the techniques and skills of spatial analysis, and teach them to produce and use maps, conduct data analysis, and communicate spatial data to a variety of users. The course is geared at real-world applications of GIS and seeks to develop hands-on learning by students.

### **CYB 500 - Computer Security**

3 Credit Hours



A study of advanced technical challenges in cyber security as the field continues to evolve. Current developments in the industry and research advances will dictate specific areas of emphasis in the course per semester.

### **CYB 510 - Network Security**

3 Credit Hours

In this course the students will learn hands on, practical techniques for securing a network. Topics include installing, configuring and using Intrusion Detection software, firewalls, anti-virus, etc.

### **CYB 520 - Ethics, Legal Issues, and Policy**

3 Credit Hours

This course covers ethical issues in computer and network security, legal issues, and business policy. It will teach students what the laws are concerning computer and network security, including the legal boundaries for breaking into systems without authorization. It will also cover the issues related to creating security policies for organizations, as well as the ethical responsibilities of protecting network and computer systems, and the ethical boundaries related to accessing other organizations systems.

### **CYB 530 - Applied Cryptography**

3 Credit Hours

This course covers topics in modern cryptography with an emphasis on learning how to implement cryptographic protocols using mainstream cryptographic libraries such as OpenSSL.

### **CYB 540 - Information Policy**

3 Credit Hours

Data creation/publication/dissemination and use occur in a complex social context. Legal and regulatory structures continue to evolve to control these processes. This course explores international and U.S. principles, laws, and regulations affecting the information industry. Focus varies with the topic; for example, copyright of electronic information sources or trans-border data flow.

### **CYB 620 - Issues in Security, Privacy, and An**

3 Credit Hours

This course covers security and privacy issues that arise in the field and how to mitigate them, including privacy of data, privacy preserving data mining, routing security, sensor network security, anonymous routing, and social networking.

### **CYB 630 - Advanced Cryptography**

3 Credit Hours

This course covers topics in modern cryptography with an emphasis on learning how to implement cryptographic protocols using mainstream cryptographic libraries such as OpenSSL.

### **CYB 640 - Wireless and Mobile Security**

3 Credit Hours

This course will prepare you to effectively evaluate the security of mobile devices, assess and identify flaws in mobile applications, and conduct a mobile device penetration test - all critical skills required to protect and defend mobile device deployments.

### **CYB 690 - Master's Thesis/Project I**

3 Credit Hours

No course description found.

### **CYB 695 - Master's Thesis/Project II**

3 Credit Hours

No course description found.

### **CYB 699 - Special Topics**

3 Credit Hours

A topic of special interest is studied in depth. May be repeated for credit when topic of study changes.

### **CYB 500 - Computer Security**

3 Credit Hours

A study of advanced technical challenges in cyber security as the field continues to evolve. Current developments in the industry and research advances will dictate specific areas of emphasis in the course per semester.

### **CYB 510 - Network Security**

3 Credit Hours

In this course the students will learn hands on, practical techniques for securing a network. Topics include installing, configuring and using Intrusion Detection software, firewalls, anti-virus, etc.

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### **CYB 620 - Issues in Security, Privacy, and Anonymity**

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### **CYB 690 - Master's Thesis/Project I**

3 Credit Hours

### **CYB 695 - Master's Thesis/Project II**

3 Credit Hours

### **CYB 699 - Special Topics**

3 Credit Hours

### **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.

### **Prerequisites**

[DCS 520](#)

## **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.

### **Prerequisites**

[DCS 650](#) [DCS 625](#) [DCS 520](#) [DCS 510](#) [ANA 615](#)

## **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.

### **Prerequisites**

[DCS 650](#) [DCS 625](#)

## **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.

### **Prerequisites**

[DCS 650](#)

## **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.

#### **Prerequisites**

[DCS 650](#) [DCS 625](#) [DCS 510](#) [ANA 615](#)

### **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.

#### **Prerequisites**

[DCS 540](#) [DCS 525](#)

### **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.

#### **Prerequisites**

[DCS 620](#)

### **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.

#### **Prerequisites**

[DCS 630](#)

### **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.

#### **Prerequisites**

[DCS 635](#)

### **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.

**Prerequisites**

[DCS 640](#)

**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.

**Prerequisites**

[DCS 625](#)

**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 of 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.

**ED 203 - Teaching Students with Disabilities in the General Classroom****3 Credit Hours**

A survey course that addressed the dispositions, knowledge and skills needed to teach students with various disabilities as defined by the Individuals with Disabilities Act in general education classrooms. Current laws, services, instructional strategies and assessments for diverse learners in the regular classroom are discussed.

**ED 204 - Teacher: Leader, Scholar, Citizen****3 Credit Hours**

This course prepares 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, focusing on the importance of bringing together

various stakeholders to solve problems. In addition, pre-service teachers will gain basic research skills and learn to study their own practice, in order to grow as professionals and become master teachers.

## **ED 205 - 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, and the characteristics of culturally and linguistically diverse groups in the U.S classrooms. Also, pre-service teachers will have opportunities to learn about specific cases and examples of teaching CLD learners in their subject areas.

## **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 - Educational Psychology AcrossSubjects**

3 Credit Hours

This course prepares pre-service teachers to understand fundamental perspectives on instructional designs based on learning theories that are applicable to all subjects. Also, pre-service teachers will develop foundational understanding of how to apply human cognitive, affective, social development to the education field throughout the coursework.

## **ED 303 - Educational Assessments**

3 Credit Hours

This course is an introduction to educational assessment and practical approaches to classroom assessment. It provides a broad and critical overview of perspectives on theory and practice in educational assessment, mostly focusing on classroom assessment for preservice teachers.

## **ED 305 - Educational Technology**

3 Credit Hours

In this course, students will explore the theoretical foundations of educational technology and practice the implementation of digital teaching resources. This course prepares students to become classroom teachers who provide rich digital learning environments. The importance of digital literacy in teaching K-12 classrooms will be discussed, and students develop digital literacy through application of knowledge and skills.

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

1 Credit Hours

A structured classroom experience taken in conjunction with methods courses. The field experience includes observing a qualified practicing teacher as well as providing instructional support for either individual students or a small group of students. Preservice teachers write targeted reflections that apply, reflect upon and expand knowledge and skills learned in methods courses.

## **ED 307 - Field Experience II**

1 Credit Hours

A structured classroom experience taken in conjunction with methods courses. The 2nd field experience includes observing a qualified practicing teacher as well as providing instructional support for either individual students or a small group of students and teaching at least two whole group lessons with support. Preservice teachers write targeted reflections that apply, reflect upon and expand knowledge and skills learned in methods courses.

## **ED 315 - Social Studies for Education**

3 Credit Hours

No course description found.

## **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

Includes 100 hours of in-classroom experience, including the first day of school, preferably in the class where student teaching will take place combined with coursework in the theories and methods of classroom management. Students will spend at least 35 hours of this time teaching small or large groups.

### **ED 421 - Internship II**

9 Credit Hours

The final student teaching semester requires a full semester in the classroom, gradually taking on teaching responsibilities to full time for at least four weeks under the supervision of carefully selected qualified professionals. Students are coached regularly by a university supervisor and supported by peers through a weekly seminar. In addition to a supervising faculty member, additional members of the faculty observe and coach students in multiple disciplines. Student teachers are consistently evaluated with standardized evaluation forms covering all aspects of required competencies.

### **ED 423 - Internship Seminar**

3 Credit Hours

This course provides a space where student teachers can discuss tasks and challenges during internship. Student teachers also have an opportunity to apply multicultural and global perspectives into practice and build a quality of professionalism.

### **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 distinctiveness 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 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 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

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 306 - Educational Issues, Justice, and Equity**

3 Credit Hours

This course aims to develop preservice teachers' leadership, vision, and practice for equity and justice in education. Cultural, social, and historical educational issues will be discussed and preservice teachers will develop their understanding of the way to create inclusive and equitable learning environments.

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

3 Credit Hours

In this course, preservice teachers build the understanding of the nature of science and the meaningful learning process of science. They learn how to implement inquiry-based learning in science classrooms. Additionally, preservice teachers build not only scientific knowledge but also critical thinking skills and argumentation skills for teaching students

### **EE 309 - Foundations of Literacy in the 21st Century Elementary Classroom 1**

3 Credit Hours

This course explores the five components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension with a strong focus on the first three. Students learn the structure of the English language and evidence-based strategies for teaching based on student needs as informed by data. Methods of assessment are discussed and practiced. The importance of listening and oral language skills, integrating writing and reading instruction, and teaching students using high leverage practices that are effective for all students is integrated throughout the learning process.

### **EE 310 - Foundations of Literacy in the 21st Century Elementary Classroom 2**

3 Credit Hours

This course reinforces the learning from EE 309 while further emphasizing vocabulary and reading comprehension, and writing skills using traditional and digital tools.

### **EE 313 - Teaching Number and Operations in the Elementary Classroom**

3 Credit Hours

Preservice teachers will develop pedagogical mathematical knowledge, including conceptual understandings and principles while learning teaching methods for elementary school students; Students will develop the ability and attitude to logically interpret problems and rationally solve problems; Students explore the beauty of the regularity and structure of mathematics, and use their mathematical knowledge and skills to create an effective teaching environment using multiple teaching strategies.

### **EE 401 - Teaching Geometry in the Classroom**

3 Credit Hours

Preservice teachers will develop knowledge and pedagogical skills about geometry - points, lines, planes; Students will develop knowledge about measurement, multi-dimensional coordinate geometry, transformational geometry, and vectors; Students will learn the history of geometry and applications of geometry to real-world problem-solving.

### **EE 402 - Integrating & Teaching Literature in Elementary Classroom**

3 Credit Hours

This course emphasizes using a variety of culturally diverse and academically appropriate literature in all modalities - traditional and digital to teach and reinforce literacy skills across the curriculum. Students will build and teach lesson plans and instructional units. Discussion centers on setting up classrooms that promote and encourage literacy and building a classroom culture conducive to reading and writing. This course takes place adjacent to the pre-clinical internship experience.

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

3 Credit Hours

A study of methods and materials for art and music 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.)

## **EL 100 - Introduction to Electrical Engineering**

1 Credit Hours

An overview of major electrical engineering subjects, including communications, radar and signal processing, speech/image processing, circuits and systems, electronic device fabrication, computer networks, and electromagnetics and microwave engineering. Introduce current research topics by designing experiments that can be performed by students in the lab directly.

## **EL 205 - Digital System Design w/Lab**

4 Credit Hours

Introduces two types of digital logic analysis and design: combinational and sequential. Application examples of these building blocks are covered, including: adders, comparators, decoders, encoders, parity checkers, latches, flip-flops, multiplexers, counters, memory logic, multipliers, and registers. Introduction to state Machines (Mealy and Moore), Examples of Mealy and Moore machines, Introduction to Microprocessor, Microcontroller, PLDs and FPGA.

## **EL 210 - General Principles of Electric Circuits I with Lab**

4 Credit Hours

Introduces mathematical model for basic circuit components (resistors, capacitors, and inductors), Kirchhoff's laws governing circuits, Thévenin's and Norton's theorems for source modeling, direct current (DC) and steady state alternating current (AC) circuits analysis with the method of phasors.

### **Prerequisites**

[MA 315 CS 110](#)

## **EL 215 - General Principles of Electric Circuits II with Lab**

4 Credit Hours

Introduces mathematical model (ordinary differential equations [ODE] or systems of ODE) for transient circuit analysis, the methods of state space and integral transform to solve the model, and the concept of transfer function of circuits.

### **Prerequisites**

[EL 210](#)

## **EL 220 - Engineering Graphics**

2 Credit Hours

Introduction to computer-aided drafting using CAD software and sketching to generate two- and three-dimensional drawings based on the conventions of engineering graphical communication; topics include spatial relationships, multiview projections and sectioning, dimensioning, graphical presentation of data, and fundamentals of computer graphics.

## **EL 230 - Semiconductor Physics for Engineering**

3 Credit Hours

Introduce the basic concepts of quantum mechanics and teach students to apply these concepts to a variety of physical situations. This course covers topics in modern physics including the special theory of relativity, wave properties of matter, quantum mechanics, the structure of the atom, statistical physics, molecules and solids, semiconductor theory and devices as well as nuclear physics. Topics on nanostructured materials and on nanoscale electronics will also be covered in this course.

## **EL 235 - Semiconductor Devices w/Lab**

4 Credit Hours

Introduces physical principle and mathematical model of electronic devices (diodes, field effect transistors – FET's and bi-polar transistors – BJT's), diode applications in circuits, amplifiers based on transistors, operational amplifiers (op amps) and applications. State of transistors, Application of transistors for switching and amplification, Metal Oxide semiconductor Field Effect transistor (MOSFET)

## **EL 240 - Engineering Mechanics**

3 Credit Hours

Topics to be covered include equivalent systems of forces, resultants and distributed forces, equilibrium of rigid bodies, centroids,

centers of gravity, fluid statics, moments of inertia, friction and virtual work. Analysis of frames and machines, forces in beams, internal stresses, and stability will also be considered. Vector algebra will be used throughout.

## **EL 250 - Analog Electronics w/Lab**

4 Credit Hours

Introduces Operational-amplifier characteristics, Non-ideal behavior, saturation, frequency response, slew rate. Basic uses of op-amp: integrator, adder, differentiator, phase shifter, follower and filter. Other uses of op-amp: comparator, zero-crossing detector, clipping, clamping, waveform generators and wave-shaping circuits, Precision rectifier, schmitt trigger, Regulators: basic series and shunt regulators, series regulator with transistor feedback and with op-amp, Driving Digital logic from comparators, Sensors and Measurements, Transducers, Digital to Analog Converters (DAC's): Binary weighted resistor ladder, R-2R ladder, Analog to Digital Converters (ADC's): Flash ADC, Successive approximation ADC, Delta-sigma converters, Switched-capacitor ADC Feed-back technique and multi-stage amplifiers, differential amplifiers, and application of some special integrated circuits (IC's).

## **EL 290 - Sophomore Internship**

3 Credit Hours

This course offers a supervised internship in an Electronic or Electrical Engineering environment or related field. Internship is to be initiated by the student and approved by the advisor. Students are expected to submit a reflective essay and an evaluation completed by their internship supervisor. 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.

## **EL 305 - Embedded Systems**

3 Credit Hours

Introduction to Embedded Systems, Preprocessing, Compiling, Cross Compiling, Linking, Locating, Compiler Driver, Linker Map Files, Linker Scripts and scatter loading, Loading on the target, Embedded File System. ( RISC, CISC), Embedded Memory, Strategic selection of processor and memory, Memory Devices and their Characteristics. Review of Peripherals, Evolution of Internet of things (IOT). Introduction to Operating Systems, RTOS and Multitasking

### **Prerequisites**

[EL 205](#)

## **EL 310 - Signals and Systems**

3 Credit Hours

Introduces the general concept of linear time-invariant (LTI) systems and mathematical model of signals, time domain analysis (convolution). Also covers major mathematical tools for frequency domain system analysis: Fourier Transform and Laplace Transform. As the continuation of Signals and Systems I, introduces the mathematical tools of Z-transform and discrete time Fourier transform (DTFT), discrete mathematical model of signals, and the discrete version of convolution theorem. Also includes signal flow diagram analysis.

### **Prerequisites**

[EL 215](#)

## **EL 320 - Random Signals and Noise**

3 Credit Hours

Introduces time and frequency domain characterization of stochastic processes as the mathematical model of random signals. Using Gaussian noise as an example, introduce the description of moment. Provides analysis of the interaction between random signal/noise and deterministic systems, especially filters, with Poisson process as an example.

## **EL 330 - High Frequency Communication Circuits with Lab**

4 Credit Hours

Designing a bias circuit, DC and AC load lines, DC and AC equivalent circuits, h parameter modelling, filters, Single stage and multi-stage amplification, amplifiers with negative feedback, power amplifiers, oscillators, mixers, frequency synthesizers, and basics for phase locked loop (PLL). Sensors and system application such as RFID, data sampling for physical systems (with introduction to Labview), Analog to Digital Converters (ADC's), Digital to Analog Converters (DAC's).

## **EL 340 - Introduction to Electromagnetic with Lab**

4 Credit Hours

Introduces major concepts and quantitative methods in electrostatics, magnetostatics, modeling of dielectrics and magnetic materials. Also includes time varying electromagnetic fields and Maxwell's equations, related mathematical models (boundary value

problems) at different levels of complexity aided by computer labs. Brief introduction of some application examples including radio frequency (RF)/ microwave circuits, waveguides, and antennas, magnetic storage, optics, and numerical methods (with basics of some popular electronic design automation [EDA] software packages) will also be included.

### **Prerequisites**

[MA 315](#)

## **EL 350 - RF & Microwave Circuits for Wireless Communication w/Lab**

4 Credit Hours

Review of electromagnetics; Maxwell's equations, plane wave solutions, transmission lines. Introduction to AWR/ADS microwave CAD software, Types of transmission lines and their properties; coaxial lines, microstrip, and stripline, Network analysis, scattering matrix, transmission matrix formulations, Matching networks: lumped element designs and limitations, single and double-stub tuned designs, Active microwave circuit design, Amplifier design; gain and stability, design for noise figure, Noise in microwave circuits.

## **EL 390 - Junior Internship**

3 Credit Hours

This course offers a supervised internship in an Electronic or Electrical Engineering environment or related field. Internship is to be initiated by the student and approved by the advisor. Students are expected to submit a reflective essay and an evaluation completed by their internship supervisor. 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

## **EL 410 - Digital Signal Processing with Lab**

3 Credit Hours

Discrete Fourier Transform(DFT), FFT, Convolution- Block Convolution, Filters - FIR and IIR Designs, Filter Structure - Direct Form I,II, Cascade and Parallel, Multirate Signal processing, Subband coding, Introduction to Wavelets- Matlab and Simulink for Applications of Signal processing.

### **Prerequisites**

[EE 310](#)

## **EL 415 - RFID and Sensor Design**

3 Credit Hours

Introduction to RFID and Sensor Design, Sensors and Transducers, Sensor Performance characteristics (Sensitivity, Span, Dynamic Range, Accuracy, Hysteresis, linearity, Resolution), Difference between barcode technology and RFID technology, RFID operation, RFID System (Reader,Tag,Antenna,Middleware,Application), RFID Tags (Active tag, Semi-active tag, Passive tag, Semi-passive tag), Energy harvesting circuit, Reader, Antenna, Communication method(Near field, Far Field, Backscattering modulation, bit-by-bit active transmission, RFID applications. RFID frequencies(Low Frequency(LF), High frequency(HF), Ultra High Frequency (UHF), Microwave Frequency), RFID Standards(EPC, ISO 18000) and RFID generations(Gen1, Gen2, and Gen3)

### **Prerequisites**

[EL 330](#)

## **EL 420 - Control Systems with Lab**

4 Credit Hours

Mainly focuses on linear system theory with the aim at cyber engineering applications. Introduces mathematical view in dynamical systems and covers both time domain and transform domain analysis. Discusses feedback control systems, phase-locked loop (PLL), and Kalman filter.

### **Prerequisites**

[EL 410](#)

## **EL 425 - Introduction to Remote Sensing**

3 Credit Hours

No course description found.

### **Prerequisites**

[EL 410](#)**EL 430 - Control Systems with Lab**

4 Credit Hours

Covers both analog and digital communication basics. With sampling theorem at the center of the theoretical foundation, modulation techniques as the main focus, amplitude modulation (AM), frequency modulation (FM), and phase modulation (PM) are introduced for analog communication. For digital communication, major techniques include pulse-code modulation (PCM), phase-shift keying (PSK), and quadrature amplitude modulation (QAM). Multiplexing techniques are another important topic, including those based on frequency (FDMA), time (TDMA), code (CDMA) and orthogonal frequency-division multiplexing (OFDM). Different communication systems are characterized by their noise performance. Some basics for wireless communication such as Repeaters and Cellular systems, the cellular concept.

**Prerequisites**[EL 410](#)**EL 435 - Satellite Communications**

3 Credit Hours

No course description found.

**Prerequisites**[EL 435](#)**EL 440 - Communication Systems with Lab**

4 Credit Hours

Introduction to characterization of inverters, concepts of delay, sizing, and power consumption in IC design, static random-access memory (SRAM) and dynamic random-access memory (DRAM) basics, with the application of electronic design automation (EDA) software Cadence/ModelSim/Vivado/Quartus, Behavioral, Dataflow and Structural Designs. The main tools to implement designs are Hardware Description Language (HDL) at a higher level and Computer Aided Design (CAD) at a lower (graphical) level will be introduced for students to practice.

**Prerequisites**[EL 205](#)**EL 450 - Advanced Digital System Designwith FPGA with Lab**

4 Credit Hours

No course description found.

**Prerequisites**[EL 410](#) [EL 320](#)**EL 452 - Radar Signal Processing**

3 Credit Hours

No course description found.

**EL 455 - Biomedical Signal Processing**

3 Credit Hours

Description of the systems: XRay, CT, MRI, Ultrasound -, Types of electrophysiological measurements, Electrocardiography (ECG), Electroencephalography (EEG), Electromyography (EMG); introduction to Neurons Dynamics Dendrites and Synapses and their mathematics, Hodgkin Huxley Model, Generalized integrate and fire models Dynamics of Cognition. Importance of and evolution of Medical Applications of AI and Introduction to Biosensors.

**Prerequisites**[EL 410](#) [EL 320](#)**EL 465 - Microwave/Antennas & Propagation**

3 Credit Hours

Introduction to types of Antennas; Radiation Mechanism, Fundamental parameters of Antennas; Antenna Radiation efficiency, Maximum Directivity and Maximum Effective Area. Friis Transmission equation, Free-space propagation, Radio Wave propagation, Line-of-sight Propagation.

#### **Prerequisites**

[EL 340](#)

### **EL 470 - Digital Signal Processing with Lab**

4 Credit Hours

No course description found.

#### **Prerequisites**

[EL 410](#)

### **EL 475 - Optical Communication**

3 Credit Hours

No course description found.

#### **Prerequisites**

[EL 430](#)

### **EL 480 - Microprocessor and Microcontrollerwith Lab**

4 Credit Hours

Introduction to Microprocessors, Basic Architecture of Microprocessor, Introduction to ARM based modern microprocessors (STM32F series) and C programming, Peripherals in Microprocessor. Temperature sensor, Timers and DMA units, Communication Protocols and Interfaces. Communication protocols and interfaces such as UART, SPI, I2C, I2S, SAI, USB, and wireless standards.

#### **Prerequisites**

[EL 305](#)

### **EL 485 - Digital Image Processing**

3 Credit Hours

Fundamentals of Digital Image Processing. Image Transforms techniques (Fast Fourier Transform, KL transform, Wavelet Transform). Image Enhancement using Spatial and Frequency domain Filters, Gray level Transformations. Image Restoration: Overview of Degradation models - Unconstrained and constrained restorations-Inverse Filtering, WienerFilter. Feature Extraction: Edge Detection, Thresholding - Segmentation, Image Morphology - Boundary and Regional descriptors.

#### **Prerequisites**

[EL 410](#)

### **EL 490 - Project I**

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 Computer and Electrical Engineering.

### **EL 495 - Project II**

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 Computer and Electrical Engineering.

### **EL 499 - Senior Internship**

**3 Credit Hours**

This course offers a supervised internship in an Electronic or Electrical Engineering environment or related field. Internship is to be initiated by the student and approved by the advisor. Students are expected to submit a reflective essay and an evaluation completed by their internship supervisor. 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.

**ELE 510 - Sensor Networks****3 Credit Hours**

No course description found.

**ELE 515 - Stochastic Processes inEngineering****3 Credit Hours**

No course description found.

**ELE 520 - Linear Integrated Circuits****3 Credit Hours**

No course description found.

**ELE 530 - Digital Circuits****3 Credit Hours**

No course description found.

**ELE 540 - Micro-Fabrication of WirelessCommunication****3 Credit Hours**

No course description found.

**ELE 550 - Java Programming for Micro-Fabrication****3 Credit Hours**

No course description found.

**ELE 560 - Embedded Systems forMicro-Fabrication****3 Credit Hours**

No course description found.

**ELE 570 - Micro-Fabrication within Drones****3 Credit Hours**

No course description found.

**ELE 580 - Artificial Intelligence forMicro-Fabrication****3 Credit Hours**

No course description found.

**ELE 620 - Telecommunications Security****3 Credit Hours**

No course description found.

**ELE 640 - Adv. Dig Design w FPGA****4 Credit Hours**

No course description found.

**ELE 665 - Microwave/Antennas & Propagation****4 Credit Hours**

No course description found.



## **ELE 685 - Computer Vision**

3 Credit Hours

No course description found.

## **ELE 690 - Project/Thesis I**

3 Credit Hours

No course description found.

## **ELE 695 - Project/Thesis II**

3 Credit Hours

No course description found.

## **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 210 - Gothic Literature**

3 Credit Hours

Elements of romanticism, fantasy, and horror combine to create works known as Gothic literature. This course studies the elements of gothic literature through close readings of several works of the genre. (Examples of gothic literature include Frankenstein, Dracula, "Fall of the House of Usher," "The Legend of Sleepy Hollow", and "The Call of Cthulhu?" among others.)

## **EN 215 - Technical Writing**

3 Credit Hours

This Technical Writing course provides a complete process for planning, writing, and editing technical documents, including assessing the needs of users, selecting document formats, and making effective use of graphics. Successfully conveying complicated content to end-users, both internal and external, is vital and can greatly enhance the value of products and services. This technical writing course will teach you to effectively assess your target audience and develop documents that meet their needs.

**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.

## **ENE 501 - 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.

## **ENE 502 - 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.

## **ENE 505 - 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.

## **ENE 510 - Gothic Literature**

3 Credit Hours

Elements of romanticism, fantasy, and horror combine to create works known as Gothic literature. This course studies the elements of gothic literature through close readings of several works of the genre. (Examples of gothic literature include Frankenstein,

Dracula, "Fall of the House of Usher," "The Legend of Sleepy Hollow", and "The Call of Cthulhu?" among others.)

### **ENE 520 - 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.

### **ENE 525 - 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.

### **ENE 530 - 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.

### **ENE 535 - 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.

### **ENE 540 - 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.

### **ENE 545 - 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.

### **ENE 550 - 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.

### **ENE 555 - Twentieth Century American Short St**

3 Credit Hours

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

### **ENE 560 - Elements of Composition**

3 Credit Hours

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

### **ENE 565 - 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.

**ENE 570 - 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.

**ENE 575 - Foundations of Literacy in the 21st**

3 Credit Hours

This course explores the five components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension with a strong focus on the first three. Students learn the structure of the English language and evidence-based strategies for teaching based on student needs as informed by data. Methods of assessment are discussed and practiced. The importance of listening and oral language skills, integrating writing and reading instruction, and teaching students using high leverage practices that are effective for all students is integrated throughout the learning process.

**ENE 580 - Foundations of Literacy in the 21st**

3 Credit Hours

This course reinforces the learning from ENE 575 while further emphasizing vocabulary and reading comprehension, and writing skills using traditional and digital tools.

**ENE 610 - 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.

**ENE 615 - 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.

**ENE 620 - 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.

**ENE 630 - 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.

**ENE 640 - Teaching English to Speakers of Oth**

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.

**ENE 650 - Teaching English in the Secondary S**

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.

**ENE 660 - 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.

**ENE 665 - 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.

**ENE 501 - 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.

**ENE 502 - 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.

**ENE 505 - 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.

**ENE 510 - Gothic Literature****3 Credit Hours**

Elements of romanticism, fantasy, and horror combine to create works known as Gothic literature. This course studies the elements of gothic literature through close readings of several works of the genre. (Examples of gothic literature include *Frankenstein*, *Dracula*, "Fall of the House of Usher," "The Legend of Sleepy Hollow", and "The Call of Cthulhu?" among others.)

**ENE 520 - 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.

**ENE 525 - 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.

**ENE 530 - 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.

**ENE 535 - 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.

**ENE 540 - 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.

**ENE 545 - 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.

**ENE 550 - 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.

**ENE 555 - 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.

**ENE 560 - Elements of Composition**

3 Credit Hours

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

**ENE 565 - 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.

**ENE 570 - 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.

**ENE 575 - Foundations of Literacy in the 21st Century Elementary Classroom 1**

3 Credit Hours

This course explores the five components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension with a strong focus on the first three. Students learn the structure of the English language and evidence-based strategies for teaching based on student needs as informed by data. Methods of assessment are discussed and practiced. The importance of listening and oral language skills, integrating writing and reading instruction, and teaching students using high leverage practices that are effective for all students is integrated throughout the learning process.

**ENE 580 - Foundations of Literacy in the 21st Century Elementary Classroom 2**

3 Credit Hours

This course reinforces the learning from ENE 575 while further emphasizing vocabulary and reading comprehension, and writing skills using traditional and digital tools.

**Prerequisites**

[ENE 575](#)

**ENE 610 - 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.

**ENE 615 - 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.

### **ENE 620 - 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.

### **ENE 630 - 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.

### **ENE 640 - 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.

### **ENE 650 - 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.

### **ENE 660 - 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.

### **ENE 665 - 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.

### **ENG 500 - Intro to Computer Engineering**

3 Credit Hours

No course description found.

### **ENG 510 - Embedded Systems**

3 Credit Hours

No course description found.

### **ENG 515 - Distributed Computing**

3 Credit Hours

No course description found.

### **ENG 690 - Project/Thesis I**

3 Credit Hours

No course description found.

### **ENG 695 - Project/Thesis II**

3 Credit Hours

No course description found.

**ENG 699 - Special Topics**

3 Credit Hours

No course description found.

**ENG 500 - Introduction to Computer Engineering (waivable)**

3 Credit Hours

An introduction to the design and operation of digital computers, including information representation, logic design, integrated circuits, register transfer description, hardware description languages, basic computer organization and assembly-level programming. The relationship between software and hardware is stressed.

**ENG 510 - Embedded Systems**

3 Credit Hours

Design and implement embedded computer systems that incorporate appropriate engineering standards to solve complex problems that include multiple realistic constraints. Writing design documents and making oral presentations as part of the design process.

**ENG 515 - Distributed Computing**

3 Credit Hours

This course studies fundamental models and problems in distributed computing with an emphasis on synchronization and fault tolerance. Algorithms and impossibility results will both be considered.

**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 a 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 105 - 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 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. Prerequisite(s): GC 112 Mathematics II

**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. Prerequisite(s): GC205 Calculus I.

**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 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 220 - Introduction to Nutrition**

3 Credit Hours

This course is designed for individuals who want to learn more about human nutrition. Nutrient composition of foods (carbohydrate, protein, lipids, vitamins and minerals), nutrient requirements for optimal health throughout the life cycle, and relationships between human nutrition and disease are studied.

**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.

**GF 220 - Graphic Design**

3 Credit Hours

This course will give students a primer on graphic design and visual communication theories, principles and practices. Students will focus on problem-solving strategies utilized in the practice of design and gain exposure to a variety of problem-solving methodologies. Students will practice using elements and principles of design to create compelling visual messages.

**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 - Principles and Practice of Church Planting**

3 Credit Hours

A study of the New Testament principles of establishing local churches at home and abroad. Attention will be given to objectives and methods of church planting and evaluating their application.

**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.

## **INN 700 - Innovation Processes**

3 Credit Hours

Innovative firms are able to harness technology to gain a competitive advantage over rivals. This course examines the processes to identify, develop, and commercialize technological innovation. Topics covered include 'breakthroughs', organizational culture, and entrepreneurship within organizations. Students will be able to conduct in-depth analysis of case studies including IBM, Tesla, Uber, etc.

## **INN 705 - Intellectual Property**

3 Credit Hours

This course provides a study of the foundation, development, and current practices in intellectual property. Students will learn key principles from legal instruments in patents, trademarks, and copyrights. It will expose students to the value of protecting and commercializing intellectual property within the prevailing legal regime. Students will gain an understanding of how critical intellectual property protection of inventions is to the successful commercialization of innovation.

## **INN 710 - Information Technology and Business Transformation**

3 Credit Hours

This course provides advanced knowledge at the intersection of IT and business. Students gain knowledge about how information technology can be leveraged to fundamentally transform business processes including HR, supply chain, accounting, finance, marketing, and management.

## **INR 700 - International Organizations**

3 Credit Hours

This course provides a study of the foundation, development, and current practices of international organizations – primarily, the United Nations. Students will learn key principles from international legal instruments such as the UN Charter, the Universal Declaration of Human Rights, the Statue of the International Court of Justice, and other relevant treaties and conventions.

## **INR 705 - International Political Economics**

3 Credit Hours

This course provides advanced knowledge at the intersection of economics and international relations. Students gain knowledge about how economic factors influence state preferences and behavior, the role of multinational corporations, and non-state actors. The role of economic interests at the domestic political level and their influence in shaping international relations will also be studied.

## **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 introduces students to computers and how they 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 will be 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 will be 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.

### **JUS 700 - International Human Rights**

3 Credit Hours

This course provides a survey of theories and practices in international human rights. Students are expected to develop knowledge in the instruments establishing various human rights protections including treaties, conventions, customary international law, and domestic law, and the mechanisms for their enforcement. They will wrestle with questions about the legitimacy and justiciability of international human rights claims and the contests between state sovereignty and individual or collective rights. The course will also examine the various actors in the area of human rights including states, non-state actors, international organizations, international tribunals, courts, and intergovernmental organizations.

### **JUS 701 - The American Legal System**

3 Credit Hours

This course provides an overview of the US legal system and laws with a particular emphasis on the US constitution and the various legal institutions. Students will gain an understanding of the distribution of powers amongst the three branches of government, the system of checks and balances, the judicial system, litigation, the regulatory state, and constitutional rights enjoyed by persons. Students will also study topics in the common law, including contracts and torts.

### **JUS 705 - Criminal Justice Administration**

3 Credit Hours

This course provides knowledge about the organizational structure and functions of management that are essential to the operation of criminal justice agencies. Students will review organizational theories and examine the application of these theories within different agencies, while acquiring a knowledge of influential factors in the development of newer practices.

### **JUS 710 - Evidence-based Practices in Law & Justice**

3 Credit Hours

This course studies the validity of evidence-based practices (EVP) and focuses on how objective data, rather than anecdotal observations, can be used to guide criminal justice policies and decisions. Evidence-based decision making strengthens accountability and encourages innovative programs while reducing wasteful spending. Through case analyses, students will review how this strategy has informed criminal justice decisions in the United States and, as appropriate, internationally.

### **JUS 715 - Public Finance & Budgeting**

3 Credit Hours

This course reviews traditional and contemporary public budgeting methodologies and best practices for maintaining a financially stable organization, as well as legal requirements, reporting obligations, and accountability expected of public agencies. Students apply what they learn by partaking in a budget process to develop an operating budget for a criminal justice agency. Attendance at a public hearing on a proposed budget for any government agency is strongly encouraged.

### **JUS 725 - Legal Theory**

3 Credit Hours

This course provides an overview of theories that seek to explain the nature of law and legal systems including natural law theory, positivism, utilitarianism, law and economics, critical legal studies, law and society, and justice-based theories.

### **JUS 701 - The American Legal System**

3 Credit Hours

This course provides an overview of the US legal system and laws with a particular emphasis on the US constitution and the various legal institutions. Students will gain an understanding of the distribution of powers amongst the three branches of

government, the system of checks and balances, the judicial system, litigation, the regulatory state, and constitutional rights enjoyed by persons. Students will also study topics in the common law, including contracts and torts.

## **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 625 - Public Speaking**

3 Credit Hours

No course description found.

## **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.

### **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.

### **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 707 - Women, Leadership, and Power**

3 Credit Hours

This course examines challenges and opportunities that influence women's leadership development, the connection between leadership and power and the societal consequences to the underrepresentation of women in leadership positions. The course prepares students to be knowledgeable about the importance of women holding leadership positions, examines why women are underrepresented at all levels of decision-making, critique gender differences in power and leadership, and understand how intersectionality and leadership are related.

### **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 809 - Team Leadership and Coaching**

3 Credit Hours

Quality organizational health is almost always contingent upon great team leadership. Consequently, this course is about developing, sustaining, and mobilizing people teams across various organizational sectors (e.g. healthcare, financial, educational, etc.), which demands robust knowledge in team leadership modeling and coaching. The course will examine leadership models, styles, and techniques in order to apply them across various organizational structures and environments. Additionally, this course will equip leaders to develop personal leadership self-awareness, that is to understand their leadership personality traits and preferable leadership styles in order to become a high impact team leader and coach.

**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 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.

**LEA 821 - Industrial Organizational Psychology**



**3 Credit Hours**

This course is designed to provide an overview of the psychological principles underlying human behavior and performance within organizational settings. Using both theory and application, we will examine how psychological principles can be used to effectively manage human resources within organizations and how organizational structure and processes can influence the behavior of organizational members. Specific topics discussed will include (but are not limited to) applied research methods, job analysis, personnel assessment and selection, performance evaluation, and training in organizations.

**LEA 822 - Mental Conditioning & Leadership****3 Credit Hours**

While mental conditioning and its interchangeable models are often used within the world of sports, this course will focus on whether these models could be used in other industries such as the business world, healthcare, government, military, etc. Additionally, this course examines leadership behaviors and other theories that facilitate mental toughness. Lastly, in addition to writing well-synthesized papers addressing each week's model, learners will create a presentation explaining an organizational need to study mental toughness and mental skills within their field.

**LEA 823 - Healthcare Administration****3 Credit Hours**

This course is a foundational course to introduce future healthcare professionals and others interested in the field to the scope of responsibilities in managing a healthcare facility. It is designed to prepare students for their ensuing in-depth study of the healthcare industry and to build their critical thinking and analysis skills.

**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 205 - Calculus III****3 Credit Hours**

A continuation of GC206 including a study of Infinite sequences and series, conic sections, polar coordinates, vectors in dimensions two and three, and vector-valued functions. Prerequisite(s): GC 206 Calculus II.

**MA 300 - Introduction to Probability and Statistics****3 Credit Hours**

A study that includes counting techniques, experiments, laws of probability, Bayes' theorem, independence of events, random variables, various types of functions involving probability including probability density function, expectation, moments, mean, variance, probability inequalities, probability distributions, properties and applications of distributions, probability generating functions, and approximating probability distributions using Normal.

**MA 305 - Calculus IV****3 Credit Hours**

A continuation of MA205 that includes Multivariable functions, partial differentiation, multiple integrals, and vector calculus.

**MA 310 - Linear Algebra****3 Credit Hours**

A study of systems of linear equations, matrices, vector spaces, and linear transformations. Prerequisite(s): GC206 Calculus II

**MA 315 - Ordinary Differential Equations****3 Credit Hours**

A study that includes first-order differential equations, linear ordinary differential equations of finite order, Laplace transforms, method of undetermined coefficients, variation of parameters, and applications of ODE. Prerequisite(s): GC 206 Calculus II

### **MA 320 - Discrete Mathematics**

3 Credit Hours

This course is a review of sets, functions, relations, sequences, method of proofs, properties of injections, surjections, bijections, compositions, and inverse functions. Prerequisite(s): GC206 Calculus II

### **MA 325 - Introduction to Abstract Algebra**

3 Credit Hours

This course is a review of concepts and theorems related to groups, rings, and fields. Prerequisite(s): MA310 Linear Algebra, MA320 Discrete Mathematics.

### **MA 327 - Geometry for College Teachers**

3 Credit Hours

This course is a review of Euclidean and non-Euclidean geometries, construction of geometric figures, constructions of proofs of theorems in geometry.

### **MA 329 - Number Theory**

3 Credit Hours

This course is a review of congruences, residue classes, least residues, various results related to congruences including the Chinese Remainder Theorem, multiplicative inverses, linear congruences in two or more variables, Euler's theorem, Wilson's theorem, Primitive roots, Quadratic residues, and certain types of Diophantine equations. Prerequisite(s) MA325 Introduction to Abstract Algebra

### **MA 330 - Graph Theory**

3 Credit Hours

This course is an in-depth review of isomorphism of graphs, paths, circuits, various different types of graphs including Eulerian graphs, planar graphs, directed graphs, and Hamiltonian graphs, shortest path problem, Chinese postman problem, graph coloring, four color problem, Proof of five color theorem, Properties of trees, and Travelling salesman problem. Prerequisite(s): MA 310 Linear Algebra

### **MA 405 - Complex Analysis**

3 Credit Hours

A study which includes complex field, Topology of the complex plane, Analytic functions, Cauchy- Riemann equations, Cauchy's Theorem, Cauchy's integral formulae, Taylor series, Elementary functions, Laurent series, Classification of singularities, Residue Theorem, Evaluation integrals using residues, and Conformal mappings. Prerequisite(s): MA206 Calculus IV

#### **Prerequisites**

[MA 305](#)

### **MA 410 - Partial Differential Equations**

3 Credit Hours

A study that includes Sturm-Liouville Eigenvalue problems, Fourier series, and solutions to Partial Differential Equations via the method of separation of variables. Prerequisite(s): MA305 Calculus IV and MA315 Ordinary Differential Equations.

### **MA 415 - Numerical Analysis**

3 Credit Hours

This course explores solutions of linear and non-linear systems, interpolation, numerical differentiation and integration, numerical methods to solve differential equations, and errors associated with numerical methods. This course also includes implementation of numerical methods using a programming language. Prerequisite(s): MA205 Calculus III

### **MA 416 - Functional Analysis**

3 Credit Hours

This course covers basic concepts in metric spaces, normed spaces, Banach spaces, Hilbert spaces, linear operators, and the applications of linear operators. Prerequisite(s): MA425 Mathematical Analysis I

**MA 417 - Linear Programming**

3 Credit Hours

This course is an in-depth review convex Analysis, mathematical modeling of LP problems, Graphical solution methods for LP problems, General LP problem. Methods of solving LP problems including Simplex algorithm, two-phase simplex algorithm, and revised simplex algorithm, duality in LP problems, duality theorems, applications of duality, transportation problem, and assignment problem. Prerequisite(s) MA310 Linear Algebra

**MA 418 - Geometry for College Teachers**

3 Credit Hours

This course is a review of Euclidean and non-Euclidean geometries, construction of geometric figures, constructions of proofs of theorems in geometry. Prerequisite(s): GC206 Calculus II

**MA 425 - Mathematical Analysis I**

3 Credit Hours

This course explores properties of real and complex number systems, basic concepts in topology including metric spaces and compact sets, numerical sequences and series. Prerequisite(s): MA205 Calculus III

**MA 426 - Mathematical Analysis II**

3 Credit Hours

A study which includes continuity and limit of functions, connectedness of sets, differentiation, Mean Value Theorem, continuity of derivatives, Taylor's theorem, differentiation of vector-valued functions, and the Riemann-stieltjes integral. Prerequisite(s): MA 425 Mathematical Analysis I

**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.

**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.

**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.

**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.

### **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

### **MEM 501 - Fundamentals of Systems Analysis**

3 Credit Hours

The purpose of this course is to provide foundational knowledge in systems theory and analysis. Students will learn how to use systems theory to better understand and deal with the social forces and community contexts that affect them and their patients.

Additionally, students will be exposed to a variety of viewpoints on prevention science approaches and their public health implications, with the ultimate goal to enumerate the essential skills of a “preventionist” in whatever context students eventually practice.

## **MEM 520 - Stochastic System Analysis**

3 Credit Hours

An introduction to probability, random variables, random processes, correlation functions and spectral density, primarily as they apply to signal processing in electrical engineering. Special consideration will be given to the stochastic signals, their corresponding response and the optimization of linear systems.

## **MEM 530 - Operations Management**

3 Credit Hours

Operations management specifically involves the analysis, design, operation, and improvement of the systems and processes that deliver goods or services and ultimately outputs and outcomes. It is required to achieve the organization’s mission, provide value to the organization’s many stakeholders, and effectively translate policy into action. As such, operations management plays an important part of being an effective manager and policy implementer. In this course, we will develop a lens to perceive processes and systems in a variety of contexts along with an analytical toolbox to examine and understand these. Students will learn how to build basic operations models in Excel to make effective, evidence-based managerial, design, and policy decisions as well as gain defined analytical skills that lend themselves to roles in operations, management, hospital management, policy implementation, human services, consulting, and much more.

## **MEM 690 - Project/Thesis I**

3 Credit Hours

Each student must complete a substantial individual project. There are two different ways to satisfy this requirement. 1. Completion of a master’s Project a. Student must find a project advisor. b. Student must prepare a project proposal and obtain written approval for the project prior to registration. 2. Completion of a master’s Thesis a. Student must find a thesis advisor – (preferably the second semester into the program) b. Student must prepare thesis proposal and obtain written approval for the thesis prior to course registration.

## **MEM 695 - Project/Thesis II**

3 Credit Hours

Each student must complete a substantial individual project. There are two different ways to satisfy this requirement. 1. Completion of a master’s Project a. Student must find a project advisor. b. Student must prepare a project proposal and obtain written approval for the project prior to registration. 2. Completion of a master’s Thesis a. Student must find a thesis advisor – (preferably the second semester into the program) b. Student must prepare thesis proposal and obtain written approval for the thesis prior to course registration.

## **MEM 501 - Fundamentals of Systems Analysis**

3 Credit Hours

The purpose of this course is to provide foundational knowledge in systems theory and analysis. Students will learn how to use systems theory to better understand and deal with the social forces and community contexts that affect them and their patients. Additionally, students will be exposed to a variety of viewpoints on prevention science approaches and their public health implications, with the ultimate goal to enumerate the essential skills of a “preventionist” in whatever context students eventually practice.

## **MEM 520 - Stochastic System Analysis**

3 Credit Hours

An introduction to probability, random variables, random processes, correlation functions and spectral density, primarily as they apply to signal processing in electrical engineering. Special consideration will be given to the stochastic signals, their corresponding response and the optimization of linear systems.

## **MEM 530 - Operations Management**

3 Credit Hours

Operations management specifically involves the analysis, design, operation, and improvement of the systems and processes that deliver goods or services and ultimately outputs and outcomes. It is required to achieve the organization’s mission, provide value to the organization’s many stakeholders, and effectively translate policy into action. As such, operations management plays an important part of being an effective manager and policy implementer. In this course, we will develop a lens to perceive processes and systems in a variety of contexts along with an analytical toolbox to examine and understand these. Students will learn how to build basic operations models in Excel to make effective, evidence-based managerial, design, and policy decisions as well as gain defined analytical skills that lend themselves to roles in operations, management, hospital management, policy implementation,

human services, consulting, and much more.

### **MEM 690 - Project/Thesis I**

3 Credit Hours

Each student must complete a substantial individual project. There are two different ways to satisfy this requirement.

1. Completion of a master's Project

- a. Student must find a project advisor.
- b. Student must prepare a project proposal and obtain written approval for the project prior to registration.

2. Completion of a master's Thesis

- a. Student must find a thesis advisor – (preferably the second semester into the program)
- b. Student must prepare thesis proposal and obtain written approval for the thesis prior to course registration.

### **MEM 695 - Project/Thesis II**

3 Credit Hours

Each student must complete a substantial individual project. There are two different ways to satisfy this requirement.

1. Completion of a master's Project

- a. Student must find a project advisor.
- b. Student must prepare a project proposal and obtain written approval for the project prior to registration.

2. Completion of a master's Thesis

- a. Student must find a thesis advisor – (preferably the second semester into the program)
- b. Student must prepare thesis proposal and obtain written approval for the thesis prior to course registration.

### **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 220 - Foundations of Strategic Communication**

3 Credit Hours

Advertising, Public Relations, Social Media, and Owned Media...mass communication between groups and institutions using these channels has expanded greatly in the 21st century. Leaders and managers in business, government, and the nonprofit world now depend on Strategic Communication to inform and persuade key audiences and markets when it comes to advancing their own organizational goals and objectives. This course provides a solid introduction to the key components of Strategic Communication along with instruction on audience selection, use of specific media, and tradecraft.

### **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 325 - Additive Manufacturing and 3D Print**

3 Credit Hours

In this course you will learn the importance of additive manufacturing (a.k.a. 3D Printing) and its huge role in global product development and innovation. You will develop a rich knowledge of 3D printing technologies, devices, capabilities, materials and applications

### **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 335 - Lean Management and Manufacturing****3 Credit Hours**

This Lean Management course offers a practical introduction to lean management principles and techniques. This course is tailored to help students implement lean manufacturing in business environments to improve productivity, business resilience, and to reduce waste.

**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 601 - Corporate Social Responsibility and**

3 Credit Hours

This course explores the social responsibility of businesses from opposing theoretical and managerial perspectives. The course examines Milton Friedman's claim that the primary responsibility of business is to make profit amidst the current idea that corporations have to act ethically and in socially responsible ways across the entirety of their operations at home and abroad. It applies theories of ethics to various case studies in business focusing on moral issues in natural resource extraction, advertising and sales, hiring and promotion, financial management, corporate pollution, product safety, and international decision-making.

### **MGT 602 - Business Law**

3 Credit Hours

This course provides a survey of the legal regulation of business. It will provide an overview of legal rules governing contracts, torts, business organizations, corporations, competition, consumer protection, intellectual property, and securities regulation.

### **MGT 603 - Managerial Economics**

3 Credit Hours

This course provides a survey of 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.

### **MGT 605 - Introduction to Sustainability**

3 Credit Hours

No course description found.

### **MGT 606 - Environmental Regulation**

3 Credit Hours

No course description found.

### **MGT 607 - Resource Management: Policies and P**

3 Credit Hours

This courses exposes students to the management of key resources including land, food, water, air, and energy from the perspective of sustainability. Students will develop an advanced understanding of theories and perspectives from disciplines including economics and environmental sciences, alongside real-world applications in business and related domains.

### **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.

### **MGT 699 - Management Internship**

3 Credit Hours

The internship 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 and employers will be required to complete documentation evidencing the work performed.

**MGT 601 - Corporate Social Responsibility and Ethics**

3 Credit Hours

This course explores the social responsibility of businesses from opposing theoretical and managerial perspectives. The course examines Milton Friedman's claim that the primary responsibility of business is to make profit amidst the current idea that corporations have to act ethically and in socially responsible ways across the entirety of their operations at home and abroad. It applies theories of ethics to various case studies in business focusing on moral issues in natural resource extraction, advertising and sales, hiring and promotion, financial management, corporate pollution, product safety, and international decision-making.

**MGT 602 - Business Law**

3 Credit Hours

This course provides a survey of the legal regulation of business. It will provide an overview of legal rules governing contracts, torts, business organizations, corporations, competition, consumer protection, intellectual property, and securities regulation.

**MGT 603 - Managerial Economics**

3 Credit Hours

This course provides a survey of 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.

**MGT 605 - Introduction to Sustainability**

3 Credit Hours

This course will provide an overview of the key debates surrounding sustainability. It will introduce students to the complex relationships between socio-ecological systems and the development processes engineered by man. Students will gain an understanding of the ethical, justice, business, economic, societal, climate, and governance implications of development and their implications for sustainability.

**MGT 606 - Environmental Regulation**

3 Credit Hours

This course provides an overview of the statutory and other regulatory tools regulating the human activities impacting the environment. Students will be exposed to international treaties and conventions, domestic laws and regulations, and judicial opinions that govern the permissible human impacts on the environment.

**MGT 607 - Resource Management: Policies and Practices**

3 Credit Hours

This course exposes students to the management of key resources including land, food, water, air, and energy from the perspective of sustainability. Students will develop an advanced understanding of theories and perspectives from disciplines including economics and environmental sciences, alongside real-world applications in business and related domains.

**MGT 699 - Management Internship**

3 Credit Hours

The internship 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 and employers will be required to complete documentation evidencing the work performed.

**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 601 - Discipling Adults**

3 Credit Hours

This course is designed to survey challenges and approaches to discipling the adult members of a local church in light of the Great Commission. Attention will be given to the biblical imperative of discipling adults, the lifespan development of male and female adults, educational theories for discipling adults, and the practical application of these in a local church setting.

### **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 623 - Biblical Counseling**

3 Credit Hours

This class provides basic preparation for the task of pastoral care and counseling in a congregational setting. Students will explore how their faith journey and life experiences influence the way they perceive the world and the issues that congregants bring to them as pastoral caregivers. Students will demonstrate a basic understanding of pastoral care principles and the basic skills necessary to provide pastoral care within the congregation. Case examples will be used to illustrate scenarios that may arise in a pastoral setting. Students will exit the class having articulated their framework for pastoral care.

### **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 application.

### **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**

This course introduces students to the field of health education and health promotion, including organizations, resources, and professional journals associated with the profession. The historical origins, philosophical, ethical and theoretical foundations of health education and health promotion will be examined, along with the professional responsibilities and competencies of health education specialists practicing in various settings.

**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.

**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 620 - Program Planning and EvaluationPublic Health**

3 Credit Hours

Careful planning, implementation and evaluation of public health programs are essential competencies of a certified health education specialist or broader public health professional. This course aims to provide students with a basic understanding of how to plan, implement, and evaluate the effectiveness of public health programs following a generalized program planning model. The course also introduces some common intervention and community building strategies used in health promotion and emphasizes the need for early alignment between assessment and evaluation in program planning. Course activities will enable students to appreciate the variety of approaches from various disciplines that can inform public health practice as well as to demonstrate the skills required to assess community needs and capacities and develop program and evaluation (process, impact, and outcome) plans.

**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

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.

**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.

#### **Prerequisites**

[RES 802](#)

### **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 required.

**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.

**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.

**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.

### **NA - High School Biology**

### **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)

**PAD 705 - Foundations of Policy Analysis and Administration**

3 Credit Hours

This course builds capabilities in the theories and practices of policy formulation and administration. It looks at how policies are developed and implemented in the US at the federal and state levels using theoretical tools from areas including economics, consumer behavior, law, and political science. It exposes students to the various governance models, their critiques, and philosophical underpinnings. Students also gain an understanding of the legal bases, systems, and institutions that support public policy and administration.

**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 125 - Athletic Emergency Injury Response**

3 Credit Hours

No course description found.

## **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 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.

**Prerequisites**

[BG 110](#)

**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.

**Prerequisites**

[BG 110](#)

**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.

### **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.

### **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.

### **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:GC 111 Mathematics)(from Mathematics II)

#### **Prerequisites**

[GE 102](#) [GC 111](#) [BG 110](#)

### **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](#) [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](#) [BG 110](#)

**PH 320 - Introduction to Human Health and Disease****3 Credit Hours**

This course provides a general overview of the biological bases of health and illness with focus on the relationship between biological, personal, and environmental determinants of health and illness. Students will learn about key biological and physiological systems relevant to public health issues and the mechanisms of disease and their expression in major organ systems of the human body will be discussed. Topics will include, but are not limited to: infections, cancer, heart disease, lung disease, diabetes, stroke, malnutrition, the biological response to harmful environmental exposures, stress, inflammation, immune disorders, and aging, with an emphasis on how these factors lead to disease and how, through the control of risk factors and early detection, they can be prevented.

**Prerequisites**

[PH 305](#) [BG 310](#) [BG 210](#)

**PH 325 - Health Promotion****3 Credit Hours**

This course introduces students to the field of health education and health promotion, including organizations, resources, and professional journals associated with the profession. The historical origins, philosophical, ethical and theoretical foundations of health education and health promotion will be examined, along with the professional responsibilities and competencies of health education specialists practicing in various settings.

**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 BG 210 Biology I; strongly recommend MG 210 Introduction to Statistics).

#### **Prerequisites**

[PH 305 PH 301 MG 210](#)

### **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

Careful planning, implementation and evaluation of public health programs are essential competencies of a certified health education specialist or broader public health professional. This course aims to provide students with a basic understanding of how to plan, implement, and evaluate the effectiveness of public health programs following a generalized program planning model. The course also introduces some common intervention and community building strategies used in health promotion and emphasizes the need for early alignment between assessment and evaluation in program planning. Course activities will enable students to appreciate the variety of approaches from various disciplines that can inform public health practice as well as to demonstrate the skills required to assess community needs and capacities and develop program and evaluation (process, impact, and outcome) plans.

#### **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. (Prerequisite: PH301)

#### **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.

**Prerequisites**[PH 301](#)**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.

**POL 700 - Contemporary Political Thought**

3 Credit Hours

This course provides advanced knowledge in contemporary political discourse with a focus on democracies operating in an environment characterized by competing trends. As modern societies deal with transformational changes presented by forces such as disruptive technology, social movements, racial and ethnic conflict, and fake news, political thought has to keep pace. This course helps students to develop a nuanced understanding of theories and practices in contemporary politics.

**POL 705 - American Politics**

3 Credit Hours

This course will examine selected topics in American politics and government including political parties, government, and institutions.

**POL 710 - The American Constitution**

3 Credit Hours

This course will provide advanced knowledge about the US constitution, its drafting history, amendments, and interpretation by the

courts against the backdrop of political movements and policy developments.

## **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 GP 202](#)

## **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 Sprts Psych**

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.

### **Prerequisites**

[PS 101 GP 202](#)

## **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 GP 202](#)**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.

**Prerequisites**[PS 101 GP 202 GO 101](#)**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.

**Prerequisites**[PS 101 GP 202](#)**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 GP 202](#)**PS 320 - Human Factors Psychology**

3 Credit Hours

This class explores the ways in which humans interact with technology and the ways in which technology can be designed to compensate for human limitations and extend human capabilities. Research methods and theoretical issues on topics including information processing theory, human control systems and displays, task simulation, and perceptual and motor factors limiting human performance will be assessed.

**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**

[GP 202](#)

### **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.

#### **Prerequisites**

[PS 101](#) [GP 202](#)

### **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](#) [GP 202](#)

### **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](#) [GP 202](#)

### **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](#) [GP 202](#)

### **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](#) [GP 202](#)

### **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 GP 202](#)

### **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.

### **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.

### **PY 210 - General Physics I with Lab**

4 Credit Hours

This course introduces students to the foundations of physics and covers topics including vectors, kinematics, Newton's laws of motion, energy, momentum, rotational motion, gravity, harmonic motion, and waves.

### **PY 215 - General Physics II w/Lab**

4 Credit Hours

This course introduces students to the foundations of physics and covers topics including electric and magnetic fields, electric potential, charges and currents, induction, circuits, Maxwell's equations, electromagnetic waves, and geometric optics.

#### **Prerequisites**

[PY 210](#)

### **PY 311 - Statistical Mechanics and Thermodynamics**

3 Credit Hours

This course builds on the fundamentals of classical mechanics and examines the statistical behavior of a large number of particles. This course also investigates how the states of microscopic systems give rise to macroscopic thermal properties and how changes

in these properties are related to heat. The topics that will be covered include entropy, energy and temperature, ensembles, the partition function, gases, equations of state, quantum statistics, the laws of thermodynamics, and phase transitions.

### **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 650 - Masters Thesis/Project I**

3 Credit Hours

Each student must complete a substantial individual project. There are two different ways to satisfy this requirement. 1. Completion of a master's Project a. Student must find a project advisor. b. Student must prepare a project proposal and obtain written approval for the project prior to registration. 2. Completion of a master's Thesis a. Student must find a thesis advisor – (preferably the second semester into the program) b. Student must prepare thesis proposal and obtain written approval for the thesis prior to course registration.

### **RES 655 - Master's Thesis/Project II**

3 Credit Hours

Each student must complete a substantial individual project. There are two different ways to satisfy this requirement. 1. Completion of a master's Project a. Student must find a project advisor. b. Student must prepare a project proposal and obtain written approval for the project prior to registration. 2. Completion of a master's Thesis a. Student must find a thesis advisor – (preferably the second semester into the program) b. Student must prepare thesis proposal and obtain written approval for the thesis prior to course registration.

### **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.

### **Prerequisites**

[RES 801](#)

## **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.

## **RES650 - Master's Thesis/Project I**

3 Credit Hours

Each student must complete a substantial individual project. There are two different ways to satisfy this requirement.

1. Completion of a master's Project
  - a. Student must find a project advisor.
  - b. Student must prepare a project proposal and obtain written approval for the project prior to registration.
2. Completion of a master's Thesis
  - a. Student must find a thesis advisor – (preferably the second semester into the program)
  - b. Student must prepare thesis proposal and obtain written approval for the thesis prior to course registration.

## **RES655 - Master's Thesis/Project II**

3 Credit Hours

Each student must complete a substantial individual project. There are two different ways to satisfy this requirement.

1. Completion of a master's Project
  - a. Student must find a project advisor.
  - b. Student must prepare a project proposal and obtain written approval for the project prior to registration.
2. Completion of a master's Thesis
  - a. Student must find a thesis advisor – (preferably the second semester into the program)
  - b. Student must prepare thesis proposal and obtain written approval for the thesis prior to course registration.

## **RS 403 - Research Design**

3 Credit Hours

No course description found.

## **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.

## SCM 640 - Supply Chain Skills Challenge

3 Credit Hours

This course introduces students to a comprehensive range of supply chain management concepts, tools, and skills—including soft skills, leadership, analytical thinking, and problem solving—that are needed to successfully manage global supply chains. A special feature of this course is that students have the opportunity to work in a truly international team on a real case, aiming to find a solution for the respective company. Based on the final presentations of each team, a jury will honor the winner of this supply chain skills challenge.

## 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

[SL1 01 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 conducted using video formats in full ASL.

## SL 125 - American Sign Language I

3 Credit Hours

This course provides students with an introduction to basic skills needed to produce and comprehend American Sign Language. Course work includes the manual alphabet, numbers, basic sentence structure and grammar, conversational skills, and culturally appropriate behaviors. Students learn the importance of facial expressions and non-manual signals as grammatical indicators.

## SL 130 - American Sign Language II

4 Credit Hours

This course is a continued introductory study of American Sign Language (ASL). Instruction touches on additional types of sentences and discourse structure. There is a specialized focus on spatial agreement, use of space, number, and family. Students will continue developing their expressive and receptive skills in ASL while enhancing their conversational signing skills through interactive exercises.

**Prerequisites**[SL 125](#)**SL 140 - Deaf Cultural Studies**

3 Credit Hours

This course introduces students to the various aspects of the Global Deaf experience with an emphasis on Deaf people living in the United States. Designed for individuals who may or may not have had prior experience with Deaf people. Content will cover the culture, history, and contemporary experiences of the Deaf community in regards to language, education, historical treatment, and socio-cultural issues important to the Deaf community. Additionally, this course will raise questions that allow students to examine issues of power, privilege, and oppression within the Deaf community and how service providers (interpreters, educators, etc.) in the Deaf community may contribute un/consciously to systems of inequality or injustice.

**Prerequisites**[SL 125](#)**SL 145 - American Sign Language III**

3 Credit Hours

This course is an intermediate study of American Sign Language. Instructional activities are designed to improve the student's expressive and receptive signing skills. Additionally, students will strengthen their knowledge of basic sentence structure and grammar, conversational skills, and culturally appropriate behaviors. Special focus is given to the use of space, expressions of time, activities, and storytelling.

**Prerequisites**[SL 130](#)**SL 150 - American Sign Language IV**

3 Credit Hours

"This course is a continued intermediate study of American Sign Language. Instructional activities continue to develop students' familiarity and fluidity regarding ASL vocabulary, complex sentence structure, as well as receptive and expressive skills. There is a strong focus on classifier usage and storytelling. Students engage in spontaneous, informal conversations, discussion topics, and give formal ASL presentations on a variety of topics.

**Prerequisites**[SL 201](#) [SL 145](#)**SL 155 - Disability Services and the d/DeafCommunity**

3 Credit Hours

The skills intensive course provides students with an overview of various cultural and contextual considerations when working with people who are d/Deaf and differently-abled. Groups covered include but are not limited to DeafBlind, Deaf+Intellectual differences, Deaf+physical differences, and Deaf+learning differences. Course content includes an overview of professionalism, ethics, credentialing, equivalent message, vocabulary, register choice, linguistic adaptations, and other industry standards related to this specialized setting.

**Prerequisites**[SL 346](#) [SL 140](#)**SL 160 - American Sign Language V**

3 Credit Hours

This course is an advanced study of American Sign Language. Students analyze and enhance their own use of ASL features such as spatial mapping, adjectives, and cohesion. The class focuses on the most common communication situations. Students engage in spontaneous, informal conversations, discussion topics, and give formal ASL presentations on a variety of topics.

**Prerequisites**[SL 202](#) [SL 150](#)**SL 165 - American Sign Language VI**

**3 Credit Hours**

This course is a continued advanced study of grammar and vocabulary that builds upon and applies the knowledge of ASL V in a variety of settings and contexts. Students will incorporate features such as register, spatial mapping, and coherence into stories, narratives, 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.

**Prerequisites**

[SL 301](#) [SL 160](#)

**SL 170 - Religion and the Deaf Community****3 Credit Hours**

This course provides students with an overview of various types of deaf ministry (including but not limited to interpreted services/disability access; integrated ministries; and deaf church). Students will review the literature and examine the role of religion (ministers, missionaries, and laypeople) have had on the deaf community (including education, language, and culture). Additionally, students will evaluate an existing deaf ministry and analyze the global accessibility and inclusion approaches based on relevant theological studies, disability studies, and deaf studies research.

**Prerequisites**

[SL 346](#) [SL 155](#) [SL 140](#)

**SL 171 - Deaf Culture and ConversationalLab I****1 Credit Hours**

"Labs are professional development and cultural-linguistic practicums where students have an opportunity to enhance their expressive and receptive skills in ASL and professional competencies. These practicums provide students with an experiential learning environment that aims to: 1. Better one another and foster a positive learning environment. 2. Build a professional network within the deaf community locally and globally. 3. Use the cohorts' collective skills to become a resource of practice and promote Deaf Studies.

**Prerequisites**

[SL 401](#) [SL 165](#)

**SL 172 - Deaf Culture and ConversationalLab II****1 Credit Hours**

Labs are professional development and cultural-linguistic practicums where students have an opportunity to enhance their expressive and receptive skills in ASL and professional competencies. These practicums provide students with an experiential learning environment that aims to: 1. Better one another and foster a positive learning environment. 2. Build a professional network within the deaf community locally and globally. 3. Use the cohorts' collective skills to become a resource of practice and promote Deaf Studies.

**Prerequisites**

[SL 401](#) [SL 165](#)

**SL 173 - Deaf Culture and ConversationalLab III****1 Credit Hours**

Labs are professional development and cultural-linguistic practicums where students have an opportunity to enhance their expressive and receptive skills in ASL and professional competencies. These practicums provide students with an experiential learning environment that aims to: 1. Better one another and foster a positive learning environment. 2. Build a professional network within the deaf community locally and globally. 3. Use the cohorts' collective skills to become a resource of practice and promote Deaf Studies.

**Prerequisites**

[SL 401](#) [SL 165](#)

**SL 174 - Deaf Culture and ConversationalLab IV****1 Credit Hours**



Labs are professional development and cultural-linguistic practicums where students have an opportunity to enhance their expressive and receptive skills in ASL and professional competencies. These practicums provide students with an experiential learning environment that aims to: 1. Better one another and foster a positive learning environment. 2. Build a professional network within the deaf community locally and globally. 3. Use the cohorts' collective skills to become a resource of practice and promote Deaf Studies.

#### **Prerequisites**

[SL 401 SL 165](#)

### **SL 175 - Deaf Culture and ConversationalLab V**

1 Credit Hours

Labs are professional development and cultural-linguistic practicums where students have an opportunity to enhance their expressive and receptive skills in ASL and professional competencies. These practicums provide students with an experiential learning environment that aims to: 1. Better one another and foster a positive learning environment. 2. Build a professional network within the deaf community locally and globally. 3. Use the cohorts' collective skills to become a resource of practice and promote Deaf Studies.

#### **Prerequisites**

[SL 401 SL 165](#)

### **SL 176 - Deaf Culture and ConversationalLab VI**

1 Credit Hours

Labs are professional development and cultural-linguistic practicums where students have an opportunity to enhance their expressive and receptive skills in ASL and professional competencies. These practicums provide students with an experiential learning environment that aims to: 1. Better one another and foster a positive learning environment. 2. Build a professional network within the deaf community locally and globally. 3. Use the cohorts' collective skills to become a resource of practice and promote Deaf Studies.

#### **Prerequisites**

[SL 401 SL 165](#)

### **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 130](#)

### **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 145](#)

### **SL 203 - Deaf Culture and ASL Conversational**

**2 Credit Hours**

ASL Labs are professional development and cultural-linguistic practicums. These practicums provide students with an experiential learning environment that aims to 1) better one another and foster a positive learning environment; 2) build a professional network within the deaf community locally and globally; and, 3) use the cohorts' collective skills to become a resource of practice and promote the field of Deaf Studies.

**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 346](#) [SL 155](#) [SL 140](#)

**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 401](#) [SL 400](#) [SL 346](#) [SL 255](#) [SL 165](#) [SL 140](#)

**SL 245 - International Sign and Visual Gestural Communication****3 Credit Hours**

Contact languages and communication modes like International Sign (IS) and Visual Gestural Communication (VGC) are specialized and becoming more frequently people working in deaf studies related fields. Skilled providers can assess the linguistic needs of consumers to enhance comprehension and message clarity. Content includes an overview of IS and VGC and the familiarity with the best practices when using contact languages.

**Prerequisites**

[SL 346](#) [SL 221](#) [SL 170](#) [SL 155](#) [SL 140](#)

**SL 250 - Deaf Literature and Art****3 Credit Hours**

This course is an overview of all genres of both American Sign Language and English literature about d/Deaf characters written by d/Deaf and hearing authors. Course content explores society's views of the d/Deaf experience as depicted in novels, short stories, drama, poetry, folklore, humor, media, and other forms of literature and art. Prevailing views toward Deaf people in each era are contrasted with the Deaf perspective in the same period as shown through Deaf literature.

**Prerequisites**

[SL 401](#) [SL 346](#) [SL 165](#) [SL 140](#)

**SL 255 - American Sign Language Linguistics****3 Credit Hours**

This course provides an overview of the major linguistic structures of American Sign Language in comparison with English and other spoken or signed languages. Content covers ASL phonology, morphology, syntax, language use, and linguistic applications.

**Prerequisites**

[SL 401](#) [SL 346](#) [SL 165](#) [SL 140](#)

**SL 260 - Intro to the Interpreting Profession**

**3 Credit Hours**

The course provides students with an introduction to the profession of sign language interpreting. Content covered includes a global history of the profession (organizations, credentialing, philosophical and ethical roles, and models of interpreting) and current or emerging trends in the field. Additionally, techniques on interpreting processing and cognitive skills will be introduced. Moreover, frameworks for critically analyzing how service providers (interpreters, educators, etc.) un/consciously contribute to dis/empowerment, dis/ability, and in/access in the deaf community.

**Prerequisites**

[SL 401](#) [SL 400](#) [SL 346](#) [SL 255](#) [SL 165](#) [SL 140](#)

**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 150](#)

**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 355](#) [SL 350](#) [SL 345](#) [SL 341](#) [SL 260](#) [SL 240](#)

**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**

[SL1 02](#)

**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 355](#) [SL 350](#) [SL 345](#) [SL 341](#) [SL 260](#) [SL 240](#)

**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 260 SL 240](#)**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 355 SL 350 SL 345 SL 341 SL 260 SL 240](#)**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 346 SL 221 SL 170 SL 155 SL 140](#)**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 260 SL 240](#)**SL 346 - Deaf Cultural Studies**

3 Credit Hours

"This course introduces students to the various aspects of the Global Deaf experience with an emphasis on Deaf people living in the United States. Designed for individuals who may or may not have had prior experience with Deaf people. Content will cover the culture, history and contemporary experiences of the Deaf community in regards to language, education, historical treatment, and socio-cultural issues important to the Deaf community. Additionally, this course will raise questions that allow students to examine issues of power, privilege, and oppression within the Deaf community and how service providers (interpreters, educators, etc.) in the Deaf community may contribute un/consciously to systems of inequality or injustice. "

**Prerequisites**[SL 125](#)**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 350 - Interpreting English to American Sign Language**

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 260](#) [SL 240](#)

### **SL 355 - Interpreting American Sign Language to English**

3 Credit Hours

In-depth study and practice of interpreting from American Sign Language (ASL) or another 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 260](#) [SL 240](#)

### **SL 360 - Contextual Settings: Frozen Text and Formal Interpreting**

3 Credit Hours

Theatrical, performing arts, platform, and religious interpreting often deal with frozen and formal content extending beyond the stage or sacred. Course content includes an overview of professionalism, ethics, credentialing, equivalent message, vocabulary, register choice, linguistic adaptations, and other industry standards related to these specialized settings. Additionally, students will practice interpreting (sight translations; consecutive and simultaneous interpreting/transliterating) and evaluate the quality of the message.

#### **Prerequisites**

[SL 355](#) [SL 350](#) [SL 345](#) [SL 341](#) [SL 260](#) [SL 240](#)

### **SL 365 - Contextual Settings: Medical, Mental Health & Legal Interpreting**

3 Credit Hours

Medical, mental health, and legal interpreters work in settings that extend beyond the operating room, ward, or courtroom. Course content includes an overview of professionalism, ethics, credentialing, equivalent message, vocabulary, register choice, linguistic adaptations, and other industry standards related to these specialized settings. Additionally, students will practice interpreting (sight translations; consecutive and simultaneous interpreting/transliterating) and evaluate the quality of the message.

#### **Prerequisites**

[SL 355](#) [SL 350](#) [SL 345](#) [SL 341](#) [SL 260](#) [SL 240](#)

### **SL 370 - Contextual Settings: Educational Interpreting**

3 Credit Hours

Educational interpreters (K-12 to post-secondary) work in several settings that extend beyond a classroom or lecture hall. Course content includes an overview of professionalism, ethics, credentialing, equivalent message, vocabulary, register choice, linguistic adaptations, and other industry standards related to this specialized setting. Additionally, students will practice interpreting (sight translations; consecutive and simultaneous interpreting/transliterating) and evaluate the quality of the message.

#### **Prerequisites**

[SL 355](#) [SL 350](#) [SL 345](#) [SL 341](#) [SL 260](#) [SL 240](#)

### **SL 371 - Special Topics**

1 Credit Hours

Special topics are intensive workshops designed to introduce students to professional skills and vocabulary relevant to careers in Deaf Studies. Taught by experienced practitioners from working in Deaf Studies related fields, the courses allow participants to translate theory into practice and gain the competencies sought by today's employers. Special Topics are delivered during the module sessions, either during a weekend at the main campus in a face-to-face synchronous format or over a two-week period in an asynchronous format. Students need to take a total of six (6) credit hours of special topics courses; and cannot repeat special topics (meaning one cannot take the same special topic six times).

**Prerequisites**[SL 260 SL 240](#)**SL 372 - Special Topics**

1 Credit Hours

Special topics are intensive workshops designed to introduce students to professional skills and vocabulary relevant to careers in Deaf Studies. Taught by experienced practitioners from working in Deaf Studies related fields, the courses allow participants to translate theory into practice and gain the competencies sought by today's employers. Special Topics are delivered during the module sessions, either during a weekend at the main campus in a face-to-face synchronous format or over a two-week period in an asynchronous format. Students need to take a total of six (6) credit hours of special topics courses; and cannot repeat special topics (meaning one cannot take the same special topic six times).

**Prerequisites**[SL 260 SL 240](#)**SL 373 - Special Topics**

1 Credit Hours

Special topics are intensive workshops designed to introduce students to professional skills and vocabulary relevant to careers in Deaf Studies. Taught by experienced practitioners from working in Deaf Studies related fields, the courses allow participants to translate theory into practice and gain the competencies sought by today's employers. Special Topics are delivered during the module sessions, either during a weekend at the main campus in a face-to-face synchronous format or over a two-week period in an asynchronous format. Students need to take a total of six (6) credit hours of special topics courses; and cannot repeat special topics (meaning one cannot take the same special topic six times).

**Prerequisites**[SL 260 SL 240](#)**SL 374 - Special Topics**

1 Credit Hours

Special topics are intensive workshops designed to introduce students to professional skills and vocabulary relevant to careers in Deaf Studies. Taught by experienced practitioners from working in Deaf Studies related fields, the courses allow participants to translate theory into practice and gain the competencies sought by today's employers. Special Topics are delivered during the module sessions, either during a weekend at the main campus in a face-to-face synchronous format or over a two-week period in an asynchronous format. Students need to take a total of six (6) credit hours of special topics courses; and cannot repeat special topics (meaning one cannot take the same special topic six times).

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#### **Prerequisites**

[SL 260](#) [SL 240](#)

### **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 401](#) [SL 346](#) [SL 165](#) [SL 140](#)

### **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 160](#)

### **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 conducted using video formats in full ASL.

### **SL 405 - Professional Seminar I:Ethical and Strategic Business Prac**

3 Credit Hours

The course provides students with a fundamental understanding of the most critical areas in small business management in the field of interpreting. Interpreters play many roles and must have a wide body of knowledge of navigating and negotiating issues related to business professionalism, finance, accounting, sub/contracting, marketing, managing, policy, planning, and strategic development.

#### **Prerequisites**

[SL 370](#) [SL 365](#) [SL 360](#) [SL 342](#) [SL 339](#) [SL 302](#)

### **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 370](#) [SL 365](#) [SL 360](#) [SL 342](#) [SL 339](#) [SL 302](#)

### **SL 415 - Professional Seminar II:Ethics and Credentialing in Interpr**

3 Credit Hours

Credentialing is one way to mark the minimum standards of competency and quality. There are various measures of competency

used to assess an interpreter's qualifications. Course content will provide an overview of the interpreting certification issues and a discussion of contemporary perspectives and the relevant national and state laws related to credentialing.

### **Prerequisites**

[SL 370](#) [SL 365](#) [SL 360](#) [SL 342](#) [SL 339](#) [SL 302](#)

## **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 425 - Preliminary Practicum**

3 Credit Hours

This 14-week course is a practical application of the skills learned in the program and allows students ample practice in preparation for SL 488. Students will work with their instructor and peers to interpret or transliterate both warm and cold stimuli. This work will be intensive as they practice their interpretation skills both American Sign Language (ASL) to English as well as English to ASL. After completing each assignment students will work in pairs to practice giving and receiving feedback like what they could expect from taking the professional benchmark exams. Additionally, students will work with their instructor to arrange and prepare for their final practicum placement.

### **Prerequisites**

[SL 370](#) [SL 365](#) [SL 360](#) [SL 342](#) [SL 339](#) [SL 302](#)

## **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.

## **SL 450 - Deaf Studies Capstone**

3 Credit Hours

Students will complete a capstone project where they will investigate topics related to Deaf Studies. Findings will be presented in academic American Sign Language (ASL) and the capstone document will be in academic English.

## **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 401](#) [SL 346](#) [SL 165](#) [SL 140](#)

## **SL 470 - Final Practicum and Fieldwork**

3 Credit Hours

This 14-week course allows students to merge theory with practice in hands-on settings and continue their apprenticeship under the supervision of a qualified mentor. Additionally, students participate in a senior seminar that focuses on further professional development and post-graduation planning.

## **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 370](#) [SL 365](#) [SL 360](#) [SL 342](#) [SL 339](#) [SL 302](#)

**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).

**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)

**SL1 01 - American Sign Language**

3 Credit Hours

This course provides students with an introduction to the basic skills needed in the production and comprehension of American Sign Language. Course work includes the manual alphabet, numbers, basic sentence structure and grammar, conversational skills and culturally appropriate behaviors. Students learn the importance of facial expressions and non-manual signals as grammatical indicators.

**SL1 02 - American Sign Language II**

3 Credit Hours

This course is a continued introductory study of American Sign Language. Instruction is given on additional types of sentence and discourse structure. There is a specialized focus on spatial agreement, use of space, number, and family. The course includes continued development of expressive and receptive skills while conversational signing skills are emphasized through interactive exercises.

**Prerequisites**

[SL1 01](#)

**SL1 03 - Deaf Culture and ASL Conversational**

3 Credit Hours

ASL Labs are professional development and cultural-linguistic practicums. These practicums provide students with an experiential learning environment that aims to 1) better one another and foster a positive learning environment; 2) build a professional network within the deaf community locally and globally; and, 3) use the cohorts' collective skills to become a resource of practice and promote the field of Deaf Studies.

**SL2 01 - American Sign Language III**

3 Credit Hours

This course is an intermediate study of American Sign Language. Instructional activities are designed to improve the student's expressive and receptive signing skills. Additionally, students will strengthen their knowledge of basic sentence structure and grammar, conversational skills, and culturally appropriate behaviors. Special focus is given to the use of space, expressions of time, activities, and storytelling.

**Prerequisites**

[SL1 02](#)

## SL2 02 - American Sign Language IV

3 Credit Hours

"This course is a continued intermediate study of American Sign Language. Instructional activities continue to develop students' familiarity and fluidity regarding ASL vocabulary, complex sentence structure, as well as receptive and expressive skills. There is a strong focus on classifier usage and storytelling. Students engage in spontaneous, informal conversations, discussion topics, and give formal ASL presentations on a variety of topics. "

### Prerequisites

[SL2 01](#)

## SL2 03 - Deaf Culture and ASL Conversational

3 Credit Hours

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## SL3 01 - American Sign Language V

3 Credit Hours

"This course is an advanced study of American Sign Language. Students analyze and enhance their own use of ASL features such as spatial mapping, adjectives, and cohesion. The class focuses on the most common communication situations. Students engage in spontaneous, informal conversations, discussion topics, and give formal ASL presentations on a variety of topics. "

### Prerequisites

[SL2 02](#)

## SL3 46 - Deaf Cultural Studies

3 Credit Hours

"This course introduces students to the various aspects of the Global Deaf experience with an emphasis on Deaf people living in the United States. Designed for individuals who may or may not have had prior experience with Deaf people. Content will cover the culture, history and contemporary experiences of the Deaf community in regards to language, education, historical treatment, and socio-cultural issues important to the Deaf community. Additionally, this course will raise questions that allow students to examine issues of power, privilege, and oppression within the Deaf community and how service providers (interpreters, educators, etc.) in the Deaf community may contribute un/consciously to systems of inequality or injustice. "

## SL4 01 - American Sign Language VI

3 Credit Hours

"This course is a continued 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. "

### Prerequisites

[SL3 01](#)

## SL4 03 - Deaf Culture and ASL Conversational

3 Credit Hours

ASL Labs are professional development and cultural-linguistic practicums. These practicums provide students with an experiential learning environment that aims to 1) better one another and foster a positive learning environment; 2) build a professional network within the deaf community locally and globally; and, 3) use the cohorts' collective skills to become a resource of practice and promote the field of Deaf Studies.

## 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 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 315 - Sports Business Management**

3 Credit Hours

No course description found.

### **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.

#### **Prerequisites**

[GO 101](#)

### **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. GO 101 Introduction to Sociology is a prerequisite.

### **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. GO 101 Introduction to Sociology is a prerequisite.

### **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. GO 101 Introduction to Sociology is a prerequisite.

### **SO 300 - Race and Ethnicity**

3 Credit Hours

This course provides an overview of how race and ethnicity is studied sociologically. GO 101 Introduction to Sociology is a prerequisite.

### **SO 310 - Medical Sociology**

3 Credit Hours

This course provides an overview of the sociological approach to both physical and mental health. GO 101 Introduction to Sociology is a prerequisite.

### **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. GO 101 Introduction to Sociology is a prerequisite.

### **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.

#### **Prerequisites**

[GO 101](#)

### **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 )

### **SOC 700 - Advanced Sociological Theory**

3 Credit Hours

This course provides advanced knowledge in sociological theories. Students will deeply analyze key original works in sociology with a view to mastering the debates and distinctions between the important theoretical approaches. The course will enable students to understand the main critiques of each theory and develop their own understanding about how to situate each theory within the discipline.

### **SOC 705 - Social Networks**

3 Credit Hours

This course provides theoretical and practical approaches to social networks. Students will gain an understanding of methods for analyzing social networks.

### **SOC 710 - Sociology and Inequality**

3 Credit Hours

This course develops knowledge in the causes for and approaches to social inequality and stratification. It examines the changes in family structure, intergenerational inequality, and the impacts of the changing nature of work. The course also analyzes the

persistence and growth in US poverty, its origins, causes, and strategies for intervention.

## **SOC 715 - Sociology of Culture**

3 Credit Hours

This course examines selected topics in contemporary culture using the lenses of sociological theories.

## **SUS 801 - Master's Thesis/Project**

3 Credit Hours

Master's Thesis/Project

## **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.

### **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 550 - Doctrine of the Holy Spirit**

3 Credit Hours

No course description found.

### **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.

**WP 400 - Workplace Learning****3 Credit Hours**

Students can complete an internship with an employer related to their professional discipline. In order to qualify for credits, the student and the employer have to complete documentation evidencing the work performed. The internship is a key part of Carolina University's focus on developing professional skills. The university recognizes that fundamental disciplinary knowledge needs to be supplemented by workplace competencies and skills in all of its degree programs in order to prepare students for successful careers upon graduation. Accordingly, the internship is expected to fulfill this requirement and is tailored to the particular degree program. Students are to be placed in internships that closely match the needs of their professional discipline and typically perform tasks that develop competencies required in professional settings within that discipline.

**WPL 600 - Workplace Learning****3 Credit Hours**

Students can complete an internship with an employer related to their professional discipline. In order to qualify for credits, the student and the employer have to complete documentation evidencing the work performed. The internship is a key part of Carolina University's focus on developing professional skills. The university recognizes that fundamental disciplinary knowledge needs to be supplemented by workplace competencies and skills in all of its degree programs in order to prepare students for successful careers upon graduation. Accordingly, the internship is expected to fulfill this requirement and is tailored to the particular degree program. Students are to be placed in internships that closely match the needs of their professional discipline and typically perform tasks that develop competencies required in professional settings within that discipline.

**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.