

An aerial photograph of a large, multi-story brick building with a prominent portico supported by columns. The building is set on a hillside with a parking lot in the foreground. The entire image is overlaid with a semi-transparent blue filter.

# BREWTON-PARKER COLLEGE

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## ACADEMIC CATALOG

2024 - 2025

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## Notice

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The *Academic Catalog* describes the educational programs of Brewton-Parker College, as well as the academic and administrative policies that govern a student's relationship to the College. In completing curricular and program requirements, students must comply with the provisions of the current catalog in effect at the time of their initial enrollment with the College, or with the provisions of a more recent catalog if their catalog of origin and/or program requirements have changed in any of the ways described in the following paragraph.

Students returning to Brewton-Parker College following an interruption in their enrollment for more than one continuous calendar year from the time of last enrollment will be governed by the *Academic Catalog* in effect at the time of their re-enrollment. By submitting the proper form in the Office of the Registrar, students also may declare their intent to be governed by a catalog more recent than the one in effect at the time of their initial enrollment, though not by one published earlier. Students who change programs or declare new programs must meet the requirements in effect at the time of the change. In addition, if the catalog governing a student's relationship to the College is more than six years old, the College, in the discretion of the Provost, may change the student's catalog to a more recent one, provided the student is given written notice of such change within a reasonable time.

This *Academic Catalog* presents the course offerings, programs, policies, and other requirements in effect at the time of publication; however, catalog provisions are subject to continuous examination and revision, and the College reserves the right to amend any catalog content, at any time, without written or actual notice directed to individual students.

An electronic version of the *Academic Catalog* in PDF format will be published on the College's web site at the start of each academic year and is available to all students, faculty, and staff. The College currently does not publish a print version of the catalog. Any amendments to the catalog approved between dates of publication on the web site will be added to the electronic version throughout the year. Posting of the catalog on the web site (as amended) shall constitute constructive notice to students and others of changes made since the most recent publication date. Any student lacking access through the web site may submit a request to the Office of the Registrar to review a print version of the current catalog maintained in that office.

Statements in the Academic Catalog are guidelines presented for informational purposes only and do not form the basis for a contract, express or implied, between a student and Brewton-Parker College. However, upon admission to the College, a student's signature on the application form constitutes acknowledgment that the current catalog and student handbook define that student's relationship to the College. Determining and understanding catalog changes that may affect that relationship is the individual responsibility of every student and not of an academic advisor or other member of the faculty or staff. The counsel of advisors and/or staff is offered for the assistance of students in planning their timely completion of academic programs.

Students also should recognize that the College and its officers have full authority to protect the College's students, personnel, property, or other interests; to preserve the integrity of the educational environment; and to prevent material impairment of the learning experience, including chronic student disengagement or other conduct that substantially detracts from active participation in learning. Based on these standards, the College or its officers, for good cause, may exercise this authority by requiring a student to withdraw at any time from one or more classes, or from the College, or by imposing probation or suspension. Course instructors, whether full- or part-time, have full authority to exclude any student from the classroom for cause.

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## A Message from the President

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Dear students,

We are so grateful that you have chosen to pursue your higher educational goals at Brewton-Parker College (BPC). Our institution is the only SACSCOC accredited four-year Christian college from south of Macon, GA, to the Florida state line. With a growing student body, BPC has a unique opportunity in the southern region of our state to fulfill its mission of providing a “transformational experience that equips the whole student for lifelong learning and service in Christ.”

At BPC you will find professors who are committed to teaching their academic disciplines with excellence but who do so in the context of a biblical worldview. As a Georgia Baptist college, BPC has a vital place as an extension of the local church in equipping and training students for meaningful service in their chosen vocations. The goal is to provide all students with opportunities for academic and spiritual discovery that lead to a clear discernment of God’s calling on their lives.

BPC offers a picturesque campus of 270 acres that is located in a small town surrounded by a beautiful rural setting. The city, county, and region offer a welcoming atmosphere that supports the school and its students. Likewise, the smaller classes give students a chance to know their professors in a personal way that is not present at larger schools. At BPC you will be part of a very special community of faculty, staff, students, and constituents that is truly an uplifting experience. We look forward to partnering with you as you work toward completing a degree that will help equip you for your vocational destination.

In His service,

*Steven F. Echols*

Steven F. Echols, Ph.D, D.Min.

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## 2024-2025 Academic Calendar

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### Fall 2024

#### **August**

- 9 Last date for returning students to register without a late fee
- 11 Residence Halls open at 1:00 p.m. for O-Team and RAs
- 14-15 Fall Faculty & Staff Retreat and “Welcome Back Luncheon”
- 15 New Students move in
- 15-18 New student orientation
- 16 Last date for new students to register without a late fee
- 17 Residence halls open at 1PM for returning students
- 19 Fall semester and Session 1 classes begin  
Last day to drop/add without a fee
- 20 Academic Integrity Orientation Chapel (Mandatory for All Students)
- 26 Last day to withdraw from the college with 100% tuition refund  
Last day to register and/or drop/add classes-5:00 p.m.
- 27-28 Campus Spiritual Emphasis (10:00-10:50 a.m.)
- 29 Last day to withdraw from the college with 50% tuition refund

#### **September**

- 2 Labor Day Holiday: no classes and all administrative offices closed
- 3 Fall Convocation
- 12 Last day to withdraw from Session 1 classes without grade point penalty
- 24 Faculty Chapel

#### **October**

- 14 Session 1 classes end
- 21 Session 2 classes begin  
Last day to withdraw from semester classes without grade point penalty  
Last day to drop/add Ses. 2 without fee
- 21 Last day to drop/add Session 2 classes
- 24 Fall break: no classes
- 25 Fall break: no classes and all administrative offices closed

#### **November**

- 7 Last day to withdraw from Session 2 classes without grade point penalty
- 22 Residence halls close at 1 p.m. for Thanksgiving Break
- 25-29 Thanksgiving holiday: No classes and all administrative offices closed

#### **December**

- 1 Residence halls open at 1 p.m.
- 12 Last Day of Classes
- 13 Residence halls close at 1 p.m.
- 16-17 Final Exams

## Winter 2024

### **December**

- 18 Online Winter term classes begin
- 16-19 Administrative offices are open; no classes
- 20-31 Christmas / New Year's Holidays: all administrative offices are closed

## Spring 2025

### **January**

- 1-3 Christmas / New Year's Holidays: all administrative offices are closed
- 6 Administrative Offices Open
- 8 Last day for returning students to register without a late fee
- 10 Online Winter term classes end
- 10 Last day for new students to register without a late fee
- 11 New student orientation and move-in 9:00 a.m.-3:00 p.m.
- 12 Returning students move in at 1:00 p.m.
- 13 Spring semester and Session 1 classes begin  
Last day for drop/add without a fee
- 20 Martin Luther King, Jr., Holiday: no classes and all administrative offices closed
- 21 Last day to withdraw from the college with 100% tuition refund  
Last day to register or drop/add classes
- 23 Last day to withdraw from the college with 50% tuition refund

### **February**

- 6 Last day to withdraw from Session 1 classes without grade point penalty

### **March**

- 5 Last day to drop/add for Session 2 without fee
- 6 Session 1 classes end
- 10 Session 2 classes begin  
Last day to withdraw from semester classes without grade point penalty
- 13 Drop/add for Session 2 classes ends
- 14 Residence Halls close at 1:00 p.m.
- 17-21 Spring Break
- 21 Spring Break- Administrative offices Closed
- 23 Residence Halls Open at 1:00 p.m.

### **April**

- 10 Last day to withdraw from semester 2 classes without grade point penalty
- 18 Good Friday: all administrative offices are closed
- 29 Honors Day Chapel

### **May**

- 1 Last day of classes
- 5-6 Final Exams
- 9 Residence halls close at 1:00p.m.
- 10 Graduation at 10:00 a.m.
- 12-16 Administrative Offices Open; no classes

## Summer 2025

### **May**

- 12 Graduate Summer Session 1 classes begin
- 19 Summer Session 1 & Full-Term classes begin
- 26 Memorial Day: all administrative offices are closed

### **June**

- 19 Summer Session 1 classes end (final exams)
- 20 Juneteenth: all administrative offices are closed
- 23 Summer Session 2 classes begin
- 27 Graduate Summer Session 1 classes end
- 30 Graduate Summer Session 2 classes begin

### **July**

- 3-4 Independence Day: all administrative offices are closed
- 24 Summer Session 2 and full-term classes end (final exams)

### **August**

- 15 Graduate Session 2 classes end

## **About the College**

### **Our Mission**

As a comprehensive Georgia Baptist institution, Brewton-Parker College provides liberal arts and professional programs in a learning community of shared Christian values. Through the application of biblical truth in scholarship and a co-curricular focus on character, servant leadership, and cultural engagement, the college strives to provide a transformational experience that equips the whole student for lifelong learning and service in Christ.

### **Our Vision**

Brewton-Parker College strives to honor Jesus Christ in every area of the academy.

### **Our Core Values**

#### **Biblically-Centered Institution**

Brewton-Parker College affirms The Baptist Faith and Message (2000) statement on biblical authority and adheres to the Bible as the standard and basis for a worldview that undergirds and permeates its academic programs as well as every function of the College.

#### **Spiritual and Academic Transformation**

In seeking to develop the whole student, Brewton-Parker College endeavors to provide an opportunity for an academically and spiritually transformational experience that will honor the Lord Jesus Christ.

#### **Practical Application**

Brewton-Parker College is committed to preparing graduates for a variety of employment opportunities and for engaging a global context with a biblical worldview as ambassadors for Christ.

#### **Servant Leadership**

Brewton-Parker College seeks to inspire and develop servant leaders to follow the example of Jesus in self-sacrifice and service to others.

#### **Characteristic Excellence**

Brewton-Parker College desires to honor Christ by striving to do all things with characteristic excellence.

### **Our Denominational Affiliation**

Brewton-Parker College focuses its Christian mission on the twin concepts of providing an unapologetically Christian and proudly Baptist tradition of higher education. In matters of theology and doctrine, Brewton-Parker College's administration and trustees endorse the tenets of faith generally accepted by Southern Baptists and specifically expressed in The Baptist Faith and Message (2000), the denomination's doctrinal statement approved by the Southern Baptist Convention.

Furthermore, all employees of Brewton-Parker College are encouraged to interact with students and with one another in a manner that contributes to the development of a strong Christian worldview in every member of the Brewton-Parker College family and within the community in which the College exists.

Brewton-Parker College is a coeducational institution owned by the Executive Committee of the Georgia Baptist Mission Board (GBMB). The GBMB elects a board of 30 trustees, six being chosen each year for a five-year term. The board membership rotates, and members cannot succeed themselves. The Executive Committee of the GBMB empowers the trustees to operate the College.

### **Funding**

Income from student fees, endowment gifts (from individuals, churches, foundations, corporations, and the federal government), and appropriations from the Cooperative Program of the GBMB provide financial support for the College.

### **Accreditation**

Accreditation is a voluntary, non-governmental peer review process by the higher education community that aims to assure academic quality and accountability and to encourage improvement.

Brewton-Parker College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Brewton-Parker College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

In addition to institutional accreditation, the Georgia Professional Standards Commission (GaPSC) reaffirms continuing approval of the College's Educator Preparation Program (EPP) within the Division of Education and Behavioral Sciences. Approved programs within the EPP are the Bachelor of Science (B.S.) degree programs in Early Childhood Education (P-5); Middle Grades Education (4-8), with concentrations in Language Arts, Mathematics, Science, and Social Studies; Secondary Education-English (6-12); Secondary Education-Science (6-12); Music Education (P-12); and Special Education General Curriculum (P-12). Also approved are Certification Only programs in the above-mentioned areas.

### **Historical Timeline**

- 1904: The Reverend John C. Brewton, pastor of the First Baptist Church in McRae, Georgia, and C.B. Parker, a member of Brewton's congregation and a Telfair County business leader, establish Union Baptist Institute (UBI) as a private boarding school. The Daniel and Telfair Baptist associations support UBI.
- 1905: UBI opens September 12 with 160 students and 7 teachers. The campus, built on property at the juxtaposition of Mount Vernon and Ailey in Montgomery County, consists of an academic hall, two dormitories, and a dining common. Dr. Brewton is the first president.
- 1912: Trustees rename the school Brewton-Parker Institute (BPI). William Anderson Mulloy serves as president.
- 1913: Ray E. Robertson is named president.

- 1916: Bunyan B. Smith assumes the school's presidency.
- 1917: Brewton-Parker earns accreditation from the Southern Association of Colleges and Schools (SACS).
- 1918: Dr. Brewton returns as BPI's president.
- 1919: Linton Stephens Barrett becomes president.
- 1922: Barrett proposes making BPI a junior college. Albert Martin Gates succeeds Barrett as president.
- 1923: BPI adds a college freshman class.
- 1927: With the addition of a sophomore class, BPI becomes Brewton-Parker Junior College.
- 1929: Brewton-Parker discontinues its elementary school.
- 1941: Gates resigns; he is followed as president by Robert Lee Robinson.
- 1946: Charles Thomas Ricks becomes president.
- 1948: Brewton-Parker drops all secondary education from its curriculum. The Georgia Baptist Convention assumes sole ownership of the College upon the offer of southeast Georgia's twenty-one Baptist associations.
- 1949: President Ricks resigns; Melvin Campbell succeeds him.
- 1953: Marion Archie Murray assumes the College's presidency.
- 1957: Brewton-Parker drops all tactical, vocational, and terminal classes, becoming an institution devoted to a liberal arts curriculum. Dr. Theodore (Ted) Phillips becomes president.
- 1962: SACS accredits Brewton-Parker as a junior college.
- 1978: Trustees officially adopt the name Brewton-Parker College (BPC).
- 1979: Dr. Starr Miller assumes the presidency upon Dr. Phillips' retirement.
- 1983: Dr. Miller proposes a Bachelor of Ministry degree program. Dr. Yulssus Lynn Holmes becomes president.
- 1984: SACS grants Brewton-Parker College candidacy status for the baccalaureate degree program.
- 1985: Brewton-Parker College graduates first senior class of twenty-two students.
- 1986: SACS recognizes Brewton-Parker College as a four-year institution on December 9.
- 1997: Dr. Holmes resigns; Dr. Miller returns as interim president.
- 1998: Trustees confirm Dr. David Robert Smith as Brewton-Parker College's fourteenth president.

- 2011: Dr. Smith resigns; Dr. Michel Saville Simoneaux is appointed Brewton-Parker College's fifteenth president.
- 2014: Dr. Simoneaux retires; Dr. Ergun Michael Caner is appointed Brewton-Parker College's sixteenth president.
- 2015: Dr. Caner resigns; Dr. Steven Franklin Echols is appointed Brewton-Parker College's seventeenth president.
- Transnational Association of Christian Colleges and Schools (TRACS) grants Brewton-Parker College candidacy status for the baccalaureate degree program.
- 2017: The college voluntarily withdraws from membership with TRACS.
- 2021: The college is reaffirmed by SACSCOC during its decennial review.
- 2022: The college admits the first cohort into the nursing program.
- 2023: SACS recognizes Brewton-Parker College's ability to offer Master level programs. Brewton-Parker College opens Temple Baptist Theological Seminary and begins first cohort of students.

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## Office of Admissions

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### Undergraduate Admissions

The Office of Admissions is located in the Palmer Building and it can be contacted by telephone at (912) 583-3265, by mail at Brewton-Parker College, Admissions Office, P.O. Box 197, Mount Vernon, GA 30445, or by visiting our website ([here](#)).

#### Admissions Policy

Brewton-Parker College (BPC) has a policy of creating undergraduate admissions requirements that fulfill the College's stated mission by encouraging students of diverse levels of preparation, ethnicity, and age to attend this institution and develop their full potential as individuals and community members.

#### General Information

Applicants must submit the appropriate application form with a \$35 non-refundable fee. Applications are specific to the student type. All required documents must be official and come directly from the issuing institution to the College. Once a student's admission file is completed, it will be reviewed, and an admission decision will be made within approximately two (2) weeks. If applicable, applicants denied admission may appeal to the Admissions Committee, whose decision is final.

Applicants are encouraged to apply or update prior applications and provide all supporting documentation before the term's priority dates. An application is valid for the semester for which it is submitted. Applications submitted after the priority date may be considered. Still, in general, late applicants will be processed and, if admitted, enrolled in the following semester open to them after the admissions priority date has passed.

#### Priority Date

Fall Semester: Full Session & Session I – August 1; Session II – October 1  
Spring Semester – Full Session & Session I – December 1; Session II – March 1  
Summer Semester – May 1

A student desiring to reactivate an application within one year of the original application submission date for a future semester must submit the Application Update Form appropriate for the originally submitted application type. Applicants who applied over one year from the original application submission date must submit a new application and pay the \$35 non-refundable fee. If the applicant has attended another college during the past year, an official transcript must be sent from that college. The applications and records submitted to Brewton-Parker College become the property of the college and will not be returned to the applicant or forwarded to another institution.

Brewton-Parker College has the right to cancel admission prior to or following enrollment if the applicant becomes ineligible because of new information submitted to the College. The College's entities for admissions determine the final acceptance or denial of each applicant. This decision may be appealed by the applicant under provisions set by the College and the Admissions Committee. Applicants may check their admissions status at [apply.bpc.edu](http://apply.bpc.edu).

Any applicant no longer interested in attending Brewton-Parker College may withdraw their application by submitting an Application Withdraw Form for the appropriate application type.

### **Types of Undergraduate Admission Decisions**

Undergraduate applicants must be admitted into the institution under one of the below admission types to be eligible to register, participate, and receive course instruction from the College.

*Regular Admission* – an applicant is granted full admission to the College upon meeting the minimum requirements for the specific student category in which they have applied.

**Note:** An applicant may be granted provisional admission for the term if all required official final documentation, such as a final high school transcript, has not yet been received by the College because the student is completing his/her study. Provisional admission grants full access to enrollment; however, all necessary documents must be submitted within sixty (60) days of the term's start. Failure to provide the required final documentation within the specified timeframe may result in the termination of the student's current registration. Additionally, the student will be unable to register for the subsequent semester, receive grades, or request transcripts.

*Conditional Admission* – an applicant may be conditionally admitted to the College and enrolled in BPC's Students Obtain Academic Rewards (S.O.A.R.) Program. This program is exclusively available to applicants evaluated as a freshman, or freshman transfer. Freshmen/freshmen transfer applicants with a calculated high school GPA between 2.0 and 2.29, or those with a GPA below 2.0 who were initially denied but later approved through the Second-Chance Admission Process, are eligible for admission into the S.O.A.R. Program.

Applicants admitted conditionally into the S.O.A.R. program must adhere to the following academic requirements to have their conditional admission upgraded to regular admission and be granted the privilege to register for subsequent semesters.

#### **1) Academic Performance:**

- Maintain a minimum cumulative GPA of 1.7 during the first semester of enrollment.
- Maintain a minimum cumulative GPA of 1.8 during the second semester of enrollment.

Grades will be reviewed at the end of each semester to determine academic standing. Students earning a 2.0 GPA or higher at the end of the first-semester may petition for regular admissions status. Granting of regular admissions is not solely contingent upon the student's GPA.

**2) Credit Completion:**

Successfully complete a minimum of 70% of the credit hours during each semester—a grade of F, W, or I does not count as a successful completion.

**3) Mandatory Participation:**

- a. Participate in all required components of the S.O.A.R. Program, including:
  - i. Scheduled academic advising sessions with assigned advisors.
  - ii. Participation in tutoring or academic support services weekly.
  - iii. Attendance at required workshops. Required workshops will be communicated directly to the student via the SEC and include relevant topics such as time management, study skills, and goal setting.

**4) Class Attendance:**

- a. Maintain a class attendance record of 90% or higher for all enrolled courses.

**5) Behavior and Compliance:**

- a. Adhere to the College's code of conduct and all policies outlined in the student handbook.

**Failure to meet any of the above criteria may result in continued conditional admission status for one additional semester or dismissal from the College, depending on the circumstances.**

**Note:** International applicants seeking to obtain Form I-20 are not eligible for conditional admissions as defined by the [SEVP Policy Guidance S13.1: Conditional Admissions](#). Therefore, International Freshman or International Freshmen Transfers are ineligible for the S.O.A.R. Program. These applicants must meet *Regular Admissions* requirements.

Students who receive the following decision are not eligible to register, participate, and receive course instruction from the College:

*Denied* – an applicant who does not meet the established criteria for regular admission or is unsuccessful in an appeal will not be granted admission to the College.

## Traditional Undergraduate Admissions (Day Students)

Traditional Undergraduate Admissions (Day Students) is designed for applicants who have earned a high school diploma or equivalency and plan to attend the College as either a commuter or a resident in on-campus housing at the main campus in Mount Vernon, GA.

### I. Traditional Undergraduate Admissions Requirements (Day Students) and Enrollment Categories (Degree-Seeking)

Each enrollment category and admissions requirements follow the standards set by the College's governance.

All required admissions documents should be sent directly from a verifiable source to [admissions@bpc.edu](mailto:admissions@bpc.edu), unless otherwise instructed. A verifiable source is a credible and primary holder of the original record.

Applicants who did not graduate from a U.S. high school, attended an international college, or identify a native or primary language other than English may be subject to additional admissions requirements. Furthermore, all non-U.S. school transcripts must be officially evaluated by InCred, WES, SpanTran, or another NACES-approved evaluation agency. Transcripts that have been evaluated by an agency not NACES-approved will be considered on a case-by-case basis. For applicants recruited to participate in NAIA athletics, it is strongly recommended to use InCred as the evaluation agency. The evaluation must include a GPA conversion to the U.S. 4.0 scale. Secondary school transcripts should undergo a "Basic High School" evaluation, while post-secondary transcripts should receive a "Course-by-Course" evaluation.

#### Freshmen Applicants

*Traditional Freshman:* A traditional freshman applicant is a student who has not enrolled in a college or university after earning a high school diploma, GED, or equivalent within five (5) years of their high school graduation or graduating class.

The following minimum requirements must be met for a student to be considered for admittance as a Traditional Freshman:

- 1) **Apply:** complete and submit the On-Campus Undergraduate Degree-Seeking Student Application for In-Person Learning for admission.
- 2) **Provide Proof of High School Graduation or Equivalency:** applicants must have graduated from an accredited\* or approved high school or earned a high school equivalency diploma.
  - a. Required Documentation: Provide a copy of your high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of high school equivalency test scores (e.g., GED or HiSET) to the BPC Office of Admissions for evaluation.
- 3) **Meet GPA and Core Coursework Requirements:** Earn a minimum 2.3 HSGPA calculated based on the grades of the seventeen (17) Carnegie units of core coursework.

If submitting high school equivalency test scores, the score report must indicate passing marks in all subject areas and confirmation of a high school equivalency diploma.

- a. The 17 Carnegie units of core coursework comprise the following:
  - i. **MATHEMATICS:** Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).
  - ii. **ENGLISH:** Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
  - iii. **SCIENCE:** Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science course (e.g., Anatomy).
  - iv. **SOCIAL SCIENCE:** Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.
  - v. **FOREIGN LANGUAGE:** Two (2) units of foreign language is optional.
- 4) **Submit College Transcripts (if applicable):** provide official final college, universities, or technical colleges attended. This includes documentation for any Dual Enrollment coursework completed during high school.

*Adult, Non-Traditional Freshman:* A non-traditional freshman applicant is a student who has not enrolled in a college or university after graduating from high school or who earned a GED or equivalent diploma more than five (5) years after their high school graduation year.

The following minimum requirements must be met for a student to be considered for admittance as an Adult, Non-Traditional Freshman:

- 1) **Apply:** complete and submit the On-Campus Undergraduate Degree-Seeking Student Application for In-Person Learning for admission.
- 2) **Provide Proof of High School Graduation or Equivalency:** applicants must have graduated from an accredited or approved high school or earned a high school equivalency diploma.
  - a. **Required Documentation:** Provide a copy of your high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of high school equivalency test scores (e.g., GED or HiSET) to the BPC Office of Admissions for evaluation. If a high school transcript cannot be obtained due to the age of the record or its destruction, admission will be evaluated on a case-by-case basis.

**Note:** Adult/non-traditional freshman applicants are not required to meet the calculated HSGPA criteria for admission; they only need to provide proof of a high school diploma or equivalent.

- 3) **Submit College Transcripts (if applicable):** provide official final college, universities, or technical colleges attended. This includes documentation for any Dual Enrollment coursework completed during high school.

SAT/ACT or Accuplacer test scores are no longer required for admission to BPC; however, they can assist in evaluating a student's academic potential. SAT/ACT scores are valid for up to five (5) years, while Accuplacer scores remain valid for one (1) year.

If a freshman applicant is denied admission, they have the option to appeal the decision made by the Office of Admissions. For more information, please refer to the section titled *Appeals Process: Second-Chance Admissions*.

*\*Accrediting Agencies*

- Georgia (or any other state's) Accrediting Commission
- Georgia Private School Accrediting Commission
- Association of Christian Schools International
- GA Accrediting Commission Inc.
- GA Association of Christian Schools
- Southern Association of College and Schools
- The GA Private School Accrediting Commission
- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Accreditation Commission
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

Home School/Non-Accredited High School Freshman Applicant

An applicant who has completed high school graduation requirements through a home school program or from a non-accredited high school may be considered for admission.

The following minimum requirements must be met for a student to be considered for admittance:

- 1) **Apply:** complete and submit the On-Campus Undergraduate Degree-Seeking Student Application for In-Person Learning for admission.
- 2) **Provide Proof of High School Graduation or Equivalency:** applicants must have completed graduation requirements from a home school program or non-accredited high school.
  - a. **Required Documentation:** Submit a copy of the course portfolio and transcript directly from the program administrator to the BPC Office of Admissions for evaluation. The portfolio and/or transcript must clearly demonstrate the completion of the program. If a high school transcript cannot be provided due to the age of the record or its destruction, admission will be evaluated on a case-by-case basis.

- 3) **Meet GPA and Core Coursework Requirements:** Earn a minimum 2.3 HSGPA calculated based on the grades of the seventeen (17) Carnegie units of core coursework. If submitting high school equivalency test scores, the score report must indicate passing marks in all subject areas and confirmation of a high school equivalency diploma.
- a. The 17 Carnegie units of core coursework comprise the following:
    - i. **MATHEMATICS:** Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).
    - ii. **ENGLISH:** Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
    - iii. **SCIENCE:** Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science course (e.g., Anatomy).
    - iv. **SOCIAL SCIENCE:** Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.
    - v. **FOREIGN LANGUAGE:** Two (2) units of foreign language is optional.
- 4) **Submit College Transcripts (if applicable):** provide official final college, universities, or technical colleges attended. This includes documentation for any Dual Enrollment coursework completed during high school.

**Note:** Adult/non-traditional freshman applicants are not required to meet the calculated HSGPA criteria for admission; they only need to provide proof of a high school diploma or equivalent.

SAT/ACT or Accuplacer test scores are no longer required for admission to BPC; however, they can assist in evaluating a student's academic potential. SAT/ACT scores are valid for up to five (5) years, while Accuplacer scores remain valid for one (1) year.

If a freshman applicant is denied admission, they have the option to appeal the decision made by the Office of Admissions. For more information, please refer to the section titled *Appeals Process: Second-Chance Admissions*.

### Transfer Applicants

Transfer applicants are students who have attended one or more colleges or universities after graduating high school or earning a high school equivalency (e.g., GED or HiSET) and are enrolling at BPC for the first time.

Applicants transferring from other institutions must report all previously earned or attempted college coursework to BPC during the admissions process. Failure to disclose prior college attendance may result in the cancellation of admission or registration and the forfeiture of any credits earned. If an applicant mistakenly lists an institution they did not attend, they must provide documentation from the institution confirming non-attendance.

The following minimum requirements must be met for a transfer applicant:

- 1) **Apply:** complete and submit the On-Campus Undergraduate Degree-Seeking Student Application for In-Person Learning for admission.
- 2) **Provide Transcripts:** Provide official transcripts from all previously attended colleges, universities, or technical colleges.
- 3) **Meet GPA Requirements:** Hold a cumulative college GPA of 2.25 or higher in all postsecondary coursework from regionally accredited institutions. The student will be notified of coursework accepted into the College.
- 4) **Eligible to Return:** Be in good standing and eligible to continue or return to the most recently attended postsecondary institution.

Transfer applicants with fewer than 24 attempted credit-bearing GPA semester credit hours are classified as Freshman Transfers (see admissions details below).

*Freshman Transfer:* A Freshman Transfer applicant is a student who has enrolled in a college or university after earning a high school diploma or equivalent, such as a GED, and has attempted fewer than 24 credit-bearing GPA semester credit hours.

The following minimum requirements must be met for a transfer freshman applicant:

- 1) **Apply:** complete and submit the On-Campus Undergraduate Degree-Seeking Student Application for In-Person Learning for admission.
- 2) **Provide Proof of High School Graduation or Equivalency:** applicants must have graduated from an accredited\* or approved high school or earned a high school equivalency diploma, or have completed graduation requirements from a home school program or non-accredited high school.
  - a. **Required Documentation:** Provide a copy of your high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of high school equivalency test scores (e.g., GED or HiSET) to the BPC Office of Admissions for evaluation.
  - b. **If Homeschooled:** Submit a copy of the course portfolio and transcript directly from the program administrator to the BPC Office of Admissions for evaluation. The portfolio and/or transcript must clearly demonstrate the completion of the program.
- 3) **Meet GPA and Core Coursework Requirements:** Earn a minimum 2.3 HSGPA calculated based on the grades of the seventeen (17) Carnegie units of core coursework. If submitting high school equivalency test scores, the score report must indicate passing marks in all subject areas and confirmation of a high school equivalency diploma.
  - a. The 17 Carnegie units of core coursework comprise the following:
    - i. **MATHEMATICS:** Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).

- ii. **ENGLISH:** Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
  - iii. **SCIENCE:** Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science course (e.g., Anatomy).
  - iv. **SOCIAL SCIENCE:** Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.
  - v. **FOREIGN LANGUAGE:** Two (2) units of foreign language is optional.
- 4) **Submit College Transcripts (if applicable):** provide official final college, universities, or technical colleges attended. This includes documentation for any Dual Enrollment coursework completed during high school.

**Note:** Adult/non-traditional freshman applicants are not required to meet the calculated HSGPA criteria for admission; they only need to provide proof of a high school diploma or equivalent.

SAT/ACT or Accuplacer test scores are no longer required for admission to BPC; however, they can assist in evaluating a student's academic potential. SAT/ACT scores are valid for up to five (5) years, while Accuplacer scores remain valid for one (1) year.

If a transfer applicant is denied admission, they have the option to appeal the decision made by the Office of Admissions. For more information, please refer to the section titled *Appeals Process: Second-Chance Admissions*. Freshman transfers are eligible for the S.O.A.R. Program.

### Readmit

Readmit applicants are students who were previously enrolled at BPC but have not attended for two or more consecutive terms, including the summer semester.

Readmit applicants that want to be reinstated into the institution must submit the following:

- 1) **Apply:** complete and submit the On-Campus Undergraduate Degree-Seeking Student Application for In-Person Learning for admission.
- 2) **Clear Holds:** Clear all registration holds and backpay with the College.

Readmit students who attended a postsecondary institution since the last time they enrolled at BPC will be considered as a *Readmit Transfer*. The following minimums must be met:

- 1) **Apply:** Submit a completed On-Campus Undergraduate Degree-Seeking Student Application for admission.
- 2) **Clear Holds:** Clear all holds and backpay with the College.
- 3) **Provide College Transcript(s):** Provide official transcripts from all college, university, or technical college(s) attended since last enrolled at BPC.

- 4) **Meet GPA Requirements:** Hold a cumulative college GPA of 2.00 or better in all postsecondary coursework from each regionally accredited institution post enrollment at BPC. The student will be notified of coursework accepted into the College.
- 5) **Eligible to Return:** Be eligible to continue or return to the most recently attended postsecondary institution.

If denied, the student is eligible to appeal the decision of the Office of Admissions. Please see the section, **Appeals Process: Second-Chance Admissions.**

### Post-Baccalaureate (Second-Degree) Applicant

An applicant who has a bachelor's degree and is seeking a second undergraduate degree.

These applicants must meet regular admission requirements as follows:

- 1) **Apply:** Submit a completed Post-Baccalaureate Student Application for admission.
- 2) **Submit College Transcript(s):** Provide official final transcripts from all the college(s) or university attended.
- 3) **Eligible to Return:** Be eligible to continue or return to the most recent previously attended postsecondary institution.

Post-Baccalaureate students are eligible to take online or in-person courses. All Post-Baccalaureate applications are managed by the Office of Admissions despite the mode of instruction. Furthermore, the Office of Admissions will collaborate with the Office of the Registrar for course registration. Also, the student will be provided the proper onboarding seminar to guide the student in properly utilizing Brightspace (LMS) and other BPC electronic venues used for academic purposes.

If denied, the student is eligible to appeal the decision of the Office of Admissions. Please see the section, **Appeals Process: Second-Chance Admissions.**

### International Applicant (F-1)

#### **International Student Application Priority Deadline**

Fall Semester: Full Session & Session I – July 1; Session II – July 30

Spring Semester – Full Session & Session I – November 15; Session II – January 1

Summer Semester – May 1

The F-1 Visa (Academic Student) allows individuals to enter the United States and student as a full-time student at an SEVP-approved college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or in a language training program. You must be enrolled in a program or course of study that culminates in a degree, diploma, or certificate and your school must be authorized by the U.S. government to accept international students.

Please note that the term "F-1 Visa/Form I-20" does not include those individuals who are

classified under the section Non-Immigrant Class (non-F-1/Form I-20) or Other Foreign Applicants. For more information about Non-Immigrant Class (non-F-1/Form I-20) and Other Foreign Applicants, refer to the respective section.

Applicants from countries outside the United States must fulfill the following requirements for admission to BPC as an F-1 classified student:

- 1) **Apply:** complete and submit the International Undergraduate Application for Degree-Seeking Students (F-1 Visa/Non-Immigrant Class Status Student) for admission.
- 2) **Provide Proof of English Proficiency:** present test scores that demonstrate proficiency in the English language.
  - a. SAT Verbal score greater than or equal to 430.
  - b. TOEFL iBT greater than or equal to 70 with sub-skills of at least 16.
  - c. DuoLingo score of 95 or higher
  - d. IELTS greater than or equal to 6.0 with sub-skill of at least 5.0.
  - e. Accuplacer Reading score greater than or equal to 237; and a WritePlacer score greater than or equal to 4.
  - f. Score a 3.5 or greater on the English Interview set up by the College.
  - g. Earned a passing grade of a C or higher in a face-to-face English composition credit-bearing classes taken in the U.S. at the college-level.
  - h. Have earned more than 48 college-level credit-bearing GPA semester hours completed at a U.S. institution in English.
  - i. Graduated from a U.S. high school having spent the final two (2) years in the U.S.

**Note:** Students who are from an English-dominant speaking country may have this requirement satisfied if he/she is from one of the following countries: United States of America and Territories of the United States, United Kingdom and British Overseas Territories, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Botswana, Cameroon-Anglophone, Canada (except for Quebec), Christmas Island, Cook Islands, Dominica, Fiji, Gambia (The), Ghana, Grenada, Guyana, India, Ireland, Isle of Man, Jamaica, Kenya, Lesotho, Liberia, Malawi, Malta, Mauritius, Micronesia (Federated States), New Zealand, Nigeria, Norfolk Island, Papua New Guinea, Philippines, Republic of Ireland, Samoa, Sierra Leone, Singapore, South Africa, South Sudan, St. Kitts and Nevis, St. Lucia, St. Vincent and Grenadines, Swaziland, Tanzania, Tokelau, Trinidad and Tobago, Tuvalu, Uganda, Zambia, Zimbabwe.

- 3) **Provide Transcripts:** provide official secondary (high school) or post-secondary (college or university) transcripts, diplomas, or certificates including grade reports and courses completed. The transcripts must be in the original language and be accompanied by an official translated evaluation. See *Note (b)* below.
  - a. Freshman applicant – must have a calculated final high school GPA of a 2.3 or higher.
    - i. Adult/Non-traditional freshman applicants are only required to provide evidence of completing an educational level equivalent to a high school diploma in the United States.

- b. Transfer applicant—must have a calculated cumulative college GPA of a 2.25 or higher.

**Note (a):** If a transfer applicant has fewer than 24 attempted credit-bearing GPA semester credit hours, they will be classified as a Freshman Transfer and evaluated according to the Freshman category requirements outlined above. All transcripts must still be submitted and sent for evaluation.

**Note (b):** All non-U.S. school transcripts must be officially evaluated by InCred, WES, SpanTran, or another NACES-approved evaluation agency. Transcripts that have been evaluated by an agency not NACES-approved will be considered on a case-by-case basis. For applicants recruited to participate in NAIA athletics, it is strongly recommended to use InCred as the evaluation agency. The evaluation must include a GPA conversion to the U.S. 4.0 scale. Secondary school transcripts should undergo a "Basic High School" evaluation, while post-secondary transcripts should receive a "Course-by-Course" evaluation.

If denied, the student is eligible to appeal the decision of the Office of Admissions. However, note that International applicants seeking to obtain Form I-20 are not eligible for conditional admissions as defined by the [SEVP Policy Guidance S13.1: Conditional Admissions](#). Therefore, International Freshman or International Freshmen Transfers are ineligible for appeal because a granted appeal leads to *Conditional Admittance*. International Transfer students are eligible to submit an appeal. For more details regarding the appeal process, please see the section, **Appeals Process: Second-Chance Admissions**.

After admittance:

- 1) **Prove Financial Ability:** Provide documentation demonstrating the ability to cover all first-year expenses at BPC based on the student's chosen program of study. Most programs require proof of financial resources totaling at least \$30,480. The acceptable documentation is listed on page 3 of the [Declaration and Certification of Financial Support](#). The documents must be dated within the last six months. Please note that international students are not eligible for federal or state financial aid. However, institutional aid and scholarships may be included in the calculation of the student's overall financial resources.
- 2) **Enrollment Deposit:** Submit Enrollment Deposit (\$200 USD).
- 3) **Obtain Essential Documents:** Obtain Form I-20, and if applicable, apply for an F-1 Visa—Some students may not be required to obtain an F-1 Visa if they reside in a visa exempted country, E.g., Canada.

International students with Form I-20 who are transferring from a U.S. college into Brewton-Parker College are required to contact the postsecondary institution that issued the current Form I-20 to have the student's SEVIS record transferred over to Brewton-Parker College before the College is able to issue a new Form I-20. The SEVIS school code for Brewton-Parker College is:

ATL214F00402000.

It is the policy of BPC not to issue any Certificate of Eligibility for Non-immigrant (F-1) student status (Form I-20) until all international student admission requirements have been met, financial ability has been determined sufficient, and an Enrollment Deposit (\$200.00) has been submitted (unless waived). International students are encouraged to have their admission file completed at least 60 days in advance of the start of their semester of entrance.

- 4) **Complete Admissions Onboarding:** F-1 students are given access to an Admitted Student Portal, which contains a list of onboarding tasks they need to complete. These tasks are designed to facilitate a smooth transition into the BPC community.

BPC reserves the right to admit only an international applicant who is academically qualified, who has proven his/her ability to meet the financial requirements while in attendance, and who has qualified for the appropriate visa type.

### **Dependents of F-1 Students**

Many F-1 students come to the United States with their families. The F-2 visa is for a dependent spouse or an unmarried child who is under the age of 21. The F-2 visa is for a dependent spouse or an unmarried child who is under the age of 21. F-2 status enables dependents to stay in the United States during the F-1 student's program. An F-2 spouse may not engage in a full course of study but may engage in study at an SEVP-certified school in the United States as long as they are enrolled in less than a full course of study. To engage in a full course of study, an F-2 spouse must apply for and be granted F-1, M-1, or J-1 status. An F-2 child may engage in full-time study in any elementary or secondary school (K-12). An F-2 unmarried child under the age of 21 may engage in study at an SEVP-certified school in the United States as long as they are enrolled in less than a full course of study at the post-secondary level. To study full-time at the post-secondary level, the child must apply for and be granted F-1, M-1, or J-1 status.

**F-2 Dependent Documents:** If an F-1 student plans to bring their family with them at the beginning of your study, you should submit your dependent documents and funding to support all dependents as part of your admission process. F-2s must receive their Form I-20 and visa prior to arriving in the US, and enter in F-2 status. Otherwise, they would have to file for change of status with USCIS from their entry status to F-2. You will need to provide the following information: 1) new financial documentation (within the past six months), 2) your dependent's passport ID, and 3) proof of your relationship (marriage or birth certificate).

If you plan to bring your dependents to the United States after you have already begun your study, you will need to contact the PDSO/DSO of Brewton-Parker College. You will need to provide the following information: 1) new financial documentation, 2) your dependent's passport ID, and 3) proof of your relationship (marriage or birth certificate).

Dependents can be added to a SEVIS record before or after the student begins studying at the school. Once all documentation is received by the PDSO/DSO, we will begin processing your dependent's Form I-20s, and notify you when they are ready for pickup.

**Funding Documentation:** F-1 students must prove that they have the financial support to fund their dependents in F-2 status. If you plan to bring your spouse and/or dependent children with you, you must document funding for each dependent to cover the cost of basic needs like rent, food, clothing, and health insurance:

- Spouse: \$5,000
- 1 Child: \$5,000
- 2 Children: \$10,000
- For additional children beyond 2, you will only need to show \$3,250 per child

### **Maintaining F-1 Student Status**

International students with Form I-20 are required to take a full course load (12 semester hours) in the spring and fall semesters. International students are not permitted to register for a fully online schedule. An F-1 student is limited to only one online or distance education course that can be counted towards a full-time course load. Once having met the full-time requirement, a student may add as many distance education or online courses as he or she wishes. Summer semesters are optional for F-1 students to attend. If the student plans to attend the summer semester, there is no minimum or maximum amount of credits and format (face-to-face or online) requirements.

All new and continuing students are expected to be enrolled in courses by the first day of class. Failure to be enrolled full-time or have an approved reduced course load request on file by the end of the 30-day registration certification window may result in the termination of your SEVIS record.

**Changing your course schedule:** If dropping a course would not place you at less than full-time enrollment, you can do so by simply completing a form in the Office of the Registrar, located in Gates Hall.

**Be sure your classes count:** Audited courses: Classes that you audit (i.e., that are not graded for credit) do not count toward the full course of study. Online Courses: Only 3 online course credits may be counted toward your full-time enrollment requirement. If you want to take 6 credits online, you must still take an additional 9 credits in the classroom.

**Concurrent enrollment:** You may take classes at other schools while taking classes at BPC. However, at least 50% of your classes must be taken at BPC. Classes you take at another school will count toward your full-time enrollment requirement at BPC. To take classes at another institution you must be approved as a transient student through the Office of the Registrar.

**Reduced Course Load (RCL):** F-1 and J-1 international students are required to maintain full-time enrollment during the school year. If you cannot or will not meet this requirement, you must request a reduced course load. Federal immigration regulations severely limit a student's ability to be less than full time, but it may be allowed in some circumstances as explained below.

A student who wishes to drop below full time must obtain approval from a Designated School Official (DSO) in advance, regardless of what the reason might be. A student who drops below a full course of study without prior approval of a DSO will be considered out of status. Please be advised the following are not considered valid reasons for a reduced course load:

- Lack of financial support
- Concerns about GPA
- Need or want to "take a break"
- 

If approved for reduced course load, you are still eligible for on-campus employment benefits.

### Types of Reduced Course Loads (RCL)

#### 1) Academic Difficulties

The regulations state: The DSO may authorize a reduced course load on account of a student's initial difficulty with the English language or reading requirements, unfamiliarity with U.S. teaching methods, or improper course level placement. BPC defines the approved academic RCL reasons as the following:

- Initial difficulty with the English language: the student struggles in the classroom due to challenges with listening and speaking English
- Initial difficulty with reading requirements: the student struggles with English language reading requirements
- Unfamiliarity with U.S. teaching methods: Due to cultural reasons, the student is unprepared to succeed in an American classroom
- Improper course level placement: The student is otherwise academically unprepared to succeed in their initial term

A student may apply for a reduced course load due to academic difficulties in their initial term if their academic advisor verifies their challenges. BPC defines "initial term" as:

- A student's first semester for direct entry.
- A student's first semester for students who are progressing from a lower degree level to a higher degree level, either as transfer in students or progressing BPC students
- A student transferring into BPC who studied previously at the same academic level is not eligible for an Academic Difficulties RCL. A reduced course load for academic

difficulties must still enroll in at least 6 credit hours for undergraduate students.

## 2) Illness or Medical Condition

A student who requests to be approved for a medical reduced course load must provide medical documentation from a US licensed medical doctor, doctor of osteopathy, or licensed clinical psychologist to substantiate the illness or medical condition (letters from nurse practitioners, physician assistants, or homeopathic practitioners are not acceptable). The letter does not need to provide a detailed description of a student's medical condition but should confirm the student has a medical condition and a reduced course load is recommended. The letter should also state whether part-time enrollment or no enrollment is recommended.

A medical RCL is authorized for one semester at a time and each authorization requires a new application submission. A medical RCL can be approved for a period not to exceed 12 months while the student is pursuing a course of study at a particular program level. Given BPC's semester system, this translates to two semesters per academic level. A student who wishes to take more than two semesters off to receive medical care in their home country should speak with an international student advisor about taking a leave of absence from BPC.

## 3) To Complete Course of Study in the Current Term

A student may apply for RCL in their final term if fewer courses (i.e., less than full time) are needed to complete the course of study. Final semester RCLs require confirmation from the student's academic advisor.

**Extending F-1 Immigration Status:** If you cannot finish your program of study before the completion date listed on your Form I-20, contact the PDSO/DSO before your Form I-20 expires to request a program extension. To be eligible for a program extension, your academic advisor must provide a compelling academic reason for the delay in your program completion, such as a documented illness or a change in major. In addition, you must be making normal progress toward your degree. Students with a history of poor academic performance (including I, F, and W grades on their transcripts) will receive extra scrutiny and may have their extension request denied due to a failure to make normal progress. A Form I-20 extension is never guaranteed.

**F-1 Student Changing Program of Study:** Your Form I-20 (Certificate of Eligibility for Non-immigrant Student Status) must accurately reflect the program of study that you currently pursue at BPC. You are responsible for updating your I-20 once your change of program becomes official in the BPC system.

**Change of major:** If you change your major, you must obtain a new I-20. Please see the PDSO/DSO to discuss the issuing of an updated Form I-20.

**Change of level:** If you complete one (1) educational level and plan to continue to another at

BPC (e.g., continuing from a bachelor's to a master's program), you must obtain a new I-20 within 60 days to reflect the change. The new Form I-20 notifies the Department of Homeland Security that you are changing educational levels.

**On-Campus Housing and Change of Address:** BPC has on-campus housing. Any student interested in on-campus housing must submit their Housing Application (Residency Document) for their term of entry or continuing academic year. Students assume responsibility for their own housing. If you move your residence, you must update your address within 10 days of your move. Your new address will be sent to the U.S. Department of Homeland Security automatically via the Student and Exchange Visitor Information System (SEVIS).

**Canceling enrollment:** Canceling your enrollment affects your immigration status. Once you have submitted your cancellation request to the BPC Registrar and it has been approved, you must meet with the PDSO/DSO to discuss your departure. You have 15 calendar days to depart from the United States.

**Departing the United States:** If your visa status no longer authorizes you to remain in the United States, you must leave the country. If you are on an F-1 visa, departing the United States will be required within:

- 60 days of your degree completion date
- 15 days of your withdrawal date if you terminate your program early
- 60 days after your Optional Practical Training (OPT) expires

Be sure to follow the appropriate procedures for departure.

## **II. Traditional Undergraduate Admissions Requirements and Enrollment Categories (Non-Degree Seeking)**

Under certain circumstances, the College permits students to enroll as non-degree-seeking students. These individuals take courses for personal interest or self-enrichment without pursuing a degree. However, non-degree-seeking students are not eligible for federal financial aid.

Students in this category who have completed college coursework elsewhere are strongly encouraged to submit official transcripts to the admissions office. This ensures that they do not register for courses they have already successfully completed at another institution. Those who do not provide transcripts may only register for courses that do not require prerequisites and must assume full responsibility for the risk of repeating previously earned credits.

Non-degree-seeking students who wish to transition to degree-seeking status at Brewton-Parker College must apply for full admission and submit all required supporting documentation, including official transcripts.

## Transient Applicant

Transient students are those who are currently enrolled at another institution, plan to return there, but wish to enroll at BPC on a temporary basis.

The following admission requirements must be met by transient applicants:

- 1) **Apply:** Submit a completed Transient Student Application for admission.
- 2) **Provide Required Documentation:** Submit a Letter of Transient Permission, signed by an Academic Dean or the Registrar, confirming that the student is in good academic standing at their home institution. The letter must specify that the student has permission to enroll at BPC for the applicable term and indicate the course(s) the student is authorized to take.

**Note:** Credit earned at BPC will be forwarded to the student's home institution upon completion of a transcript request. Transient students desiring to continue enrollment as a transfer student must submit the On-Campus Undergraduate Degree-Seeking Student or Online Undergraduate Degree-Seeking Student Application for Distance Learning, and satisfactorily complete all transfer requirements.

Transient students are eligible to take online or in-person courses, except during the Summer semester. Only online courses are available during the Summer semester. All transient applications are managed by the Office of Admissions. Furthermore, the Office of Admissions will collaborate with the Office of the Registrar for course registration. After registrations, the student will be provided the proper onboarding seminar to guide the student in properly utilizing Brightspace (LMS) and other BPC electronic venues used for academic purposes.

## Auditor Applicant

Auditing students are those who wish to enroll in regular academic classes for personal and/or professional experience and receive no college credit.

These applicants must meet regular admission requirements as follows:

- 1) **Apply:** Submit a completed Auditor Application [Undergraduate] for admission.
- 2) **Additional Requirement:** Be 18 years of age or older.

The College accepts auditors only if their enrollment does not create any hardship or inconvenience for the institution or regularly enrolled students. Auditors may choose whether or not to participate in course activities, including exams and assignments. Regular matriculation fees apply to audited courses. Prospective auditors must apply for admission to the Office of Admissions before the semester begins. Financial aid does not cover audited courses.

Students cannot switch between audit and credit status after the drop/add deadline for the semester. Any change from audit to credit, or vice versa, requires the Provost's approval. Students transitioning from audit to credit must also meet the admission requirements for their intended degree-seeking status.

Finally, Brewton-Parker College faculty members have the discretion to decide whether a course is appropriate for an auditor to attend.

All Audit applications are managed by the Office of Admissions despite format (face-to-face or online). Furthermore, the Office of Admissions will collaborate with the Office of the Registrar for course registration. After registration, the student will be provided the proper onboarding seminar to guide the student in properly utilizing Brightspace (LMS) and other BPC electronic venues used for academic purposes.

### Post-Baccalaureate (Non-Degree) Applicant

Post-Baccalaureate students are those who have a bachelor's degree and is seeking to meet a prerequisite for graduate programs or satisfy requirements for professional certification.

These applicants must meet regular admission requirements as follows:

- 1) **Apply:** Submit a completed Post-Baccalaureate Student Application for admission.
- 2) **Provide Transcript(s):** Provide official final transcripts from all the college(s) or university attended.
- 3) **Eligible to Return:** Be eligible to continue or return to previously attended postsecondary institution(s).

Post-Baccalaureate students are eligible to take online or in-person courses. All Post-Baccalaureate applications are managed by the Office of Admissions. Furthermore, the Office of Admissions will collaborate with the Office of the Registrar for course registration. After registration, the student will be provided the proper onboarding seminar to guide the student in properly utilizing Brightspace (LMS) and other BPC electronic venues used for academic purposes.

## **III. Information Regarding Special Applicants for Traditional Undergraduate Admissions**

### Non-Immigrant Class (non-F-1/Form I-20) and Other Foreign Applicants

Each applicant under the Non-Immigrant Class (non-F-1/Form I-20) and Other Foreign Applicants category must meet the following additional admittance requirements if they did not graduate from a U.S. high school having spent the final two (2) years in the U.S, attend a U.S. college and earned a passing grade of a C or higher in a face-to-face English composition credit-bearing classes at the college-level, or indicate that their native or birth language is English.

**Prove English Proficiency:** Present test scores that demonstrate proficiency in the English language.

- a. SAT Verbal score greater than or equal to 430.
- b. TOEFL iBT greater than or equal to 70 with sub-skills of at least 16.
- c. DuoLingo score of 95 or higher
- d. IELTS greater than or equal to 6.0 with sub-skill of at least 5.0.
- e. Accuplacer Reading score greater than or equal to 237; and a WritePlacer score greater than or equal to 4 or higher.
- f. Score a 3.5 or greater on the English Interview set up by the College.

**Note:** Students who are from an English-dominant speaking country may have this requirement satisfied if he/she is from one of the following countries: United States of America and Territories of the United States, United Kingdom and British Overseas Territories, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Botswana, Cameroon-Anglophone, Canada (except for Quebec), Christmas Island, Cook Islands, Dominica, Fiji, Gambia (The), Ghana, Grenada, Guyana, India, Ireland, Isle of Man, Jamaica, Kenya, Lesotho, Liberia, Malawi, Malta, Mauritius, Micronesia (Federated States), New Zealand, Nigeria, Norfolk Island, Papua New Guinea, Philippines, Republic of Ireland, Samoa, Sierra Leone, Singapore, South Africa, South Sudan, St. Kitts and Nevis, St. Lucia, St. Vincent and Grenadines, Swaziland, Tanzania, Tokelau, Trinidad and Tobago, Tuvalu, Uganda, Zambia, Zimbabwe.

### Non-Immigrant Class (non-F-1/Form I-20) and Other Foreign Applicant Types

#### 1) Nonimmigrant Class Applicant (Non-F-1/Form I-20)

Nonimmigrant class individuals are those who are currently in the United States legally under a primary purpose other than pursuing a post-secondary education. Nonimmigrants may, incidental to their primary purpose, attend the school of their choice either part-time or full-time; However, they are subjected to the College's policies regarding tuition and fees and other policies pertaining to nonimmigrants. Also, nonimmigrants must abide by the rules of their current status and cannot extend their stay in the United States for the purposes of completing a program of study or a degree. Spouses and children who derive their status from that of the principal may not remain in the United States beyond the period approved for the principal in order to continue school. In most cases, children lose their derivative status at the age of 21 and must apply for a change of status to F-1 if they wish to remain in the United States to continue their course of study.

If in the case a Nonimmigrant Class Applicant must leave the United States before completing a program of study that is designated in-person, the student is eligible to continue their education through the Distance Education Program (Online Learning) pending their program of study is offered fully-online, if pursuing a status change to F-1 is not an option.

Furthermore, nonimmigrant class students are not eligible for federal or state financial aid. This includes not being eligible for the Federal Work Study program. Nonimmigrants may be eligible for institutional aid, but at the discretion of the institution.

2) Foreign Applicant (non-U.S. Citizen who lives in home country [outside the U.S.]

Applicants not located in the United States, but wish to attend Brewton-Parker College, are not eligible to apply under traditional undergraduate admission as an on-campus day student. However, they are eligible to the Distance Education Program (Online Learning) under the *Admissions for External Programs*. See more information under the section, Distance Education Program (Online Learning).

If a foreign applicant wants to attend the College as an on-campus day student, then they must adhere to the International Applicant Admissions criteria and follow the SEVP Student Process for the purposes of entering the U.S.

3) DACA and Undocumented Applicant (an applicant born outside the U.S., not a U.S. citizen or legal resident and is currently residing in the U.S.)

DACA and Undocumented individuals are eligible to attend Brewton-Parker College under any undergraduate degree-seeking or non-degree seeking categories, as long as they meet the qualification of the student-type described by which they are applying to the College under.

If in the case an undocumented student must leave the United States before completing a program of study that is designated in-person, the student is eligible to continue their education through the Distance Education Program (Online Learning) pending their program of study is offered fully-online, if pursuing a status change to F-1 is not an option.

These applicants are not eligible for federal or state financial aid. This includes not being eligible for the Federal Work Study program. These applicants may be eligible for institutional aid if the institution deems appropriate.

Persons 65 Years of Age or Older Applicant

Applicants must be residents of Georgia, 65 years of age or older at the time of registration and present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility. An individual may enroll as a degree-seeking or non-degree seeking student in courses offered for resident credit on a "space available" basis during registration. These applicants are offered significant discounts in the College's courses and programs. It is the responsibility of the individual to inquire with the Office of Admissions about the discount so that it may be applied to the student's account.

Military Veteran or Dependent

Veterans or eligible dependents of veterans who wish to attend Brewton-Parker College under any one of the veterans' benefit programs should notify the Certifying VA Official in the Office of Financial Aid at Brewton-Parker College upon completion and submission of the College's Admissions Application. Email: [finaid@bpc.edu](mailto:finaid@bpc.edu).

#### **IV. Additional Traditional Undergraduate Admissions Information after Admittance**

##### Enrollment Deposit

Upon admittance into the institution, applicants who plan to attend classes on-campus are required to submit an enrollment deposit of \$200 to the College to secure the applicant's enrollment.

Non-Degree Seeking Applicants will not submit an enrollment deposit, rather they will submit a Statement of Intent specific to their applicant type.

##### Mandatory Events - Future Baron Days and New Student Orientation

In order that new students may be fully informed and aware of all phases of college life, the Office of Admissions with the college community provides students with two mandatory events prior to the beginning of each semester.

*Future Baron Day* - This event allows for the student to complete the essential next steps pertaining to onboarding and becoming a Baron. Students will register for classes, take care of financial business, register for New Student Orientation, and more.

*New Student Orientation* - The orientation for new students who plan to attend in-person at BPC is coordinated by the Student Development Office. The orientation helps students to gain a better understanding of the personal and financial responsibilities of attending college; learn about campus services, activities, academic resources, and the college experience; learn about completing college business, such as getting a Baron Student Card, talking to Housing (if applicable), Financial Aid, Student Accounts, etc.; find ways to get involved on campus; as well as understand expectations of being a student at BPC.

Non-Degree-Seeking and Readmit applicants will follow a distinct onboarding process managed by the Office of Admissions to help them navigate BPC's academic culture and technology. Non-Degree-Seeking and Readmit applicants are not required to attend Future Baron Day or New Student Orientation. Instead, they will complete the onboarding process through the Admitted Student Portal.

##### Housing

Applicants who are admitted and deposited into the College and wish to reside on campus will

need to complete the On-Campus Housing Application during the admissions process. Applicants are ultimately responsible for their living arrangements.

If a student falls in one of the following areas, the student may not be required to live on-campus, but instead be a commuter and live off-campus.

Exemptions:

- Students who are classified as a Junior as defined by the College Catalog;
- Student reside with their parents, a legal guardian, or spouse within 50 miles of the campus;
- Students are 21 or older as of the first day of classes during the term in which they desire to live off campus.
- Students who have been given medical or situational accommodation by the Provost.

If one of these is met, please contact the Director of Campus Life at [bpchousing@bpc.edu](mailto:bpchousing@bpc.edu).

## **V. Appeals Process: Second-Chance Admissions**

Applicants who are denied admission into the College as an undergraduate have the right to appeal the decision made by the Office of Admissions. However, a student's Second-Chance Admissions Appeal will not be prioritized if the appeal is submitted after the official start date of the semester for which the student is seeking admission. This policy ensures that all students admitted to the institution have sufficient time to prepare for the academic term and allows the admissions office to manage resources effectively. It also promotes fairness and consistency in the admissions process. Students unable to meet the deadline are advised to consider applying for a subsequent semester. Non-degree seeking applicants are not allowed to appeal an admission decision.

The applicant is required to provide evidence of college readiness by providing a letter of personal statement, two letters of recommendation from professional/community members, and qualifying test scores (optional) (e.g., SAT, ACT, Accuplacer) that demonstrate the student's academic aptitude.

The Personal Letter should include the following:

- 1) Demonstrates an understanding of what went wrong and why you are needing to write an appeal letter.
- 2) Take responsibility for any academic failures that may have led to this point.
- 3) Outlines a clear plan for future academic success.
- 4) Convey points honestly.

The Letters of Recommendation need to be from professional sources, and one letter must come from an academic member such as a teacher. The letter must come directly to the Office

Admissions from the recommender's professional email, and accompanied by the [Teacher Recommendation Form](#). The Teacher Recommendation Form is located in the student's Second-Chance Admissions Portal or available upon request. The letter(s) should include the following:

- 1) Testify to the student's character, academic aptitude, and level of involvement the student has shown in creating academic opportunities for one's self.
- 2)

If a student chose to submit test score (optional), then the test scores should demonstrate a promising academic aptitude. The following scores are recommended:

- 1) SAT: MATH- 440; ERW- 480
- 2) ACT: MATH- 17; ENG- 17
- 3) Accuplacer: MATH- 258; Reading- 237; WritePlacer- 237 or 4.

**Note:** If test scores do not meet the given test scores, your file will still be reviewed for admission into the College. Furthermore, test scores that do meet the given test scores mentioned above does not guarantee an admission decision of admitted into the College.

## **Admissions for Undergraduate External Programs**

The Office of External Programs collaborates with the Office of Admissions to enroll students of special populations and/or populations of students at external instructional sites, including online. The Office of External Programs is housed in the Jordan Building at Brewton-Parker College, Mount Vernon, GA 30445. Several programs are housed under this entity.

### **Distance Education Program (Online Learning)**

The College currently offers several of its associate and bachelor degree programs fully online and to special populations at other instructional sites. The College also has been approved as an institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA), allowing out-of-state and international students to participate in the college's online degree program.

The Admissions of Distance Education Programs (Online Learning) is located virtually and can be contacted by telephone at (423) 316-5908, email at [onlineprograms@bpc.edu](mailto:onlineprograms@bpc.edu).

All required admissions documents should be sent directly from a verifiable source to [admissions@bpc.edu](mailto:admissions@bpc.edu), unless otherwise instructed. A verifiable source is a credible and primary holder of the original record.

**Disclaimer:** International students with Form I-20 attending an SEVP-certified school are not permitted to enroll fully online and must comply with U.S. Department of Homeland Security (DHS) policies for F-1 visa/Form I-20 holders. As a result, international students with Form I-20 are ineligible to participate in the fully online Distance Education Program (Online Learning) unless specifically approved by SEVP.

Please note that the term "International students with Form I-20" does not include those individuals who are classified under the section Non-Immigrant Class (non-F-1/Form I-20) or Other Foreign Applicants. For more information about Non-Immigrant Class (non-F-1/Form I-20) and Other Foreign Applicants, refer to the respective section.

### **I. Distance Education Program (Online Learning) Admissions Requirements and Enrollment Categories (Degree-Seeking)**

Each enrollment category and admissions requirements follow the standards set by the College's governance.

Applicants who did not graduate from a U.S. high school, attended an international college, or identify a native or primary language other than English may be subject to additional admissions requirements. Furthermore, all non-U.S. school transcripts must be officially evaluated by InCred, WES, SpanTran, or another NACES-approved evaluation agency. Transcripts that have

been evaluated by an agency not NACES-approved will be considered on a case-by-case basis. For applicants recruited to participate in NAIA athletics, it is strongly recommended to use InCred as the evaluation agency. The evaluation must include a GPA conversion to the U.S. 4.0 scale. Secondary school transcripts should undergo a "Basic High School" evaluation, while post-secondary transcripts should receive a "Course-by-Course" evaluation.

### Freshmen Applicants

*Traditional Freshman:* A traditional freshman applicant is a student who has not enrolled in a college or university after earning a high school diploma, GED, or equivalent within five (5) years of their high school graduation or graduating class

The following minimum requirements must be met for a student to be considered for admittance as a Traditional Freshman:

- 1) **Apply:** complete and submit the Online Undergraduate Degree-Seeking Student Application for Distance Learning for admission.
- 2) **Provide Proof of High School Graduation or Equivalency:** applicants must have graduated from an accredited\* or approved high school or earned a high school equivalency diploma.
  - a. Required Documentation: Provide a copy of your high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of high school equivalency test scores (e.g., GED or HiSET) to the BPC Office of Admissions for evaluation.
- 3) **Meet GPA and Core Coursework Requirements:** Earn a minimum 2.0 HSGPA calculated based on the grades of the seventeen (17) Carnegie units of core coursework. If submitting high school equivalency test scores, the score report must indicate passing marks in all subject areas and confirmation of a high school equivalency diploma.
  - a. The 17 Carnegie units of core coursework comprise the following:
    - i. **MATHEMATICS:** Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).
    - ii. **ENGLISH:** Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
    - iii. **SCIENCE:** Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science course (e.g., Anatomy).
    - iv. **SOCIAL SCIENCE:** Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.
    - v. **FOREIGN LANGUAGE:** Two (2) units of foreign language is optional.

- 4) **Submit College Transcripts (if applicable):** provide official final college, universities, or technical colleges attended. This includes documentation for any Dual Enrollment coursework completed during high school.

*Adult, Non-Traditional Freshman:* A non-traditional freshman applicant is a student who has not enrolled in a college or university after graduating from high school or who earned a GED or equivalent diploma more than five (5) years after their high school graduation year.

The following minimum requirements must be met for a student to be considered for admittance as an Adult, Non-Traditional Freshman:

- 1) **Apply:** complete and submit the Online Undergraduate Degree-Seeking Student Application for Distance Learning for admission.
- 2) **Provide Proof of High School Graduation or Equivalency:** applicants must have graduated from an accredited or approved high school or earned a high school equivalency diploma.
  - a. **Required Documentation:** Provide a copy of your high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of high school equivalency test scores (e.g., GED or HiSET) to the BPC Office of Admissions for evaluation. If a high school transcript cannot be obtained due to the age of the record or its destruction, admission will be evaluated on a case-by-case basis.

**Note:** Adult/non-traditional freshman applicants are not required to meet the calculated HSGPA criteria for admission; they only need to provide proof of a high school diploma or equivalent.

- 3) **Submit College Transcripts (if applicable):** provide official final college, universities, or technical colleges attended. This includes documentation for any Dual Enrollment coursework completed during high school.

SAT/ACT or Accuplacer test scores are no longer required for admission to BPC; however, they can assist in evaluating a student's academic potential. SAT/ACT scores are valid for up to five (5) years, while Accuplacer scores remain valid for one (1) year.

If a freshman applicant is denied admission, they have the option to appeal the decision made by the Office of Admissions. For more information, please refer to the section titled *Appeals Process: Second-Chance Admissions*.

*\*Accrediting Agencies*

- Georgia (or any other state's) Accrediting Commission
- Georgia Private School Accrediting Commission
- Association of Christian Schools International

- GA Accrediting Commission Inc.
- GA Association of Christian Schools
- Southern Association of College and Schools
- The GA Private School Accrediting Commission
- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Accreditation Commission
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

### Home School/Non-Accredited High School Freshman Applicant

An applicant who has completed high school graduation requirements through a home school program or from a non-accredited high school may be considered for admission.

The following minimum requirements must be met for a student to be considered for admittance:

- 1) **Apply:** complete and submit the Online Undergraduate Degree-Seeking Student Application for Distance Learning for admission.
- 2) **Provide Proof of High School Graduation or Equivalency:** applicants must have completed graduation requirements from a home school program or non-accredited high school.
  - a. Required Documentation: Submit a copy of the course portfolio and transcript directly from the program administrator to the BPC Office of Admissions for evaluation. The portfolio and/or transcript must clearly demonstrate the completion of the program. If a high school transcript cannot be provided due to the age of the record or its destruction, admission will be evaluated on a case-by-case basis.
- 3) **Meet GPA and Core Coursework Requirements:** Earn a minimum 2.0 HSGPA calculated based on the grades of the seventeen (17) Carnegie units of core coursework. If submitting high school equivalency test scores, the score report must indicate passing marks in all subject areas and confirmation of a high school equivalency diploma.
  - a. The 17 Carnegie units of core coursework comprise the following:
    - i. **MATHEMATICS:** Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).
    - ii. **ENGLISH:** Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
    - iii. **SCIENCE:** Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science

- course (e.g., Anatomy).
  - iv. **SOCIAL SCIENCE:** Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.
  - v. **FOREIGN LANGUAGE:** Two (2) units of foreign language is optional.
- 4) **Submit College Transcripts (if applicable):** provide official final college, universities, or technical colleges attended. This includes documentation for any Dual Enrollment coursework completed during high school.

**Note:** Adult/non-traditional freshman applicants are not required to meet the calculated HSGPA criteria for admission; they only need to provide proof of a high school diploma or equivalent.

SAT/ACT or Accuplacer test scores are no longer required for admission to BPC; however, they can assist in evaluating a student's academic potential. SAT/ACT scores are valid for up to five (5) years, while Accuplacer scores remain valid for one (1) year.

If a freshman applicant is denied admission, they have the option to appeal the decision made by the Office of Admissions. For more information, please refer to the section titled *Appeals Process: Second-Chance Admissions*.

### Transfer Applicants

Transfer applicants are students who have attended one or more colleges or universities after graduating high school or earning a high school equivalency (e.g., GED or HiSET) and are enrolling at BPC for the first time.

Applicants transferring from other institutions must report all previously earned or attempted college coursework to BPC during the admissions process. Failure to disclose prior college attendance may result in the cancellation of admission or registration and the forfeiture of any credits earned. If an applicant mistakenly lists an institution they did not attend, they must provide documentation from the institution confirming non-attendance.

The following minimum requirements must be met for a transfer applicant:

- 1) **Apply:** complete and submit the Online Undergraduate Degree-Seeking Student Application for Distance Learning for admission.
- 2) **Provide Transcripts:** Provide official transcripts from all previously attended colleges, universities, or technical colleges.
- 3) **Meet GPA Requirements:** Hold a cumulative college GPA of 2.25 or higher in all postsecondary coursework from regionally accredited institutions. The student will be notified of coursework accepted into the College.
- 4) **Eligible to Return:** Be in good standing and eligible to continue or return to the most recently attended postsecondary institution.

Transfer applicants with fewer than 24 attempted credit-bearing GPA semester credit hours are classified as Freshman Transfers (see admissions details below).

*Freshman Transfer:* A Freshman Transfer applicant is a student who has enrolled in a college or university after earning a high school diploma or equivalent, such as a GED, and has attempted fewer than 24 credit-bearing GPA semester credit hours.

The following minimum requirements must be met for a transfer freshman applicant:

- 1) **Apply:** complete and submit the Online Undergraduate Degree-Seeking Student Application for Distance Learning for admission.
- 2) **Provide Proof of High School Graduation or Equivalency:** applicants must have graduated from an accredited\* or approved high school or earned a high school equivalency diploma, or have completed graduation requirements from a home school program or non-accredited high school.
  - a. Required Documentation: Provide a copy of your high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of high school equivalency test scores (e.g., GED or HiSET) to the BPC Office of Admissions for evaluation.
  - b. If Homeschools: Submit a copy of the course portfolio and transcript directly from the program administrator to the BPC Office of Admissions for evaluation. The portfolio and/or transcript must clearly demonstrate the completion of the program.
- 3) **Meet GPA and Core Coursework Requirements:** Earn a minimum 2.0 HSGPA calculated based on the grades of the seventeen (17) Carnegie units of core coursework. If submitting high school equivalency test scores, the score report must indicate passing marks in all subject areas and confirmation of a high school equivalency diploma.
  - a. The 17 Carnegie units of core coursework comprise the following:
    - i. MATHEMATICS: Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).
    - ii. ENGLISH: Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
    - iii. SCIENCE: Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science course (e.g., Anatomy).
    - iv. SOCIAL SCIENCE: Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.
    - v. FOREIGN LANGUAGE: Two (2) units of foreign language is optional.
- 4) **Submit College Transcripts:** provide official final college, universities, or technical

colleges attended. This includes documentation for any Dual Enrollment coursework completed during high school.

**Note:** Adult/non-traditional freshman applicants are not required to meet the calculated HSGPA criteria for admission; they only need to provide proof of a high school diploma or equivalent.

SAT/ACT or Accuplacer test scores are no longer required for admission to BPC; however, they can assist in evaluating a student's academic potential. SAT/ACT scores are valid for up to five (5) years, while Accuplacer scores remain valid for one (1) year.

If a transfer applicant is denied admission, they have the option to appeal the decision made by the Office of Admissions. For more information, please refer to the section titled *Appeals Process: Second-Chance Admissions*.

### Readmit

Readmit applicants are students who were previously enrolled at BPC but have not attended for two or more consecutive terms, including the summer semester.

Readmit applicants that want to be reinstated into the institution must submit the following:

- 1) **Apply:** complete and submit the Online Undergraduate Degree-Seeking Student Application for Distance Learning for admission.
- 2) **Clear Holds:** Clear all registration holds and backpay with the College.

Readmit students who attended a postsecondary institution since the last time they enrolled at BPC will be considered as a *Readmit Transfer*. The following minimums must be met:

- 1) **Apply:** Submit a completed Online Undergraduate Degree-Seeking Student Application for Distance Learning for admission.
- 2) **Clear Holds:** Clear all holds and backpay with the College.
- 3) **Provide College Transcript(s):** Provide official transcripts from all college, university, or technical college(s) attended since last enrolled at BPC.
- 4) **Meet GPA Requirements:** Hold a cumulative college GPA of 2.00 or better in all postsecondary coursework from each regionally accredited institution post enrollment at BPC. The student will be notified of coursework accepted into the College.
- 5) **Eligible to Return:** Be eligible to continue or return to the most recently attended postsecondary institution.

If denied, the student is eligible to appeal the decision of the Office of Admissions. Please see the section, **Appeals Process: Second-Chance Admissions**.

## **II. Distance Education Program (Online Learning) Admissions Requirements and Enrollment Categories (Non-Degree-Seeking)**

Under certain circumstances, the College permits students to enroll as non-degree-seeking students. These individuals take courses for personal interest or self-enrichment without pursuing a degree. However, non-degree-seeking students are not eligible for federal financial aid.

Students in this category who have completed college coursework elsewhere are strongly encouraged to submit official transcripts to the admissions office. This ensures that they do not register for courses they have already successfully completed at another institution. Those who do not provide transcripts may only register for courses that do not require prerequisites and must assume full responsibility for the risk of repeating previously earned credits.

Non-degree-seeking students who wish to transition to degree-seeking status at Brewton-Parker College must apply for full admission and submit all required supporting documentation, including official transcripts.

### Transient Applicant

Transient students are those who are currently enrolled at another institution, plan to return there, but wish to enroll at BPC on a temporary basis.

The following admission requirements must be met by transient applicants:

- 1) **Apply:** Submit a completed Transient Student Application for admission.
- 2) **Provide Required Documentation:** Submit a Letter of Transient Permission, signed by an Academic Dean or the Registrar, confirming that the student is in good academic standing at their home institution. The letter must specify that the student has permission to enroll at BPC for the applicable term and indicate the course(s) the student is authorized to take.

**Note:** Credit earned at BPC will be forwarded to the student's home institution upon completion of a transcript request. Transient students desiring to continue enrollment as a transfer student must submit the On-Campus Undergraduate Degree-Seeking Student or Online Undergraduate Degree-Seeking Student Application for Distance Learning, and satisfactorily complete all transfer requirements.

Transient students are eligible to take online or in-person courses, except during the Summer semester. Only online courses are available during the Summer semester. All transient applications are managed by the Office of Admissions. Furthermore, the Office of Admissions will collaborate with the Office of the Registrar for course registration. After registrations, the student will be provided the proper onboarding seminar to guide the student in properly utilizing Brightspace (LMS) and other BPC electronic venues used for academic purposes.

### Auditor Applicant

Auditing students are those who wish to enroll in regular academic classes for personal and/or professional experience and receive no college credit.

These applicants must meet regular admission requirements as follows:

- 1) **Apply:** Submit a completed Auditor Application [Undergraduate] for admission.
- 2) **Additional Requirement:** Be 18 years of age or older.

The College accepts auditors only if their enrollment does not create any hardship or inconvenience for the institution or regularly enrolled students. Auditors may choose whether or not to participate in course activities, including exams and assignments. Regular matriculation fees apply to audited courses. Prospective auditors must apply for admission to the Office of Admissions before the semester begins. Financial aid does not cover audited courses.

Students cannot switch between audit and credit status after the drop/add deadline for the semester. Any change from audit to credit, or vice versa, requires the Provost's approval. Students transitioning from audit to credit must also meet the admission requirements for their intended degree-seeking status.

Finally, Brewton-Parker College faculty members have the discretion to decide whether a course is appropriate for an auditor to attend.

All Audit applications are managed by the Office of Admissions despite format (face-to-face or online). Furthermore, the Office of Admissions will collaborate with the Office of the Registrar for course registration. After registration, the student will be provided the proper onboarding seminar to guide the student in properly utilizing Brightspace (LMS) and other BPC electronic venues used for academic purposes.

#### Post-Baccalaureate (Non-Degree) Applicant

Post-Baccalaureate students are those who have a bachelor's degree and is seeking to meet a prerequisite for graduate programs or satisfy requirements for professional certification.

These applicants must meet regular admission requirements as follows:

- 1) **Apply:** Submit a completed Post-Baccalaureate Student Application for admission.
- 2) **Provide Transcript(s):** Provide official final transcripts from all the college(s) or university attended.
- 3) **Eligible to Return:** Be eligible to continue or return to previously attended postsecondary institution(s).

Post-Baccalaureate students are eligible to take online or in-person courses. All Post-Baccalaureate applications are managed by the Office of Admissions. Furthermore, the Office of Admissions will collaborate with the Office of the Registrar for course registration. After registration, the student will be provided the proper onboarding seminar to guide the student in properly utilizing Brightspace (LMS) and other BPC electronic venues used for academic purposes.

### Post-Baccalaureate: Teacher Certification

The Educator Preparation Program (EPP) within the Division of Education and Behavioral Sciences at Brewton-Parker College offers preparation for Georgia Certification Only candidates. This is an exclusively distance education program. The program allows people with college degrees to become certified to teach. The Certification Only programs that Brewton-Parker College is approved to offer can be found here. The link will take you to a search page. In the 'Select by Provider' dropdown field, please select Brewton-Parker College, and then click on 'Search'. The search page will then provide the approved Certification Only programs that Brewton-Parker College is approved to offer.

A transcript evaluation, completed by the Brewton-Parker College Certification Officer, determines both specific courses and the number of hours required. This program requires certification candidates to complete a year-long internship (EDU 476 and EDU 477 to be completed consecutively). This internship is a joint effort between a local school partner and Brewton-Parker College and provides the intern with a supportive program designed to improve his or her professional competence. Candidates not employed by a school system may choose to do student teaching instead of the internship.

These applicants must meet regular admission requirements as follows:

- 1) **Apply:** Submit a completed BPC Post Baccalaureate Student Application for admission.
- 2) **Provide Transcript(s):** Provide official final transcripts from all regionally accredited institutions attended.
- 3) **Proof of Graduation:** Evidence of degree conferred from the institution the applicant has graduated.
- 4) **Eligible to Attend:** Eligibility to return from sending institution(s).
- 5) **Meet GPA Requirement:** Cumulative GPA of 2.5 or higher
- 6) **Obtain Approval:** Have approval by the Director of Student Teaching/Certification

### *Internship through the Teacher Certification Program*

- 1) Be under contract to a school system in a full-time capacity in the appropriate field.
- 2) Have completed any additional course requirements as indicated in transcript evaluation.
- 3) Request from local school system that Brewton-Parker College conduct the internship
- 4) Enroll in EDU 476 and EDU 477 consecutively.

- 5) Possess an overall minimum GPA of 2.5 and a minimum GPA of 2.5 in major field courses.
- 6) Possess a provisional certificate from the Georgia Department of Education in the appropriate field.
- 7) Complete the form titled “Verification of Liability Insurance.”
- 8) Provide clear background check.
- 9) Provide passing scores on state mandated tests.

Due to specific entrance requirements, no candidates should be admitted into the Certification Only Program without written approval and/or advisement from the Director of Student Teaching/Certification. Any questions concerning certification can be referred to Barbara Reid at [breid@bpc.edu](mailto:breid@bpc.edu).

All Post-Baccalaureate: Teacher Certification applications are managed by the Office of Admissions and the Director of Student Teaching/Certification. Furthermore, the Office of Admissions will collaborate with the Office of the Registrar and the Director of Student Teaching/Certification for course registration. After registration, the student will be provided the proper onboarding seminar to guide the student in properly utilizing Brightspace (LMS) and other BPC electronic venues used for academic purposes.

## **II. Georgia Dual Enrollment Program**

Dual Enrollment provides high school students the opportunity to take college courses for both college and high school credit. Dual Enrollment courses are primarily available for eligible 11th and 12th grade (in some limited cases 10th grade) high school students. Students may enroll full-time or part-time in approved credit bearing college level courses. There is no residency or citizenship requirement to participate in the Dual Enrollment Program.

Approved courses for dual enrollment are listed in the Approved Course Directory found at [www.gafutures.org](http://www.gafutures.org). The Georgia Department of Education (DOE) has produced and provided to the Georgia Student Finance Commission (GSFC) a directory of eligible public high school courses that can be substituted with college level coursework and applied toward high school graduation requirements for dual credit students.

The Dual Enrollment Funding Program is a state funded program for high school (public, private, and approved home study) students (11th and 12th grade; in some limited cases 10th grade) that provides dual enrollment tuition assistance in Georgia. The Dual Enrollment Funding program covers 100% of tuition for approved courses, all mandatory, non-course related fees, and textbooks for approved courses. Students will be responsible for expenses for unapproved dual enrollment courses not found listed in the Approved Course Directory and any additional courses that are taken after the approved 30 credit hour cap funded by the Dual Enrollment Funding Program. Furthermore, students may incur expenses for course related fees and supplies required for a course or optional fees.

**Note:** All Dual Enrollment state policies are subject to change at any time per the State of Georgia Legislature and Georgia Student Finance Commission.

All required admissions documents are to be submitted to [gdep@bpc.edu](mailto:gdep@bpc.edu).

Dual Enrollment applicants must meet the following admission requirements:

- 1) **Apply:** Submit a completed BPC Dual Enrollment Student Application for admission.
- 2) **Meet GPA Requirements:** Applicants should meet one of the following GPA scenarios:
  - a. Earn a cumulative high school grade point average of 3.0 or higher on a 4.0 scale in the unweighted GPA category of a student's high school transcript.
  - b. Earn a cumulative high school grade point average of 2.5 - 2.9 on a 4.00 scale in the unweighted GPA category of a student's high school transcript. In addition, submit SAT scores: 440 Math, 480 Reading; or ACT 17 Math, 17 English; or a letter of recommendation from a high school officer.

Funding Eligibility Requirements

- 3) **GSFC Dual Enrollment Funding Application/Student Participation Agreement:** Submit the Dual Enrollment Funding Application/Student Participation Agreement, which provides permission from their high school guidance counselor and parents for students to participate in the dual enrollment program.

**Note:** 11<sup>th</sup> and 12<sup>th</sup> grades are eligible for funding to cover any approved Dual Enrollment course listed on the Course Directory at an eligible participating postsecondary institution such as Brewton-Parker College; 10<sup>th</sup> graders are eligible for funding if they submit a minimum SAT score of 1200 or minimum ACT composite score of 26 in a single national test administration. The funding will cover any approved Dual Enrollment course listed on the Course Directory.

### **III. Prison Education Program**

Brewton-Parker College was selected by the U.S. Department of Education as a participating institution in the "Pell for Students Who Are Incarcerated Experiment" (Second Chance Pell). This renewed source of federal financial assistance through the Pell grant, formerly known as the Basic Educational Opportunity Grant, opens doors of hope for inmates who despair in locked cells. It also allows the college to expand its Prison Program from a small ministry operating with volunteers to an educational program that provides incarcerated adults with a sustainable and affordable means to earn a degree in preparation for their release. Currently we offer programs within the Georgia Department of Corrections at approved locations.

All required admissions documentation will be submitted to the Coordinator of Prison Programs.

Applicants must meet the following criteria to be admitted into BPC, however, additional criteria may be required:

- 1) **Apply:** Submit a completed BPC Prison Program Student Application for admission.
- 2) **Provide Proof of High School Graduation or Equivalency:** Have graduated from an accredited or approved high school or have earned a high school equivalency diploma.
  - a. **Required Documentation:** Provide a copy of high school transcript to be sent directly from the high school to the Coordinator of Prison Programs or provide an official copy of high school equivalency, GED or HiSET test scores to the Coordinator of Prison Programs. In the case a high school transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be considered on a case-by-case basis.
- 3) **Submit College Transcripts (if applicable):** Submit all official transcripts from all college, university, or technical college(s) attended.

#### **IV. Georgia Baptist Bible Institute Program**

The Georgia Baptist Bible Institute (GBBI) program is administered by the College. The College offers select Christian Studies and ministry courses to Adult/Non-traditional aged students at GBBI instructional sites. Students may complete 27 credit hours of coursework at reduced rate, after which they may apply that credit toward a two-year Associates of Arts in General Studies, and/or a four-year degree, primarily in the College's program, Christian Studies. The GBBI Program is considered a Non-Degree Seeking Program.

**Adult, Non-Traditional Applicant:** An adult/non-traditional applicant is a student who has earned a high school diploma or equivalent more than five (5) years of their graduating class year. The following minimum requirements must be met for a student to be considered for admittance into the GBBI Program which is intended to launch students toward a degree:

##### Adult, Non-Traditional Applicant

- 1) **Apply:** Submit a completed BPC Georgia Baptist Bible Institute Student Application for admission.
- 2) **Provide Proof of High School Graduation or Equivalency:** applicants must have graduated from an accredited or approved high school or earned a high school equivalency diploma, or have completed graduation requirements from a home school program or non-accredited high school.
  - a. **Required Documentation:** Provide a copy of a final high school transcript to be sent directly from the high school to the Office of Admissions for evaluation; or provide an official copy of high school equivalency, GED or HiSET test scores to the Office of Admissions for evaluation. In the case a transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be considered on a case-by-case basis.
- 3) **Submit College Transcripts (if applicable):** submit all official college or university transcripts from all college, university, or technical college(s) attended.

## Readmit

Former students of BPC wanting to be readmitted into the institution and participate in the GBBi program must submit the following:

- 1) **Apply:** Submit a completed BPC Georgia Baptist Bible Institute Student Application for admission.
- 2) **Clear Holds:** Clear all holds and backpay with the College.

## Auditor Applicant

The GBBi Program allows students to audit the program's courses. Therefore, students who wish to enroll in regular academic classes but receive no college credit must meet regular admission requirements as follows:

- 1) **Apply:** Submit a completed BPC Georgia Baptist Bible Institute Application for admission.
- 2) **Meet Student-type Requirement:** Be an Adult/Non-traditional aged student.

The College accepts auditors only if their enrollment does not create any hardship or inconvenience for the institution or regularly enrolled students. Auditors may choose whether or not to participate in course activities, including exams and assignments. Regular matriculation fees apply to audited courses. Prospective auditors must apply for admission to the Office of Admissions before the semester begins. Financial aid does not cover audited courses.

Students cannot switch between audit and credit status after the drop/add deadline for the semester. Any change from audit to credit, or vice versa, requires the Provost's approval. Students transitioning from audit to credit must also meet the admission requirements for their intended degree-seeking status.

Finally, Brewton-Parker College faculty members have the discretion to decide whether a course is appropriate for an auditor to attend.

## **V. Information Regarding Special Applicants for Admissions for External Programs**

### Non-Immigrant (non-F-1) and Other Foreign Applicants

Each applicant under the Non-Immigrant Class (non-F-1) and Other Foreign Applicants category must meet the following additional admittance requirements if they did not graduate from a U.S. high school having spent the final two (2) years in the U.S, attend a U.S. college and earned a passing grade of a C or higher in a face-to-face English composition credit-bearing classes at the college-level, or indicate that their native or birth language is English.

**Prove English Proficiency:** Present test scores that demonstrate proficiency in the English language.

- a. SAT Verbal score greater than or equal to 430.
- b. TOEFL iBT greater than or equal to 70 with sub-skills of at least 16.
- c. DuoLingo score of 95 or higher
- d. IELTS greater than or equal to 6.0 with sub-skill of at least 5.0.
- e. Accuplacer Reading score greater than or equal to 237; and a WritePlacer score greater than or equal to 4 or higher.
- f. Score a 3.5 or greater on the English Interview set up by the College.

**Note:** Students who are from an English-dominant speaking country may have this requirement satisfied if he/she is from one of the following countries: United States of America and Territories of the United States, United Kingdom and British Overseas Territories, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Botswana, Cameroon-Anglophone, Canada (except for Quebec), Christmas Island, Cook Islands, Dominica, Fiji, Gambia (The), Ghana, Grenada, Guyana, India, Ireland, Isle of Man, Jamaica, Kenya, Lesotho, Liberia, Malawi, Malta, Mauritius, Micronesia (Federated States), New Zealand, Nigeria, Norfolk Island, Papua New Guinea, Philippines, Republic of Ireland, Samoa, Sierra Leone, Singapore, South Africa, South Sudan, St. Kitts and Nevis, St. Lucia, St. Vincent and Grenadines, Swaziland, Tanzania, Tokelau, Trinidad and Tobago, Tuvalu, Uganda, Zambia, Zimbabwe.

This requirement may also be waived if the student is participating in an online degree program that is being taught in the student's native language.

#### Non-Immigrant Class (non-F-1/Form I-20) and Other Foreign Applicant Types

##### 1) Nonimmigrant Class Applicant (Non-F-1/Form I-20)

Nonimmigrant class individuals are those who are currently in the United States legally under a primary purpose other than pursuing a post-secondary education. Nonimmigrants may, incidental to their primary purpose, attend the school of their choice either part-time or full-time; However, they are subjected to the College's policies regarding tuition and fees and other policies pertaining to nonimmigrants. Also, nonimmigrants must abide by the rules of their current status and cannot extend their stay in the United States for the purposes of completing a program of study or a degree. Spouses and children who derive their status from that of the principal may not remain in the United States beyond the period approved for the principal in order to continue school. In most cases, children lose their derivative status at the age of 21 and must apply for a change of status to F-1 if they wish to remain in the United States to continue their course of study.

If in the case a Nonimmigrant Class Applicant must leave the United States before completing a program of study that is designated in-person, the student is eligible to continue their education through the Distance Education Program (Online Learning) pending their program of study is

offered fully-online, if pursuing a status change to F-1 is not an option.

Furthermore, nonimmigrant class students are not eligible for federal or state financial aid. This includes not being eligible for the Federal Work Study program. Nonimmigrants may be eligible for institutional aid, but at the discretion of the institution.

2) Foreign Applicant (non-U.S. Citizen who lives in home country [outside the U.S.])

Applicants not located in the United States, but wish to attend Brewton-Parker College, are not eligible to apply under traditional undergraduate admission as an on-campus day student. However, they are eligible to apply under the Admissions for External Programs, specifically under the Distance Education Program (Online Learning). See more information under the section, Distance Education Program (Online Learning).

If a foreign applicant wants to attend the College as an on-campus day student, then they must adhere to the International Applicant Admissions criteria and follow the SEVP Student Process for the purposes of entering the U.S.

3) DACA and Undocumented Applicant (an applicant born outside the U.S., not a U.S. citizen or legal resident and is currently residing in the U.S.)

DACA and Undocumented individuals are eligible to attend Brewton-Parker College under any undergraduate degree-seeking or non-degree seeking categories, as long as they meet the qualification of the student-type described by which they are applying to the College under.

If in the case an undocumented student must leave the United States before completing a program of study that is designated in-person, the student is eligible to continue their education through the Distance Education Program (Online Learning) pending their program of study is offered fully-online, if pursuing a status change to F-1 is not an option.

These applicants are not eligible for federal or state financial aid. This includes not being eligible for the Federal Work Study program. These applicants may be eligible for institutional aid if the institution deems appropriate.

Persons 65 Years of Age or Older Applicant

Applicants must be residents of Georgia, 65 years of age or older at the time of registration and present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility. An individual may enroll as a degree-seeking or non-degree seeking student in courses offered for resident credit on a "space available" basis during registration. These applicants are offered significant discounts in the College's courses and programs. It is the responsibility of the individual to inquire with the Office of Admissions about the discount so that it may be applied to the student's account.

### Military Veteran or Dependent

Veterans or eligible dependents of veterans who wish to attend Brewton-Parker College under any one of the veterans' benefit programs should notify the Certifying VA Official in the Office of Financial Aid at Brewton-Parker College upon completion of the College's Admissions Application. Email: [finaid@bpc.edu](mailto:finaid@bpc.edu).

### Law Enforcement

Applicants who are active law enforcement or dependents of an active law enforcement officer are eligible for tuition reduction when pursuing a degree via the College's Online Programs. Evidence must be submitted to [admissions@bpc.edu](mailto:admissions@bpc.edu).

## **VI. Additional Distance Education Program (Online Learning) Admissions Information / After Admission**

### Statement of Intent

Upon admittance into the institution, applicants who plan to attend classes fully online or at one of our distance educational sites are required to submit a Statement of Intent to secure the applicant's enrollment at BPC.

### Mandatory Event - New Student Orientation

In order that new students may be fully informed and aware of all phases of college life, the Office of External Programs provide students, who are participating in an external program with a mandatory orientation course located within the student's learning management system (*Brightspace*). The orientation helps students to gain a better understanding of the personal and financial responsibilities of attending college; learn about online services, activities, academic resources, and the college experience; learn about completing college business, such as getting understanding Financial Aid, Student Accounts, etc.

## **VII. Appeals Process: Second-Chance Admissions**

Applicants who are denied admission into the College as an undergraduate have the right to appeal the decision made by the Office of Admissions. However, a student's Second-Chance Admissions Appeal will not be prioritized if the appeal is submitted after the official start date of the semester for which the student is seeking admission. This policy ensures that all students admitted to the institution have sufficient time to prepare for the academic term and allows the admissions office to manage resources effectively. It also promotes fairness and consistency in the admissions process. Students unable to meet the deadline are advised to consider applying for a subsequent semester. Non-degree seeking applicants are not allowed to appeal an admission decision.

The applicant is required to provide evidence of college readiness by providing a letter of personal statement, two letters of recommendation from professional/community members, and qualifying test scores (optional) (e.g., SAT, ACT, Accuplacer) that demonstrate the student's academic aptitude.

The Personal Letter should include the following:

- 1) Demonstrates an understanding of what went wrong and why you are needing to write an appeal letter.
- 2) Take responsibility for any academic failures that may have led to this point.
- 3) Outlines a clear plan for future academic success.
- 4) Convey points honestly.

The Letters of Recommendation need to be from professional sources, and one letter must come from an academic member such as a teacher. The letter must come directly to the Office Admissions from the recommender's professional email, and accompanied by the [Teacher Recommendation Form](#). The Teacher Recommendation Form is located in the student's Second-Chance Admissions Portal or available upon request. The letter(s) should include the following:

- 1) Testify to the student's character, academic aptitude, and level of involvement the student has shown in creating academic opportunities for one's self.

If a student chose to submit test score (optional), then the test scores should demonstrate a promising academic aptitude. The following scores are recommended:

- 1) SAT: MATH- 440; ERW- 480
- 2) ACT: MATH- 17; ENG- 17
- 3) Accuplacer: MATH- 258; Reading- 237; WritePlacer- 237 or 4.

**Note:** If test scores do not meet the given test scores, your file will still be reviewed for admission into the College. Furthermore, test scores that do meet the given test scores mentioned above does not guarantee an admission decision of admitted into the College.

## **Undergraduate Applicants Seeking Credit from Non-Traditional Sources**

Brewton-Parker College accepts credits from all non-traditional sources recognized by the American Council on Education (ACE) and follows ACE recommendations in assigning credit hours. Non-traditional credit will not be assigned a grade equivalent and thus will not factor into the GPA. Examples of non-traditional credit accepted under ACE recommendations are AP, CLEP, DSST, military training and experience, and corporate training programs that have been ACE-evaluated. For further information on ACE and specific recommendations, contact the Office of the Registrar. Brewton-Parker College accepts IB credit for scores of 3 or higher in the Higher-Level Program.

Credit for postsecondary study from a school outside the U.S. is based on an evaluation by either a Brewton Parker College evaluator or an approved evaluation service from the National Association of Credential Evaluation Services (NACES). For information on approved evaluation services, go to [www.naces.org](http://www.naces.org) or contact the Office of the Registrar.

A maximum of 30 semester hours of credit toward graduation, of which no more than 12 hours can be at the 300 or 400 level, may be earned on the basis of ACE-recommended credit.

### College Credit by Examination

Advanced Placement Program: Subject to approval by the appropriate BPC academic department, high school students who participate in an Advanced Placement Program will be awarded appropriate course credit provided a score of three (3) or better is earned on The College Board Advanced Placement Test (AP). Official test scores should be mailed directly from The College Board to the Office of the Registrar for review. Each student will receive confirmation of credit awarded. Credits earned through standardized examinations cannot be used to fulfill the residency requirements for graduation.

College Level Examination Program (CLEP): Students may earn up to 18 semester hours of college credit by making satisfactory scores on the Subject Examinations of the College-Level Examination Program (CLEP). The CLEP Subject Examinations measure achievement in specific subject areas. These exams require college-level knowledge and critical-thinking ability; sufficient preparation is required to do well. CLEP tests are given at many colleges and universities nationwide.

To earn CLEP credit a student must earn a score of 50 or above on the exam in the subject area in which they are tested in. Students earning a score of 50 or above on the College English Composition Subject Examination must also write an essay, which will be graded by the English Department. The English Department must approve and "pass" the essay only before credit for College English Composition I will be awarded. CLEP credit is not awarded for any science-related course that has laboratory requirements. A student may not attempt a CLEP examination for a course in a field in which credit has been earned for a more advanced course. No

examination may be repeated in an attempt to receive credit. Hours earned by examination are recorded on a student's permanent record with the notation "credit by examination" with the course name and number. Grades are not given; therefore, credit by examination does not affect a student's grade point average. Credits earned through standardized examinations cannot be used to fulfill the residency requirements for graduation.

To earn DDST credit a student must earn a score of 400 or above on the exam in the subject area in which they are test in. A student may not attempt a CLEP examination for a course in a field in which credit has been earned for a more advanced course. No examination may be repeated in an attempt to receive credit. Hours earned by examination are recorded on a student's permanent record with the notation "credit by examination" with the course name and number. Grades are not given; therefore, credit by examination does not affect a student's grade point average. Credits earned through standardized examinations cannot be used to fulfill the residency requirements for graduation. Please contact the Office of the Registrar to determine which subject areas the College will accept DSST credit.

Departmental examinations: Departmental examinations are available in certain subject areas not included as a part of the College Level Examination Program. An example of a departmental examination is the First-Aid examination. The Senior Vice President and Provost must grant permission for a student to attempt a departmental examination. The Senior Vice President and Provost will refer the examination results to the faculty members of the respective subject area, who will grade and review the examination to determine if the student meets the competencies and course knowledge to be granted credit for the course.

Spanish Credit by Exam: Any student who believes he/she is proficient in Spanish, may attempt the Spanish Credit by Exam. It is a placement test intended for those who have taken Spanish I and II (2 Carnegie units of Spanish) in high school and wish to receive credit for lower-level Spanish knowledge. The Credit by Exam is also intended for native speakers of Spanish who wish to advance into a higher-level Spanish. Students who are proficient in Spanish due to previous studies of the language, rigorous high school preparation or previous training, and wish to advance into a higher-level Spanish may also take this college-level Spanish knowledge exam. This exam can be taken only once, and credits cannot be awarded if the student has already taken Spanish classes at BPC. The exam is a challenge, departmental exam under the control of, and administered by, members of the Spanish faculty.

### College Credit for Military Education

Applicants who wish to have their military experience and training evaluated for college credit should submit a copy of appropriate forms to the Office of Admissions. Veterans should submit Form DD-214 and active duty military personnel should submit Form DD-295. Active duty military personnel and soldiers discharged since October 1, 1986, should also provide a copy of their Military/American Council on Education Registry or Joint Services Transcript. The American Council of Education's Guide to the Evaluation of Educational Experiences in the

Armed Services will be used in evaluating learning acquired in the armed services. Military experience credit should be appropriate to the degree programs offered at BPC.

College Credit for Law Enforcement Education

POST, BLET, and BCOT certified applicants are eligible for credit evaluation towards the B.A. in Criminal Justice. Applicants are required to submit completion of POST or BLET to the Office of Admissions. Each student will receive confirmation of credit awarded. Credits earned through law enforcement education cannot be used to fulfill the residency requirements for graduation.

## Graduate Admissions

The Office of Admissions collaborates with graduate programs to enroll students into Level 3 Graduate coursework at Brewton-Parker College.

All required admissions documents should be sent directly from a verifiable source to [admissions@bpc.edu](mailto:admissions@bpc.edu), unless otherwise instructed. A verifiable source is a credible and primary holder of the original record.

### Admissions Policy

It is the policy of Brewton-Parker College (BPC) to create admissions requirements that fulfill the stated mission of the College by encouraging students of diverse levels of preparation, ethnicity, and age to attend this institution and develop their full potential as individuals and members of the community.

**Disclaimer:** International students with Form I-20 attending an SEVP-certified school are not permitted to enroll fully online and must comply with U.S. Department of Homeland Security (DHS) policies for F-1 visa/Form I-20 holders. As a result, international students with Form I-20 are ineligible to participate fully online unless specifically approved by SEVP. Furthermore, graduate programs at BPC are not eligible for F-1/Form I-20 to pursue as each graduate programs of study is not reflected on the institution's I-17.

Please note that the term "International students with Form I-20" does not include those individuals who are classified under the section Non-Immigrant Class (non-F-1/Form I-20) or Other Foreign Applicants. For more information about Non-Immigrant Class (non-F-1/Form I-20) and Other Foreign Applicants, refer to the respective section.

Applicants who did not graduate from a U.S. high school, attended an international college, or identify a native or primary language other than English may be subject to additional admissions requirements. Furthermore, all non-U.S. school transcripts must be officially evaluated by InCred, WES, SpanTran, or another NACES-approved evaluation agency, unless noted otherwise. Transcripts that have been evaluated by an agency not NACES-approved will be considered on a case-by-case basis. For applicants recruited to participate in NAIA athletics, it is strongly recommended to use InCred as the evaluation agency. The evaluation must include a GPA conversion to the U.S. 4.0 scale. Secondary school transcripts should undergo a "Basic High School" evaluation, while post-secondary transcripts should receive a "Course-by-Course" evaluation.

### General Information

Each applicant must submit the appropriate application form with a \$35 non-refundable fee. All required documents must be official, coming directly from the issuing institution to the College.

Once a student's admission file is completed, it will be reviewed, and an admission decision will be made within approximately two (2) weeks. Applicants are encouraged to apply or update prior applications as well provide all supporting documentation in advance of the term's priority dates. An application is valid for the semester for which it is submitted. Applications submitted after the priority date may be considered, but in general, late applicants will be processed and, if admitted, enrolled in the next semester open to them after the admissions priority date has passed.

**Priority Date(s)**

Fall semester – August 1 (Session I); October 1 (Session II)  
Spring semester – December 1 (Session I); March (Session II)  
Summer semester—May 1 (Session I); June 15 (Session II)

**Note:** Priority dates may not be applicable to all graduate programs at Brewton-Parker College.

A student desiring to reactivate an application within one year of the original application submission date for a future semester must submit an Application Update Form that is appropriate for the application type originally submitted. Applicants who applied over one year from the original application submissions date will be required to submit a new application. If the applicant has attended another college during the past year, an official transcript must be sent from that college. The applications and records submitted to the College become the property of the College and will not be returned to the applicant or sent to another institution.

The College has the right to cancel admission prior to or following enrollment if the applicant becomes ineligible as determined by the adopted standards of the College. The College's entities for admissions determines the final acceptance or denial of each applicant. This decision may be appealed by the applicant under provisions set by the College and the Admissions Committee. Applicants may check their admissions status at in the appropriate graduate program Admissions Application Portal.

Any applicant no longer interested in attending Brewton-Parker College to pursue Level III graduate work may submit an Application Withdraw Form for the appropriate application type.

## **Types of Graduate Admission Decisions**

Graduate applicants must be admitted into the institution under one of the below admission types to be eligible to register, participate, and receive course instruction from the College.

*Regular Admission* – when an applicant meets all the stated criteria for admission, he or she is admitted in the College without conditions.

**Note:** An applicant may be granted provisional admission for the term if all required official final documentation, such as a final college transcript, has not yet been received by the College because the student is completing their study. Provisional admission grants full access to enrollment; however, all necessary documents must be submitted within sixty (60) days after the term's start. Failure to provide the required final documentation within the specified timeframe may result in the termination of the student's current registration. Additionally, the student will be unable to register for the subsequent semester, receive grades, or request transcripts.

Applicants may also be admitted provisionally if the applicant is seeking to pursue a Masters of Arts in Ministry and has not obtained a baccalaureate degree. Please see the section, *Provisional Acceptance of Students Who Have Not Completed A Bachelor's Degree Into the Master of Art in Ministry Degree Program*, for more details pertaining to this scenario of provisional admission.

Students who receive the following decision are not eligible to register, participate, and receive course instruction from the College:

*Denied* – an applicant who does not meet the stated criteria for regular admissions or is unsuccessful in a case for appeal. He or she is not admitted into the College.

### **Graduate Admissions Enrollment Categories**

Each enrollment category follows the standards set by the College's governance.

*First-time Graduate:* A first-time graduate applicant is an applicant who has graduated with a baccalaureate degree from a college or university and has not attended a Level III graduate program elsewhere, and will be attending a graduate program at Brewton-Parker College for the first-time.

*Transfer Graduate:* A transfer graduate applicant is an applicant who has graduated with a baccalaureate degree from a college or university and has attended a Level III graduate program elsewhere, and will be attending a graduate program at Brewton-Parker College for the first-time.

*Readmit Graduate:* Former students of a graduate program at Brewton-Parker College wanting to be readmitted into the Level III graduate program.

## Temple Baptist Theological Seminary Admissions

Temple Baptist Theological Seminary Admissions is located virtually and can be contacted by telephone at (912) 583-3173, emailed at [onlineprograms@bpc.edu](mailto:onlineprograms@bpc.edu), or by visiting our website [www.temple.bpc.edu](http://www.temple.bpc.edu).

Temple Baptist Theological Seminary Admissions is for applicants interested in attending the Seminary after earning a baccalaureate degree at a regionally or nationally accredited college or university, or an institution recognized by CHEA or USDE, and who plan to attend online. TBTS applicants who have obtained a non-accredited bachelor's degree may still be admitted under a provisional status. For applicants who have not obtained a bachelors degree but have a minimum of 90+ credit hours from an institution (accredited or non-accredited), and who are at least 25 years of age may be admitted under a provisional status.

It is the policy of Temple Baptist Theological Seminary to create admissions requirements that fulfill the stated mission of the College by encouraging Christian students of diverse levels of preparation, ethnicity, and age to attend this institution and develop their full potential as individuals and members of the community.

International transcripts: applicants who are seeking Regular Admission into TBTS are required to have their international transcripts evaluated by World Education Services (WES), InCred or other approved NACES recognized agencies to determine if the applicant's baccalaureate-level coursework is equivalent to U.S. baccalaureate-level coursework/degree, if a school is located outside of the United States.

All required admissions documents should be sent to [admissions@bpc.edu](mailto:admissions@bpc.edu). An applicant may check their admissions status at [apply.tbts.bpc.edu](http://apply.tbts.bpc.edu) or their applicable language portal.

### TBTS Admissions Requirements and Enrollment Categories (Degree Seeking)

#### First-time Graduate

The following minimum requirements must be met for a student to be considered for admittance as a First-time Graduate into Temple Baptist Theological Seminary:

- 1) **Apply:** Submit a completed Temple Baptist Theological Seminary Graduate Application for admission.
- 2) **Proof of Graduation:** Must have graduated with a baccalaureate degree from a regionally or nationally accredited college or university; or having graduated with a baccalaureate degree from an institution recognized by CHEA or USDE.
- 3) **Provide Transcript(s):** Provide official final college transcripts from all college, university, or technical college(s) previously attended. In the case a transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be

considered on a case-by-case basis.

- 4) **Meet GPA Requirement:** Must have an undergraduate cumulative college GPA of 2.0 or higher to pursue the M.A.M, M.A.W.M., and M.A.B.P.; a 2.5 or higher to pursue the M.A.B.T.S.
- 5) **Submit Personal Statement:** Submit a Statement of Salvation Experience and Commitment to Christian Ministry.
- 6) **Submit Primary Endorsement:** Provide one Endorsement from a Pastor or Church Leader
- 7) **Submit Secondary/Tertiary Endorsements:** Provide two Personal and/or Professional References

**Note:** More information on provisional acceptance is below

### Transfer Graduate

The following minimum requirements must be met for a student to be considered for admittance as a Transfer Graduate into Temple Baptist Theological Seminary:

- 1) **Apply:** Submit a completed Temple Baptist Theological Seminary Graduate Application for admission.
- 2) **Proof of Graduation:** Must have graduated with a baccalaureate degree from a regionally or nationally accredited college or university; or having graduated with a baccalaureate degree from an institution recognized by CHEA or USDE.

**Note:** a completed Master's degree from another accredited U.S. institution is acceptable in lieu of a baccalaureate degree.

- 3) **Submit Transcript(s):** Provide official final college transcripts from all college, university, or technical college(s) previously attended. In the case a transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be considered on a case-by-case basis.
- 4) **Meet GPA Requirements:** Must have an undergraduate cumulative college GPA of 2.0 or higher to pursue the M.A.M, M.A.W.M., and M.A.B.P.; a 2.5 or higher to pursue the M.A.B.T.S.
- 5) **Eligible to Attend:** Be eligible to continue or return to sending institution. Students who are not considered to be in good academic standing at prior institution(s) will be considered on a case-by-case basis.
- 6) **Submit Personal Statement:** Submit a Statement of Salvation Experience and Commitment to Christian Ministry.
- 7) **Submit Primary Endorsement:** Provide one Endorsement from a Pastor or Church Leader
- 8) **Submit Secondary/Tertiary Endorsements:** Provide two Personal and/or Professional References

**Note:** More information on provisional acceptance is below.

### Readmit Graduate

Students who have not been enrolled in TBTS for more than one calendar year are subject to reapply to the institution. The following minimum requirements must be met for a student to be considered for admittance as a Readmit Graduate into Temple Baptist Theological Seminary:

- 1) **Apply:** Submit a completed Temple Baptist Theological Seminary Graduate Application for admission.
- 2) **Submit Transcript(s):** Provide official final college transcripts from all college, university, or technical college(s) attended since last enrolled at BPC. Prior postsecondary coursework earned from regionally and nationally accredited institutions will be evaluated and the student will be notified of work accepted.
- 3) **Clear Holds:** Clear all holds and backpay with the College.

### **Conferred Baccalaureate Degrees from Non-Accredited**

Any applicant who holds a conferred degree from a non-accredited postsecondary institution may be considered for admission. Institutions approved to offer post-secondary degrees, or recognized as exempt, by a state authorization agency establish pursuant to Title IV of the Higher Education Act of 1965 (HEA), may be admitted on a probationary status. They must maintain a B average for two semesters to demonstrate competency to conduct graduate-level work, at which time their probationary status will be removed.

#### *Accrediting Agencies*

- Council for Higher Education Accreditation (CHEA)
- U.S. Department of Education (USDE)

### **Provisional Acceptance of Students Who Have Not Completed A Bachelor's Degree Into the Master of Art in Ministry Degree Program**

Preamble: There are a number of bible institutions, international and within the U.S., that intentionally eschew state authorization or accreditation by an external organization due to the desire to avoid interference in their religious educational process. As such, these institutions at times do not confer a bachelor's degree, but instead offer a diploma that reflects a specific course of study with a high concentration of Bible, Theology, and Ministry. It is not unusual for the student to accumulate 90+ credit hours of coursework that is focused upon Bible, Theology, and Ministry. In essence these degrees provide a "professional" emphasis upon a specific area of work, which we know as Ministry.

The Master of Arts in Ministry Program is predicated upon this type of professional emphasis that seeks to prepare and equip persons for work in the church or ministries that support the

church and advance the kingdom.

The following is the lists of parameters to the Provisional Acceptance Policy.

A. Provisional acceptance is limited to students wishing to enter the MAM program and is not applicable for entry into other TBTS Programs.

B. The provisional acceptance is provided for students who are a minimum of 25 years of age and who have at least five years of ministry experience. This allowance is made with the recognition that age and experience provide a “life experience” competency that is essential to the success of the student’s program.

C. The criteria for provisional admittance include these elements:

- 1) This provisional admittance applies only to the MAM program of TBTS.
- 2) The student must be 25 years of age and have five years of ministry experience.
- 3) The student must have completed at least 90 hours of post-secondary work.
- 4) All transcripts from the institution(s) must be submitted to TBTS/BPC
- 5) A minimum GPA of 2.0 from the previous program is required for admittance.
- 6) All other TBTS admission requirements must be completed (see applicant documents required)
- 7) Upon provisional acceptance, the student must maintain a B or greater for each class, for a minimum of 2 consecutive semesters in order to demonstrate competency to conduct graduate level work. This standard is predicated on the assumption that the student will take one course each semester.
- 8) After the successful completion of two consecutive semesters as described in #7 above, the provisional status of the student will be removed.

D. All matters related to program and graduation requirements will be in force for provisional students.

### **TBTS Admissions Requirements and Enrollment Categories (Non-Degree Seeking)**

#### Auditor Applicant

Students who wish to enroll in regular academic classes but receive no college credit.

These applicants must meet regular admission requirements as follows:

- 1) **Apply:** Submit a completed Auditor Application [Graduate] for admission.
- 2) **Age Requirement:** Be 18 years of age or older.
- 3) **Provide Proof of High School Graduation or Equivalency:** applicants must have graduated from an accredited or approved high school or earned a high school equivalency diploma, or have completed graduation requirements from a home school

program or non-accredited high school.

The College will consider the acceptance of auditors only when their enrollment will cause no hardship or inconvenience to the institution or the regularly scheduled students. An auditor may or may not, as he/she wishes, participate in all activities of the course including taking examinations and submitting of papers for evaluation. Regular matriculation fees will be charged for courses that are audited. An application for admission must be filed with the Office of Admissions prior to the opening of the semester for which the auditor plans to enroll. Financial aid will not pay for audited courses.

Furthermore, students may not change from audit-to-credit status, or from credit-to-audit status after the last day of drop/add for that semester. Any change from audit-to-credit and vice versa must be approved by the Provost. If the student is changing from audit-to-credit then the student must also meet the admission requirements of the degree-seeking student type in which the student intends to become.

Lastly, Brewton-Parker College faculty members reserve the right to determine if it is appropriate for an auditor to audit their course.

### Non-Matriculating Applicant

Non-matriculating TBTS graduate students are individuals who enroll in TBTS graduate courses for personal or professional development. These students have not yet been fully admitted to the Seminary's graduate program and are not currently seeking credit towards a degree.

These applicants must meet the following admission requirements:

- 1) **Apply:** Submit a completed Temple Baptist Theological Seminary Graduate Application for admission.
- 2) **Submit Statement:** Submit a signed agreement to the BPC faith statement and to the conduct and behavior guidelines including in the application.
- 3) **EITHER one of the following below**
  - a. **Provide Proof of Graduation:** Evidence of a completed bachelor's degree, **or**
  - b. **Provisional Documentation:** Documentation that meets the criteria for provisional status in the Master of Arts in Ministry (MAM) program. This information is provided in the TBTS Admissions section of the catalog.

### **Additional Policy Information for Graduate Non-Matriculating (GNM) Students in TBTS**

Credits and Transcript Information Once non-matriculating students are approved for admission, register for classes, and successfully complete course requirements:

- They will receive earned credit hours.

- These credits may be transferred to other institutions or applied toward a TBTS graduate program if they are later accepted as fully admitted students. If students apply to a TBTS program, only courses with a grade of C or higher will count towards the degree.
- Non-matriculated students may take no more than 12 credit hours total. They may not register for more than 3 credit hours in one sub-term without administrative approval.

### **Important Notes**

- To continue in GNM status, students must achieve a C grade or higher in the active course.
- A GNM student may retain their active status if enrolled in successive semesters or reenrolled within one calendar year; however, students who are not enrolled in a course for more than one year may be required to reapply for GNM status.
- Acceptance as a GNM student confers no guarantee or priority for later admission to a graduate degree program.
- Some graduate-level courses, however, are restricted because of full enrollment, limited space, prerequisites, etc. Interested students should contact the Dean or designee to determine which courses are available to GNMs each semester.
- Federal financial aid is not available for non-degree-seeking students.

### **Information Regarding Special Applicants for Graduate Admissions**

#### Non-Immigrant Class (non-F-1) and Other Foreign Applicants

Each applicant under the Non-Immigrant Class (non-F-1) and Other Foreign Applicants category must meet the following additional admittance requirements if they did not graduate from a U.S. high school having spent the final two (2) years in the U.S, attend a U.S. college and earned a passing grade of a C or higher in a face-to-face English composition credit-bearing classes at the college-level, or indicate that their native or birth language is English.

**Prove English Proficiency:** Present test scores that demonstrate proficiency in the English language.

- a. SAT Verbal score greater than or equal to 430.
- b. TOEFL iBT greater than or equal to 70 with sub-skills of at least 16.
- c. DuoLingo score of 95 or higher
- d. IELTS greater than or equal to 6.0 with sub-skill of at least 5.0.
- e. Accuplacer Reading score greater than or equal to 237; and a WritePlacer score greater than or equal to 4 or higher.
- f. Score a 3.5 or greater on the English Interview set up by the College.

**Note:** Students who are from an English-dominant speaking country may have this requirement satisfied if he/she is from one of the following countries: United States of America and Territories of the United States, United Kingdom and British Overseas Territories, Antigua and

Barbuda, Australia, Bahamas, Barbados, Belize, Botswana, Cameroon-Anglophone, Canada (except for Quebec), Christmas Island, Cook Islands, Dominica, Fiji, Gambia (The), Ghana, Grenada, Guyana, India, Ireland, Isle of Man, Jamaica, Kenya, Lesotho, Liberia, Malawi, Malta, Mauritius, Micronesia (Federated States), New Zealand, Nigeria, Norfolk Island, Papua New Guinea, Philippines, Republic of Ireland, Samoa, Sierra Leone, Singapore, South Africa, South Sudan, St. Kitts and Nevis, St. Lucia, St. Vincent and Grenadines, Swaziland, Tanzania, Tokelau, Trinidad and Tobago, Tuvalu, Uganda, Zambia, Zimbabwe.

### Non-Immigrant Class (non-F-1) and Other Foreign Applicant Types

#### 1) Nonimmigrant Class Applicant (Non-F-1)

Nonimmigrant class individuals are those who are currently in the United States legally under a primary purpose other than pursuing a post-secondary education. Nonimmigrants may, incidental to their primary purpose, attend the school of their choice either part-time or full-time; However, they are subjected to the College's policies regarding tuition and fees and other policies pertaining to nonimmigrants. Also, nonimmigrants must abide by the rules of their current status and cannot extend their stay in the United States for the purposes of completing a program of study or a degree. Spouses and children who derive their status from that of the principal may not remain in the United States beyond the period approved for the principal in order to continue school. In most cases, children lose their derivative status at the age of 21 and must apply for a change of status to F-1 if they wish to remain in the United States to continue their course of study.

If in the case a Nonimmigrant Class Applicant must leave the United States before completing a program of study that is designated in-person, the student is eligible to continue their education through the distance education (online learning) pending their program of study is offered fully-online, if pursuing a status change to F-1 is not an option.

Furthermore, nonimmigrant class students are not eligible for federal or state financial aid. This includes not being eligible for the Federal Work Study program. Nonimmigrants may be eligible for institutional aid, but at the discretion of the institution.

#### 2) Foreign Applicant (non-U.S. Citizen who lives in home country [outside the U.S.]

Applicants not located in the United States, but wish to attend Brewton-Parker College fully online are eligible as long as the program they seek is offered fully online.

If a foreign applicant wants to attend the College as an on-campus day student, then they must adhere to the International Applicant Admissions criteria and follow the SEVP Student Process for the purposes of entering the U.S. However, graduate programs are not approved on the institutions I-17. Therefore, the institution is not able to issue Form I-20s for the purposes of studying in the States under an F-1 visa for those who are wanting to complete a graduate

program in-person.

3) DACA and Undocumented Applicant (an applicant born outside the U.S., not a U.S. citizen or legal resident and is currently residing in the U.S.)

DACA and Undocumented individuals are eligible to attend Brewton-Parker College under any graduate degree-seeking or non-degree seeking categories, as long as they meet the qualification of the student-type described by which they are applying to the College under.

These applicants are not eligible for federal or state financial aid. This includes not being eligible for the Federal Work Study program. These applicants may be eligible for institutional aid if the institution deems appropriate.

Military Veteran or Dependent

Veterans or eligible dependents of veterans who wish to attend a graduate program under any one of the veterans' benefit programs should notify the Certifying VA Official in the Office of Financial Aid at Brewton-Parker College upon completion of one of the College's Graduate Program Admissions Applications. Email: [finaid@bpc.edu](mailto:finaid@bpc.edu).

**Additional Graduate Admissions Information After Admission**

Statement of Intent

Upon admittance into a graduate program that is offered fully-online, applicants are required to submit a Statement of Intent to secure the applicant's enrollment in a graduate program at Brewton-Parker College.

Mandatory Event - New Student Orientation

In order that new students may be fully informed and aware of all phases of college life, Graduate Programs in collaboration with the Office of Admissions provide students with a New Student Orientation course located within the student's learning management system (*Brightspace*). The orientation helps students to gain a better understanding of the personal and financial responsibilities of attending college; learn about online services, activities, academic resources, and the college experience; learn about completing college business, such as getting understanding Financial Aid, Student Accounts, etc.

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## Tuition and Fees

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Brewton-Parker College (BPC) is a non-profit institution supported by the Georgia Baptist Mission Board and gifts from churches, individuals, corporations, foundations, and income from endowment funds held in trust by the Georgia Baptist Foundation. Student fees and expenses are held at the lowest possible level consistent with the financial requirements needed to operate an effective institution of higher learning. Consequently, the amount each student is required to pay is considerably less than the average cost per student to the College.

### Fees

#### Application Fee

A non-refundable and non-transferable fee of \$35 must accompany the application for admission.

#### Student Enrollment Deposit

A \$200 non-refundable fee is required of each resident student. If there is a break in enrollment as a resident student for any reason, the student will pay the fee again before a room assignment will be made.

Returning students are given preference in room reservation, provided they meet the specified time limit prescribed by the College. Rooms are reserved in the order in which new students are admitted to the College by the Office of Admissions and according to the date of the housing application. All rooms are subject to reassignment at any time, especially at the end of the spring semester. Any room damage charges will be billed to the student's account.

All day students are required to live in College-provided housing, space permitting. Exceptions to this policy are stated in the Student Handbook.

#### Board Fee

All dormitory students are required to purchase a full meal plan (unlimited). Commuter students may elect to purchase a five- or ten-meal plan.

#### Tuition

Tuition for a full-time undergraduate student is \$9,200.00 per semester. This covers 12-18 credit hours inclusive. Credit hours beyond this are charged at a rate of \$710.00 per credit hour. If a student enrolls for less than twelve semester hours, the charge will be at a rate of \$710.00 per credit hour. Other fees will vary according to course selection. Tuition adjustments may be made only until the stated deadlines for dropping and adding classes. Students will remain financially responsible for tuition for classes dropped after the deadline.

#### Drop/Add Fee

There is a non-refundable fee of \$30 for dropping or adding a course or courses after registration day. This fee will be charged each time a schedule is changed at the request of the student or administratively due to non-attendance. It will not apply if the change is made for the convenience of the College.

#### Matriculation/Security/Health Fees

Annual fees of \$1,720 for Mt. Vernon campus students will be charged to provide for network expansions, upgrades, security, health and student life needs each semester.

### **Late Registration Fee**

A non-refundable fee of \$50 will be charged to students who register after the stated registration date.

### **Private Room Fee**

There is a non-refundable fee of \$1,000 per semester for a private room when space is available.

### **Room Check-Out Fee**

When a student fails to follow appropriate procedures in the checking-out process a \$100 fee is applied. There will be an additional amount charged which will be determined based on damages or key replacement.

### **Room Damage Fee**

All damages in residence halls are charged to the person(s) responsible. If the person(s) responsible is/are not identified, damages in bedrooms are assessed to both residents of the room and damages in common areas are assessed on a pro-rated basis to all residents of the area/dorm. Damage fees are determined based on the replacement/repair rates.

### **Room Key Fee**

A \$50 fee is charged to replace a lost key. Additionally, a \$50 fee will be charged for not returning a key when required (such as over a semester break). After the first incident, any request to unlock a room due to a lost or misplaced key will incur a \$5 fee.

### **Student Identification Card Fee**

Every student must have a student identification (ID) card. Students who purchase a meal plan will be issued a bar code on the ID card. There is no charge for the first ID card. In the event the card is lost, the student must purchase a duplicate at the cost of \$35.

### **Testing Fee**

There is a non-refundable fee of \$10 per test for students taking the College Placement Exam (CPE).

### **Withdrawal Fee**

A non-refundable fee of \$50 will be charged for the processing of an official, unofficial or administrative withdrawal. Failure to attend class is not the equivalent of withdrawing. A student who enrolls in class and never attends and does not withdraw will be obligated to pay in full for the class.

### **Graduation Fee**

All degree candidates will pay \$150 to cover expenses related to the commencement exercises. Moreover, students who are candidates for graduation and do not appear for commencement exercises will not be eligible to receive their diplomas until graduation exercises the next year, unless they notify the Registrar's Office in advance of the graduation exercises of their desire to graduate in absentia. Participation in the annual graduation ceremony is not mandatory, but all degree candidates will pay the graduation fee. The fee covers the costs associated with the ordering of diplomas, correspondence with applicants, provision of a graduation ceremony, cap and gown, and mailing diplomas to non-participants.

There are three graduation opportunities which include December, May and August, with May being the official graduation ceremony. Students who expect to graduate must do the following:

- 1) Request an audit during the term prior to the last term of attendance. For example, if a student expects to graduate in May, the audit request must occur in the fall term.

- 2) Apply for graduation. The form is available online from the Registrar's webpage, and the deadline is posted there as well.

The graduation fee will be charged automatically to the student's account when the application is received. Any student who does not complete all graduation requirements in the term he or she applies for graduation must re-apply during the term in which the degree will be earned. An additional \$50 charge will be added to the original graduation fee. Students, who will earn more than one degree in the same term of graduation or in the same academic year, will pay an additional \$30 fee for the second diploma and tassel. Students who get one degree in an academic year and another degree in another academic year will pay the graduation fee for each year.

### **Course Materials Fee**

Undergraduate students must purchase their course resources except for those items the institution offers through the inclusive access (IA) program delivered through the First Day Program provided by MBS Direct. Students registered for a course using IA resources will have access to the resources on the first day of classes. The resources are billed to student accounts at the rate of \$25 per credit hour.

If a student chooses not to participate in the First Day Program, he/she must opt out of the Program by the stated deadline for the fall and spring semesters. They will then be responsible for purchasing or renting their course materials by the first day of class.

### **Other Course Fees**

A fee of \$200 per credit hour is charged to students taking applied music lessons. Some lab sciences carry additional fees which may be viewed on the cost of attendance webpage. Online program fees may also be viewed on the cost of attendance webpage.

### **Library Fees**

The fine for overdue books is \$0.25 per day for regular books and a \$1 per day for reserved books, with a \$10 cap on fines per item. Fines will not be charged on days when the library is not open. Students who owe fines to the library or who have overdue books will not be permitted to check out other materials until all charges are cleared. Students who lose books will be expected to pay a replacement fee of \$5 plus the cost of the book (late fees will be waived). Any item that is more than 60 days late automatically will be presumed lost. Defacement or mutilation of library materials will result in a fine of \$50 and appropriate disciplinary action. Delinquent borrowers will not be permitted to receive grades, transcripts, or other credit for work completed at Brewton-Parker College until all charges are cleared.

### **Late Payment or Interest Fees**

Brewton-Parker College will assess late payment and/or interest charges at the rate of 1.5% compounded monthly, or \$25 fee, whichever is greater, per month on the past due portion of a student account until the past due account is paid in full.

### **Collection Cost**

Brewton-Parker College may refer delinquent student accounts to a collection agency. If Brewton-Parker College refers a student account balance to a third party for collection, a collection fee will be assessed and will be due in full at the time of the referral to the third party. The collection fee will be calculated at the maximum amount permitted by applicable law, but not to exceed 15 percent of the amount outstanding. For purposes of this provision, the third party may be a debt collection company or an attorney. If a lawsuit is filed to recover an outstanding balance, the student shall also be responsible for any costs associated with the lawsuit such as court costs or other applicable costs. Delinquent accounts may be reported to one or more of the national credit bureaus.

<u>Approximate Cost per Semester</u>	<u>Expenses</u>			
	<u>One Time</u>	<u>Per Credit Hour</u>	<u>Per Semester</u>	<u>Per Year</u>
Application Fee – New Student	\$35			
Tuition – Part Time (less than 12 hours)		\$710		
Tuition – Online		\$300		
Tuition – Full Time (12-18 hours)			\$9,200	\$18,400
Tuition – Overload (over 18 hours)		\$710		
Tuition – Seminary (English)		\$300		
Tuition – Seminary (Spanish)		\$ 99		
Room Fee * **			\$1,800	\$3,600
Board Fee ***			\$2,715	\$5,430
Technology Fee (external only)			\$510	\$1,020
Online Technology Fee		\$25		
Orientation Fee	\$200			
Student Enrollment Deposit	\$200			
Audit Fee		\$100		
Books and Supplies (estimate)			\$1,200	\$2,400
Late Registration (academic)			\$50	
ID Meal Card Replacement	\$35			
Drop/Add Fee	\$30			
Graduation Fee	\$150			
Testing Fee (Testing per test)	\$10			
Withdrawal Fee	\$50			
Matriculation (Mt. Vernon)			\$700	\$1,400
Security Fee (Mt. Vernon)			\$100	\$200
Health Fee (Mt. Vernon)			\$60	\$120
Private Room Fee			\$1,000	\$2,000
Transcript Fee (per request)	\$15			
			<b>\$15,775</b>	<b>\$31,550</b>
			<b>\$11,260</b>	<b>\$22,520</b>

\*Certain dormitories may require additional fees. Actual board fee determined by the specific meal plan selected.

\*\*Room Fee includes all utilities and internet service.

\*\*\*Actual board fee determined by the specific meal plan selected.

\*\*\*\* Does not include miscellaneous fees.

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## Business Office

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### Payments

All fees and charges are payable at the time of registration. Checks should be made payable to “Brewton-Parker College” and for the exact amount of the account balance. All payments should be remitted to the Accounts Receivable Office. Payment plans are offered by the College; select the payment plan option in MyWeb for more information.

### Returned Checks

Students will be charged a \$35 fee for the first and second returned checks (for any reason, e.g., insufficient funds, stopped payment, closed account, etc.). If a third check is returned, students will lose their check writing privileges, and all further payments to the College will require cash, a money order, or a cashier’s check.

### Payment Policies

Brewton-Parker College generates electronic billing statements each semester. Statements can be viewed through MyWeb. Students are responsible for paying their student account balances in full by the payment due date, whether they have received statement notification or not. All balance and payment notifications are sent to students' Brewton-Parker College e-mail addresses monthly.

All students should be in good standing with the financial aid and business office by the first day of class.

- A student account is considered in good standing if the room, board, tuition, and fees are paid in full; there is a pre-approved payment arrangement (approved by the Accounts Receivable Office) that has been paid up-to-date; or financial aid (already approved) is sufficient to cover the account balance.
- Both international students and those whose Satisfactory Academic Progress (SAP) appeal is denied must pay in full by the first day of class or registration will be purged.
- Failure to meet the payment agreement due dates directly or through written evidence of grants and/or loans results in the monthly assessment of a 1.5% finance charge, compounded monthly, or \$25 fee, whichever is greater.

Students with an unpaid balance at the end of the second week of classes may face:

- No participation in playing or practicing with athletic teams.
- Cancellation of enrollment
- Denial of registration for future classes
- Denial of occupancy in a residence hall room
- Denial of the use of the College dining room, library, and all other college facilities

Cancellation of enrollment and denial of college services does not excuse students from paying their remaining balances. Students are charged for damage, breakage, or loss of college property, including library materials. For students with outstanding balances, transcripts and diplomas will only be released in accordance with the Department of Education’s guidelines. In addition, graduates will not be allowed to participate in graduation if a balance is owed.

## Collections Policy

Student accounts not covered by financial aid or an approved payment plan will accrue monthly finance charges on the unpaid balance. If a student account obtains a balance later in the semester, a balance hold will be added to the account which will block students from participating in registration for future semesters. Students who leave Brewton-Parker College with an outstanding balance will be reported to a collection agency and will be responsible for all collection fees and interest charges.

## Billing Summary

If a bill is incorrect, or more information about a transaction on a bill is needed, contact the accounts receivable office at [accountsreceivable@bpc.edu](mailto:accountsreceivable@bpc.edu).

If you would like to dispute an item on your bill, we must hear from you within 60 days of the bill on which the item of concern first appeared. Please include in your email:

- Your name, the student's name and student ID #
- The dollar amount of the suspected error
- A description of the error and an explanation, if possible, of why you believe the error occurred.

You do not have to pay the amount in question while we investigate, but you are obligated to pay the portion of your bill that is not in question.

## Refunds

Students who withdraw from College because of illness or other sufficient cause, and whose withdrawals are officially approved, may receive a refund as follows:

- Tuition: 100% will be credited if withdrawal occurs during the first week of classes. 50% will be credited if withdrawal occurs during the second week of classes (not applicable to second session or summer classes). None will be credited after the second week of classes.
- Room & Board Fee: For students who withdraw before the end of the fifth week of full-semester fall and spring classes, these fees will be refunded at a prorated amount for each remaining full week of the semester. After the fifth week of classes, there will be NO refund of room or board fees. For students withdrawing during the first week from summer sessions or from eight-week sessions within the fall or spring semesters, room and board fees will be refunded at 100%. After the first week of classes, there will be NO refund of room or board fees for summer or eight-week sessions.
- Other Fees: Most other fees are NOT refundable.

Students who receive Title IV funds (PELL, SEOG or Stafford loans) will be subject to a refund calculation as prescribed by the U.S. Department of Education's policy.

Students withdrawing from school must surrender their ID Cards to Accounts Receivable before refunds will be processed. Resident students who withdraw from school must complete a Room Check-Out Form and submit it to the Director of Residence Life before the refund request will be processed.

**REFUNDS ARE ISSUED ONLY AS A RESULT OF AN ACCOUNT OVERPAYMENT. NO INSTITUTIONAL GRANTS OR SCHOLARSHIPS WILL BE REFUNDED TO A STUDENT.**

Students who are suspended or expelled by the College are not eligible for any refunds. Students who leave the College when disciplinary action is pending or who do not officially withdraw are not eligible for any refunds.

## **Meal Plans**

All resident students are required to purchase a meal plan. Commuter students may elect to purchase a meal plan. (See “Board Fee” under “Tuition and Fees” above.)

## **Guests**

Guests may purchase meals in the college cafeteria at posted prices. Overnight guests in the residence halls pay a fee of \$10 per night to the Student Development Office and provide their own linen and personal care items. Approval of the Director of Residence Life is necessary. Moreover, any person who stays overnight is subject to all requirements relative to living in the dormitories. This includes commuting students.

## **Other Regulations**

All deposits must be paid in advance at the beginning of each semester.

All tuition charges, room and board, or other charges are subject to change at the beginning of any semester without prior notice.

Diplomas and transcripts will be held based on the Department of Education guidelines until all accounts with the College are settled.

No cash money will be advanced to students and charged to their accounts.

Students who ask to apply Federal Work-Study earnings to their accounts must contact Human Resources to make arrangements.

## **Registration/Withdrawal**

Students are considered registered when they enroll in a regularly scheduled class or classes (online or in person, after receiving approval from their advisor) and at that time are considered to have created a binding financial obligation to the College. These obligations must be settled with the Business Office at the time of registration or no later than the first day of class. If students completely withdraw by the last day of the stated drop/add period, their charges will be reversed, and refunds will be issued in accordance with the stated refund policy.

**FAILURE TO ATTEND CLASS IS NOT THE EQUIVALENT OF WITHDRAWING. A STUDENT WHO ENROLLS IN CLASS, AND NEVER ATTENDS, AND DOES NOT WITHDRAW WILL BE OBLIGATED TO PAY IN FULL FOR THE CLASS.**

## **Day Student Classifications**

Brewton-Parker College has two classifications of Mt. Vernon Students: resident and commuter. Resident students are those who reside in one of the residence halls on campus, all of whom are expected to consume their meals in the Baron’s Dining Hall. Commuting students are defined as those who have permanent residence within the daily driving distance of the campus, or who are married and have established a residence in the Brewton-Parker College area.

## **Health and Accident Insurance**

Brewton-Parker College assumes no responsibility for students' medical expenses. It is the student's responsibility to obtain medical coverage.

## **Minimum Balance Policy**

In accordance with the Minimum Balance Policy Statement of the College, no billing statements or account refunds less than \$1 will be issued.

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## Office of Financial Aid

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The Financial Aid Office assists the College in achieving its mission by helping students obtain funds for their education through promoting grants, scholarships, loans, and employment opportunities for qualified deserving students who would normally be deprived of a postsecondary education because of inadequate financial means. The primary responsibility for meeting college costs lies with the student and his or her family. Brewton-Parker College is committed to the belief that students should not be deprived of the opportunity of an education because of inadequate finances when alternatives are available.

Financial aid is available from three sources: The College, through its own funds and through endowments; the state of Georgia; and the Federal government. Through a combination of grants, scholarships, loans and work-study opportunities, every effort is made to meet the student's demonstrated needs.

Financial aid awards made to students from funds received from sources outside the College, such as federal and state funds, may be revised if those funds cannot be obtained from those sources. All financial aid award disbursements are contingent upon the College's receipt of funds.

### Eligibility and Application Process

To receive financial assistance, a student must be enrolled in a certificate or degree granting course of study, be in good standing, making satisfactory academic progress (as defined later in this catalog), and not be in default or delinquent on any loan plan with the College, state, or federal government. Also, he or she must not owe a refund on grants previously received under the Pell Grant, the Federal Supplemental Educational Opportunity Grant (FSEOG), Georgia Tuition Equalization Grant (GTEG) or HOPE scholarship. Students must be enrolled in at least twelve credit hours per semester to be considered full-time undergraduate students and receive full financial aid benefits. Students enrolled part-time may be eligible for a pro-rated portion of their financial aid. All students applying for Direct Stafford Loans must be enrolled in at least six credit hours per semester. All institutional scholarship recipients should be enrolled full-time. Temple Baptist Theological Seminary Graduate Students full-time enrollment status for graduate students in AMA and MABTS degree programs is to be six credit hours and part time status to be three credit hours.

Brewton-Parker College uses the Free Application for Federal Student Aid (FAFSA). This form must be completed online at <https://studentaid.gov/h/apply-for-aid/fafsa> annually. The FAFSA determines your eligibility for federal aid including the Pell Grant, Federal Direct Loans, and more. Georgia residents should also complete the Georgia Scholarship/Grant Application (GSFAPPS) in order to receive Georgia state funds including the Georgia Tuition Equalization Grant (GTEG), HOPE scholarship, and the Student Access Loan (SAL). This form must be completed online at [www.GAfutures.org](http://www.GAfutures.org). Georgia residency documentation may also be requested.

### Preference/Deadline Dates

Rather than operating under strict deadlines, the Financial Aid Office makes an effort to provide funds to students as long as funds are available. However, applications for financial aid should be submitted as soon as possible, and, because financial aid is awarded on a first come, first served basis, students are strongly encouraged to complete the application process prior to May. Students whose financial aid file is delayed run an increased risk of receiving a reduced award.

A completed financial aid file includes the following:

- A processed Application for Admission (first year only) and granted admission to Brewton-Parker College.
- A valid Free Application for Federal Student Aid (FAFSA).
- Verification of application data (only if required).
- Completed IRS Tax Transcript or use of the IRS Data Retrieval Tool on the FAFSA, additional worksheets, and other relevant information (only if required).

All financial aid (excluding Pell Grants and Direct Stafford Loans) has limited funding. Students are encouraged to submit all application materials as soon as possible.

### **Determination of Financial Aid**

After all applications, documents, and other required papers have been turned in to the Financial Aid Office, awards (which may include grants, scholarships, loans, or work-study) are processed on a first come, first served basis. Financial Aid award letters are sent after the processing is completed. The award letter lists all estimated awards based on the available information at the time of the award and on full-time enrolled student status (12 credit hours or more). If additional documentation is required, award amounts may be modified accordingly.

### **Award Procedures**

For financial aid programs where need is the factor in determining eligibility the awarding will flow as follows:

- Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Georgia Tuition Equalization Grant (GTEG)
- Hope Scholarship or Zell Miller Scholarship
- Student Access Loan (SAL)
- Federal Work-Study
- Outside Scholarships
- Institutional Scholarships and Grants
- Direct Stafford Loans
- PLUS Loans

### **Calculation of Financial Need**

The Financial Aid Office at Brewton-Parker College helps students in obtaining assistance through grants, scholarships, loans, and employment opportunities to meet their financial need. Financial need is defined as the amount of assistance required to enable students to meet their educationally related expenses. This amount is determined by subtracting the expected family contribution from the projected costs.

In order to comply with published regulations governing federal aid programs, Brewton-Parker College uses a needs analysis system approved by the U.S. Secretary of Education. The U.S. Department of Education provides the Free Application for Federal Student Aid (FAFSA) form free of charge. The FAFSA determines the Expected Family Contributions from income and from assets with appropriate deductions and allowances to maintain reasonable financial resources to sustain families.

The cost of attendance is an estimate of the student's educational expenses for the period of enrollment. Tuition, fees, room and board are established by the institution's Board of Trustees each year. A current fee schedule may be found in the "fees and expenses" section of the catalog. Other expenses, such as personal/miscellaneous and travel, are determined by using the Bureau of Labor Statistics which reflect increases in the Consumer Price Index. Financial Aid awards cannot exceed the student's cost of attendance. Institutional awards and loans may be adjusted so that total awards do not exceed the cost of attendance.

## Withdrawal from the College and Return of Title IV Funds

Pursuant to the Higher Education Amendment of 1998, Public Law 105-244, funds paid toward a student's education are earned based upon the period of time the student remains enrolled during the semester. Unearned Title IV funds, other than federal work-study, must be returned. Unearned aid is the amount of disbursed Title IV aid that exceeds that amount of the Title IV aid earned prior to withdrawal.

## Keeping the Financial Aid Office Informed

Students who are receiving financial assistance through the Financial Aid Office at Brewton-Parker College and who receive additional outside assistance must report this fact to the Financial Aid Office at once. Changes of address and academic course load must also be reported to the Financial Aid Office.

## Satisfactory Academic Progress

Brewton-Parker College is required by Federal regulations to establish minimum standards of Satisfactory Academic Progress (SAP), and the Financial Aid Office is required to review the progress of students in meeting the stated standards. The standards apply to all students who receive federal and state financial aid.

Athletic aid will be based on the requirements of the NAIA as well as the SAP policy. Satisfactory academic progress is measured by two criteria: **GPA (Grade Point Average)** and **pace**.

**GPA:** In order to comply with this component of the policy, students must meet the following requirements:

### Minimum SAP Requirements\*

Semester	Minimum Cumulative GPA Required
1st Semester	1.7
2nd Semester	1.8
3rd Semester	1.9
4th and Following Semesters	2.0

\*Credit hours calculated do not include courses numbered under 100.

Students placed on financial aid suspension or exclusion are ineligible to receive federal, state, or institutional financial aid. Students who have financial aid terminated as a result of this policy may regain eligibility for financial aid after they are allowed to return to the College.

To regain your eligibility, you may:

- Attend school full-time, using your own resources, until you achieve the cumulative GPA prescribed for your grade level and/or meet the 70% pace requirement (completion rate), under the Satisfactory Academic Progress Policy.
- Attend school part-time, using your own resources, until you achieve the cumulative GPA prescribed for your grade level and/or meet the 70% pace requirement (completion rate), under the Satisfactory Academic Progress Policy.
- Appeal to the SAP Committee if you can document that there were circumstances beyond your control that contributed to your low GPA and/or being below the required 70% pace (completion of attempted hours.). Letters of appeal should identify the reasons you were not successful academically and what steps you have taken so that you can now be successful.

Pace refers to the number of hours earned within specified time periods. There are two measures of pace. First, students are required to earn credit for 70% of the hours attempted at the end of each semester. pace compliance is calculated by dividing completed hours by attempted hours.

Second, students may attempt up to 150% of the hours required for their majors and degree. Students will be declared ineligible to receive federal and state financial aid once they have attempted 150 percent of the number of hours required in their majors. For example:

<b>Degree Requirements*</b>	<b>Maximum Time Frame</b>
123 hours	184.5
136 hours	204
144 hours	216

\*Semester hours calculated do not include courses numbered under 100.

There are limits on the receipt of state and federal financial aid which apply to students who are enrolled in developmental courses. However, if a student is in jeopardy of exceeding the maximum number of allowable credit hours because of a change in his or her course of study, a double major, or a second degree, financial aid may be extended upon receipt of proper documentation.

Hours attempted include all hours in which students remain enrolled after the expiration of the drop/add period for any term. Grades of A, B, C, and D count as hours earned. Grades of F, W, WM, WP, WF, WY, I, and Y do not count as hours earned. Courses repeated with a passing grade are counted twice both in determining hours earned and the cumulative GPA. Students who fail to meet the minimum standards will be declared ineligible to receive federal and state financial aid until they meet the indicated standards. Withdrawn courses count toward the total hours attempted and can jeopardize the receipt of federal and state financial aid.

Only credit taken at Brewton-Parker College or accepted by Brewton-Parker College will be counted in determining compliance with the minimum standards of satisfactory academic progress (SAP). The pace component will be reviewed at the end of each semester. If at that time the student does not meet the minimum 70% pace requirement, the student will be placed on Financial Aid Warning.

Satisfactory academic progress (SAP) will be reviewed at the end of each semester. At that time, if the student who has not met the minimum requirements for his or her grade level, the student will be placed on Financial Aid Warning. During this semester the student will remain eligible for federal and state financial aid. The student will be informed in writing of the deficiency and encouraged to meet with the Counseling Center to arrange for assistance. The Counseling Center will be given a list of the students who are placed on Financial Aid Warning.

A student who fails to meet the standards of academic progress for a second consecutive semester is placed on financial aid Suspension/SAP suspension and is no longer eligible for federal and state financial aid. Students on financial aid suspension may still be eligible to attend Brewton-Parker College.

Any student who loses financial aid eligibility may appeal the decision by following the “SAP Suspension Appeal Process” described below, or by attending school, using his or her own resources, until the 70 percent pace has been achieved.

**Note:** Students must meet both standards of academic progress, GPA and pace. Academic progress is checked at the end of each semester. A student may be placed on warning or suspension based on GPA, pace, or a combination of the two.

## **SAP Suspension Appeal Process**

A student may appeal a financial aid suspension by filing an appeal with the Financial Aid Office. This appeal should be based on:

- Injury or illness of the student
- Death of a relative
- Other mitigating circumstances (including but not limited to serious illness and injury which require extended recovery time or significant improvement, the death or serious illness of an immediate family member, or significant trauma in the student's life that impairs the student's emotional and/or physical health).

The appeal must include supporting documentation, such as doctors' statements, injury reports, death certificate of relative, and any other relevant information to explain the reason for the appeal.

Appeals should be sent to the Financial Aid Office, Attention: Financial Aid Appeals Committee. The Director of Financial Aid will coordinate all appeals.

The Financial Aid Appeals Committee will meet on all appeals. The chair of the Financial Aid Committee may appoint a temporary replacement for a permanent member of this committee who is unable to attend a scheduled meeting. The Financial Aid Office does not make any decisions on the appeals.

If the appeal is granted, an academic plan will go into effect by which the student is required to work with the Student Enrichment Center.

**Students whose appeals are granted will be placed on probation for a semester, and their academic progress reviewed at the end of the probation period to ensure that they are making progress towards the completion of their degree.**

If a student fails to meet the requirements of probation, including but not limited to the elements of the Academic Plan, then his or her probation will be revoked, the student will return to SAP suspension status, and will no longer be eligible to receive any federal or state aid through Brewton-Parker College.

Students may only appeal a(n) SAP Suspension/Financial Aid Suspension twice during their academic lifetime at Brewton-Parker College. Each appeal must be for a completely different mitigating circumstance.

## **Available Financial Aid**

Grants are outright gifts of money and are awarded on the basis of financial need. A student's financial aid package may include grant money whenever guidelines and funding levels permit.

### **Federal Pell Grant**

Pell Grants are made available to undergraduate students who do not already have a bachelor's degree. The student's eligibility is determined by a schedule developed by the U.S. Department of Education. Students who are eligible for a Pell Grant must make satisfactory academic progress to receive this award. Students may apply for this grant by using the Free Application for Federal Student Aid (FAFSA). Applications must be submitted annually.

Any student who receives a Pell Grant must certify that he or she will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance during the period covered by the Pell Grant.

Brewton-Parker College is in compliance with the standards of the U.S. Department of Education regarding a drug-free workplace.

### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

The FSEOG provides gift aid to undergraduate students who do not have a bachelor's degree. Grants are awarded to needy students who could not attend college without financial assistance. Students may apply for this grant by using the FAFSA application annually. Students who are Pell Grant eligible are automatically eligible for the FSEOG. FSEOG funding is limited and awarded on a first come, first served basis until exhausted.

### **Federal Work-Study**

This program provides part-time employment for U.S. citizens and permanent residents who have demonstrated financial need on the FAFSA. The maximum amount a recipient can earn under this program is determined through an evaluation of the FAFSA. General wage policies are established by the College within the guidelines established by the U.S. Department of Education. Work-study students are paid on an hourly basis and are not eligible for fringe benefits such as holiday, vacation, or sick pay. They are also not eligible for unemployment. The majority of jobs are limited to on-campus positions.

### **Georgia Tuition Equalization Grant (GTEG)**

The State of Georgia provides a grant to Georgia citizens who attend private colleges in Georgia. The amount of the grant is determined by the state legislature. Eligible students must enroll for a minimum of 12 academic hours. The Georgia Scholarship/Grant Application (GSFAPPS) must be completed online at [www.GAfutures.org](http://www.GAfutures.org). Georgia residency documentation must be provided to the Financial Aid Office.

### **Georgia HOPE Scholarship**

The purpose of the Georgia HOPE Scholarship is to encourage and reward academic achievement of legal residents of Georgia at the postsecondary level by providing scholarships to students who earn and maintain a 3.0 HOPE GPA and are seeking a degree at an eligible Georgia college or university. Developmental courses are no longer paid by the HOPE Scholarship program and do not count either as hours attempted or as a grade for the purpose of determining a student's HOPE GPA. Eligible students must enroll for a minimum of six academic hours. Students must complete the Georgia Scholarship/Grant Application (GSFAPPS) online at [www.GAfutures.org](http://www.GAfutures.org). Georgia residency documentation must be provided to the Financial Aid Office. Additional information regarding the HOPE Scholarship may be obtained in the Financial Aid Office or through the Georgia Student Finance Commission in Atlanta.

### **Zell Miller Scholarship**

The Zell Miller Scholarship program is for students who have demonstrated academic achievement and who are seeking a college degree. Generally, to become eligible, a student must graduate from an eligible high school with a 3.70 HOPE GPA and a minimum score of 1200 on the SAT or 26 on the ACT.

### **Institutional Scholarships and Grants**

Brewton-Parker College offers a number of institutional scholarships and grants to students based on ability and need. Students should attend full time in order to receive these funds. These do not have to be repaid as long as the student fulfills the requirements of each program. First-time students who have never before attended college may be eligible to receive either the Trustees Scholarship or Presidential Scholarship based on their SAT or ACT scores but cannot combine these awards. Students should contact the Office of Admissions or the Financial Aid Office for eligibility details.

### **Federal Direct Loan Program**

These loans are secured through the U.S. Department of Education. To be considered for this loan, a student must file a Free Application for Federal Student Aid (FAFSA). Direct Stafford Loans require at least half-time enrollment (6 hours).

Both subsidized and unsubsidized loans have the same terms and conditions, except that unsubsidized loan borrowers are responsible for interest that accrues during all in-school deferment periods.

### **Annual and Aggregate Loan Limits**

Direct Stafford Loans have an annual academic year maximum and an overall aggregate limit. These limits are based on dependency status as determined by the U.S. Department of Education via the Free Application for Federal Student Aid (FAFSA).

#### **Dependent Status Maximum Federal Stafford Loan**

<b>Annual Limits</b>	<b>Subsidized</b>	<b>Total (Subsidized &amp; Unsubsidized)</b>
Year 1 (0-30 credit hrs.)	\$3,500	\$5,500
Year 2 (31-60 credit hrs.)	\$4,500	\$6,500
Years 3, 4, & 5	\$5,500	\$7,500

#### **Independent Status Maximum Federal Stafford Loan**

<b>Annual Limits</b>	<b>Subsidized</b>	<b>Total (Subsidized &amp; Unsubsidized)</b>
Year 1 (0-30 credit hrs.)	\$3,500	\$9,500
Year 2 (31-60 credit hrs.)	\$4,500	\$10,500
Years 3, 4, & 5	\$5,500	\$12,500
<b>Aggregate Limits</b>	<b>Subsidized</b>	<b>Total (Subsidized &amp; Unsubsidized)</b>
Dependent Undergraduate	\$23,000	\$31,000
Independent Undergrads & Graduates whose parents cannot get PLUS	\$23,000	\$57,500

The interest rate for all borrowers is determined by regulation every July 1st. Contact the Financial Aid Office for current rates. Repayment begins six months after the borrower ceases to be enrolled at least half-time and/or graduates.

### **PLUS Loan Program**

PLUS loans are for parent borrowers and, like the Direct Stafford Loan, are available from the U.S. Department of Education. This loan provides additional funds for education expenses. The PLUS Loan enables parents to borrow up to the full cost of attendance less any other financial aid for each eligible dependent.

Interest rates are set by the U.S. Department of Education on July 1 of each year. Contact the Financial Aid Office for current interest rates. Repayment for a Direct PLUS Loan begins sixty days after the last installment of the loan for that school year. To be considered for the PLUS Loan, a student must file the Free Application for Federal Student Aid (FAFSA).

### **General Requirements**

- Applicants must be enrolled as a regular student and pursuing a full academic course load (twelve or more credit hours) per semester.
- All scholarship and grant recipients who are U.S. citizens or permanent residents must apply for federal student aid by completing the Free Application for Federal Student Aid (FAFSA) each academic year.

Brewton-Parker College scholarships and grants are designed to help students pay their tuition and fees, on campus room and board charges, and textbook charges. Though students may be allowed to live off-campus, in accordance with college policy, costs of off-campus living and transportation will not be financed, either in part or in full, by institutional financial aid. Broad demand for limited scholarship and grant funds requires the College to limit the total amount of institutional aid (scholarships and grants) awarded to any given student. While a student may be eligible for several types of institutional aid, the combined total of these funds awarded to the student will not exceed established limits.

Although recommendations for scholarships and grants are made by various departments and offices, actual award offers are made only through the Student Aid Award Letter issued by the Financial Aid Office.

Institutional awards cannot create a credit on a student's account. Brewton-Parker College applies institutional funds to a student's account to cover costs. Once these charges have been covered, any Brewton-Parker College funds remaining on a student's account are returned to the appropriate college fund. This adjustment is made at the end of the drop/add period. In a case of disputed charges, the Financial Aid Committee will make the final decision.

Brewton-Parker College reserves the right to change all policies concerning the awarding of financial aid and scholarships without notice due to financial and regulatory considerations and changes.

### **Disbursement of Federal Grants, Loans, and Institutional Funds**

All loans, grants, and scholarship funds are provided to the student by crediting the student's account. Disbursements of all financial aid, with the exception of Direct Stafford Loans, will not be made to the student until after drop/add ends.

The U.S. Department of Education requires that first installments of a Direct Loan be held until thirty days after the first day of classes for any undergraduate student who has not successfully completed the first year of the program of education in which the student currently is enrolled.

Brewton-Parker College will withhold and promptly return to the lender any Direct Loan disbursement not yet delivered to the student which exceeds the amount of assistance for which the student is eligible, taking into account other financial aid obtained by the student.

Instead of returning the entire disbursement, the College may return to the lender only that portion of the disbursement for which the student is ineligible.

### **Compliance with Title 38 US Code 3679(e) for student utilizing Veterans Education Benefits**

In accordance with Title 38 US Code 3679(e), Brewton-Parker College adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. Brewton-Parker College will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

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## Student Life

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Student services provided by Brewton-Parker College assist students in accepting new responsibilities and in dealing with resulting difficulties. Students are afforded opportunities for leadership and governance through membership on various committees of the College. Students are encouraged to develop and display their energetic, creative interests and abilities through contributions to student publications, participation in musical groups, varsity athletics, dramatic productions, and variety shows. Group action and activity are further encouraged through the various social, religious, service, musical, athletic, and academically oriented clubs and organizations that are an active part of campus life. Please refer to the Student Handbook for guidelines on student expectations on campus.

### Orientation

An orientation program acquaints freshmen and transfer students as rapidly as possible with the services and opportunities available to them at the College and involves them immediately in the activities of the College. The program is held immediately prior to registration each semester and all first-time freshmen are required to participate. New students who plan to enroll in any semester should check with the Office of Admissions for dates of orientation activities.

### Services

#### Disability Support Services

Brewton-Parker provides reasonable and appropriate accommodations to qualified students with learning, physical, or other disabilities and impairments, whether chronic or temporary, under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) and other applicable state and federal laws. Section 504 and its implementing regulations entitle qualified persons with disabilities to receive reasonable accommodations; modifications of educational policies, practices and procedures; and any necessary auxiliary aids and services free from discrimination based on their disability.

Disability support services are provided through the Office of the Provost, located in Gates Hall. Requests for accommodation should be directed to the Provost via email at <[justin.russell@bpc.edu](mailto:justin.russell@bpc.edu)> or by arranging an appointment either in person or by telephone at 912-583-3108.

In order to qualify for accommodation, students are responsible to provide current, diagnostic documentation of their disability or impairment from a licensed professional care provider qualified in the field relevant to a claimed disability or impairment. Examples of such care providers include physicians, clinical psychologists, athletic trainers, and others qualified to evaluate and diagnose specific conditions that impair learning, mobility, vision, hearing, and other major life functions. In the case of chronic learning, psychological, or other disorders that may change over time, documentation must be current within three years. Note that “Individualized Education Programs” (IEPs) and “Section 504 Accommodations” from high schools or transfer institutions of higher education are not diagnostic documents and do not suffice as documentation of claimed disabilities.

Upon documentation of a qualifying condition the Office of the Provost will certify the student as a person with a disability entitled to accommodation and will provide a letter or memorandum detailing approved accommodations to course instructors, residence life and athletics staff, and other service providers on campus. Accommodations will be provided on an individual basis upon re-evaluation each semester or, in the case of temporary disability, for a shorter period to be determined based on the diagnosis.

## **Library Support Services**

The campus library is open Monday through Thursday 8:00 A.M.-11:00 P.M., Friday 8:00 A.M.-12:00 P.M., Saturdays 11:00 A.M.-3:00 P.M., and Sundays from 2:00 P.M.-11:00 P.M. It houses offices, resources, study areas, a coffee bar, historical community archives and a 25-station computer lab. The library staff assists with interlibrary loan and online databases, which include GALILEO, EBSCO, and ProQuest. Student ID cards serve as the student's library card. A student must present this card each time he or she wishes to check out any materials or pay overdue fines. All books (except reserve books) may be borrowed for 30 days. A book may be renewed unless another borrower has placed a hold on it. Reserve books are so designated at the request of an instructor who wishes to assign them as supplemental or required reading. Reserve books are located behind the circulation desk. Reserve books are circulated for a length of time set by the instructor.

## **Technology Support Services**

Technology services are continuously being updated. High speed wired and wireless networks extend across the campus. MyWeb (<https://myweb.bpc.edu/>) facilitates student registration, grade access, and faculty input. The College uses the Brightspace online learning management system (<https://my.bpc.edu>). Online and distance learning are supported with an online helpdesk at [techsupport@bpc.edu](mailto:techsupport@bpc.edu). Live support is accessible by phone at (912) 583-3119.

## **Student Enrichment Center**

The College provides supplemental services and resources for student success through the Student Enrichment Center (SEC) housed primarily in the Cook Building. In addition to administering the core class in *Student Success*, the SEC also provides academic advisement through year two; student success coaching; career counseling; tutoring in all subjects, either one-on-one or in small groups during operating hours, or 24/7 via *TutorMe.com*; as well as staffed writing labs and targeted workshops in support of the core writing sequence and the writing intensive (WI) classes required for graduation. The center also provides extended-time and small-group testing for students accommodated under "504 Plans" issued by the office of disability services. In keeping with the college's mission to foster whole-student development, the SEC also provides counseling services at three convenient locations on campus. Finally, for students required to complete training in connection with violations of the academic integrity policy, the SEC administers the training virtually and provides assistance for students to complete the assigned modules in a timely manner. Students can schedule any of these services from the SEC page on the Brewton-Parker website at [bpc.edu/SEC](http://bpc.edu/SEC).

## **Dining Services**

Campus dining services are managed through Chartwells. Meals are provided in the cafeteria Monday-Thursday: Breakfast 7:00-9:30, Lunch 11:00-2:30, Dinner 5:00-7:30; and Friday-Sunday: Brunch 11:00-2:30, and Dinner 5:00-7:00. The Lakeside Grill offers burgers, chicken tenders, chicken sandwiches, fries, and other on-the-go options: Monday-Thursday 11:00 am-11:00 pm. The cafeteria offers meal stations which range from hot line offerings, pizza, salad, and deli to international cuisine.

## **Post Office**

The campus post office offers a full range of postal services and supplies, as well as personal mailboxes for each student. The office also arranges private shipping services though FedEx and UPS.

## **Mentor Program**

Brewton-Parker College's Campus Pastor and Student Development Team assist with a variety of issues such as roommate negotiations, relationship difficulties, stress management, spiritual needs, and life coaching. Brewton-Parker College's mission is to develop the whole student with the recognition that this happens both inside and outside the classroom.

## **Organizations and Societies**

At Brewton-Parker College, campus life is more than just attending classes and studying in the library. Our student body participates every week in service clubs, Christian organizations, collegiate athletics, and in various other activities. The residence halls at Brewton-Parker College are more than just places to sleep; they can provide many opportunities for residents to become a part of the community and to create and encounter a variety of educational, cultural, and recreational experiences. Residence Life staff, including student workers, assist students in creating these experiences.

**Orientation Team** – Members of the O-Team are selected students who act as peer guides and counselors during orientation each year.

**Baptist Collegiate Ministries (BCM)** – BCM is a student led, Christ-centered, and church-related organization. It is sponsored by the Southern Baptist churches, associations, and state conventions. BCM is a fellowship of college students (open to everyone) who are concerned about their own Christian growth as well as the needs and concerns of the world around them. It provides opportunities for an inward journey of spiritual growth and an outward journey of service to others. BCM is a Christian witness both on and off the campus. Through the BCM, students can be involved in Bible studies and discipleship groups, Christian fellowship, prayer partners, revival, creative ministry teams, retreats, annual state and national student conferences, international student ministry, summer missions, annual mission trips, and community ministry projects. The BCM operates through the leadership of a Campus Minister, a leadership team (composed of 8 to 12 students who are elected annually), and a Baptist Student Ministry Association Committee.

**Ministerial Association** – MA includes all students preparing for some type of full-time Christian ministry. Meetings, which are usually of a devotional nature, are held weekly.

**Fellowship of Christian Athletes (FCA)** – The purpose of FCA is to present to athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationships and in the fellowship of the Church.

**The History Club** – The History Club promotes and encourages interest in history among the members of the College community through field trips, discussions, debates, lectures, and other activities.

**Music Ensembles** – Wind Ensemble, Brass Ensemble, Voices of Truth, and Concert Choir are open for students to participate in each fall and spring.

**Science Club** – The Science Club undertakes and promotes activities to advance knowledge, understanding, and appreciation of science.

**Intercollegiate Athletics** – Athletics has full membership in the National Association of Intercollegiate Athletics (NAIA), National Christian College Athletic Association (NCCAA), and the Southern States Athletic Conference (SSAC). We also have Associate membership in the Mid-South Conference (MSC) and Women's Collegiate

Wrestling Association (WCWA) for wrestling. Members are listed on the NAIA and SSAC web site ([www.naia.org](http://www.naia.org) & [www.ssacsports.org](http://www.ssacsports.org)). Brewton-Parker College supports intercollegiate teams for men in baseball, basketball, track and field, cross-country, golf, soccer, and wrestling. The sports for women are basketball, track and field, cross-country, soccer, softball, wrestling, and volleyball. Coed sports available to both men and women include bass fishing, e-sports, Olympic weight lifting, and spirit cheer.

**Sigma Tau Delta** – Members of this club are students who have achieved a high level of scholarship in the area of English.

**Beta Psi Phi** – This sorority provides female students an opportunity for fellowship while maintaining good morals and a support system for all members. This group seeks to promote understanding and peace among all cultures. The sisters of Beta Psi Phi strive to unite the students, commit to community services, and pledge to be Christian examples to all who come in contact with them. This sorority is open to all females from all cultures.

**Pi Gamma Mu** – Pi Gamma Mu is an honor society for students who excel in the study of the Social and Behavioral Sciences.

**Disc Golf Club**- The Disc Golf Club allows students to express their love and appreciation for the game of Disc Golf, while also getting to know their classmates on campus. They compete in various competitions throughout the year.

**CRU**- CRU is a student-led ministry on campus. They hold Bible studies and various events for students to help them grow in their relationship with God.

**Chess Club**- Chess Club allows students to challenge their brain power through the game of chess. They compete against other members of the club and other students that are on campus.

**Intramural Leagues** (Basketball)- Intramural Leagues allow students to compete against one another in various sports here on campus. For example, we have Intramural Basketball each Spring. Students are to create teams to partake in games each week and at the end, there are playoff games.

## Chapel

Chapel is an integral and vital part of the experience of a student at Brewton-Parker College. Consistent with the College's mission, the regularly held Chapel services nurture a Christian environment and provide a corporate time of worship for students, faculty, and staff. **Students are allowed to miss two scheduled chapel services**, unless otherwise excused. Any student who does not attend the required number of Chapel services in any semester in which they are enrolled full-time will need to consult the Student Handbook for makeup requirements.

All offices—including the library, cafeteria, snack bar, and post office—will be closed to students during Chapel. The dates for Chapel services will be chosen by the Chapel Committee in coordination with the Calendar Committee. Enforcement of these guidelines resides with the President and the Associate Vice President for Student Development.

### Guidelines for Behavior During Chapel Programs:

- Please respect others around you
- No talking during chapel
- Keeping cell phones on silent
- No leaving early, sleeping or appearing to be asleep, or doing homework
- Arrive promptly and be seated at 10:00 A.M.
- No food or drink should be brought into Saliba Chapel

- No wearing hats, visors, or “hoodies” in Saliba Chapel (applies to both males and females)
- Dress modestly and appropriately (Pants should be worn on or above the hips and not drop below the waist. Dresses/skirts should be of appropriate length.)

Students are encouraged to be attentive and respectful participants during the chapel experience. Failure to comply with these guidelines will result in loss of credit. Repetitive misconduct can result in strong disciplinary action.

### **Motor Vehicles**

Every employee and student who brings an automobile or other motorized vehicle to Brewton-Parker College must register the vehicle with the College on the day of registration, and an official parking permit must be properly affixed to the vehicle. Violation of this requirement or traffic regulations will result in fines and the possible forfeiture of the right to drive vehicles on campus.

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## Student Rights and Responsibilities

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### Student Rights

Notification of rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, sets forth requirements regarding the privacy of student records. FERPA governs the release of educational records maintained by an educational institution and affords students certain rights with respect to their educational records as follows:

- The right to inspect and review their educational records within a reasonable amount of time not to exceed 45 days.
- The right to request the amendment of their education records that they believe are inaccurate, misleading, or otherwise in violation of their privacy rights.
- The right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to block release of any or all personally identifiable information as directory information, which is not subject to the above restrictions on disclosure.
- The right to file a complaint with the U.S. Department of Education concerning alleged failure by Brewton-Parker College to comply with the requirements of FERPA.
- The name and address of the office that administers FERPA is as follows:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, D.C. 20202-4605

### Right to Challenge

Students may petition to amend a record or part of a record that they believe is inaccurate. They should specify why it is inaccurate or misleading. A hearing by an impartial review committee will be provided within a reasonable period of time and the decision will be given in writing within 45 days of the request.

Students may not use this hearing process as a means of contesting grades that have been granted, but they do retain the right to challenge whether a grade was correctly recorded. The grade appeal process should be followed for grade disputes.

### Consent to Release Personally Identifiable Records

Consent must be obtained from students before personally identifiable records are released, with certain noted exceptions. These exceptions include requests from certain government agencies, from organizations conducting specified studies, requests pertaining to financial aid, requests from accrediting organizations, from parents of dependent students (pursuant to the Internal Revenue Code), and release of records required by judicial order.

Consent for the release of records must be in writing and must be signed and dated. Consent must include the names of the persons to whom the records will be sent and the reasons such persons are receiving them.

## **Civil Rights Compliance**

Brewton-Parker College complies with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, national origin, or legally approved disability.

### **NON-DISCRIMINATION**

Brewton-Parker College has filed with the Department of Education assurance of compliance under Title IX of the Education Amendments of 1972.

Title IX requires, however, that Grievance Procedures be set up and notification made to all students and employees. A list of the procedures with other required information follows:

### **TITLE VI AND IX GRIEVANCE PROCEDURE**

In compliance with the applicable law, Brewton-Parker College has developed the following procedures. The College's Grievance Committee has responsibility for hearing and making decisions on matters that cannot be resolved at a lower level. The President periodically appoints a College Affirmative Action Officer who receives complaints, helps mediate disputes, and facilitates forwarding of the complaints to the Grievance Committee when necessary.

1. All complaints are to be written and filed with the Office of the Affirmative Action Officer of the College.
2. Upon receipt of said complaint the officer will set up a meeting of the Grievance Committee within 30 days to hear the complainant.
3. Complainant will be notified in writing of the date, time, and place of meeting.
4. Complainant will be invited to state the nature of the alleged discrimination before the Grievance Committee.
5. Any party to the proceeding has the right to present direct testimony through witnesses and/or any other relevant evidence in support of the party's allegations or defense.
6. Complainant and/or college officials desiring legal counsel may obtain such representation provided notification is given in advance by both parties.
7. Complainant will be given written notice of the Grievance Committee's decision within seven days following the meeting.
8. Within ten days of Complainant's receipt of written notice of an adverse decision by the Grievance Committee, Complainant may file an appeal with the President of the college, who upon receipt, either personally or through delegation, will appoint an Ad Hoc Committee to hear the appeal composed of the Executive Committee of the college's Board of Trustees and two peers of the Complainant.
9. The Chair of the Executive Committee of the Board of Trustees also will serve as Chair of the Ad Hoc Committee to hear Complainant's appeal and will schedule the hearing within fourteen days from the President's receipt of the appeal.
10. Complainant will be notified in writing of the date, time, and place of the appeal hearing before the Ad Hoc Committee.
11. In an appeal before the Ad Hoc Committee, Complainant will be accorded the same rights (described in Procedures 4-6 above) as were available when appearing before the Grievance Committee.
12. Complainant will be given written notice of the Ad Hoc Committee's decision within seven days following its decision.
13. The decision of the Ad Hoc Committee will be final and not subject to review by college officials.
14. Publication of the above procedures will be made to all students and employees of Brewton- Parker College.

The Grievance Committee does not consider cases involving termination or non-renewal of employment except in the case of an alleged violation of Title VI or Title IX, nor does the committee hear complaints of an ethical nature between two or more employees.

### NON-FACULTY

An employee who holds a grievance against the College because of a job-related matter should first explore the issue with his or her immediate supervisor. If this does not result in satisfactory resolution of the difficulty, the employee may then take the grievance to the top administrator who supervises the area in which he/she works. If this does not resolve the matter, the employee may take the matter to the President. If satisfaction is still not attained, the aggrieved party may appeal the matter to the Grievance Committee which shall make a final determination of the issue by majority vote. The decision of the Grievance Committee is not appealable. The Grievance Committee shall consist of seven individuals, three of whom will be full-time faculty, two of whom will be administrators who report directly to the President, and two of whom will be staff or administrators who do not report directly to the President. The Chairperson will be a senior member of the faculty appointed by the President. The chairperson of the College Appeals Committee and the elected chairperson of the Faculty Assembly will be members. The administrators who report directly to the President will be the two who do not supervise the person who initiated the grievance. In the event the elected chairperson of the faculty is also either the designated chairperson of the Grievance Committee or the chairperson of the Appeals Committee, the faculty will elect a third faculty member who will serve on the committee. The staff or administrators who do not report directly to the President will be appointed annually by the chairperson of the Faculty Assembly and will be replaced for the duration of the grievance hearing in which they are directly involved by another staff or administrator who does not report to the President. The chairperson of the Faculty Assembly will appoint the replacement.

### FACULTY

Full-time members of the faculty who hold a grievance against the College may file a written statement to the appropriate Division Chair along with any supporting evidence. If the faculty member remains dissatisfied, he/she shall request that the matter be referred to the Vice President of Academic Services. The Vice President of Academic Services will review the written statement of the faculty member and any recommendation made by the Division chair. The Vice President of Academic Services will make a decision on the grievance and notify both parties in writing. If the faculty member remains dissatisfied, he/she may appeal to the Grievance Committee. In the event that one of the three members of the faculty who serve on the committee is directly involved in the case, the President will appoint a replacement to hear that specific case.

### FILES

Files of Grievance proceedings are kept in locked filing cabinets in the Human Resources Office. Should any student have a concern, complaint, or other grievance for which the above procedures do not adequately afford a remedy or avenue of expression, then the student may request a conference with the Provost for advice about appropriate redress. If the concern or complaint alleges an offense that involves the Provost or poses a conflict of interest for the Provost, then the student may request review by the President.

**Brewton-Parker College**

March 8, 2021

## **Policies and Procedures for Student Claims of Disability and Requests for Accommodation / Grievance Procedures for Complaints of Denied Requests**

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### **Civil Rights Compliance Policy**

Brewton-Parker College complies with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) and is committed not to discriminate on the basis of disability in any of its policies, practices, procedures, programs, or activities.

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### **Section 504 Accommodation Policy**

Brewton-Parker College provides reasonable accommodations to qualified students with learning, physical, or other disabilities and impairments, whether chronic or temporary, under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794), its implementing regulations at 34 C.F.R. Part 104, and other applicable state and federal laws. Pursuant to these standards the College will make such modifications to its academic and other requirements as are necessary to ensure that such requirements do not discriminate, or have the effect of discriminating, against qualified students on the basis of their claimed and documented disabilities.

However, notwithstanding the above policy, the College may decline a requested modification to any instructional (or directly related licensing) requirement that the College can demonstrate is essential to a student's degree program and would result in a fundamental alteration of that requirement. Declining to approve such a fundamental alteration will not be regarded as discriminatory within the meaning of Section 504 and its implementing regulations. In this case, the College will offer alternate modifications/ academic adjustments that would not result in a fundamental alteration of the program, service or activity.

The following procedures describe the process the College uses in determining whether students with disabilities are entitled to auxiliary aids, academic adjustments, or other aids or services needed to provide them an equal opportunity to participate in the College's programs and activities.

#### **The Initial Conference**

Disability support services are provided through the Office of the Provost (also serving as the Office of Disability Services), located on the first floor of Gates Hall at 201 David-Eliza Fountain Circle at the front of campus. Requests for accommodation should be directed to the Provost via email at [justin.russell@bpc.edu](mailto:justin.russell@bpc.edu) or by arranging an appointment either in person or by telephone at 912-583-3108. With this initial conference, the College will conduct an interactive process with the student, including requests for documentation supporting a claim of disability and consideration of prior evaluations, diagnoses, accommodations, academic plans, and other documents that promote informed decisions and optimal support for the student.

#### **Documentation of Disabilities**

In order to qualify for accommodation, students are responsible to provide, as necessary, current, diagnostic documentation of their disability or impairment from a licensed professional care provider qualified in the field relevant to a claimed disability or impairment. Examples of such care providers include physicians, clinical

psychologists, athletic trainers, and others qualified to evaluate and diagnose specific conditions that impair learning, mobility, vision, hearing, and other major life functions.

In the case of chronic learning, psychological, or other disorders that may change over time, documentation must be current within three years. Note that “Individualized Education Programs” (IEPs) and “Section 504 Accommodation Plans” from high schools or transfer institutions of higher education, while they provide valuable background information, are not diagnostic documents and do not suffice as documentation of claimed disabilities.

### **Letter of Accommodation**

Upon documentation of a qualifying condition, the Office of Disability Services will certify the student as a qualified person with a disability entitled to accommodation and will provide a letter or memorandum detailing approved accommodations to course instructors, residence life and athletics staff, and other service providers on campus. Accommodations will be provided on an individual basis upon re-evaluation each semester or, in the case of temporary disability, for a shorter period to be determined based on the diagnosis. Auxiliary aids, academic adjustments or modifications, and other aids or services include but are not limited to the following:

- extended-time testing
- testing in an isolated or small-group environment
- dual-modality testing (including readers)
- large-print testing
- use of assistive technology in classroom
- use of note-takers
- one-on-one or small-group tutoring
- use of service animals
- extended time permitted for degree completion
- substitution of specific courses required for completion of degree requirements
- adaptation of the manner in which specific courses are conducted
- taped texts, interpreters, or other effective methods of making orally delivered materials available to students with hearing impairments
- readers in libraries for students with visual impairments

### **Accommodation Timeline**

Initial Conference	within five (5) calendar days of student's claim of disability and/or request for accommodation
Memorandum/Letter of Accommodation	within five (5) calendar days of initial conference or of the College's receipt of documentation of claimed disability or when class rosters are finalized at the end of the "Drop/Add" period

Students granted accommodations will receive a copy of the letter or memorandum detailing approved accommodations. Likewise, any students who are denied requested accommodations will receive a copy of the decision in writing explaining the reasons for denial and the procedures available for appealing such decisions.

## **Grievance and Appeal Procedures for Complaints Arising Under Section 504**

Student complaints that pertain to discrimination or harassment based on disability should be submitted to the College's "Section 504 & Civil Rights Compliance Officer" for resolution in accordance with the College's Grievance Procedures and, if necessary, by referral to the standing Grievance Committee. The College designates Ms. E. Lynn Addison, Associate Provost for External Programs, as an alternate to receive complaints filed pursuant to Section 504 if the Provost is the subject of the complaint.

Contact information for the Compliance Officer and alternate are as follows:

**Section 504 & Civil Rights  
Compliance Officer**

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Justin E. Russell, Provost  
Office: Gates Hall, 1st Floor  
201 David-Eliza Fountain Circle  
Mount Vernon, GA 30445  
Email: [justin.russell@bpc.edu](mailto:justin.russell@bpc.edu)  
Phone (W) 912-583-3108

**Alternate Section 504 & Civil  
Rights Compliance Officer**

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E. Lynn Addison, Associate  
Provost for External Programs  
Office: Jordan Building, Room 118  
540 North Robinson Street  
Mount Vernon, GA 30445  
Email: [laddison@bpc.edu](mailto:laddison@bpc.edu)  
Phone (W) 912-583-3286

In compliance with applicable law, Brewton-Parker College has developed the following procedures. The President periodically appoints the Compliance Officer, who receives complaints, helps mediate disputes, and facilitates forwarding of the complaints to the standing Grievance Committee when necessary. The College's Grievance Committee has responsibility for hearing and making decisions on matters that cannot be resolved by informal mediation. Procedures are as follows:

1. All complaints must be written, dated, signed by complainant, and filed with the "Section 504 & Civil Rights Compliance Officer" of the College.
2. Initially upon receipt of a complaint the officer will conduct a preliminary investigation to gather and preserve available evidence, including relevant party and witness statements, photographs, videos, emails, texts, social media artifacts, and other documents or things.
3. The officer also will conduct informal efforts to resolve the complaint through interactive conversation with the complainant, defendant, witnesses, or others, or through informal mediation.
4. If the complaint cannot be resolved informally within five (5) calendar days, then the officer will schedule a meeting of the standing Grievance Committee to hear and decide the matter no later than ten (10) calendar days from the date the officer received the complaint.
5. All parties will be notified in writing of the date, time, and place of the meeting.
6. Complainant will be invited to state the nature of the alleged discrimination before the Grievance Committee and answer any questions the members may want to ask.
7. Any party to the proceeding has the right to present direct testimony through witnesses and/or any other relevant evidence in support of the party's allegations or defense.

8. All parties will be given written notice of the Grievance Committee's decision within five (5) calendar days following the meeting, including the basis for the decision.
9. Within seven (7) days of Complainant's receipt of written notice of an adverse decision by the Grievance Committee, the parties may file an appeal with the standing College Appeals Committee. Like the original complaint, the parties should submit an appeal to the Provost or the alternate if the Provost is the subject of the complaint. See procedures for non-academic appeals to the College Appeals Committee at pages 69-71 of the Academic Catalog, published at [<http://www.bpc.edu> > Home > Registrar > 2021-2022 Catalog].
10. The officer will schedule a meeting for the College Appeals Committee to hear and decide the appeal no later than five (5) calendar days from the date the officer received the appeal.
11. All parties will be notified in writing of the date, time, and place of the appeal hearing before the College Appeals Committee.
12. In an appeal before the College Appeals Committee, each party will be accorded the same rights (described in Procedures 5-8 above) as were available when appearing before the Grievance Committee.
13. All parties will be given written notice of the College Appeals Committee's decision within five (5) calendar days following its decision, including the basis for the decision.
14. Except upon presentation of new evidence unavailable at the time of the appeal, the decision of the College Appeals Committee will be final and not subject to review by college officials.
15. The College will take steps to prevent recurrence of any discrimination and to correct discriminatory effects on the complainant and others, if appropriate.
16. Publication of the above procedures will be made to all students and employees of Brewton-Parker College.

### **Student Responsibilities**

College values and additional responsibilities are outlined in the Student Handbook. In accepting students for admission, Brewton-Parker College makes several assumptions:

1. That all students, by the very fact that they have chosen Brewton-Parker College, thereby accept the standard of personal conduct which the College considers fundamental to group living and the educational process.
2. That all students assume personal responsibility for the honor of the College as an institution and agree to live in accordance with its standards. Disciplinary actions for rule violations are outlined in the Student Handbook. It is the responsibility of all students to become familiar with this information and to conduct themselves in accordance with the standards of Brewton-Parker College.
3. That whenever students demonstrate, in the judgment of the administration or faculty or its properly authorized committees, that they are unwilling or unable to demonstrate and maintain the Biblical standards of the College in academics or citizenship, or whenever students are found to be uncooperative members of the student body, or when the College feels it can do no more for the students, their period of

residence at the College and privilege of class instruction may be terminated without specific charges by the Administration. Brewton-Parker College, a private educational institution, retains complete judgment as to students' fitness to continue to share the privileges of registration.

4. The College reserves the right to require withdrawal of students whose scholarship is not satisfactory, and those who are not regularly attending classes for which they are registered, or those who for any other reason are regarded as not conducting themselves in accord with biblical behavioral and relationship standards. Students who withdraw in good standing may return the next semester without formal readmission. Those who leave on probation are readmitted on probation.
5. Students are permitted to keep or operate vehicles on the campus; however, students are required to register the vehicles with the Student Development Office, drive slowly and carefully, and operate the vehicle in accordance with specific regulations stated in the Student Handbook.

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## Academic Standards

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### Advising

All students will be assigned to advisors based on their preferred majors and in accordance with efforts to achieve a balanced advising load among all faculty. Advisors help plan and approve students' programs prior to registration.

### Registration

Students may register online or in person. ALL registrations require:

- A written or electronic signature [usage of student ID]
- Approval of the advisor

Registration is complete and binding once it has been approved by the advisor and entered into the College database. If the student has any bar to registration, the process will not be completed. When the registration is complete, it will display on the student's personal page in MyWeb.

Students may not sit in a class until:

- They have been cleared by the Registrar
- Their registration displays on MyWeb

Failure to attend class is not the equivalent of withdrawing. A student who enrolls in class and never attends and does not withdraw will be obligated to pay in full for the class.

**NOTE:** Second session classes can be added or dropped until the published drop/add date for second session. Students must make changes prior the drop/add period to avoid paying the drop/add fee.

Courses are designated by numbers which indicate roughly the year in which they should be taken.

- 100 level are primarily for freshmen
- 200 level are primarily for sophomores
- 300 level are for sophomores and juniors
- 400 level are for juniors and seniors

Two other designations are important to proper registration.

- Section designation (A,B,C) indicates location, day, and time that the course will be offered in a certain class.
- Courses offered in a compressed session (or subterm) rather than a course offered for the full term will be designated by a session number. The cost and amount of credit earned will be the same; the pace will be faster in the shorter sessions.
  - Session I – First half, 7-8-week duration
  - Session II – Second half, 7-8-week duration
  - Special Sessions will be indicated in a key on the class schedule.

## **Changes in Registration**

### **Dropping or Adding a Class**

Schedules may be changed after classes begin each semester during the drop-add period noted on the academic calendar published both in this Catalog and on the College's web site. Generally, the drop-add period expires at 5:00 P.M. one week after the start of classes. To make such schedule changes students either must complete a "Drop-Add Request Form" (available in the Registrar's Office or by downloading the form from the Registrar's Page on the web site) or they must complete the drop-add process in MyWeb.

In either case, such schedule changes first must be approved by an academic advisor (or the Registrar) and by the course instructor. The process is complete only upon a student's submission of the completed, approved form to the Registrar's Office, whether online or by hand-delivery to the office. "Drops" and "adds" are changes in a schedule after classes begin that do not involve the complete withdrawal from the College. No student shall be permitted to drop or add any class later than the published drop-add date.

Prior to deadlines for completion of registration and payment arrangements published in the academic calendar for new and returning students, respectively, students making changes in their schedules incur no fee. However, after those deadlines, students will be assessed a late registration fee, and during the drop-add period after the first day of classes students also will incur a drop-add fee for each Drop-Add Request Form completed. Each completed form is considered a separate transaction, and previous transactions will have no bearing on the calculation of charges. Students receive no grade for classes dropped during the drop-add period, and upon its expiration students no longer may add classes to their schedule.

### **Withdrawing from a Class**

Withdrawal from a class or classes is a change in a student's schedule after the expiration of the drop-add period that does not involve the complete withdrawal from the College. To withdraw from a class, students must either complete a "Withdrawal from Class Request Form" (available in the Registrar's Office or by downloading the form from the Registrar's page on the web site), or they must complete the withdrawal from class process in MyWeb. In either case, an official withdrawal from class first must be approved by an academic advisor (or the Registrar) and by the course instructor. The process is complete only upon a student's submission of the completed, approved form to the Registrar's Office, whether submitted by email or by hand-delivery to the office.

When a student withdraws from a class after the drop-add period but before 5:00 P.M. on the published deadline for withdrawing from classes without grade point penalty, the grade of "W" will be assigned, and the student incurs no penalty. Students withdrawing from classes after this deadline will receive the grade "WP", "WF", or "WY" as assigned by the instructor. Withdrawal from class during the final two weeks of class meetings during any session is not permitted. Students who stop attending class without officially withdrawing are subject to the penalty of failure for excessive absences.

### **Withdrawing from the College**

After the start of classes students registered for that semester or session may petition the College for a complete withdrawal from all classes (and therefore from the College). To withdraw from the College, students either must complete a "Withdrawal from the College Request Form" (available in the Registrar's Office or by downloading the form from the Registrar's page on the web site), or they must complete the withdrawal from the College process in MyWeb.

In either case, to withdraw from the college the student is responsible not only to complete the information requested on the form, but also for securing approval signatures from each of the offices listed on the form. The

process is complete only upon a student’s submission of the completed, approved form to the Registrar’s Office, whether online or by hand-delivery to the office. Failure to complete the withdrawal from college process may result in failing grades and/or ineligibility for full or partial refund of tuition and specified fees. For refund purposes the date of withdrawal is the date the completed, approved form is submitted to the Registrar’s Office.

When a student withdraws from the College after the drop-add period but before 5:00 P.M. on the published deadline for withdrawing from classes without grade point penalty, the grade of “W” will be assigned and the student incurs no penalty. Students withdrawing from College after this deadline will receive the grade “WP”, “WF”, or “WY” in each class, as assigned by the instructor. Students who stop attending classes without officially withdrawing from the College are subject to the penalty of failure for excessive absences.

### Changing Registration for Winter, Summer, and Other Short Terms

Drop-add and withdrawal deadlines for Winter Term, Summer Sessions I and II, and other short or special terms that may be offered from time to time will be published with the class schedules for these terms, made available in the Office of the Registrar or on the College web site.

### Student Load

Students’ loads are computed on the credit-hour value of the courses in their programs of study, whether taken on campus, off campus, or by distance learning. A normal load in a semester is 12-18 hours.

Under normal circumstances, students are not permitted to receive credit for more than 18 hours per semester, including physical education activity courses. Those desiring to carry academic loads in excess of 18 hours must secure approval from the Provost.

Students are not permitted to enroll in another institution for resident, correspondence, or extension courses while enrolled at Brewton-Parker College except in extraordinary cases when authorized by the Provost. If students enroll simultaneously at Brewton-Parker College and another institution without written authorization, no transfer or transient credit will be given by Brewton-Parker College for courses taken at the other institution.

### Grading System

Letter Grade	Numerical Equivalent	Grade Point
A	90 – 100	4.0
B	80 – 89	3.0
C	70 – 79	2.0
D	60 – 69	1.0
F	59 and Below	0.0
I	Incomplete	
W	Withdrew prior to deadline for withdrawing without grade point penalty (no impact on GPA)	
WM	Withdrew Military	
WP	Withdrew Passing (no impact on GPA)	
WF	Withdrew Failing (computed as “F” in GPA)	0.0
XF	Failed a course due to a violation of the academic integrity policy. See note below for policies on removal of "X" grades.	0.0
P	Passing	
NA	Never Attended	

Y	The “Y” grade – applicable in BPC 099, ENG 101, 101L, and ENG 102 – carries no grade point penalty and signifies that a credit grade (A, B, C, or P) has been deferred. Students receiving a “Y” may not count the course toward athletic eligibility and must repeat the course in the next ensuing semester until credit is earned.	
WY	The grade of “WY” is assigned to students who withdraw from BPC 099, or ENG 101, 101L or 102 at a point when they have not achieved a competency grade. “WY” carries no grade point penalty.	

### Changes in Grades

- The grade of “I” is assigned at the instructor’s discretion when students fail to complete a course as a result of illness or other acceptable reasons. An “I” must be removed within one semester following the close of the semester in which the “I” was earned. Failure to remove the “I” will result in an automatic “F” in the course.
- Requests to change other grades must be made by the instructor on official forms available to the instructor in the Registrar’s Office, or the form may be accessed in MyWeb under faculty login. When a form is completed and signed by the instructor giving the reason for making the change, the Registrar will make the necessary correction on the student’s transcript, if approved by the Provost.
- Requests to change a grade of XF may be made only after two semesters at the college following the imposition of a penalty with no student conduct or academic integrity infractions. In order to have the X removed from the transcript, a student should complete the X-Removal Form in the Registrar’s Office (note that the grade of F will remain). Any student qualified to have an X removed, but who transfers or otherwise leaves the college before submitting an X-Removal Form, may do so after leaving the college. **The X will automatically be removed from the transcript of any student who graduates from BPC.**

### Grade Point Average

The grade point average (GPA) is obtained by dividing the total number of grade points earned by the total calculated hours. Grade points earned are as follows: A= 4 points per credit hour, B= 3 points per credit hour, C= 2 points per credit hour, D= 1 point per credit hour, and F= 0 points. All hours that appear on the Brewton- Parker College transcript are counted in computing the cumulative GPA except as provided in the section below on “Grade Forgiveness.”

GPA will be determined at the end of each semester of the students’ academic progress. The GPA is calculated as follows:

- Determine grade points earned by multiplying the grade point equivalent of each letter grade received by the semester hour credit assigned to the course for which the letter grade was earned (students who earn a grade of “A” in a three-semester hour course would earn twelve grade points).
- Divide the sum of the grade points earned (grade point times semester hours) by the number of total calculated hours.

To determine academic probation, only courses taken at Brewton-Parker College are used.

All hours taken at Brewton-Parker College and all hours accepted in transfer, are counted for the purpose of determining eligibility for graduation with honors.

## Grade Reports

Grades are posted on MyWeb at the end of each term. Grade reports will be mailed only by request. A fee may be assessed.

## Classification of Students

**Freshmen:** 0-29 credit hours

**Sophomores:** 30-59 credit hours

**Juniors:** 60-89 credit hours

**Seniors:** 90-plus credit hours

Full-time enrollment is at least 12 semester hours of coursework; part-time is fewer than 12 hours.

## Student Honors

### Dean's List

A Dean's List will be published each semester. To earn this distinction, a student must be registered for a regular academic load of 12 or more hours and earn an overall grade point average of 3.6.

### Awards

During the annual Honors Day program, the College awards certificates of recognition and achievement to students in selected areas.

The Rhoades-Rich Academic Achievement Award is given to the graduating senior having the highest scholastic average during six or more semesters at Brewton-Parker College.

### Honors

The College grants the distinction of graduation with honors to those students whose academic work meets the following standards:

- Grade Point Average: 3.50 – 3.69: Cum Laude
- Grade Point Average: 3.70 – 3.89: Magna Cum Laude
- Grade Point Average: 3.90 – 4.00: Summa Cum Laude

All courses taken at, and accepted in transfer, by Brewton-Parker College are counted in determining eligibility for graduation with honors.

## Uniform Attendance Policy

### Engagement and Active Participation

Regular class attendance and engagement are required for all classes at Brewton-Parker College (BPC) and are essential for student success, not only in the learning process, but also in the broader experience of college life. Whether course content is delivered in-seat, online, or in web-enhanced format by some combination of the two, engagement is defined not merely by presence in-seat or online, but more importantly, by a student's "active participation" in the learning experience based on mutual trust and commitment to excellence among all participants, including peers and instructors alike.

Active participation is defined as follows. For in-seat classes it starts with timely arrival for scheduled class meetings, but also includes arriving equipped with course materials and supplies and prepared to participate fully in class or group discussions, tests, quizzes, and other planned assignments and activities essential to the learning experience.

Active participation also requires that students conduct themselves as adults in a manner appropriate for the environment of higher education, demonstrating common courtesy and respect for others in accordance with class rules that may be set forth in the course syllabus.

Active participation in web-enhanced and online (web-based) classes requires students to submit grade-eligible course assignments at least on a weekly basis. Examples include discussion posts, completed quizzes or tests, research papers, journal or blog posts, and other such assignments. Note that communication with instructors *via* the Brightspace learning management system, email, or by personal meeting may not count as active participation and engagement with the content of a course. As with in-seat classes, so also in web-based classes, students have a duty to conduct themselves with common courtesy and respect.

### **Required Attendance for In-seat Classes**

Class attendance, whether for in-seat classes or for the in-seat component of web-enhanced classes, is imperative for a complete learning experience. Students are responsible for reading and understanding the course syllabus and for completing all assignments and other coursework in a timely and professional manner. Students are expected to attend all class meetings, laboratories, tutorials, clinicals, workshops, and other academic meetings required for course completion.

For in-seat classes absence for college-related activities approved in accordance with the policy on "Group Absences" will be excused without penalty. Any other absence for any cause (including illness, family or medical leave, and scheduled surgeries) will be counted as unexcused, provided however that instructors may approve student requests made reasonably in advance to substitute watching the Echo 360 video recording of a class for actual attendance. Students also are required to be punctual; arrival at class meetings after the scheduled start time counts as an unexcused absence, provided that instructors may offer a grace period if warranted because of exceptional circumstances.

Students accruing unexcused absences amounting to more than two full weeks of scheduled class meetings in a regular semester or the equivalent for shorter terms are subject to administrative withdrawal upon referral by the instructor to the Registrar with approval by the Provost.

Classes that include a lab (whether embedded in or separate from lecture) will be regarded as a single course for purposes of this policy, such that withdrawal from the class automatically entails withdrawal from the lab and *vice versa*. However, absence from clinical learning experiences in the School of Nursing and from field experiences or student teaching in the Educator Preparation Program are subject to separate policies in those respective areas.

Whether excused or unexcused, students are responsible for any tests, quizzes, assignments, or other work missed and, when possible, should alert their instructors of absence reasonably in advance and request an opportunity to make up any work missed. For unexcused absence, instructors are under no obligation to allow make-up or substitute assignments, but may do so in their sole discretion upon good cause shown by the student.

In *any* Brewton-Parker class, whether in-class or web-based, students must demonstrate their active and ongoing participation in learning. Students failing to do so may be registered in the college's "Early Alert System" and may also be referred to the Student Enrichment Center for academic intervention, including required tutoring, small-group study, restriction from participation in co-curricular activities, including athletics, or other measures aimed at enhancing the student's opportunity to succeed.

### **Required Engagement for Web-Based Classes**

For web-enhanced or online classes, because participation in the learning experience takes place in the virtual environment, absence from the residential campus, under the "Group Absences" policy or otherwise, does not count as excused absence. For such classes, failure to log on or to demonstrate active participation as defined above during any two weeks, whether consecutive or not, may result in referral by the instructor for administrative withdrawal.

For such disengaged and/or disruptive students all measures reasonably necessary to encourage their engagement should be implemented. Should a student persist in disengagement after intervention, SEC staff may consider a recommendation of administrative withdrawal (from one or more classes or from the college) as a necessary further intervention to preserve the integrity of the educational environment.

### **Attendance Record**

All course instructors will maintain a record of student attendance and active participation and report that information to the SEC through Progress Reports and the Early Alert System. Based on those records, the SEC will identify students in jeopardy for intervention, or possible withdrawal. Students' attendance and participation records as defined in this policy will be evaluated for this purpose starting one week after the expiration of the "Drop/Add" period for the term of registration (see Academic Calendar on the college's website for these dates).

### **Group Absences**

Requests for approval of college trips for any group of students must be filed with the Provost's Office at least one week prior to the proposed departure, provided that the Provost in his/her discretion may accept late requests.

When approval of the trip is granted, the Provost will notify all faculty members immediately and request excused absences for the students whose names are submitted by the group's sponsor. All absences for college-related activities that are approved by the Provost's Office will be excused without penalty.

The college also affords this accommodation, to the same extent and for the same reasons, to dual-enrollment students registered for in-seat classes conducted on the college's main campus. For absence occasioned by such students' participation in similar events sponsored by the school of their primary enrollment, the school's Principal or other designated officer will serve as the "Group Sponsor" and have responsibility for timely filing the appropriate request form with the Provost's Office. For dual-enrollment students who are homeschooled, a qualified parent or guardian will serve as the "Group Sponsor." This provision does not apply to dual-enrollment students taking in-seat classes taught by adjunct professors at the college's external sites.

### **Grade Forgiveness**

A student who earns a "B" or a "C" in a course will not be permitted to repeat the course for a higher grade. A student who receives a "D" or an "F" will be permitted to repeat the course for a higher grade. However, if the student repeats a course and earns a lower grade, the original grade will stand. For courses repeated one or more times, the highest earned grade will be used in computing the cumulative grade point average and determining degree completion. However, all grades earned will remain on the transcript, and students planning to transfer or attempt graduate course work should be aware that some institutions may include all hours attempted and all grades earned in computing the cumulative grade point average. Any course repeated for grade forgiveness must be taken at Brewton-Parker College and may not be taken at another institution or through a college consortium. A student also may not repeat a course by directed independent study. Nor may students repeat a course for grade forgiveness after graduating from Brewton- Parker College.

### **Academic Warning, Probation, Suspension, and Exclusion**

Students are required to maintain acceptable minimum grade-point averages in order to remain in good academic standing at Brewton-Parker College. Written records of academic warning, probation, suspension, and/or exclusion will become part of the student's permanent academic record. Reasonable academic progress is designated as follows:

Credit Hours Calculated*	Minimum Required Cumulative Grade Point Average
0-30 Hours	1.5
31-60 Hours	1.7
61-90 Hours	1.9
91-Above	2.0

\* “Credit Hours Calculated” does not include courses numbered under 100.

The following steps are designed to inform students when they are performing unsatisfactorily and may need assistance in assessing their academic goals and progress.

1. A student who fails to achieve the necessary cumulative GPA as indicated in the above table will be placed on Academic Warning.
2. If the student does not achieve the required cumulative GPA the next term, he/she will be placed on Academic Probation for one semester. The student may continue to attend classes while on Probation.
3. If the student does not achieve the required cumulative GPA that semester, he/she will be placed on Academic Suspension for one semester (*Fall or Spring*). The suspension bars the student from enrolling in any courses at the college (including Summer/Winter terms) until they he/she remains unenrolled for one complete Fall or Spring semester. After being out one semester, the student may re-enroll. The student may petition the Provost in writing to waive the term of suspension. If the petition is approved, to fully satisfy the conditions of suspension, the student must make a 2.0 GPA that term. Failure to do so will result in exclusion for one year as noted below.
4. Upon re-enrollment, the student must make a 2.0 grade point average each semester until the cumulative GPA is raised to the required level. Failure to do so will result in further exclusion periods as outlined below.

**First failure:** exclusion for one calendar year before eligible to return

**Second failure:** exclusion for two calendar years before eligible to return

**Third failure:** permanent exclusion

All procedures concerning academic probation and exclusion apply equally to full-time, part-time, transfer, and special students. Students taking BPC 099 are not subject to the reasonable academic progress rules listed above unless the student also is taking two or more non-developmental courses.

Students on academic probation or suspension are prohibited from representing the College in extracurricular activities or holding office in any extracurricular student organization. Any question of what constitutes “representing the college” or “extracurricular activities or organizations” will be resolved by the Provost.

### **Directed Independent Study**

Students may earn a limited amount of credit through directed independent study (DIS). A DIS course is permitted only if one of the following two criteria is met: (a) to provide interested students with training in a specialized area not covered in a regularly offered course, or (b) to offer a course required for graduation which is not available to the student in the regular class schedule. The student may take no more than four directed independent studies per academic year (fall, spring, summer) – one per regular semester, and no more than two in the summer. If taken in the summer, students may enroll in only one additional summer class while enrolled in a DIS. Directed independent studies include reading, writing, and research projects done under the direction of a college faculty member. Students desiring a DIS should submit a written request to the professor who will direct the study. The professor will provide the appropriate form to request permission to take the DIS. All proposals must be approved by the professor, the appropriate division chairperson, the Registrar, and the Provost prior to registration. A copy of the proposal will become a part of the student’s permanent file.

Students should register for a DIS during the regular registration process. Deadlines will be strictly enforced. Assignments must be completed two weeks before the end of the semester or one week before the end of a summer term.

### **Transient Credit**

Students in good standing at one college or university may take certain courses at another institution based on the home institution's approval. A student in transient status remains connected to his/her own institution, but may take a course elsewhere without having financial aid and transcripts transferred. It is particularly useful for students wanting to take courses near home during the summer or needing to pick up a course they cannot get at their own institution when it is needed.

The following procedures should be followed for ALL courses not taken at the home institution including online and distance courses.

1. Identify the courses to take outside the home institution.
2. Submit the name of the institution, the list of courses you want to take, and the term you want to take them to your Registrar.
3. Obtain a letter of good standing from your home institution Registrar listing those courses your school will permit you to take and transfer back to your own degree plan. (Brewton-Parker College students may submit a transient request online from the Registrar's webpage.)
4. Apply to the outside institution for admission as a transient student and submit the permission letter or form with the application. The Registrar's office will also mail the letter upon request.
5. Once you are accepted as a transient student, you may arrange with the outside institution to register for the classes listed on your permission letter.
6. It is your responsibility to follow the outside school's registration procedures and to arrange for the transcript to be sent to your home institution at the end of the term. Contact the Registrar's Office to determine procedures for both actions.
7. A transient student hold (TS) will be placed on your account if the Registrar's Office has not received an official transcript by the following term. A TS hold will prevent financial aid from being disbursed, registration for the next term, and the release of transcripts.
8. Brewton-Parker College students are allowed to take up to 18 hours as a transient per degree.

### **Evaluating and Awarding Transfer Credit**

The number of transfer credits allowed will depend upon the standing of the institution(s) attended, the nature of the courses taken, and the grades earned. Brewton-Parker College declines to accept transfer credit of a grade lower than a "C."

Coursework transferred in (or accepted) for credit toward a degree must be completed at an institution accredited as degree-granting by a postsecondary regional accrediting commission at the time the coursework was completed. Full credit normally will be given for a course transferred from such an institution if the course approximately parallels those at Brewton-Parker College and the student has earned a grade of "C" or better.

Any questions concerning the similarity or correspondence between courses proposed for transfer from other institutions with courses at Brewton-Parker College should be referred by the Registrar to the chair of the division having oversight of the courses at issue. Such issues and any other matters having to do with evaluation of course credit to be awarded by the institution must be addressed by members of the faculty in the appropriate division qualified to make such judgments.

A student presenting transfer credit from an institution that was not accredited as degree-granting by a post-secondary regional accrediting commission at the time the coursework was completed may seek credit validation upon successful completion of 30 credit hours at Brewton-Parker College, i.e., with a 2.0 Brewton-Parker College cumulative GPA or higher.

**Note:** for planning purposes, an unofficial evaluation of credit presented for transfer from an institution that does not meet the above criteria will be provided. Upon completion of the residency and satisfaction of the academic progress requirement, the unofficial evaluation will be validated and the courses transferred as noted. The student must submit written notification to the office of the registrar upon successful completion of the residency requirement.

### **Transfer Credit Policy for Associate's Degree Holders**

Students with an associate's degree from regionally accredited institutions or those who obtain approved equivalency evaluations at the associate's level (for international students) will be exempt from all core curriculum requirements, with the exception of a 3-credit hour Christian studies course.

While transfer students with associate's degrees are exempt from core curriculum requirements, it is important to note that certain prerequisites specific to their chosen major may still be necessary for progression. These prerequisites may vary depending on the program of study and are essential for ensuring students possess the foundational knowledge required for advanced coursework.

It is recommended that students consult with academic advisors upon transfer to determine any prerequisite courses they may need to complete in order to seamlessly integrate into their chosen major. Failure to meet these prerequisites may result in delays in progressing through the program.

## **Temple Baptist Theological Seminary Graduate Credit Hour Transfer Policies**

### **A. Graduate credit to be used in an undergrad program:**

Graduate level courses to be taken while a student is in an undergraduate program may be allowed to fulfill program completion requirements for an undergraduate degree under the following conditions:

- The graduate courses correlate to program completion or will serve as an elective
- With the approval of the Division Chair or Dean

### **B. Graduate credit used in undergraduate program to be transferred to a graduate program:**

Graduate level courses taken while a student is an undergraduate at BPC will be allowed to count as credit in a BPC graduate program under the following conditions:

- The student has been accepted into a graduate program at BPC
- The courses correlate to the desired degree program or may be used as electives
- The student has achieved a letter grade of B or better in the course
- Up to a maximum of 2/3 of the graduate degree program hours

### **C. Undergraduate Advanced Standing for Graduate Programs**

Undergraduate courses taken at BPC may be allowed for Advanced Standing in Graduate programs under the following conditions:

- The student has been accepted into a graduate program at BPC
- The courses are 300 or 400 level and correlate to the desired graduate program to fulfill a required course
- The student has achieved a letter grade of B or better in the course
- Up to 1/3 of the graduate program (this is an ATS standard)

## **Credit from Non-Traditional Sources**

Brewton-Parker College accepts credits from all non-traditional sources recognized by the American Council on Education (ACE) and follows ACE recommendations in assigning credit hours. Non-traditional credit will not be assigned a grade equivalent and thus will not factor into the GPA. Examples of non-traditional credit accepted under ACE recommendations are AP, CLEP, DSST, military training and experience, and corporate training programs that have been ACE-evaluated. For further information on ACE and specific recommendations, call the Office of the Registrar. Brewton-Parker College accepts IB credit for scores of 4 or higher in the Higher-Level Program.

Credit for postsecondary study from a school outside the U.S. is based on an evaluation by either a Brewton-Parker College evaluator or an approved evaluation service from the National Association of Credential Evaluation Services (NACES). For information on approved evaluation services, go to [www.naces.org](http://www.naces.org) or call the Office of the Registrar.

A maximum of 30 semester hours of credit toward graduation, of which no more than 12 hours can be at the 300 or 400 level, may be earned on the basis of ACE-recommended credit.

## **Exemption from Foreign Language Requirement**

A student whose native language is not English and who provides evidence of completion of high school or college work in a language other than English is not required to take foreign language courses in order to satisfy program requirements. In order to qualify for this exemption, the student must pass English 101 and 102, and provide evidence of education in a language other than English. Students who are exempt from the foreign language requirement are required to make up the 3-6 hours, depending on program, by taking other courses of their choice.

## **Credit for Foreign Language Competence**

Students possessing native or near-native competence in any language other than English are encouraged to complete a recognized language assessment examination for academic credit. Brewton-Parker College recognizes the College Board College-Level Examination Program (CLEP) and the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI). Students are required to complete such assessments at their own expense. Credit is based on the level of achievement as recommended by each testing service. If the language is currently, or has been previously, offered at BPC, credit will be entered into the transcript with ML- and the prefix for that language: ML/SP Spanish, ML/FR French, ML/GR German, ML/RU Russian. If the language has not been offered at BPC, credit will be entered with the prefix ML/LAN with the language named in the description. Modern Greek and Hebrew are not equivalent to their Biblical precursors and so will receive the ML/LAN prefix. Students will receive credit for the highest level identified in their assessment, along with any prerequisites, to a maximum of 12 credit hours. Students who have completed another mode of assessment, for example the Alliance Française DELF-DALF, are encouraged to contact the Office of the Registrar.

## **Auditing Classes**

Permission to audit classes may be granted on the following bases:

- The student must meet established admissions requirements of the College.
- The student must have the approval of the instructor and follow regular registration procedures.
- Any change from audit-to-credit or credit-to-audit must be approved by the Provost who will inform the instructor.
- No change can be made from audit-to-credit after the last day for drop/add.

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## Academic Integrity

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As a Christian community of faith and scholarship, we at Brewton-Parker College are committed to the principles of truth and honesty in the academic endeavor (2 Timothy 3:16). As faculty and students in this Christian community, we are called to present our academic work as an honest reflection of our abilities; we do not need to defraud members of the community by presenting others' work as our own (Mark 10:17-22). Therefore, academic dishonesty is handled with serious consequences for two fundamental reasons: it is stealing – taking something that is not ours; it is also lying – pretending to be something it is not. In a Christian community, such pretense is not only unnecessary, it is also harmful to the individual and community as a whole. Cheating should have no place at a campus where all labors are informed by our faith because God desires us to be truthful with each other concerning our academic abilities. Only with a truthful presentation of our knowledge can there be an honest evaluation of our abilities.

### What is Academic Dishonesty?

Academic dishonesty is defined as any unauthorized action or attempted action that may result in academic gain. Unintentional violations of the academic integrity policy are still violations and will still be treated as such. Brewton-Parker College groups these behaviors into the following five categories.

### Plagiarism

Plagiarism occurs when someone else's ideas or words are used without proper acknowledgement, thus giving the impression that you created them. Failure to understand instructions and unknowingly committing plagiarism is still a violation of the academic integrity policy.

Some examples of plagiarism include, but are not limited to:

- Word-for-word copying of another person's ideas, words, theories, data, etc. without quoting and/or proper acknowledgement
- Interspersing your own words here and there while in essence still copying another's work
- Paraphrasing or rewriting another's work, yet still using that person's idea or theory without acknowledgement
- Fabricating, inventing, or counterfeiting sources
- Submitting someone else's work as your own, whether that work was obtained via theft, purchase, or gift
- Neglecting quotation marks on material that is otherwise acknowledged
- Omitting citations or incorrectly citing others' work, including using citations in the paper but not on the citation page or vice versa

### Self-Plagiarism

Self-plagiarism occurs when you submit for credit an assignment which you have previously submitted for credit without permission to do so.

Examples include, but are not limited to:

- Using the same research paper, essay, project, or any other type of written assignment for more than one class

- Submitting work completed in a previous semester when retaking a class unless given specific permission
- Copying lab results, data, etc. from one study into another without redoing the experiment

### **Inappropriate Assistance**

Inappropriate assistance occurs when students give or receive assistance that has not been authorized in connection with any academic work. Students should assume that any assistance on assignments, exams, quizzes, lab work, etc. is unauthorized unless the instructor has approved it.

Examples of prohibited actions include, but are not limited to:

- Transmitting, receiving, or attempting to transmit or receive, or in some other form obtaining information or answers during an exam, quiz, lab, exercise, or other non-written assignment (copying written assignments without attribution is considered plagiarism)
- Knowingly allowing another student to copy your work
- Distributing exam/quiz questions or information about exam/quiz questions
- Unless specifically allowed by the instructor, even mere possession in sight or within easy reach of a cell phone, smart watch, or other similar device during an exam or other assignment
- Giving or receiving answers to an exam or an in-class assignment that is scheduled for another time
- Completing for others or allowing others to complete for you all or part of an assignment
- Submitting as a group assignment work which was prepared by less than all of the members of that group. It is the responsibility of all students to inform an instructor of the lack of participation of any group member.
- Using non-scholarly sources to complete an assignment for credit when instructed to use only scholarly resources. Scholarly sources are those written by academics or professionals in a field. The research is generally peer-reviewed and printed in academic journals, books, and conference publications. Non-scholarly sources inform the public and include things such as news sources, non-refereed journals, magazines, and most web pages. If you are unsure about the merit of a source, ask your instructor.

### **Lying/Falsification**

Offering false information with regard to your performance in academic work is academically dishonest and in opposition to the Christian life.

Examples of lying and/or falsification include, but are not limited to:

- Giving false reasons for failure to complete an academic assignment or attend class
- Falsifying the results of laboratory work or other data
- Altering academic work after it has been submitted
- Altering grades, lab work, or attendance records
- Falsely signing another person as present when he/she is absent in a class
- Taking a test for another student
- Signing a false name on a piece of academic work
- Falsifying or purposely omitting information and evidence in an appeal of an academic integrity violation. (Note that lying about and/or omitting information pertinent to an appeal will result in the charge of an

additional violation of the academic integrity policy.)

### **Complicity**

Complicity occurs when a student, whether through action or inaction, knowingly encourages, induces, facilitates, or solicits another student to commit an academic integrity violation. The level of offense and appropriate sanction for complicity will be determined by the Provost in consultation with the College Appeals Committee.

Examples of complicity include, but are not limited to:

- Having knowledge of another student's violation or plan to commit a violation and failing to report it to the instructor or to the Provost
- Soliciting or encouraging another student to commit or participate in a violation
- Participating with another or with a group in planning the commission of a violation, whether or not the plan is carried out

### **Violation Penalties and Procedures**

What happens if an instructor suspects that a student has violated the Academic Integrity Policy

1. The instructor will notify the Provost in writing within seven calendar days of discovery of the violation.
2. The student will receive official notification of the allegation from the Provost via e-mail.
3. Immediately upon notification by the Provost, a student must contact the Student Enrichment Center (SEC) to discuss the violation and whether or not there is a basis for an appeal (off campus students may complete this step via phone call, Skype, Google Meet, or other virtual meeting software). Students failing to contact the SEC within five calendar days from the Provost's notification will be deemed to have accepted responsibility for the stated violation and waived their right of appeal.
4. Students who contact the SEC either must (a) inform that office of their acceptance of responsibility for alleged violations, or (b) file an appeal. Students who elect neither option within five calendar days from the Provost's notification will be deemed to have accepted responsibility for the stated violation and waived their right of appeal.
5. Upon acceptance of responsibility or denial of an appeal, students must complete Academic Integrity (AI) Training and also will receive an administrative sanction based on point accumulation. Students who notify the SEC of their acceptance of responsibility must complete AI Training within five calendar days of that notice. Students who waive their right of appeal through non-response or failure to act must complete AI Training within five calendar days following expiration of the appeal deadline. Students whose timely appeal is denied must complete AI Training within five calendar days of the Provost's notice of denial.

### **What is required to complete Academic Integrity Training?**

All students (except those being dismissed) are required to complete AI Training upon acceptance of an allegation or denial of an appeal. AI Training consists of three steps:

#### Step 1: Write "Your Story"

For guidelines to writing your story, please visit [www.bpc.edu/AcademicIntegrity](http://www.bpc.edu/AcademicIntegrity)

#### Step 2: Complete your online Academic Integrity Training Module

The AI Training Module must be completed through the Student Enrichment Center (SEC) before the deadline stated in the official notification. Students failing to complete the module by the stated deadline will be assessed a \$50 fine and suspended from class attendance with unexcused absences until the module has been completed. Off campus students may make arrangements to complete the module via Skype, Google Meet, or other virtual meeting software).

#### Step 3: Rewrite "Your Story"

For guidelines to writing your story, please visit [www.bpc.edu/AcademicIntegrity](http://www.bpc.edu/AcademicIntegrity)

\*The SEC, in conjunction with the Provost, retain the right to modify the Academic Integrity Training to better address the offense.

### **How are Administrative Sanctions imposed?**

The goal of the following guidelines is to create a consistent approach to disciplinary actions resulting from academic misconduct. The points system is transparent and objective, allowing faculty and students to be aware of likely sanctions that will occur in a given situation while still allowing for professional judgement by our administrators.

## **Brewton-Parker College Academic Integrity Sanction Rubric**

The following violation levels are assigned to specific types of violations of the Brewton-Parker College Academic Integrity Policy. If a violation occurs that is not specifically provided for below, then any sanctions will be based on the most similar type of violation that exists in this rubric. All violations will be considered a single violation regardless of the timeframe in which they occur. If a student commits more than one type of violation in a single act, his sanction will be based on the highest violation level applicable. Each submitted act will be considered a single violation. **Sanction points are cumulative over the length of the student's tenure at Brewton-Parker College.**

### **Violation Levels**

#### **Blue Violation – 0.0 sanction points**

- Plagiarism such as no citations or inaccurate citations in work done for a course in which the plagiarized material constitutes less than 10% of the assignment (first offense only).
- Unauthorized collaboration on or providing answers for homework assignments constituting less than 10% of the assignments (first offense only).
- Use of any other materials or resources that are not authorized by the instructor in completing any assignment, not including exams and quizzes, which has a value of less than 10% of the overall course grade (first offense only).

#### **Yellow Violation – 0.5 sanction point for each violation**

- Copying from or viewing another student's work during an examination or quiz.
- Using any materials or resources that are not authorized by the instructor for use during a quiz or examination or in completing any assignment having a value equal to or greater than 10% of the course grade, or a second offense.
- Collaborating during an examination or quiz with any other person by giving or receiving information or even attempting to do so without specific permission from the instructor.
- Collaborating or providing answers on laboratory work or other in-class work when instructed to work independently.
- Unauthorized collaboration on or providing answers for homework assignments constituting 10% or more of the assignment, or less than 10% of the assignment on a second offense.
- Plagiarism of any kind when that plagiarism constitutes less than 10% of the assignment and is a second offense, or when that plagiarism constitutes 10% or more of the assignment.
- Self-plagiarism: submitting without specific permission of the instructor work that has been previously submitted by the same student for credit in another course or a previous offering of the same course.
- Falsification of attendance and/or participation in an assignment.
- Lying or falsification as described in the policy.

### **Orange Violation** – 1.0 sanction point for each violation

- Buying, selling, or otherwise obtaining or providing information about an examination or assignment not yet administered. Note that an offer or request to obtain information without actual exchange of information is still dishonest and a violation of the academic integrity policy.
- Substituting for another person or permitting any other person to substitute for oneself to take an examination, quiz, or any other assignment.
- Submitting altered or falsified data for internships.
- Any violation of the Academic Integrity Policy in your capstone course, senior seminar, or degree-culminating courses or projects.

### **Red Violation** – 3.0 sanction points for each violation

- Altering grades or official records.
- Falsifying or signing another person's name on any academically-related college form or document.
- Sabotaging another student's work.

## **II. Sanctions**

All sanctions are in addition to completion of the Academic Integrity Training assigned by the Student Enrichment Center.

**Sanction Points = 0.0:** The student will receive a maximum point deduction of 20 points as decided by the instructor and/or he may be required to resubmit the assignment.

**Sanction Points = 0.5:** For work for a course, the instructor shall give the test or assignment an immediate zero (0) which then will be averaged into the course grade. If the violation occurred on work without a grading component, the faculty member will require that the work be redone. If that involves missing a stated deadline, the stated late penalty will apply.

**Sanction Points = 1.0:** The student immediately will receive a course grade of XF and will be dropped from the roster of the course.

**After three (3) blue or yellow violations, a student will be placed on academic probation. The period of probation will begin immediately upon a student's acceptance of responsibility for a third such violation or upon notice of denial of a timely appeal; it will extend for the remainder of the semester in which the violation occurred plus the next semester of enrollment thereafter. This probation carries a stipulation that the student must earn at least a 2.0 GPA during the next semester of enrollment. A notation will be added to the student's transcript indicating academic probation "for violation of the Academic Integrity policy," which may be removed upon the student's fulfillment of the same conditions specified in Section III below for removal of an "X" grade. Note: students on academic probation or suspension are prohibited from representing the College in extracurricular activities or holding office in any extracurricular student organization. Any question of what constitutes "representing the college" or "extracurricular activities or organizations" will be resolved by the Provost. If a student is found guilty of committing another academic integrity violation after being placed on academic probation, the student will be immediately and permanently expelled.**

**Sanction Points = 3.0+:** The student will be immediately and permanently expelled.

**Note:** For offenses not specifically mentioned in this rubric, faculty members may confer with the Provost and propose a description of the offense and the level of sanctions. The Provost will review the proposed offense and sanction for consistency with existing offenses and sanctions. If a faculty member and the Provost disagree over a particular offense or sanction, the Provost will make the determination with advice and counsel from the College Appeals Committee. In the event of a conflict between a course syllabus and the Academic Integrity Policy, the policy and rubric shall take precedence.

In addition, upon proof by clear and convincing evidence of complicity and pursuant to notice and fair opportunity for a hearing before the College Appeals Committee, offenders not enrolled at the time of the offense, either at the college or in the class where the offense was committed, may be subject to revocation of academic credit, grades, and degrees or other credentials already conferred.

### **III. Removal of the “X”**

After two semesters at the college following the imposition of a penalty with no student conduct or academic integrity infractions, a student may request to have the X removed from the transcript. In order to have the X removed from the transcript, a student should complete the X-Removal Form in the Registrar’s Office (note that the grade of F will remain). Any student qualified to have an X removed, but who transfers or otherwise leaves the college before submitting an X-Removal Form, may do so after leaving the college. **The X will automatically be removed from the transcript of any student who graduates from BPC.**

## **Policy Regarding AI Usage At BPC**

### **Introduction**

Artificial Intelligence (AI) is a rapidly developing technology with seemingly limitless potential and there are multiple AI tools presently available with many more developments occurring daily. However, like most tools, this advancement can be used for either good or bad in relation to our pursuit of knowledge and advanced education. According to Proverbs 11:3: “The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity” Therefore, to ensure that AI is used both ethically and responsibly, Brewton-Parker College has adopted the following guidelines governing the use of AI in our academic settings.

### **Policy**

- The use of AI is prohibited on assignments, exams, quizzes, lab work, etc. unless the instructor has explicitly approved AI for that specific assignment. This includes using AI to generate text, translate languages, write code, answer questions, or perform other functions in lieu of original student work product.
- Since proper research relies upon citations in order for others to conduct follow-up studies and since we are not presently able adequately to fact-check the source of AI content, AI will not be accepted as a credible resource.
- All Instructors affiliated with Brewton-Parker College are required to utilize both Brightspace and Turnitin. Should an instructor still require a hard copy submission he/she may do so, but the student must still upload the work to Brightspace.
- Students must submit relevant assignments inside the Brightspace platform. Upon submission to Brightspace, the work will be checked for the percentage of AI influence in an assignment.
- Should a student’s work return a score of 20% or higher on the approved Turnitin AI checker, the instructor reserves the right to refer the student automatically for an academic integrity violation. Instructors should perform due diligence prior to submitting the student for an academic integrity violation by cross-checking the AI percentage in another program. He/she may utilize *GPTZero* or *Winston AI* to generate comparative reports. Additional best practices include but are not limited to having a direct conversation with the student regarding the assignment, comparing the student’s response to the student’s previously demonstrated level of work, and consideration of the student’s overall classroom engagement. For language learning courses requiring responses in a language other than English, instructors should use

*Copyleaks* to verify or eliminate any suspicion of AI usage.

- Students who violate this policy will be subject to disciplinary action as prescribed in the Academic Integrity Policy.

#### Additional Notes of Emphasis

- Since AI is a presently and continually changing tool, the policy is subject to review and revision at any point and should not be considered finite as emerging iterations of AI are unknown at the publication of this policy. Therefore, Brewton-Parker College reserves the right to modify the policy without prior notice based upon new evidence presented in an attempt to circumvent the intent to maintain academic integrity.
- This policy is intended to address AI which is primarily designed for language generation (like *ChatGPT*) and does not specifically apply to language correction AI tools (like *Grammarly* and *Microsoft Editor*) or to citation generation AI tools (like *MyBib* and *Landmark Citation Machine*). However, students should exercise caution when utilizing either AI based language correction or AI based citation generation as these tools can generate incorrect information. When using language correction AI tools, students may be asked to present rough drafts or show proof of changes and corrections suggested by such AI tools. Failure to produce a clear student generated product, even as a rough draft, may be grounds for a violation regarding academic integrity as there is no way to prove the student was paramount in the creation of the product.

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## Student Rights and Appeals

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### What rights do students have?

If an instructor alleges a student's involvement in academic misconduct, students have the right to a fair process including:

1. The right to be notified: Students will receive notification of the allegation after an instructor reports it to the Provost. The instructor is not required to notify the student(s) before making this report.
2. The right to receive a copy of the documentation or other evidence supporting the allegation.
3. The right to be heard: Students have the right to appeal an alleged violation of the academic integrity policy.

Students do not have the ability to:

1. Appeal the severity of the imposed sanctions: All sanctions are imposed based on cumulative points and the Academic Integrity Sanctions Rubric.
2. Appeal violations due to intention: Students should accept responsibility if their actions violated the academic integrity policy, regardless of whether or not the violation was "intentional."
3. Appeal violations based on ignorance: Arguments of "I didn't know" are irrelevant, as students are afforded numerous opportunities to undergo academic integrity training. Students also are responsible for reading and understanding the terms of their course syllabi and any policies published in the academic catalog.
4. Bring legal representation to any appeals committee meeting.

### How does the appeals process work?

Students who wish to appeal an academic integrity violation must do so within **five** calendar days of the Provost's written notice or risk waiving their right to appeal. For further details, see paragraphs three and four above under "Violation Penalties and Procedures."

In order to appeal the allegation,

1. A student must submit a written letter of appeal to the Provost. Students may ask the Student Enrichment Center for assistance in crafting their letter of appeal.
2. Upon receipt of an appeals letter, the Provost will acknowledge its receipt with a copy to the instructor. The instructor will have the opportunity to write a letter of response, of which the student will receive a copy.
3. Both letters will be forwarded to the College Appeals Committee, who will meet to consider all facts presented in both letters. If a majority of the members or the chair of the committee feels as though any party needs to be present at an appeal meeting, then both parties will be afforded the opportunity to appear. The individuals will not be required to discuss the violation or the appeal in front of one another. The committee will deliberate in closed session. All decisions are made by majority vote unless otherwise provided by the *Bylaws* of the college.

Suggestions for your letter of appeal:

1. Be focused and clear. Present the truth and facts as you know them. Appeals letters should be based on one of the following simple premises:

- a. "I didn't cheat or give/receive inappropriate assistance."
  - b. "I didn't commit plagiarism."
  - c. "I didn't lie or provide false information."
  - d. "I didn't commit the violation alleged."
  - e. "The work constituted less than 10% of the assignment or less than 10% of the overall course grade."
2. Stick to information that is relevant to the incident rather than including your life story and past examples of your character. Good people make bad decisions all the time, so your character is not in question. Rather, the only question is whether you violated the BPC Academic Integrity Policy.
  3. Do not be confrontational, rude, or insulting to the professor or college. Such action is more likely to hurt than help you.
  4. Remember that the College Appeals Committee is not a legal hearing but simply an opportunity for you to tell the truth and report the facts. The Committee is not bound by the same procedural or evidentiary rules as courts of law.
  5. Alleged violators may not be represented by legal counsel or any type of advocate at an Appeals Committee hearing.

### The College Appeals Committee

Does	Does Not
<ul style="list-style-type: none"><li>● Review the facts as presented by both the instructor and the student</li><li>● Use the evidence to determine whether it is more likely than not that a policy violation occurred and the alleged offender committed it</li></ul>	<ul style="list-style-type: none"><li>● Decide or change academic integrity sanctions</li><li>● Dismiss cases based on your character, past experiences, or intentions</li></ul>

### Student Rights & Grade Appeal Procedures

Students have the right to appeal final course grades after they have been posted in the college's official gradebook, MyWeb. The College utilizes both an informal and a formal process for grade appeals.

#### Procedure for Informal Resolution

1. The student should first discuss the matter directly with the instructor and make a reasonable effort to resolve the issue. The student must begin such an informal resolution process within **seven** calendar days of the release of final course grades.
2. If the student is uncomfortable trying to resolve the issue directly with the instructor, the student should request informal resolution by the Division Chair. If the instructor is the Division Chair, then the student should request informal resolution by the Provost. This step must begin within **seven** calendar days of the release of final course grades. The Division Chair nor the Provost plays a decision-making role; rather, he or she facilitates a resolution when possible.

## **Procedure for Formal Resolution**

If no resolution is reached with the instructor, a student may initiate a formal appeal with the Provost.

1. In order to complete a formal grade appeal, a student must submit a Grade Appeal Form to the Provost within **seven** calendar days of the close of the informal resolution process. Students may ask the SEC professional staff for assistance in completing their appeal (not peer tutors).
2. Upon receipt of an appeal, the Provost will acknowledge its receipt with a copy to the instructor. The instructor will have the opportunity to write a letter of response, of which the student will receive a copy.
3. Both letters will be forwarded to the College Appeals Committee, who will meet to consider all facts presented in both letters. If the committee feels as though any party needs to be present at an appeal meeting, then both parties will be afforded the opportunity to appear. The individuals will not be required to discuss the appeal in front of one another. The committee will deliberate in closed session. All decisions are made by majority vote unless otherwise noted.

The Grade Appeal Form serves to remind students that an appeal must contain the following information:

1. The course number, name, instructor, and the letter grade which the student is appealing;
2. The basis for the student's appeal;
3. A statement of the remedy the student is seeking;
4. Evidence to support the basis for appeal, such as, but not limited to
  - a. Syllabus information
  - b. Assignment instructions
  - c. Assignment evaluations
  - d. Evidence of student attempts to contact an instructor outside of the classroom prior to the grade appeal
  - e. Information on when and with whom the student attempted an informal resolution.
5. Incomplete Grade Appeal Forms will be returned to the student to be corrected before being forwarded to the College Appeals Committee.

## **Student Rights & Non-Academic Appeal Procedures**

The College Appeals Committee also will hear appeals of disciplinary, financial, and other matters designated by the President. [Appeals of persons denied admission to the College will be dealt with by the Admissions Committee.]

Appeals of non-academic matters are a safeguard against errors or unfairness. Students may appeal the determination of responsibility, the sanction(s) imposed, or both. A written letter of appeal must be submitted to the Provost within **seven** calendar days of the time the student was notified of the action. Appeals must be based on one or more of the following:

1. Significant new information not available at the time of the original decision
2. Evidence that the person who made the original decision
  - a. Refused to hear all witnesses brought forward by the student,
  - b. Applied rules not actually in effect,
  - c. Did not give fair process to the student,
  - d. Did not follow the rules as set in place in the Brewton-Parker College Student Handbook and Academic Catalog,
  - e. Made a decision that is contrary to or disregarded entirely the evidence that was presented, or
  - f. Made a decision that was biased.

3. Evidence that the action taken was excessive for the charge made against the student

### **General Policies Regarding Academic Integrity and Other Appeals**

In counting the deadlines specified in the Academic Integrity and Appeals policies “calendar days” shall include official college holidays, breaks, and weekends; however, if the last day of a deadline falls on one of these, then the delay will be extended to the next work day (Mon.-Fri). The Provost shall have discretion to waive or extend any such deadline under circumstances that warrant an exception.

Within seven calendar days from notice of an adverse decision by the College Appeals Committee and upon presentation of new evidence unavailable at the time of the appeal, an aggrieved student may petition the Provost for further review and/or for a rehearing of the committee’s decision. Such petition must be in writing and submitted to the Provost by email. Upon receipt of a petition for final review, the Provost has full discretion to grant or deny the request, amend or vacate the committee’s decision, or remand the case for further consideration by the committee. Such review or rehearing is a discretionary appeal of last resort, after which a student has no further recourse under Brewton-Parker College policy.

After all avenues of redress afforded by the College’s published policies and procedures have been exhausted, if a student feels that a fair and reasonable resolution was not achieved, students hereby also are advised of their right to file a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). A copy of the “GNPEC Authorized School Complaint Form” may be found on the agency’s web site at <http://gnpec.org>.

### **Academic Bankruptcy**

Students who have earned very poor grades in one term of attendance due to extreme personal or financial difficulties may petition the College Appeals Committee for Academic Bankruptcy status for that one term. The bankruptcy term will be so designated on students’ permanent records. Work attempted during that term will not be considered in calculating grade point averages at Brewton-Parker College, but it will remain on the permanent record. Students are cautioned that many colleges and universities will not honor another institution’s bankruptcy policy, nor may certain medical, law, or graduate institutions.

1. At any point in students’ college careers while enrolled at Brewton-Parker College students may request Academic Bankruptcy for one term of attendance.
2. The request will be made to the College Appeals Committee.
3. The burden is on the student to demonstrate to the College Appeals Committee that the particular term for which bankruptcy is petitioned was an extraordinary case.
4. If the College Appeals Committee approves the petition for bankruptcy, students forfeit credit for all courses in which they enrolled that term, and grades for that term are not used in computing the grade point averages, although they do remain on the permanent record. The permanent record will indicate clearly that Academic Bankruptcy was granted.
5. If students have been issued notification of academic suspension, Academic Bankruptcy cannot be claimed until fulfillment of the suspension and such students are again enrolled at Brewton-Parker College.
6. Once bankruptcy status has been granted, the action is irreversible.

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## Office of the Registrar

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### Requirements for Graduation

In order to receive a degree, a student must apply for graduation when he/she completes degree requirements. Brewton-Parker College confers degrees, grants diplomas, and annotates transcripts to reflect degrees earned at the end of each semester.

One annual graduation ceremony is held at the end of spring semester on the main campus. Participants are those who have or will have completed their degrees during that academic year [fall, spring, winter, and summer]. In order to be eligible to participate as a summer graduate, the student must be pre-registered for all remaining classes in the summer semester and **have satisfied all financial obligations to the college.**

**The graduation fee is applied per term.** The student who does not complete all graduation requirements in the term indicated on the graduation application must re-apply. Students will incur a graduation fee each time they reapply. Students applying for more than one degree must pay the fee for each application. There will be an additional \$50 charge added to the original graduation fee. Students who will earn more than one degree in the same term or academic year will pay an additional \$30 fee for the second diploma and tassel. Students who get one degree in an academic year and another degree in another academic year will pay the graduation fee for each year. Brewton-Parker College schedules commencement exercises only once per academic year at the end of the spring semester. Students completing all requirements for graduation in August or December may participate in the next following commencement but also may request prior to the ceremony a transcript that reflects their degree completion and a diploma.

To receive the **associate's degree** from Brewton-Parker College, a student must meet the following requirements:

1. Complete a minimum of 60 semester hours credit in college work.
2. Maintain a minimum grade point average of 2.0 (a "C" average) on all work submitted for graduation.
3. Complete a prescribed or approved curriculum.
4. Complete at least 25% of the credit hours at Brewton-Parker College with at least a 2.0 grade point average.
5. Satisfactory completion of Chapel and other non-academic requirements.
6. Submission of a Graduation Application to the Office of the Registrar by the first day of classes in Session 2 of the semester in which all degree requirements will be met (please refer to the "Academic Calendar" in the Academic Catalog).
7. Approval by the faculty for graduation.
8. Discharge of all financial obligations to the college.

To receive the **bachelor's degree** from Brewton-Parker College, a student must meet the following requirements:

1. Complete all general education requirements for the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Ministry, Bachelor of Music, or Bachelor of Science degree.

2. Complete all course requirements in an approved major field of study or in a concentration, including at least two courses designated as writing intensive (WI) courses. Majors and concentrations vary with respect to requirements of specific courses and total hours.
3. Complete the last 30 semester hours of credit at Brewton-Parker College
4. Complete at least 25% of the credit hours of the approved program of study requirements at Brewton-Parker College
5. Complete at least 42 semester hours in courses numbered 300 or above (junior- and senior- level credit)
6. Maintain a 2.0 cumulative grade point average in all college work; for all courses in the approved program of study, inclusive of any required allied courses; and for all upper-level courses (300 or above) in a major, concentration, minor, or in the B.A. degree in general studies. NOTE: individual programs of study are at liberty to require a higher cumulative grade point average; please refer to specific requirements of degree programs elsewhere in this catalog.
7. Satisfactory completion of Chapel and other non-academic requirements.
8. Submission of a Graduation Application to the Office of the Registrar by the first day of classes in Session 2 of the semester in which all degree requirements will be met (please refer to the “academic calendar” in the Academic Catalog).
9. Approval by the faculty for graduation.
10. Discharge of all financial obligations to the college.

To receive the **master’s degree** from Brewton-Parker College/Temple Baptist Theological Seminary, a student must meet the following requirements:

1. Complete all education requirements as required by the Brewton-Parker catalog.
2. Completion of program with a cumulative 2.5 grade point average.
3. Completion of each required core course with a minimum grade of C range or higher.
4. Minimum of 33% of the program must be completed at BPC.
5. Program time limit is four years.

### **Requirements for Majors, Minors, Concentrations, and for the B.A. in General Studies**

A major field of study or a concentration consists of at least 30 semester hours of coursework in a specified discipline, together with any required courses in allied disciplines, and must include at least two courses designated as writing intensive (WI) courses. For a minor field of study, no fewer than 15 semester hours nor more than 21 hours may be required.

At least 18 semester hours in junior- or senior-level courses must be included in a major field of study or in a concentration, and at least nine such upper-level hours must comprise a minor field of study. However, individual divisions or departments may include more than these minimum upper- level requirements.

Courses in which grades below “C” have been earned may not be used to meet requirements either for a major or minor field of study or for a concentration, including required allied courses and core courses that directly relate to a major, minor, or concentration of study. Nor may such grades be used in the B.A. degree in general studies to satisfy the required minimum number of junior- and senior-level credits required for a bachelor’s degree.

Specific requirements for majors and concentrations are listed elsewhere in this catalog under degree program requirements in each academic division. Requirements for minors are listed in a separate section immediately preceding the course descriptions.

## Office of the Registrar Record Retention Policy

Brewton-Parker College requires that some specific types of records be retained for specific periods of time and in designated official repositories. The schedules attached to this policy list these records and the time of required retention for the Brewton-Parker College Registrar’s Office for students with enrollment history. The Brewton-Parker College Registrar’s Office is committed to effective records retention to preserve its history, ensure that critical records are available to meet business needs, comply with legal requirements, optimize the use of space, and minimize the cost of record retention.

<b>Record</b>	<b>Collegix</b>	<b>Paper</b>	<b>Other</b>
Academic Actions [dismissal, warnings, <i>etc.</i> ]	Permanent	5	None
Application for admission		5	None
Application for graduation		1	None
Audits		1	None
Class lists	Permanent	None	None
Class schedules by term, student	Permanent	1	None
Correspondence, individual		5	None
Course changes [drop/add]	Permanent	2	None
Credit by examination reports		5	None
Credit/no credit approvals		1	None
Curriculum substitutions, individual		5	None
FERPA documents, individual			Google Drive
Grade changes, individual	Permanent	5	None
Grade reports, individual	Permanent	1	None
Grade reports, by class	Permanent	2	None
Graduation authorizations	None	5	None
Graduation lists	Permanent	2	None
Holds [academic, business, chapel, <i>etc.</i> ]	Until released	None	None
International/immigration documents	None	5	None
Military documents [DD 214s]	None	5	None
Name change authorizations	None	5	None
Personal data information forms	None	1	None
Registration documentation	Permanent	1	None
Transcript requests	None	1	None
Transcripts sent	Permanent	1	None
Transcripts [academic records]	Permanent	Permanent	Microfiche, Digital
Transfer credit evaluations	Permanent	5	None
Withdrawal authorizations	None	2	None

## Academic Programs

### Degree Programs

#### Associate of Arts

The Associate of Arts degree program offers a two-year degree considered a threshold credential for workforce development in many standard professional settings. It serves not only as a gateway to entry-level employment in many fields, but also as a foundation for one of the following four-year degrees at Brewton-Parker College or at any other senior institution.

#### Associate of Science

The Associate of Science degree program offers a two-year degree as a threshold credential for workforce development in many standard professional settings, especially in the allied health professions, such as nursing and health and human performance. It serves not only as a gateway to entry-level employment in many fields, but also as a foundation for one of the following four-year degrees at Brewton-Parker College or at any other senior institution.

#### Bachelor of Arts

The Bachelor of the Arts degree program affords students greater flexibility in exploring diverse subjects comprising the traditional liberal arts and sciences. In addition to a major field of study, students also will complete a breadth of coursework in the humanities, the social and natural sciences, and language and fine arts, equipping them not only for productive life and work, but also for graduate and professional studies.

#### Bachelor of Business Administration

The Bachelor of Business Administration degree combines study of both the liberal and the practical arts in a focused professional degree program designed to equip students for problem solving and strategic planning in the global marketplace of commerce, products, and services. From the rigors of accounting to the creativity of entrepreneurship, students will explore the diverse aspects of effective administration in the fast-paced environment of modern business.

#### Bachelor of Ministry

The Bachelor of Ministry degree affords students preparing for Christian service in diverse mission fields a solid foundation in biblical, doctrinal, historical, and practical studies. Students will explore the scriptural mandate for meeting people at the point of their need both physically and spiritually by discharging our responsibility as ambassadors for Christ to fulfill the Great Commission.

#### Bachelor of Music

Learning the theory, practice, and performance of both vocal and instrumental sacred music not only presents learning outcomes that lead toward mastery of an academic discipline centuries old, but also connects the present culture to the history and tradition of the church, one of the preeminent institutions of civilizations both western and global. The Bachelor of Music will prepare students for work as musicians in churches, elementary and secondary schools, and colleges and universities (whether faith-based or not), and for many other opportunities of service throughout the music industry.

#### Bachelor of Science

The Bachelor of Science degree is similar to the Bachelor of Arts degree but requires a more focused specialization in a major field of study to the greater breadth of a general education. Students typically will explore subject areas more technical or procedural in nature that encourage detailed analysis over the broader critical approach to problem solving preferred in the liberal arts. From ecosystems to educational systems students will learn effective stewardship of both the natural and human resources that are the cornerstones of productive society.

## **Master of Arts**

The Master of Arts degree is a graduate-level degree offered in the Temple Baptist Theological Seminary of Brewton-Parker College, an educational unit in which we also offer bachelor's-level degrees in Christian studies and ministry. Students may choose from three master's degrees currently available, one a 30-credit-hour degree in ministry (M.A.M.) one a 48-credit-hour degree in biblical and theological studies (M.A.B.T.S) and the third a 36-credit hour degree in biblical proclamation (M.A.B.P).

The M.A.M. degree provides students with an introductory biblical and theological framework that adheres to the Baptist Faith and Message 2000 and equips students for effective ministry in a wide variety of settings through selected biblical and ministry courses. The M.A.B.T.S. degree is a research focused program that adheres to *The Baptist Faith and Message 2000* with the purpose of augmenting biblical preaching and teaching in the church or general ministry, teaching in a Christian school, or preparing the student for pursuit of advanced degrees. The student will work in concert with an adviser to focus the curriculum toward a specific end goal. The M.A.B.P. degree provides students with a biblical and theological framework that adheres to the Baptist Faith and Message 2000 and equips students for effective preaching within the Church.

## **Degree Requirements**

General requirements for associate's, bachelor's, and master's degrees are located in the programs of study section of this catalog. Requirements specific to each degree and major are recorded under the heading for that major. Applicable degree requirements are those in the catalog at the time of original enrollment. Students who are readmitted following an interruption in their enrollment for more than one continuous calendar year from the time of last enrollment will be governed by the academic catalog in effect at the time of their re-enrollment. For a more detailed explanation of catalog policy and determination of degree requirements please refer to the "Notice" on page 9 of this catalog immediately following the "Table of Contents."

## Degree Programs, Majors, and Concentrations

### Associate of Arts

General Studies  
Business Administration  
Criminal Justice  
Education  
Psychology  
Christian Studies

### Associate of Science

Allied Health

### Bachelor of Arts

Christian Studies  
with concentrations in:  
› Missions  
› Pastoral Ministry

English  
General Studies  
History  
Criminal Justice  
Psychology  
Music

### Bachelor of Business Administration

with majors in:  
› Accounting  
› Computer Information Systems  
› General Business  
› Management  
› Marketing

### Bachelor of Ministry

### Bachelor of Music

Worship Studies

### Master of Arts

Ministry  
Biblical & Theological Studies  
Biblical Proclamation

### Minors

Accounting  
American Studies  
Biology  
Business Administration  
Chemistry  
Christian Leadership  
Christian Studies

Coaching  
Computer Info. Systems  
Creative Arts  
Creative Writing  
Criminal Justice  
Education  
English

### Bachelor of Science

Biology  
with concentrations in:  
› Forensic Science  
› Health Professions  
Nursing  
Psychology  
Early Childhood Education (P-5)  
Middle Grades Education (4-8)  
with concentrations in:  
› Social Studies  
› Language Arts  
› Mathematics  
› Science  
Secondary Ed.-English (6-12)  
Secondary Ed.-Science (6-12)  
with a concentration in:  
› Chemistry  
Music Education (P-12)  
Special Education General Curriculum (P-12)  
Sport Management (starts SP24)  
Kinesiology  
with concentrations in:  
› Pre-Athletic Training  
› Pre-Physical Therapy  
› Exercise Science  
Chemistry  
with a concentration in:  
› Biochemistry

General Science  
History  
Management  
Music  
Psychology

## **Explanation of Terms**

### **Definition of Unit of Academic Credit**

The Preamble to the “Policy Statement on Credit Hours” published on August 1, 2018, by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) states as follows:

As part of its review of an institution seeking initial or continuing accreditation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducts reviews of an institution’s assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

The purpose of this policy is to provide guidance to institutions and evaluation committees on the Commission’s expectations regarding credits and to set forth the federal regulations regarding the award of credit.

### **Federal Definition of the Credit Hour:**

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicums, studio work, and other academic work leading to the award of credit hours.

An institution is responsible for determining the credit hours awarded for coursework in its programs in accordance with the definition of a credit hour for Federal program purposes. The definition does provide some flexibility for institutions in determining the appropriate amount of credit hours for student coursework.

### **Institutional Definition of the Credit Hour:**

Brewton-Parker College defines a credit hour and awards credit in accordance with the federal definition of a credit hour. Semester credit hours are granted for various types of instruction as follows:

- **Lecture** – One credit hour equals one class hour (50 minutes) plus a minimum of two class hours (100 minutes) of out-of-class student work per week or an equivalent amount of work distributed over a different period of time.
- **Seminar** – One credit hour equals one class hour (50 minutes) plus a minimum of two class hours (100 minutes) of out-of-class student work per week or an equivalent amount of work distributed over a different period of time. In courses and academic activities where, direct instruction is not the primary mode of learning, such as laboratory courses, internships, clinical experiences, or research, an equivalent amount of work (minimum of three hours per week for a semester) must be completed for a credit hour.

- **Laboratory** – One credit hour equals two class (laboratory) hours (100 minutes) plus a minimum of one class hour (50 minutes) out-of-class student work per week or an equivalent amount of work distributed over a different period of time.
- **Internship** – Ratio of in-class/out-of-class time engagement can be variable by discipline. Typically, one credit hour equals two class (internship) hours (100 minutes) plus a minimum of one class hour (50 minutes) out-of-class student work per week or an equivalent amount of work distributed over a different period of time.
- **Clinical Experiences** – Variable by program and determined in accordance with recommendations of program's specific accrediting bodies or state regulation (if/as applicable). Typically, one credit hour equals two clinical hours (100 minutes) plus a minimum of one hour out-of-class student work per week or one credit hour = three clinical hours (150 minutes) per week or for a 15-week semester, 37.5 hours per credit hour.
- **Research/Independent Study** – Courses requiring students to work on independent projects, such as in directed independent studies, will conform to the standard minimum of three hours of student work per credit hour per week throughout the course of the semester or the equivalent amount of work distributed over a different period of time. For a 15-week semester, this would be 37.5 hours per credit hour.
- **Distance Learning/Online Courses** – Distance learning/online courses shall be defined as those courses and programs in which 95 percent or more of class time is delivered by distance technology. Actual contact time should follow the same guidelines as traditional in-seat courses. Online courses should meet an equivalent of the required 750 minutes of instruction per credit hour per 15-week semester and expect the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.
- **Hybrid** – A course is considered hybrid (or blended) when it has the following characteristics: (1) the course is a carefully designed integration of online and in-seat experiences using aspects of both environments to meet the learning objectives and (2) a significant portion of the traditional in-seat class time is replaced by online components. For example, a course that is taught (50 percent online, 50 percent in-seat) would require that 375 minutes of instruction per semester hour must be conducted in-seat and that 375 minutes of instruction per semester hour must be conducted via distance per 15-week semester. In addition, the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work is expected.

### **Length of Semester**

- **Full Term** – a standard semester equals 15 weeks of instruction (not counting exam weeks). Standard credit per contact hours is calculated for this time frame.
- **Session Term** – an accelerated 8-week term (Session I or Session II) equals 8 weeks of instruction.
- Standard credit per contact hours should be calculated accordingly.

### **Electives**

Selection of electives should be considered with the idea of complementing the desired major. Electives may be chosen from any of the course offerings, provided the required prerequisites have been met

### **Writing Intensive Courses**

The bachelor's degree programs of Brewton-Parker College include a requirement that all students complete at least two writing intensive (WI) courses in their program of study after completing the freshman writing sequence

(ENG 101/102). To accommodate all students, including those with transfer credits, the programs offer a variety of such courses at the 200-, 300-, and/or 400-level. Students must write a minimum of 3,000 words of original composition in one or more WI assignments in order to successfully complete the courses. In order to encourage students to use their best writing skills on all original composition, those assignments will be valued at 20% or more of the final course grade.

In addition, for each WI course, students are required to complete one individual tutoring session either through the Writing Studio within the Student Enrichment Center (SEC) or through TutorMe.com and also attend one workshop hosted by the SEC. For detailed information about these requirements students should consult the course syllabus upon registering for a WI course. Failure to meet the writing studio and workshop requirements for a WI course will result in assignment of an "I" (incomplete) grade for the semester, which must be removed before the end of the next ensuing semester by completion of these requirements. By academic policy failure timely to remove an "I" grade results in automatic conversion of the grade to "F," after which students would have to retake the whole course.

By requiring all students to complete the freshman writing sequence, followed by at least two WI courses within their discipline, and finally a discipline-specific capstone course, the college promotes development in all disciplines of increasingly critical writing skills in a continuous sequence from initial matriculation to graduation. The courses designated as writing intensive for each major field of study are listed in the table below and also will be identified as "WI" in the degree programs and course descriptions following.

<b>Program</b>	<b>Writing Intensive (WI) Courses</b>
Accounting	ACCT 401 Auditing BUS 330 Writing in the Workplace MGT 431 Organizational Behavior
Computer Information Systems	BUS 330 Writing in the Workplace CIS 200 Foundations of Information Systems
General Business	BUS 330 Writing in the Workplace BUS 350 Topics in Business
Management	BUS 330 Writing in the Workplace MGT 431 Organizational Behavior
Marketing	BUS 330 Writing in the Workplace MKT 340 Principles of Professional Sales
Biology (WI course 2 comes from CHM)	BIO 370 Microbiology with Lab
Chemistry (WI course 2 comes from BIO)	CHM 321 Analytical Chemistry
Criminal Justice	CJ 209 Ethics in Criminal Justice RSM 300 Advanced Research
Education	EDU 337 Teaching Exceptional Children EDU 413 Education Procedures and Law
Psychology	PSY 220 Careers, Ethics, and Professionalism PSY 404 Counseling Psychology
English	ENG 306 Shakespeare: Comedies, Romances, & Poems ENG 307 Shakespeare: Histories & Tragedies ENG 330 Writing in the Workplace ENG 322 Advanced Composition

Christian Studies	CHR 200 Biblical Hermeneutics One of the upper-level Bible book study courses offered in the spring semester (to be selected by the division prior to the start of the semester)
Music	MUS 332 Choral Conducting MUS/CHR 357 Worship and Theology MUS 410 World Music
History	HIS/CHR 312 The Reformation Any required European history course
General Studies	Any two WI courses from those designated above in the other major fields of study
Kinesiology	HEA 300 Sport and Fitness Nutrition PE 309 Prevention and Care of Injuries
Nursing (begins in the Junior year)	NUR 324 Nursing Inquiry
Sport Management	SPM 200 Ethics in Sport Management SPM 310 Sport Law

## **General Education and Single Core Goals**

The Core Learning Goals apply to all Brewton-Parker College graduates. Each student must demonstrate competence in the overall knowledge, skills, and values associated with a Christian liberal arts institution, in addition to the specialized knowledge, skills, and values associated with a particular program of study. As both the B.A. and A.A. degrees in General Studies do not require the development of specialized knowledge, they are governed by the core learning outcomes. In completing the Brewton-Parker College Single Core, a successful student will achieve the following goals:

**GOAL 1:** Students will demonstrate integrity and respect for self and others in all academic, athletic, career, and other interactions at Brewton-Parker College.

**GOAL 2:** Students will develop critical and creative thinking skills.

**GOAL 3:** Students will write, read, speak, and listen logically, clearly, and precisely.

**GOAL 4:** Students will demonstrate numeracy, scientific literacy, and technical competence.

**GOAL 5:** Students will develop an understanding and appreciation of human artistic expression.

**GOAL 6:** Students will develop an understanding of the history of civilizations and of the forces shaping contemporary society.

The College operates on a three-year assessment cycle for program learning outcomes that support the core learning goals. These learning outcomes are housed in the college's assessment planning documents.

## Brewton Parker College Core Requirements

Area A1 – Communication Skills, Rhetoric, and Literature			
ENG 101	Writing and Rhetoric	3	
ENG 102	Rhetoric and Literature	3	
Area A2 – Quantitative Skills			
Choose 1: <i>*Check major and degree requirements</i>	MTH 101 – Quantitative Reasoning MTH 102 – College Algebra MTH 104 – Elementary Statistics MTH 111 – Precalculus <i>Other recognized Math courses may transfer</i> <b>*Students should consult their degree plan for appropriate Math.</b> It is recommended that non-science majors take MTH 101	3	
Area B – Institutional Requirements			
Assigned 1:	BPC 100, 105	1	
Choose 1:	CHR 100 – Introduction to Biblical Worldview CHR 110 – Biblical Foundations <i>*Students may take CHR 101 or CHR 102 with Division Chair approval</i>	3	
Choose 1:	CHR 101 or CHR 102	3	
Choose 1:	PE 205 - Principles of Wellness HEA 211 - First Aid, Safety, and CPR (required for SES and SPM majors) <i>Other recognized Health/Wellness courses may transfer</i>	2	
Area C – Humanities & Fine Arts & Culture			
Choose 1:	ENG 201, 202, 203, 204, 205, 206, 215 MUS 221, 222	3	
Choose 1:	ART 200 ENG 105 ML/CUL 201 MUS 205, 221, 222, 321, 410 MUS-CC 160/260 or MUS-WE 161/261 (Must take 3 semesters) <i>*Any Approved Foreign Language Course</i>	3	
Area D – Sciences			
Choose 1:	BIO 100 or 101 plus 101L, 102 plus 102L, 150, 202, 210 CHM 100 plus 100L, 105 or 111 plus 111L, 112 plus 112L GEOL 101, 102, 201 PHY 201/221, 203/223, 260 PHY/S 101, 111  <b>It is recommended that non-science majors take:</b> BIO 100, BIO 150, BIO 210, CHM 100, CHM 105, PHY/S 101, PHY/S 111	4	
Area E – History & Social Sciences			
Choose 1:	HIS 151 or 152	3	
Choose 1:	CHR 210 HIS 151, HIS 152, HIS 202, HIS 203	3	
Choose 1:	CJ 100 CHR 220, CHR 230 ECON 105 or ECON 205 (for business majors) HIS 204 GEO 201 POL 202 PSY 201	3	
*Students with one semester credit each in US History and American Government from a regionally accredited institution automatically fulfill Brewton-Parker's 6-hour history requirements in Area E. Students transferring only one of US History or American Government will receive credit for one 3-hour History requirement in Area E and are required to take World Civilization (HIS 151 or HIS 152) at Brewton-Parker.			
Area F – Core Elective			
Choose 1:	<i>Take any other course from areas C-E or another CHR course from Area B</i>  B.A. students must have at least 1 ML/CUL or Foreign Language <i>*Students can satisfy this requirement in Area C</i>	3-4	

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## Division of Business

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### Faculty Members

Karl L. Hay, Assistant Professor of Computer Information Systems, *Division Chair*

E. Lynn Addison, Associate Professor of Business

Nicole G. Shepard, Associate Professor of Business

Toni Banks, Assistant Professor of Business

Heather Hooks, Assistant Professor of Business

Aris Knight, Assistant Professor of Business (Part-Time)

Tara Fletcher, Instructor of Business

### Programs of Study in the Division of Business

Associate of Arts (A.A.)

Bachelor of Business Administration

(B.B.A.), with majors in:

Accounting • Computer Information Systems • General Business • Management • Marketing

Brewton-Parker College's Division of Business works within the institution's mission of offering an undergraduate education that is committed to academic excellence. Faculty members in the Division of Business uphold the College's historical tenets of connecting the liberal arts with the Christian faith to recognize the goal of nurturing and developing the whole student in a caring, Christian community. The mission of the division is to collaboratively deliver innovative learning experiences, promote active learning, and develop future business leaders for the global community.

The Division of Business faculty is proud to offer two degrees: an Associate of Arts in Business Administration and a comprehensive Bachelor of Business Administration (BBA) program designed to meet the needs and aspirations of a variety of students through its fundamental core classes and four majors: Accounting, Computer Information Systems, General Business, and Management. The General Business major offers the most flexibility, allowing students to get a solid business foundation with a concentration in any academic division. The other majors are tailored to more specific disciplines in business. Moreover, the BBA may be pursued not only at the college's Mount Vernon campus but also online. We also offer many of our business courses online and web-enhanced.

Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents. Overarching learning goals for each program are described below.

**Goal 1 of the General Business program** and for all business majors is for successful graduates to possess effective and professional communication skills.

**Goal 2 of the General Business program** and for all business majors is for successful graduates to be competent and effective decision-makers.

**Goal 3 of the General Business program** and for all business majors is for successful graduates to be socially responsible citizens.

**Goal 4 of the General Business program** and for all business majors is for successful graduates to be proficient in the use of current business technology.

In addition to meeting the overall goals of the business program, students within each concentration will also pursue the following goals:

**Goal 1 of the Accounting program** is for successful graduates to be knowledgeable about basic accounting functions.

**Goal 2 of the Accounting program** is for successful graduates to be able to use quantitative data to promote ethical and sound business decisions.

**Goal 1 of the Computer Information Systems program** is for successful students to be able to critically analyze scenarios and make recommendations regarding the ethical and strategic use of information technology.

**Goal 2 of the Computer Information Systems program** is that successful students will demonstrate the appropriate use, structure, and application of the systems development life cycle (SDLC) in real-life business IT scenarios.

**Goal 3 of the Computer Information Systems program** is that successful students will be competent in various career fields in the information technology industry.

**Goal 1 of the Management program** is for successful graduates to be competent and effective managers.

**Goal 2 of the Management program** is for successful graduates to be socially responsible citizens.

**Goal 1 of the Marketing program** is for successful graduates to be competent and effective marketing professionals.

**Goal 2 of the Marketing program** is for successful graduates to understand the impact of marketing decisions.

**A.A. Degree in Business Administration****ASSOCIATE OF ARTS IN BUSINESS ADMINISTRATION****Total Hours: 60****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Core Elective [Area F]	3
OPTION	PE 205 or HEA 211 [Area B]	2				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
ACCT 201	Financial Accounting	3		ACCT 202	Managerial Accounting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>14</b>

**B.B.A. Degree in Accounting**

<b>BACHELOR OF BUSINESS ADMINISTRATION IN ACCOUNTING</b>						
<b>Total hrs: 120</b>						
<b>FRESHMAN YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Core Elective [Area F]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>
<b>SOPHOMORE YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
ACCT 201	Financial Accounting	3		ACCT 202	Managerial Accounting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>14</b>
<b>JUNIOR YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
ACCT 301	Intermediate Accounting I	3		ACCT 302	Intermediate Accounting II	3
ACCT 306	Accounting Information Systems	3		ACCT 401	Auditing	3
MKT 300	Principles of Marketing	3		BUS 210	Business Statistics	3
BUS 330	Writing in the Workplace	3		BUS 357	International Business	3
MGT 331	Principles of Management	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>
<b>SENIOR YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
ACCT 303	Intermediate Accounting III	3		ACCT 407	Nonprofit Accounting	3
ACCT 404	Business Income Tax	3		BUS 453	Business Strategy	3
BUS 451	Managerial Finance	3		BUS 499	Internship	3
OPTION	General Elective	3		OPTION	MGT 431 or MGT 434	3
OPTION	General Elective	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**B.B.A. Degree in Computer Information Systems****BACHELOR OF BUSINESS ADMINISTRATION IN COMPUTER INFORMATION SYSTEMS****Total Hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Core Elective [Area F]	3
OPTION	PE 205 or HEA 211 [Area B]	2				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
ACCT 201	Financial Accounting [Major]	3		ACCT 202	Managerial Accounting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>14</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
CIS 200	Foundations of Information Systems	3		BUS 210	Business Statistics	3
MKT 300	Principles of Marketing	3		CIS 301	Networking Fundamentals	3
BUS 330	Writing in the Workplace	3		CIS 312	Program Design and Development	3
MGT 331	Principles of Management	3		CIS 335	Management Information Systems	3
OPTION	ACCT 306, BUS 350, MGT 377, MGT 434, CJ 410	3		BUS 357	International Business	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
CIS 362	Systems Analysis and Design	3		CIS 423	Database Programming	3
CIS 411	Object-Oriented Programming	3		BUS 453	Business Strategy	3
CIS 421	Relational Database Design & Implementation	3		BUS 499	Internship	3
BUS 451	Managerial Finance	3		OPTION	General Elective	3
OPTION	ACCT 306, BUS 350, MGT 377, MGT 434, CJ 410	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**B.B.A. Degree in General Business****BACHELOR OF BUSINESS ADMINISTRATION IN GENERAL BUSINESS****Total hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Core Elective [Area F]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
ACCT 201	Financial Accounting	3		ACCT 202	Managerial Accounting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>14</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
BUS 330	Writing in the Workplace	3		BUS 210	Business Statistics	3
MGT 331	Principles of Management	3		BUS 357	International Business	3
MKT 300	Principles of Marketing	3		OPTION	BUS 310, 350, 370, 390	3
OPTION	Business Elective	3		OPTION	UL Business Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
BUS 451	Managerial Finance	3		BUS 453	Business Strategy	3
OPTION	MGT 377, MGT 431, MGT 434	3		BUS 499	Internship	3
OPTION	UL Business Elective	3		CIS 335	Management Information Systems	3
OPTION	UL Business Elective	3		OPTION	UL Business Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**B.B.A. Degree in Management****BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT****Total hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Core Elective [Area F]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
ACCT 201	Financial Accounting	3		ACCT 202	Managerial Accounting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>14</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MKT 300	Principles of Marketing	3		BUS 210	Business Statistics	3
BUS 330	Writing in the Workplace	3		MGT 333	Human Resources Management	3
MGT 331	Principles of Management	3		MGT 341	Leadership in Organizations	3
MGT 377	Project Management	3		BUS 357	International Business	3
OPTION	General Elective	3		MGT 431	Organizational Behavior	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
BUS 370	Organizational Change	3		CIS 335	Management Information Systems	3
MGT 435	Entrepreneurship	3		MGT 434	Operations Management	3
BUS 451	Managerial Finance	3		BUS 453	Business Strategy	3
BUS 499	Internship	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**B.B.A. Degree in Marketing**

<b>BACHELOR OF BUSINESS ADMINISTRATION IN MARKETING</b>						
<b>Total hrs: 120</b>						
<b>FRESHMAN YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Core Elective [Area F]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>
<b>SOPHOMORE YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
ACCT 201	Financial Accounting	3		ACCT 202	Managerial Accounting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>14</b>
<b>JUNIOR YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MKT 300	Principles of Marketing	3		BUS 210	Business Statistics	3
BUS 330	Writing in the Workplace	3		MKT 310	Buyer Behavior	3
MGT 331	Principles of Management	3		MKT 320	Advertising	3
OPTION	General Elective	3		BUS 357	International Business	3
OPTION	General Elective	3		MKT 410	Business-to-Business Marketing	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>
<b>SENIOR YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MKT 330	Brand Management	3		MKT 420	Social Media Marketing	3
MKT 340	Principles of Professional Sales	3		MKT 430	Direct & Interactive Marketing	3
MKT 400	Marketing Metric & Analysis	3		MKT 450	Marketing Strategy	3
BUS 451	Managerial Finance	3		BUS 453	Business Strategy	3
OPTION	General Elective	3		BUS 499	Internship	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

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## **Division of Christian Studies and Fine Arts**

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### **Christian Studies Faculty Members**

Mark W. Gregory, Professor of Old Testament, *Dean*

Steven F. Echols, Professor of Leadership

Byron Esley Edens, Professor of Preaching and Christian Ministry

Jerry L. Ray, Professor of New Testament (Part-Time)

Billy L. Puckett, Assistant Professor of Theology and Ethics

Michael Steinmetz, Assistant Professor of Christian Studies

### **Fine Arts Faculty Members**

Matthew D. Haley, Associate Professor of Music

David S. Wilson, Associate Professor of Church Music

### **Programs of Study in the Division of Christian Studies**

Associate of Arts (A.A.) in Christian Studies

Bachelor of Arts (B.A.) in Christian Studies (with concentrations in Missions · Pastoral Ministry ·  
Worship Ministry)

Bachelor of Ministry (B. Min)

Georgia Baptist Bible Institute (GBBI) – select Christian studies courses offered at local  
associational sites in articulation with the Georgia Baptist Mission Board (GBMB)

Accelerated B.A. + M.Div. program in articulation with the New Orleans Baptist Theological  
Seminary

### **Programs of Study in the Division of Fine Arts**

Bachelor of Arts (B.A.) in Music Bachelor of Music (B. Mus.) for Worship Arts

The Division of Christian Studies and Fine Arts is rooted firmly in a strong Christian and liberal arts tradition committed to the discovery of truth in the world in which we live. Studies in language, history, the creative arts, and human culture will prepare students for a more abundant life through vocational fulfillment and Christian service.

The division has designed academic programs to serve a variety of students and their vocational pursuits. Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents. Overarching learning goals for each program are described below.

To major in music (BA in Music, BM in Worship Arts, or BS in Music Education), students must be accepted by the college and successfully pass an audition for the music department.

The goals of the **undergraduate Christian studies programs** are for students to:

**GOAL 1:** Be able to describe and interpret the Bible.

**GOAL 2:** Possess Christian character and habits that reflect a desire for discipleship and service to the Great Commission.

### **Georgia Baptist Bible Institute Program**

The Georgia Baptist Bible Institute (GBBI) program is jointly administered by the college under an agreement with its sponsoring denominational convention, the Georgia Baptist Mission Board (GBMB). Under the agreement the college offers select Christian Studies and ministry courses to non-traditional-aged students (25 years old or above) at GBBI Center locations established by the GBMB.

Students may take the courses as continuing education classes toward certificates conferred by the GBMB, or they may opt to complete the classes for course credit conferred by the college. Students exercising this second option may complete the first 30 hours of coursework very inexpensively, after which they may apply that credit toward a four-year degree, primarily in the college's online Bachelor of Arts program in Christian studies.

## Associate of Arts in Christian Studies

ASSOCIATE OF ARTS IN CHRISTIAN STUDIES						
Total Hrs: 60						
FRESHMAN YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CHR 102	Intro to New Testament [Area B]	3
CHR 101	Introduction to Old Testament [Area B]	3		CHR 210	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Quantitative Skills [Area A2]	3
GRE/HEB 101	Fine Art, Language, or Culture [Area C]	3		OPTION	Lab Science [Area D]	4
OPTION	PE 205 or HEA 211 [Area B]	2				
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>16</b>
SOPHOMORE YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
CHR 200	Biblical Hermeneutics	3		CHR 270	Christian Theology	3
GRE/HEB 102	Core Elective [Area F]	3		OPTION	Required Ministry	3
CHR 250	Formation for Ministry	3		OPTION	Required Bible	3
CHR 220	Social Science Course [Area E]	3		OPTION	Required Bible	3
OPTION	Literature [Area C]	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>14</b>

BIBLE COURSE OPTIONS	
CHR 305	CHR 321
CHR 314	CHR 322
CHR 315	CHR 323
CHR 316	CHR 324
CHR 317	CHR 326
CHR 318	CHR 327
CHR 320	

MINISTRY COURSE OPTIONS	
CHR 260	CHR 418
CHR 340	CHR 453
CHR 351	CHR 454
CHR 352	CHR 455
CHR 353	CHR 456
CHR 355	CHR 457
CHR 356	

## B.A. Degree in Christian Studies

BACHELOR OF ARTS IN CHRISTIAN STUDIES						
Total Hrs.: 120						
FRESHMAN YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CHR 102	Intro to New Testament [Area B]	3
CHR 101	Introduction to Old Testament [Area B]	3		CHR 210	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Lab Science [Area D]	4
OPTION	PE 205 or HEA 211 [Area B]	2				
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>16</b>
SOPHOMORE YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
CHR 200	Biblical Hermeneutics	3		CHR 270	Christian Theology	3
GRE/HEB 1	Core Elective [Area F]	3		GRE/HEB 2	Additional Biblical Language	3
CHR 250	Formation for Ministry	3		OPTION	Required Ministry	3
CHR 220	Social Science Course [Area E]	3		OPTION	Required Bible	3
OPTION	Literature [Area C]	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>15</b>
JUNIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
OPTION	Required Theological/Historical	3		OPTION	Required Theological/Historical	3
OPTION	Required Ministry	3		OPTION	Required Ministry	3
OPTION	Required Bible	3		OPTION	Required Bible	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>15</b>
SENIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
CHR 412	Christian Ethics	3		CHR 490	Senior Seminar in Christian Studies	3
OPTION	Required Bible	3		OPTION	UL General Elective	3
OPTION	Required Theological/Historical	3		OPTION	UL General Elective	3
OPTION	UL General Elective	3		OPTION	UL General Elective	3
OPTION	UL General Elective	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>14</b>

BIBLE COURSE OPTIONS	
CHR 305	CHR 321
CHR 314	CHR 322
CHR 315	CHR 323
CHR 316	CHR 324
CHR 317	CHR 326
CHR 318	CHR 327
CHR 320	GRE 301

THEOLOGICAL COURSE OPTIONS	
CHR 300	CHR 414
CHR/HIS 312	CHR 417
CHR/MUS 357	CHR 431
CHR/HIS 361	CHR 432
CHR 412	CHR 434
CHR 413	

MINISTRY COURSE OPTIONS	
CHR 260	CHR 418
CHR 340	CHR 453
CHR 351	CHR 454
CHR 352	CHR 455
CHR 353	CHR 456
CHR 355	CHR 457
CHR 356	CHR 481

## B.A. Degree in Christian Studies Concentration in Missions

BACHELOR OF ARTS IN CHRISTIAN STUDIES: MISSIONS						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CHR 102	Intro to New Testament [Area B]	3
CHR 101	Introduction to Old Testament [Area B]	3		CHR 210	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Lab Science [Area D]	4
GRE/HEB 1	Fine Art, Language, or Culture [Area C]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2				
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>16</b>
SOPHOMORE YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
CHR 200	Biblical Hermeneutics	3		CHR 270	Christian Theology	3
GRE/HEB 2	Core Elective [Area F]	3		OPTION	Required Ministry	3
CHR 250	Formation for Ministry	3		OPTION	Required Bible	3
CHR 220	Social Science Course [Area E]	3		OPTION	General Elective	3
OPTION	Literature [Area C]	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>15</b>
JUNIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
CHR340	Mission Practicum	3		CHR434	History of Missions	3
OPTION	Required Ministry	3		OPTION	Required Ministry	3
OPTION	Required Bible	3		OPTION	Required Bible	3
OPTION	Required Theological/Historical	3		OPTION	Required Theological/Historical	3
OPTION	Missions Concentration Course	3		OPTION	Missions Concentration Course	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>15</b>
SENIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
CHR 412	Christian Ethics	3		CHR 490	Senior Seminar in Christian Studies	3
OPTION	Required Theological/Historical	3		OPTION	Missions Concentration Course	3
OPTION	Missions Concentration Course	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>14</b>

BIBLE COURSE OPTIONS	
CHR 305	CHR 321
CHR 314	CHR 322
CHR 315	CHR 323
CHR 316	CHR 324
CHR 317	CHR 326
CHR 318	CHR 327
CHR 320	GRE 301

THEOLOGICAL COURSE OPTIONS	
CHR 300	CHR 413
CHR/HIS 312	CHR 414
CHR/MUS 357	CHR 417
CHR/HIS 361	CHR 431
CHR 412	CHR 432
	CHR 434

MINISTRY COURSE OPTIONS	
CHR 260	CHR 418
CHR 340	CHR 453
CHR 351	CHR 454
CHR 352	CHR 455
CHR 353	CHR 456
CHR 355	CHR 457
CHR 356	CHR 481

MISSION COURSE OPTIONS	
CHR 322	CHR 454
CHR 417	CHR 481
CHR 53	CHR 484

\*Courses taken in fulfillment of the Mission Concentration cannot count toward the fulfillment of the Required Ministry Studies Courses and vice versa.

## B.A. Degree in Christian Studies Concentration in Pastoral Ministry

BACHELOR OF ARTS IN CHRISTIAN STUDIES: PASTORAL MINISTRY						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CHR 102	Intro to New Testament [Area B]	3
CHR 101	Introduction to Old Testament [Area B]	3		CHR 210	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Lab Science [Area D]	4
GRE/HEB 1	Fine Art, Language, or Culture [Area C]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>
SOPHOMORE YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
CHR 200	Biblical Hermeneutics	3		CHR 270	Christian Theology	3
GRE/HEB 2	Core Elective [Area F]	3		OPTION	Required Ministry	3
CHR 250	Formation for Ministry	3		OPTION	Required Bible	3
CHR 220	Social Science Course [Area E]	3		OPTION	General Elective	3
OPTION	Literature [Area C]	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>
JUNIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
CHR 481	Ministry Internship	3		OPTION	Required Theological/Historical	3
OPTION	Required Theological/Historical	3		OPTION	Required Ministry	3
OPTION	Required Ministry	3		OPTION	Required Bible	3
OPTION	Required Bible	3		OPTION	Pastoral Ministry Concentration	3
OPTION	General Elective	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>
SENIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
CHR 412	Christian Ethics	3		CHR 490	Senior Seminar in Christian Studies	3
OPTION	Required Bible	3		OPTION	Pastoral Ministry Concentration	3
OPTION	Required Theological/Historical	3		OPTION	General Elective	3
OPTION	Pastoral Ministry Concentration	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>

BIBLE COURSE OPTIONS	
CHR 305	CHR 321
CHR 314	CHR 322
CHR 315	CHR 323
CHR 316	CHR 324
CHR 317	CHR 326
CHR 318	CHR 327
CHR 320	GRE 301

THEOLOGICAL COURSE OPTIONS	
CHR 300	CHR 413
CHR/HIS 312	CHR 414
CHR 328	CHR 431
CHR/MUS 357	CHR 432
CHR/HIS/POL 361	CHR 434

MINISTRY COURSE OPTIONS	
CHR 260	CHR 418
CHR 340	CHR 453
CHR 351	CHR 454
CHR 352	CHR 455
CHR 353	CHR 456
CHR 355	CHR 457
CHR 356	

PASTORAL MINISTRY COURSE OPTIONS	
CHR 260	CHR 418
CHR 351	CHR 453
CHR 352	CHR 455
CHR 353	CHR 456
CHR 355	CHR 457
CHR 356	

## Bachelor of Arts in Christian Studies Concentration in Worship Ministry

BACHELOR OF ARTS IN CHRISTIAN STUDIES: WORSHIP MINISTRY					
Total Hrs: 120					
FRESHMAN YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
Institutional Course	Student Success [Area B]	1	ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3	CHR 102	Intro to New Testament [Area B]	3
CHR 101	Introduction to Old Testament [Area B]	3	CHR 210	History Course 2 [Area E]	3
OPTION	HIS 131 or HIS 132 [Area E]	3	OPTION	Quantitative Skills [Area A2]	3
GRE/HEB 101	Fine Art, Language, or Culture [Area C]	3	OPTION	Lab Science [Area D]	4
OPTION	PE 205 or HEA 211 [Area B]	2			
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>
SOPHOMORE YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
CHR 200	Biblical Hermeneutics	3	CHR 270	Christian Theology	3
GRE/HEB 102	Core Elective [Area F]	3	OPTION	Required Worship Ministry	3
CHR 250	Formation for Ministry	3	OPTION	Required Ministry	3
CHR 220	Social Science Course [Area E]	3	OPTION	Required Bible	3
OPTION	Literature [Area C]	3	OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
JUNIOR YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
OPTION	Required Worship Ministry	3	OPTION	Required Worship Ministry	3
OPTION	Required Worship Ministry	3	OPTION	Required Theological/Historical	3
OPTION	Required Ministry	3	OPTION	Required Bible	3
OPTION	Required Bible	3	OPTION	General Elective	3
OPTION	General Elective	3	OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
SENIOR YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
CHR 412	Christian Ethics	3	CHR 490	Senior Seminar in Christian Studies	3
MUS 455	Church Music Internship	3	OPTION	Required Theological/Historical	3
OPTION	Required Theological/Historical	3	OPTION	Required Worship Ministry	3
OPTION	General Elective	3	OPTION	General Elective	3
OPTION	General Elective	3	OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>14</b>

BIBLE COURSE OPTIONS	
CHR 305	CHR 321
CHR 314	CHR 322
CHR 315	CHR 323
CHR 316	CHR 324
CHR 317	CHR 326
CHR 318	CHR 327
CHR 320	GRE/HEB 301+

THEOLOGICAL COURSE OPTIONS	
CHR 300	CHR 413
CHR 328	CHR 414
CHR/HIS 312	CHR 431
CHR/MUS 357	CHR 432
CHR/HIS 361	CHR 434

MINISTRY COURSE OPTIONS	
CHR 260	CHR 433
CHR 351	CHR 454
CHR 352	CHR 455
CHR 353	CHR 456
CHR 355	CHR 457
CHR 356	CHR 481
CHR 418	

WORSHIP MINISTRY COURSE OPTIONS	
MUS 200	CHR 354
MUS 300	MUS 401
MUS 320	MUS 411
MUS/CHR 357	

## Bachelor of Arts in Ministry

BACHELOR OF ARTS IN MINISTRY						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CHR 102	Intro to New Testament [Area B]	3
CHR 101	Introduction to Old Testament [Area B]	3		CHR 210	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Lab Science [Area D]	4
OPTION	PE 205 or HEA 211 [Area B]	2				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>
SOPHOMORE YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
CHR 200	Biblical Hermeneutics	3		CHR 270	Christian Theology	3
OPTION	Core Elective [Area F]*	3		OPTION	Required Ministry	3
CHR 250	Formation for Ministry	3		OPTION	Required Bible	3
CHR 220	Social Science Course [Area E]	3		OPTION	Required Bible	3
OPTION	Literature [Area C]	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>
JUNIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
OPTION	Required Theological/Historical	3		OPTION	Required Theological/Historical	3
OPTION	Required Ministry	3		OPTION	Required Ministry	3
OPTION	Required Bible	3		OPTION	Required Bible	3
OPTION	Required Ministry	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>
SENIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
CHR 412	Christian Ethics	3		CHR 490	Senior Seminar in Christian Studies	3
CHR 481	Ministry Internship	3		OPTION	Required Ministry	3
OPTION	Required Theological/Historical	3		OPTION	General Elective	3
OPTION	Required Ministry	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>
<p><b>*Important Note:</b> Students receiving a Bachelor of Arts (BA) degree, are required to take one multi-cultural (ML/CUL) or foreign language course. Students can satisfy this in either Area C or Area F of the core.</p>						

BIBLE COURSE OPTIONS	
CHR 305	CHR 321
CHR 314	CHR 322
CHR 315	CHR 323
CHR 316	CHR 324
CHR 317	CHR 326
CHR 318	CHR 327
CHR 320	GRE/HEB 301+

THEOLOGICAL COURSE OPTIONS	
CHR 300	CHR 413
CHR 328	CHR 414
CHR/HIS 312	CHR 431
CHR/MUS 357	CHR 432
CHR/HIS 361	CHR 434

MINISTRY COURSE OPTIONS	
CHR 260	CHR 453
CHR 351	CHR 454
CHR 352	CHR 455
CHR 353	CHR 456
CHR 355	CHR 457
CHR 356	CHR 481
CHR 418	

## B.A. Degree in Music

BACHELOR OF ARTS IN MUSIC						
Total Hrs.: 120						
FRESHMAN YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		MUS 103	Tonal Harmony and Practice 3	4
MUS 101	Tonal Harmony and Practice 1	4		OPTION	History Course 2 [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	PE 205 or HEA 211 [Area B]	2
OPTION	HIS 151 or HIS 152 [Area E]	3		MUS 121	Diction (Vocal majors only)	1
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-A	Secondary Applied Lesson	1		MUS-A	Secondary Applied Lesson	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1		MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1
MUS-CC/WE 001	Secondary Ensemble	0		MUS-CC/WE 002	Secondary Ensemble	0
	<b>TOTAL</b>	<b>17</b>			<b>TOTAL</b>	<b>16</b>
SOPHOMORE YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
MUS 201	Tonal Harmony and Practice 3	4		MUS 203	Tonal Harmony 4 and Practice	4
MUS 221/222	Literature [Area C]	3		PHY 260	Lab Science [Area D]	4
OPTION	Quantitative Skills [Area A2]	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Social Science Course [Area E]	3		MUS-A	Primary Applied Lesson	1
MUS-A	Primary Applied Lesson	1		MUS-A	Secondary Applied Lesson	1
MUS-A	Secondary Applied Lesson	1		MUS-CC/WE	Performing Ensemble	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>14</b>
JUNIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
MUS 301	Form and Analysis	3		MUS 410	World Music	3
MUS 320	Technology for Music	3		OPTION	General Elective	3
MUS 334/335	Instrumentalists (334)/Pianists (335)/Vocal majors none	1		OPTION	General Elective	3
MUS	UL Music Elective	3		MUS	UL Music Elective	3
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-CC/WE	Performing Ensemble	1		MUS-CC/WE	Performing Ensemble	1
LANGUAGE	Core Elective [Area F]	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>
SENIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
OPTION	UL General Elective	3		OPTION	UL General Elective	3
OPTION	UL General Elective	3		OPTION	UL General Elective	3
MUS	UL Music Elective	3		MUS	UL Music Elective	3
OPTION	General Elective	3		MUS	UL Music Elective	3
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-CC/WE	Performing Ensemble	1		MUS-CC/WE	Performing Ensemble	1
	<b>TOTAL</b>	<b>14</b>			<b>TOTAL</b>	<b>14</b>

**Bachelor of Music Degree for Worship Arts****BACHELOR OF MUSIC FOR WORSHIP ARTS****Total Hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		MUS 103	Tonal Harmony and Practice 3	4
MUS 101	Tonal Harmony and Practice 1	4		OPTION	History Course 2 [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	PE 205 or HEA 211 [Area B]	2
OPTION	HIS 151 or HIS 152 [Area E]	3		MUS 121	Diction for Modern Language Vocal only	1
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-A	Secondary Applied Lesson	1		MUS-A	Secondary Applied Lesson	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1		MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1
MUS-CC/WE 001	Secondary Ensemble	0		MUS-CC/WE 002	Secondary Ensemble	0
	<b>TOTAL</b>	<b>17</b>			<b>TOTAL</b>	<b>16</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MUS 201	Tonal Harmony and Practice 3	4		MUS 203	Tonal Harmony 4 and Practice	4
MUS 222	Literature [Area C]	3		MUS 410	Core Elective [Area F]	3
OPTION	Quantitative Skills [Area A2]	3		PHY 260	Lab Science [Area D]	4
OPTION	Social Science Course [Area E]	3		OPTION	CHR 101/CHR 102 [Area B]	3
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-A	Secondary Applied Lesson	1		MUS-A	Secondary Applied Lesson	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1		MUS-CC/WE	Performing Ensemble	1
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>17</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MUS 200	Introduction to Church Music and Worship	3		OPTION	Church Music Elective	3
MUS 301	Form and Analysis	3		MUS 306	Counterpoint	3
MUS 334 or 335	Keyboard Accomp. or Fundamentals of Jazz	1		MUS-A	Primary Applied Lesson	1
MUS-A	Primary Applied Lesson	1		MUS-CC/WE	Performing Ensemble	1
MUS-CC/WE	Performing Ensemble	1		MUS 332/333	Choral or Instrumental Conducting	3
MUS 331	Beginning Conducting	3		OPTION	General Elective	2
OPTION	General Elective	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>13</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
OPTION	Church Music Elective	3		OPTION	Church Music Elective	3
MUS 303	Orchestration	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	Church Music Elective	3
MUS 320	Technology for Music and Worship	3		MUS 455	Church Music Internship	1
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-CC/WE	Performing Ensemble	1		MUS-CC/WE	Performing Ensemble	1
	<b>TOTAL</b>	<b>14</b>			<b>TOTAL</b>	<b>12</b>

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## **Division of Education, Behavioral Sciences & Humanities**

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### **Education Faculty Members**

Beverly S. Faircloth, Assistant Professor of Education, *Division Chair*

Barbara A. Reid, Associate Professor of Education

Justin E. Russell, Assistant Professor of Education and Psychology

Lisa H. Kelley, Assistant Professor of Education (Part-Time)

Deokhyo Kim, Instructor of Education

### **Behavioral Sciences Faculty Members**

C. Vance Rhoades, Emeritus Professor of Psychology

Roger C. Byrd, Associate Professor of Social Sciences  
and Prison Program Director

Carl Anthony Wardlaw, Jr. Assistant Professor of Psychology

### **Humanities Faculty Members**

Jerusha J. Yoder Chauhan, Assistant Professor of English, *Assistant Division Chair*

Grant C. Lilford, Professor of English

Adam N. Coker, Associate Professor of History and Christian Studies

Megan Shae Carter, Assistant Professor of English

Christian S. Dickinson, Assistant Professor of English

Christopher D. Kirk, Assistant Professor of English

G. Hunter Kennedy, Assistant Professor of History

Timothy E. Miller, Assistant Professor of History

John E. Shaffett, Assistant Professor of English and History

William Franklin Sharpe, Assistant Professor of English

## **Programs of study in the Division of Education, Behavioral Sciences, & Humanities**

Associate of Arts (A.A.) in Criminal Justice • Education • General Studies • Psychology

Bachelor of Arts (B.A.) in Criminal Justice • English • General Studies • History • Psychology

Bachelor of Science (B.S.) in Early Childhood Education (P-5) Middle Grades Education (4-8), with concentrations in:

Social Studies • Language Arts • Mathematics • Science

Secondary Education-English (6-12) • Secondary Education-Science/Chemistry (6-12) Music Education (P-12) • Special Education General Curriculum (P-12)

Psychology • Sport Management

The Division of Education, Behavioral Sciences, and Humanities offers an undergraduate education embedded within the College's mission and core values. Through blending liberal arts with the Christian faith, faculty members provide high-quality instruction coupled with a wide range of experiences to guide students in attaining and applying academic knowledge, skills, dispositions, theoretical perspectives, historical trends, and current research in their chosen fields. Studies in language, history, the creative arts, and human culture will prepare students for a more abundant life through vocational fulfillment and Christian service.

The goals and student learning outcomes for candidates in the Educator Preparation Program at Brewton-Parker College are designed to guide students toward mastery of the standards set forth by the Georgia Professional Standards Commission and are aligned with the Teacher Assessment on Performance Standards (TAPS) of the Georgia Teacher Keys Effectiveness System. In addition, the Education programs seek to expose students to a biblical worldview of education and challenge them to integrate Christian faith in their educational practice.

To major in music (BA in Music, BM in Worship Arts, or BS in Music Education), students must be accepted by the college and successfully pass an audition for the music department.

Program learning outcomes for candidates pursuing a **Bachelor of Science in Early Childhood, Middle Grades, or Secondary Education** are as follows:

**GOAL 1:** Candidates use their understanding of child development – including learner's unique characteristics and needs, and the multiple interacting influences on development and learning – to create environments that are healthy, respectful, supportive, safe, challenging, and conducive to learning for each child.

(TAPS 1, 7, 8)

**GOAL 2:** Candidates apply their knowledge of developmental domains and academic (or content) disciplines to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for each child. (TAPS 2, 3, 4, 5, 6, 8)

**GOAL 3:** Candidates implement a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect children and families and positively influence each child's development and learning, which will vary depending on children's ages, characteristics, and the educational setting. (TAPS 3, 4, 10)

**GOAL 4:** Candidates are collaborative learners who continuously demonstrate knowledgeable, reflective and clinical perspectives of their work, make informed decisions that integrate knowledge from a variety of sources, including ethical guidelines, and advocate for sound educational practices and policies. (TAPS 9, 10)

Program learning outcomes for candidates pursuing a **Bachelor of Science in Special Education** require further specialization for working with students with disabilities.

**GOAL 1:** Candidates use their understanding of child development – including learner’s unique characteristics and needs, and the multiple interacting influences on development and learning – to create environments that are healthy, respectful, supportive, safe, challenging, and conducive to learning for each child.

(TAPS 1, 7, 8)

**GOAL 2:** Candidates apply their knowledge of developmental domains and academic (or content) disciplines to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for each child with a disability. (TAPS 2, 3, 4, 5, 6, 8)

**GOAL 3:** Candidates implement a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect children with disabilities and their families and positively influence each child’s development and learning, which will vary depending on children’s ages, characteristics, and the educational setting. (TAPS 3, 4, 10)

**GOAL 4:** Candidates are collaborative learners who continuously demonstrate knowledgeable, reflective and clinical perspectives of their work, make informed decisions that integrate knowledge from a variety of sources, including ethical guidelines, and advocate for sound educational practices and policies. (TAPS 9, 10)

Program learning outcomes for candidates pursuing a **Bachelor of Science in Music Education** combine learning outcomes from both the music program and the TAPS standards.

**GOAL 1:** Candidates use their understanding of child development – including learner’s unique characteristics and needs, and the multiple interacting influences on development and learning – to create environments that are healthy, respectful, supportive, safe, challenging, and conducive to learning for each child.

(TAPS 1, 7, 8)

**GOAL 2:** Candidates apply their knowledge of developmental domains and academic (or content) disciplines to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for each child. (TAPS 2, 3, 4, 5, 6, 8)

**GOAL 3:** Candidates implement a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect children and families and positively influence each child’s development and learning, which will vary depending on children’s ages, characteristics, and the educational setting. (TAPS 3, 4, 10)

**GOAL 4:** Candidates are collaborative learners who continuously demonstrate knowledgeable, reflective and clinical perspectives of their work, make informed decisions that integrate knowledge from a variety of sources, including ethical guidelines, and advocate for sound educational practices and policies. (TAPS 9, 10)

**GOAL 5:** Successful candidates will develop performing skills with multiple instruments.

**GOAL 6:** Successful candidates will develop skills that will give them the ability to perform at sight in a variety of musical styles.

**GOAL 7:** Successful candidates will develop skills and knowledge in the area of music theory.

**GOAL 8:** Successful candidates will be able to think critically about music, music education, and worship related topics.

**GOAL 9:** Successful candidates will develop teaching skills in their performance medium.

### **Program Goals for the Bachelor of Arts in Criminal Justice**

**GOAL 1:** Successful graduates will possess disciplinary content knowledge at a level that prepares them for graduate-level research.

**GOAL 2:** Successful graduates will be able to competently conduct research and communicate their findings in a scholarly and professional manner.

**GOAL 3:** Successful graduates will demonstrate ethical and social sensitivity.

**GOAL 4:** Successful graduates will be able to connect classroom learning with careers in the field of criminal justice and areas for professional development.

**GOAL 5:** Successful graduates will be able to understand the intersection of criminal justice and the Christian faith and be prepared to use this understanding to help others in a variety of settings.

### **Program Goals for the Bachelor of Arts in Psychology**

**GOAL 1:** Successful graduates will possess disciplinary content knowledge.

**GOAL 2:** Successful graduates will be able to competently conduct research and communicate their findings.

**GOAL 3:** Successful graduates will demonstrate ethical and social sensitivity.

**GOAL 4:** Successful graduates will be able to connect classroom learning with careers in the field of psychology and areas for professional development.

**GOAL 5:** Successful graduates will be able to understand the intersection of psychology and the Christian faith and be prepared to use this understanding to help others in a variety of settings.

### **Program Goals for the Bachelor of Science in Psychology**

**GOAL 1:** Successful graduates will possess disciplinary content knowledge at a level that prepares them for graduate-level research.

**GOAL 2:** Successful graduates will be able to competently conduct research and communicate their findings in a scholarly and professional manner.

**GOAL 3:** Successful graduates will demonstrate ethical and social sensitivity.

**GOAL 4:** Successful graduates will be able to connect classroom learning with careers in the field of psychology and areas for professional development.

**GOAL 5:** Successful graduates will be able to understand the intersection of psychology and the Christian faith and be prepared to use this understanding to help others in a variety of settings.

Humanities has designed academic programs to serve a variety of students and their vocational pursuits. Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents. Overarching learning goals for each program are described below.

**Goal 1 of the English program** is that successful graduates will have a deep knowledge of language and literature.

**Goal 2 of the English program** is that successful graduates will master the steps of the writing process.

**Goal 3 of the English program** is that successful graduates will develop critical thinking skills for use in literature review and research.

**Goal 1 of the History program** is that successful graduates will possess an understanding of the chronology of history.

**Goal 2 of the History program** is that successful graduates will be able to explain the causes and historical significances of historical events.

**Goal 3 of the History program** is that successful graduates will obtain and refine historical research skills through analysis of primary sources relevant to the period.

*Revised January 2025*

**Goal 4 of the History program** is that successful graduates will integrate the historical skills and content knowledge by coherently discussing key events and figures in written and/or oral form.

## A.A. Degree in Criminal Justice

ASSOCIATE OF ARTS IN CRIMINAL JUSTICE						
Total hours: 60						
FRESHMAN YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CJ 100	Introduction to Criminal Justice [Area F]	3
PSY 201	Social Science Course [Area E]	3		RSM 200	Introduction to Research	3
OPTION	Lab Science [Area D]	4		OPTION*	Fine Art, Language, or Culture [Area C]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>
SOPHOMORE YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
OPTION	Literature [Area C]	3		POL 202	American Government	3
OPTION	History Course 2 [Area E]	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Quantitative Skills [Area A2]	3		OPTION	Any criminal justice course	3
OPTION	CJ 204 or CJ 212	3		OPTION	Any criminal justice course	3
OPTION	Any criminal justice course	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>
<p><b>Notes:</b> Students pursuing a Bachelor of Arts must take at least one foreign language course during the course of their study. The language may be used to satisfy area C or F in the core.</p>						

## A.A. Degree in Education

ASSOCIATE OF ARTS IN EDUCATION						
Total Hrs: 60						
FRESHMAN YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
INSTITUTIONAL	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		PSY 201	Social Science Course [Area E]	3
EDU 221	Exploring Teaching and Learning	3		EDU 211	Introduction to Learner Differences and Classroom Management	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	Lab Science [Area D]	4				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>
SOPHOMORE YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
EDU 338	Principles of Positive Classroom Management	3		EDU 111	Program Requirement I: Ethics and Pre-certification	1
EDU 323	Technology, Assessment, and Data Analysis	3		EDU 337	Teaching Exceptional Children (WI)	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION*	PSY 202, 302, 303, 306, 357	3		OPTION	Literature [Area C]	3
OPTION	History Course 2 [Area E]	3		OPTION	Core Elective [Area F]	3
				OPTION	General Elective	1
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>

**\*Recommendations:**

PSY 202 for early childhood educators  
 PSY 303, 306, or 357 for middle grades, secondary, or  
 music educators (K-12) PSY 302, 306, or 357 for  
 those working in the field of special education

### A.A. Degree in General Studies

<b>ASSOCIATE OF ARTS IN GENERAL STUDIES</b>						
<b>Total Hrs: 60</b>						
<b>FRESHMAN YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		OPTION	Social Science Course [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Lab Science [Area D]	4
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	History Course 2 [Area E]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>
<b>SOPHOMORE YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
OPTION	Literature [Area C]	3		OPTION	Core Elective [Area F]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>

NOTES: The number of general electives required does not necessarily have to follow the number listed in the degree plan. However, students must earn 60 credit hours total and must have at least a cumulative 2.0 GPA.

## A.A. Degree in Psychology

ASSOCIATE OF ARTS IN PSYCHOLOGY						
Total Hours: 60						
FRESHMAN YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		RSM 200	Introduction to Research	3
PSY 201	Social Science Course [Area E]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION*	Fine Art, Language, or Culture [Area C]	3
OPTION	CHR 100/CHR110 [Area B]	3				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>
SOPHOMORE YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
PSY 220	Careers, Ethics, and Professionalism	3		OPTION	Core Elective [Area F]	2
PSY 316	Psychology and Christianity	3		OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	CJ/PSY 204, 212, 305, 313, 320, 321, 402, 410, 425	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	PSY 306, 357, 403, 408, or CJ 412	3
OPTION	Any CJ or PSY class	3		OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>
<p><b>Notes:</b> Students pursuing a Bachelor of Arts must take at least one foreign language course during the course of their study. The language may be used to satisfy area C or F in the core.</p>						

**B.A. Degree in Criminal Justice****BACHELOR OF ARTS IN CRIMINAL JUSTICE****Total hours: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CJ 100	Introduction to Criminal Justice [Area F]	3
PSY 201	Social Science Course [Area E]	3		RSM 200	Introduction to Research	3
OPTION	Lab Science [Area D]	4		OPTION*	Fine Art, Language, or Culture [Area C]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	CHR 100/CHR 110 [Area B]	3				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
OPTION	Literature [Area C]	3		POL 202	American Government	3
CJ 209	Ethics in Criminal Justice	3		CJ 205	Introduction to Police Administration	3
CJ 204	Deviant Behavior	3		CJ 207	Criminal Law and Procedure	3
CJ 208	Crisis Management Communication	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Quantitative Skills [Area A2]	3		OPTION	History Course 2 [Area E]	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
CJ 212	Social Problems	3		RSM 300	Advanced Research	3
CJ 206	Introduction to Corrections	3		CJ 305	Race and Ethnic Relations	3
OPTION	CJ 315, 350, 351, 421, 430	3		CJ 320	Community Reentry	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	UL General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
PSY 404	Counseling Psychology	3		PSY 401	Personality Theory	3
CJ 410	Cybercrime	3		PSY 403	Abnormal Psychology	3
CJ 412	Criminology	3		OPTION	CJ 315, 350, 351, 421, 425, 430	3
CJ 420	Public Administration	3		OPTION	CJ 409 or RSM 400	3
OPTION	UL General Elective	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>

**Notes:** Students pursuing a Bachelor of Arts must take at least one foreign language course during the course of their study. The language may be used to satisfy area C or F in the core.

**B.A. Degree in General Studies**

<b>BACHELOR OF ARTS IN GENERAL STUDIES</b>						
<b>Total Hrs: 120</b>						
<b>FRESHMAN YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		OPTION	Social Science Course [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Lab Science [Area D]	4
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	History Course 2 [Area E]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>
<b>SOPHOMORE YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
OPTION	Literature [Area C]	3		OPTION	Core Elective [Area F]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>
<b>JUNIOR YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
OPTION	Additional Foreign Language	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>
<b>SENIOR YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**NOTES:** Students in the BA in General Studies must take two foreign language classes. The number of general electives required does not necessarily have to follow the number listed in the degree plan. However, students must earn 120 credit hours total and must have a minimum of 42-credit hours in upper-level classes (300- or 400-level). Students must earn at least a C in the upper-level elective classes for them to count towards degree completion.

## B.A. Degree in English

**BACHELOR OF ARTS IN ENGLISH****Total Hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		OPTION	Social Science Course [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Lab Science [Area D]	4
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	History Course 2 [Area E]	3
FOREIGN LANGUAGE	Fine Art, Language, or Culture [Area C]	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
ENG 203	Literature [Area C]	3		ENG 204	Survey of British Literature II	3
ENG 205	Survey of American Literature I	3		ENG 206	Survey of American Literature II	3
OPTION	CHR 101/CHR 102 [Area B]	3		FOREIGN LANGUAGE	Core Elective [Area F]	3
OPTION	General Elective	3		OPTION	ENG 306 or 307	3
OPTION	General Elective	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
ENG 322	Advanced Composition	3		ENG 314	Introduction to Critical Theory	3
OPTION	ENG 201, 410, 412	3		OPTION	ENG 413, 417, 431	3
OPTION	ENG 202, 215, 315, 319, 340, 440	3		OPTION	ENG 310, 312, 313, 375, 430	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
ENG 497	Senior Capstone I	3		ENG 498	Senior Capstone II	3
ENG 401	History of the English Language	3		OPTION	ENG 409, 434	3
OPTION	ENG 432, 433	3		OPTION	English Elective (300-400)	3
OPTION	General Elective	3		OPTION	General Elective (300-400 level)	3
OPTION	English Elective (300-400)	3		OPTION	General Elective (300-400 level)	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**NOTES:** Students in the BA in English must take two foreign language classes even if they are not completed as part of the core. The number of general electives required does not necessarily have to follow the number listed in the degree plan. However, students must earn 120 credit hours total and must have a minimum of 42-credit hours in upper-level classes (300- or 400-level).

Beginning their junior year, students may take ENG 316: Creative Writing Practicum (Oracle) (1 credit hour) for three semesters to fulfill the requirement for one of the English electives.

**B.A. Degree in History****BACHELOR OF ARTS IN HISTORY****Total Hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		HIS 151 or 152	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Social Science Course [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Lab Science [Area D]	4
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
Foreign Language	Fine Art, Language, or Culture [Area C]	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
HIS 202	United States to 1877	3		HIS 203	United States 1877 to the Present	3
OPTION	CHR 101/CHR 102 [Area B]	3		Foreign Language	Core Elective [Area F]	3
OPTION	Literature [Area C]	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
OPTION	HIS 312, 318, 322	3		OPTION	HIS 305, 326, 352, 431	3
OPTION	HIS 331, 360, 365, 370, 375, 391, 395, 425	3		OPTION	History Elective (300-400 level)	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
OPTION	History Elective (300-400 level)	3		HIS 490	Senior Seminar	3
OPTION	History Elective (300-400 level)	3		OPTION	History Elective (300-400 level)	3
OPTION	General Elective (300-400 level)	3		OPTION	General Elective (300-400 level)	3
OPTION	General Elective (300-400 level)	3		OPTION	General Elective (300-400 level)	3
OPTION	General Elective (300-400 level)	3		OPTION	General Elective (300-400 level)	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**NOTES:** Students in the BA in History must take two foreign language classes even if they are not completed as part of the core. The number of general electives required does not necessarily have to follow the number listed in the degree plan. However, students must earn 120 credit hours total and must have a minimum of 42-credit hours in upper-level classes (300- or 400-level).

## B.A. Degree in Psychology

BACHELOR OF ARTS IN PSYCHOLOGY					
Total Hours: 120					
FRESHMAN YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
Institutional Course	Student Success [Area B]	1	ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3	RSM 200	Introduction to Research	3
PSY 201	Social Science Course [Area E]	3	OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4	OPTION	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2	OPTION*	Fine Art, Language, or Culture [Area C]	3
OPTION	CHR 100/CHR110 [Area B]	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
SOPHOMORE YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
PSY 220	Careers, Ethics, and Professionalism	3	OPTION	Core Elective [Area F]	3
PSY 316	Psychology and Christianity	3	OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3	OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
OPTION	HIS 151 or HIS 152 [Area E]	3	OPTION	PSY 306, 357, 403, 408, or CJ 412	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3	OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
JUNIOR YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
PSY 401	Personality Theory	3	OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3
PSY 404	Counseling Psychology	3	OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3	OPTION	PSY 306, 357, 403, 408, or CJ 412	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3	OPTION	General Elective	3
OPTION	PSY 306, 357, 403, 408, or CJ 412	3	OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>
SENIOR YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3	PSY 409	Internship	3
OPTION	PSY 306, 357, 403, 408, or CJ 412	3	OPTION	General Elective	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3	OPTION	General Elective	3
OPTION	UL General Elective	3	OPTION	General Elective	3
OPTION	UL General Elective	3	OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>14</b>
<b>Notes:</b> Students pursuing a Bachelor of Arts must take at least one foreign language course during the course of their study. The language may be used to satisfy area C or F in the core. If students choose 300- or 400-level classes for all CJ/PSY options, the general electives may be any level. Students must complete 42 hours of upper-level classes in order to graduate. PSY 480 may be used to satisfy any of the CJ/PSY optional areas.					

## B.S. Degree in Early Childhood Education

BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION						
Total hrs: 120						
FRESHMAN YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
INSTITUTIONAL	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		PSY 201	Social Science Course [Area E]	3
EDU 221	Exploring Teaching and Learning	3		EDU 211	Introduction to Learning Differences and Classroom Management	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	Lab Science [Area D]	4				
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>		<b>15</b>
SOPHOMORE YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
EDU 338	Principles of Positive Classroom Management	3		EDU 111	Program Requirement I: Ethics and Pre-certification	1
PSY 302	Human Growth and Development	3		EDU 337	Teaching Exceptional Children (WI)	3
EDU 323	Technology, Assessment, and Data Analysis	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Literature [Area C]	3
OPTION	History Course 2 [Area E]	3		OPTION	Core Elective [Area F]	3
				OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>16</b>
JUNIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
MTH 202	Foundations in Math for K-8 Teachers	3		MTH 203	Concepts in Math for K-8 Teachers	3
EDU 303	Field Practicum I	3		EDU 334	Literature Methods	3
EDU 314	Curriculum and Instruction for all Learners	3		EDU 321	Language Arts and Social Studies Methods	4
EDU 341	Foundations of Reading Instruction I	3		EDU 413	Education Procedures and Law (WI)	3
OPTION	General Elective	3		EDU 405	Foundations of Reading Instruction II	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>16</b>
SENIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
EDU 324	Early Childhood Math and Science Methods	4		EDU 115	Program Requirement II: Certification and Career Success	1
EDU 406	Foundations of Reading Instruction III	3		EDU 474	Senior Seminar	3
PHY/S 102	Earth Science	3		EDU 478	Clinical Practice: Planning and Procedures	3
OPTION	General Elective	3		EDU 479	Clinical Practice: Management and Discipline	3
OPTION	General Elective	1		EDU 480	Clinical Practice: Professionalism and Ethics	3
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>		<b>13</b>

## B.S. Degree in Middle Grades Education

BACHELOR OF SCIENCE IN MIDDLE GRADES EDUCATION					
Total Hrs: 120					
FRESHMAN YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
INSTITUTIONAL	Student Success [Area B]	1	ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3	PSY 201	Social Science Course [Area E]	3
EDU 221	Exploring Teaching and Learning	3	EDU 211	Introduction to Learning Differences and Classroom Management	3
OPTION	Lab Science [Area D]	4	OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2	OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR 110 [Area B]	3			
		<b>16</b>		<b>TOTAL</b>	<b>15</b>
SOPHOMORE YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
EDU 338	Principles of Positive Classroom Management	3	EDU 111	Program Requirement I: Ethics and Pre-certification	1
EDU 323	Technology, Assessment, and Data Analysis	3	EDU 337	Teaching Exceptional Children (WI)	3
OPTION	PSY 303, 306, 357	3	OPTION	Literature [Area C]	3
OPTION	Fine Art, Language, or Culture [Area C]	3	OPTION	Core Elective [Area F]	3
OPTION	History Course 2 [Area E]	3	OPTION	CHR 101/CHR 102 [Area B]	3
			OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>
JUNIOR YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
EDU 303	Field Practicum I	3	EDU 312	Middle Grades Methods I	4
EDU 314	Curriculum and Instruction for Learners	3	EDU 339	Principles of Reading Instruction	3
OPTION	Middle Grades Area Content	3	EDU 413	Education Procedures and Law (WI)	3
OPTION	Middle Grades Area Content	3	OPTION	Middle Grades Area Content	3
OPTION	Middle Grades Area Content	3	OPTION	Middle Grades Area Content	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>
SENIOR YEAR					
DEPT	COURSE NAME	CREDIT HRS	DEPT	COURSE NAME	CREDIT HRS
EDU 328	Middle Grades Methods II	4	EDU 115	Program Requirement II: Certification and Career Success	1
OPTION	Middle Grades Area Content	3	EDU 474	Senior Seminar	3
OPTION	Middle Grades Area Content	3	EDU 478	Clinical Practice: Planning and Procedures	3
OPTION	Middle Grades Area Content	3	EDU 479	Clinical Practice: Management and Discipline	3
OPTION	General Elective*	1	EDU 480	Clinical Practice: Professionalism and Ethics	3
	<b>TOTAL</b>	<b>14</b>		<b>TOTAL</b>	<b>13</b>

\*Students only have to earn an additional credit hour in general electives if they did not earn 120 cumulative hours. Students who choose to concentrate in math and science may not require this hour due to the numerous 4-credit hour courses in the content area.

### CONCENTRATIONS

Students must choose **two** content areas:

**Social Studies - 12 hrs**

POL 202 American Government (3)  
HIS Electives (9)

**Mathematics - 12 hrs**

MTH 202 Foundations for K-8 Teachers (3)  
MTH Electives (9 hrs)

**English -12 hrs**

EDU 334 Literature Survey (3)  
ENG 322 Advanced Composition (3)  
ENG Electives (6)

**Science - 12 hrs**

PHY/S 102 Earth Science (3)  
BIO, CHM, GEOL, PHY, PHY/S (9)

**B. S. Degree in Music Education****BACHELOR OF SCIENCE IN MUSIC EDUCATION****Total Hrs: 128****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1	ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3	MUS 103	Tonal Harmony and Practice 2	4
MUS 101	Tonal Harmony and Practice 1	4	PSY 201	Social Science Course [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3	OPTION	Quantitative Skills [Area A2]	3
EDU 221	Exploring Teaching and Learning	3	MUS 121	Diction for Modern Language (Vocalists only)	1
MUS-A	Primary Applied Lesson [Area F]	1	MUS-A	Primary Applied Lesson [Area F]	1
MUS-A	Secondary Applied Lesson [Area F]	1	MUS-A	Secondary Applied Lesson	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1	MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1
MUS-CC/WE 001	Secondary Ensemble	0	MUS-CC/WE 002	Secondary Ensemble	0
	<b>TOTAL</b>	<b>17</b>		<b>TOTAL</b>	<b>16-17</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MUS 201	Tonal Harmony and Practice 3	4	MUS 203	Tonal Harmony and Practice 4	4
MUS 221/222	Literature [Area C]	3	OPTION	History Course 2 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2	PHY 260	Lab Science [Area D]	4
OPTION	HIS 151 or HIS 152 [Area E]	3	EDU 211	Introduction to Learning Differences & Classroom Management	3
MUS-A	Primary Applied Lesson	1	MUS-A	Primary Applied Lesson	1
MUS-A	Secondary Applied Lesson	1	MUS-A	Secondary Applied Lesson	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1	MUS-CC/WE	Performing Ensemble	1
OPTION	CHR 101/CHR 102 [Area B]	3	EDU 111	Program Requirement I: Ethics and Pre-certification	1
	<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MUS 301	Form and Analysis	3	EDU 339	Principles of Reading Instruction	3
MUS 334 or 335	Major Elective (Instrumentalists Only)	0-1	MUS-A	Primary Applied Lesson	1
MUS-A	Primary Applied Lesson	1	MUS-CC/WE	Performing Ensemble	1
MUS-CC/WE	Performing Ensemble	1	EDU 337	Teaching Exceptional Children (WI)	3
MUS 331	Beginning Conducting	3	MUS 332/333	Choral or Instrumental Conducting	3
MUS 243	Brass and Woodwind Methods	1	MUS 303	Orchestration	3
MUS 341	Elementary Music Methods	3	EDU 413	Education Procedures and Law (WI)	3
EDU 338	Principles of Positive Classroom Management	3			
	<b>TOTAL</b>	<b>15-16</b>		<b>TOTAL</b>	<b>17</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MUS 410	World Music (WI)	3	EDU 115	Program Requirement II: Certification and Career Success	1
MUS 342	Secondary Music Methods	3	EDU 474	Senior Seminar	3
MUS 320	Technology for Music	3	EDU 478	Clinical Practice: Planning and Procedures	3
MUS-A	Primary Applied Lesson	1	EDU 479	Clinical Practice: Management and Discipline	3
MUS-CC/WE	Performing Ensemble	1	EDU 480	Clinical Practice: Professionalism and Ethics	3
MUS 244	String and Percussion Methods	1	MUS-A	Primary Applied Lesson	1
	<b>TOTAL</b>	<b>12</b>		<b>TOTAL</b>	<b>14</b>

**B.S. Degree - Major in Secondary Chemistry Education****BACHELOR OF SCIENCE IN SECONDARY CHEMISTRY EDUCATION****Total Hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1	ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3	CHM 112 & 112L	Core Elective [Area F]	4
EDU 221	Exploring Teaching and Learning	3	MTH 102/111	Quantitative Skills [Area A2]	3
CHM 111 & 111L	Lab Science [Area D]	4	PSY 201	Social Science Course [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2	EDU 211	Introduction to Learning Differences and Classroom Management	3
OPTION	CHR 100/CHR110 [Area B]	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
EDU 323	Technology, Assessment, and Data Analysis	3	EDU 111	Program Requirement I: Ethics and Pre-certification	3
EDU 338	Principles of Positive Classroom Management	3	EDU 337	Teaching Exceptional Children (WI)	3
BIO 101 & 101L	General Biology I with Lab	4	OPTION	Literature [Area C]	1
OPTION	PSY 303, 306, 357	3	OPTION	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3	OPTION	CHR 101/CHR 102 [Area B]	3
			OPTION	Fine Art, Language, or Culture [Area C]	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>16</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
CHM 335	Organic Chemistry I	4	CHM 321	Analytical Chemistry (WI)	4
CHM 338	Biochemistry I	3	EDU 339	Principles of Reading Instruction	3
EDU 303	Field Practicum I	3	EDU 315	Secondary Curriculum & Methods (6-8)	4
EDU 314	Curriculum and Instruction for Learners	3	EDU 413	Education Procedures and Law (WI)	3
	<b>TOTAL</b>	<b>13</b>		<b>TOTAL</b>	<b>14</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
EDU 329	Secondary Curriculum and Methods (9-12)	4	EDU 115	Program Requirement II: Certification and Career Success	1
CHM 331	Light and Matter	3	EDU 474	Senior Seminar	3
OPTION	General Elective	3	EDU 478	Clinical Practice: Planning and Procedures	3
OPTION	General Elective	3	EDU 479	Clinical Practice: Management and Discipline	3
OPTION	General Elective	3	EDU 480	Clinical Practice: Professionalism and Ethics	3
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>13</b>

**B.S. Degree - Major in Secondary English Education****BACHELOR OF SCIENCE IN SECONDARY ENGLISH EDUCATION****Total Hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		PSY 201	Social Science Course [Area E]	3
EDU 221	Exploring Teaching and Learning	3		EDU 211	Introduction to Learning Differences and Classroom Management	3
OPTION	Lab Science [Area D]	4		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR110 [Area B]	3				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
EDU 338	Principles of Positive Classroom Management	3		EDU 111	Program Requirement I: Ethics and Pre-certification	1
EDU 323	Technology, Assessment, and Data Analysis	3		EDU 337	Teaching Exceptional Children (WI)	3
OPTION	Literature [Area C]	3		OPTION	Core Elective [Area F]	3
OPTION	PSY 303, 306, 357	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	History Course 2 [Area E]	3
				OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
EDU 303	Field Practicum I	3		EDU 339	Principles of Reading Instruction	3
EDU 314	Curriculum and Instruction for Learners	3		EDU 413	Education Procedures and Law (WI)	3
OPTION	ENG 322, 330 (WI)	3		EDU 315	Secondary Curriculum and Methods (6-8)	4
OPTION	ENG 310, 312, 313,375, 430	3		OPTION	ENG 306, 307 (WI)	3
OPTION	ENG 314, 401	3		OPTION	ENG 202,315,319,340,409, 434, 440,ML/SP 215	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
EDU 329	Secondary Curriculum and Methods (9-12)	4		EDU 115	Program Requirement II: Certification and Career Success	1
OPTION	ENG 201, 407, 410, 412 / 413, 431 / 432, 433	3		EDU 474	Senior Seminar	3
OPTION**	General Elective	3		EDU 478	Clinical Practice: Planning and Procedures	3
OPTION**	General Elective	3		EDU 479	Clinical Practice: Management and Discipline	3
OPTION**	General Elective	1		EDU 480	Clinical Practice: Professionalism and Ethics	3
	<b>TOTAL</b>	<b>14</b>			<b>TOTAL</b>	<b>13</b>

**NOTES:**

\*\* Students do not have to take four distinct elective classes; they simply must earn a total of 120 credit hours. If a student takes a 4-hour elective and two 3-hour electives, s/he has still earned the 10 credit hours needed in this semester.

**B. S. Degree in Special Education****BACHELOR OF SCIENCE IN SPECIAL EDUCATION****Total Hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
INSTITUTIONAL	Student Success [Area B]	1	ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3	PSY 201	Social Science Course [Area E]	3
EDU 221	Exploring Teaching and Learning	3	EDU 211	Introduction to Learning Differences and Classroom Management	3
OPTION	Lab Science [Area D]	4	OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2	OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR110 [Area B]	3			
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
EDU 338	Principles of Positive Classroom Management	3	EDU 111	Program Requirement I: Ethics and Pre-certification	1
EDU 323	Technology, Assessment, and Data Analysis	3	EDU 337	Teaching Exceptional Children (WI)	3
OPTION	PSY 302, 306, 357	3	OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3	OPTION	Literature [Area C]	3
OPTION	History Course 2 [Area E]	3	OPTION	Core Elective [Area F]	3
			OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
EDU 413	Education Procedures and Law (WI)	3	EDU 339	Principles of Reading Instruction	3
MTH 202	Foundations of Math for K-8 Teachers	3	EDU 384	SPED P-5 Practicum	3
EDU 381	Essentials of Special Education I	3	EDU 382	Essentials of Special Education II	3
EDU 303	Field Practicum I	3	EDU 383	Instructional/Behavior Management Methods P-5	3
EDU 314	Curriculum and Instruction for Learners	3	OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>15</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
EDU 385	Instructional/Behavior Management Methods 6-12	3	EDU 115	Program Requirement II: Certification and Career Success	1
EDU 386	SPED 6-12 Practicum	3	EDU 474	Senior Seminar	3
OPTION	General Elective	3	EDU 478	Clinical Practice: Planning and Procedures	3
OPTION	General Elective	3	EDU 479	Clinical Practice: Management and Discipline	3
OPTION	General Elective	3	EDU 480	Clinical Practice: Professionalism and Ethics	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>13</b>

## B.S. Degree in Psychology

<b>BACHELOR OF SCIENCE IN PSYCHOLOGY</b>						
<b>Total Hours: 120</b>						
<b>FRESHMAN YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		RSM 200	Introduction to Research	3
PSY 201	Social Science Course [Area E]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		MTH 104	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Fine Art, Language, or Culture [Area C]	3
OPTION	CHR 100/CHR110 [Area B]	3				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>
<b>SOPHOMORE YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
PSY 220	Careers, Ethics, and Professionalism	3		OPTION	Core Elective [Area F]	3
PSY 316	Psychology and Christianity	3		OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	PSY 306, 357, 403, 408, or CJ 412	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3		OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>
<b>JUNIOR YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
BIO 230	Medical Terminology	3		RSM 300	Advanced Research	3
PSY 401	Personality Theory	3		OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
PSY 404	Counseling Psychology	3		OPTION	PSY 306, 357, 403, 408, or CJ 412	3
OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3		OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
OPTION	PSY 306, 357, 403, 408, or CJ 412	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>
<b>SENIOR YEAR</b>						
<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3		OPTION	PSY 409 Internship or RSM 400 Research Practicum	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3		PSY 406	Biopsychology	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3		OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>
Notes: Students must complete 42 hours of upper-level classes in order to graduate. PSY 480 may be used to satisfy any of the CJ/PSY optional areas.						

## B.S. Degree in Sport Management

BACHELOR OF SCIENCE IN SPORT MANAGEMENT						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		SPM 101	Introduction to Sport Management	3
HEA 211*	PE 205 or HEA 211 [Area B]	2		OPTION	HIS 151 or HIS 152 [Area E]	3
PSY 201	Social Science Course [Area E]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	Lab Science [Area D]	4		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>		<b>15</b>
SOPHOMORE YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
RSM 200	Introduction to Research	3		BUS 100	Business Concepts	3
SPM 200	Ethics in Sport Management - WI	3		PSY 313	Introduction to Sport Psychology	3
PE 410	Techniques of Coaching	3		SPM 102	Introduction to Sport Finance	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	Literature [Area C]	3
OPTION	History Course 2 [Area E]	3		OPTION	Core Elective [Area F]	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>15</b>
JUNIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
PSY 360	Psychology of Leadership	3		MGT 341	Leadership in Organizations	3
SPM 300	Event and Facility Management	3		SPM 304	Event and Facility Management Practicum II	1
SPM 303	Event and Facility Management Practicum I	1		SPM 310	Sport Law - WI	3
OPTION	General Elective	3		SPM 409	Internship in Sport Management I	3
OPTION	General Elective	3		SPM 350	Sport Communication	3
OPTION	General Elective	3				
	<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>		<b>13</b>
SENIOR YEAR						
DEPT	COURSE NAME	CREDIT HRS		DEPT	COURSE NAME	CREDIT HRS
SPM 330	Sport Marketing	3		SPM 411	Internship in Sport Management III	3
SPM 410	Internship in Sport Management II	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	UL General Elective	3
OPTION	General Elective	3		OPTION	UL General Elective	3
OPTION	General Elective	3		OPTION	UL General Elective	3
	<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>		<b>15</b>

\*HEA 211 is recommended for SPM majors. PE 205 may still be taken to fulfill Area B requirements.

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## Division of Mathematics and Natural Sciences

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### Natural Sciences Faculty

Justine M. Hardy, Assistant Professor of Biology and Exercise Science, *Division Chair*

Sampyo Hong, Professor of Physical Sciences

Helene Peters, Professor of Biology

J. Keith Barr, Assistant Professor of Physical Education and Health & Wellness

Micah Wade Eller, Assistant Professor of Chemistry

Rachel Kozlowski Eller, Assistant Professor of Chemistry

Vance R. Newgard, Assistant Professor of Health and Human Performance

### Mathematics Faculty

Forrest E. Rich, Emeritus Professor of Mathematics

Caleb Hightower, Assistant Professor of Mathematics

### Programs of study in the Division of Mathematics and Natural Sciences

Associate of Science (A.S.) in Allied Health

Bachelor of Science (B.S.) in Biology (with concentrations in  
Forensic Science • Health Professions)

Chemistry (with a concentration in Biochemistry)

Kinesiology (with concentrations in •Pre-Athletic Training • Pre-Physical Therapy • Health and Human  
Performance)

The purpose of the Division of Mathematics & Natural Sciences is to help students understand the design of God's creation through the study of the natural sciences. The core courses in this division are a part of the general education courses required for all students. The division teaches the contrast between data and opinion, as well as the difference between data and interpretation of data. It also aims to develop the student's analytical thinking skills, focusing on the application of mathematics and natural sciences to practical problems. Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents.

The overarching goals of the **biology** and **chemistry** programs are for students to:

**GOAL 1:** Critique the complexity, order and truth in science and mathematics.

**GOAL 2:** Prepare for a career path in science and mathematics.

The overarching goals of the **kinesiology** program are for students to:

**GOAL 1:** Possess foundations and skills necessary for problem-solving in kinesiology. **GOAL 2:** Be prepared for professional graduate programs and career paths in sport medicine or sport and kinesiology.

**GOAL 3:** Possess a Christian worldview of ethics as it relates to the field of s kinesiology.

**B.S. Degree in Biology: Forensic Science Concentration****BACHELOR OF SCIENCE IN BIOLOGY: FORENSIC SCIENCE****Total Hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 102	Core Elective [Area F]	3
BIO 101	Lab Science [Area D]	3		BIO 102L	General Biology II Lab	1
BIO 101L	Lab Science [Area D]	1		CHM 112	General Chemistry II	3
CHM 111	General Chemistry I	3		CHM 112L	General Chemistry II Lab	1
CHM 111L	General Chemistry I Lab	1		OPTION	CHR 100/CHR110 [Area B]	3
MTH 102	Quantitative Skills [Area A2]	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
PSY 201	Social Science Course [Area E]	3		MTH 104	Elementary Statistics	3
BIO 327	Forensic Biology	4		OPTION	CHR 101/CHR 102 [Area B]	3
CHM 335	Organic Chemistry I	4		OPTION	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Fine Art, Language, or Culture [Area C]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Literature [Area C]	3
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MTH 111	Precalculus	3		MTH 204	Calculus	4
CHM 338	Biochemistry I	3		PSY 403	Abnormal Psychology	3
CJ 207	Criminal Law and Procedure	3		BIO 210	Survey of Anatomy & Physiology	4
BIO 410	Genetics	4		CHM 321	Analytical Chemistry	4
OPTION	General Elective	1				
	<b>TOTAL</b>	<b>14</b>			<b>TOTAL</b>	<b>15</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
BIO 430	Studies in Biology I	3		BIO 431	Studies in Biology II	3
CJ 410	Cybercrime	3		PSY 406	Biopsychology	3
PHY 201	General Physics I	4		PHY 203	General Physics II	4
CJ 412	Criminology	3		BIO 428	Forensic DNA Analysis	5
OPTION	General Elective	3				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>

**B.S. Degree in Biology: Health Professions Concentration**  
**BACHELOR OF SCIENCE IN BIOLOGY: HEALTH PROFESSIONS**

**Total Hrs: 120**

**FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 102	Core Elective [Area F]	3
BIO 101	Lab Science [Area D]	3		BIO 102L	General Biology II Lab	1
BIO 101L	Lab Science [Area D]	1		CHM 112	General Chemistry II	3
CHM 111	General Chemistry I	3		CHM 112L	General Chemistry II Lab	1
CHM 111L	General Chemistry I Lab	1		OPTION	CHR 100/CHR110 [Area B]	3
MTH 102	Quantitative Skills [Area A2]	3		OPTION	HIS 151 or HIS 152 [Area E]	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>17</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
PSY 201	Social Science Course [Area E]	3		BIO 203	Human Anatomy & Physiology II	4
BIO 202	Human Anatomy & Physiology I	4		CHM 336	Organic Chemistry II	4
CHM 335	Organic Chemistry I	4		OPTION	History Course 2 [Area E]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	Fine Art, Language, or Culture [Area C]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Literature [Area C]	3
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>17</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MTH 111	Precalculus	3		CHM 321	Analytical Chemistry	4
BIO 230	Medical Terminology	3		MTH 204	Calculus I	4
CHM 338	Biochemistry I	3		BIO 370	Introduction to Microbiology	4
BIO 410	Genetics	4		OPTION	Required UL BIO Elective	3
	<b>TOTAL</b>	<b>13</b>			<b>TOTAL</b>	<b>15</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MTH 104	Elementary Statistics	3		BIO 300	Cell Biology	4
BIO 430	Studies in Biology I	3		BIO 431	Studies in Biology II	3
PHY 201	General Physics I	4		PHY 203	General Physics II	4
OPTION	Required UL BIO Elective	3		OPTION	UL PSY class (prefer PSY 403,406)	3
	<b>TOTAL</b>	<b>13</b>			<b>TOTAL</b>	<b>14</b>

**B.S. Degree in Chemistry: Biochemistry****BACHELOR OF SCIENCE IN CHEMISTRY: BIOCHEMISTRY****Total Hrs: 122****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 102	Core Elective [Area F]	3
BIO 101	Lab Science [Area D]	3		BIO 102L	General Biology II Lab	1
BIO 101L	Lab Science [Area D]	1		CHM 112	General Chemistry II	3
CHM 111	General Chemistry I	3		CHM 112L	General Chemistry II Lab	1
CHM 111L	General Chemistry I Lab	1		OPTION	CHR 100/CHR110 [Area B]	3
MTH 102	Quantitative Skills [Area A2]	3		PSY 201	Social Science Course [Area E]	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>17</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
CHM 335	Organic Chemistry I	4		CHM 336	Organic Chemistry II	4
CHM 331	Light and Matter	3		OPTION	Literature [Area C]	3
MTH 111	Precalculus	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	History Course 2 [Area E]	3
PE 205	PE 205 or HEA 211 [Area B]	2		OPTION	Fine Art, Language, or Culture [Area C]	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MTH 204	Calculus I	4		PHY 203	General Physics II	4
PHY 201	General Physics I	4		CHM 339	Biochemistry II	3
CHM 338	Biochemistry I	3		CHM 340	Biochemistry Lab	2
CHM 440	Biochemistry Seminar	1		CHM 321	Analytical Chemistry	4
OPTION	BIO 202, 410	4		OPTION	BIO 203, 300	4
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>17</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
CHM 400	Physical Chemistry for the Life Sciences	3		CHM 410	Bioinorganic Chemistry	3
CHM 450	Research Proposal Writing	1		CHM 460	Introduction to Research	3
CHM 430	Special Topics in Chemistry (or Physics)	3		CHM 420	Communicating Scientific Literature	3
MTH 104	Elementary Statistics	3		BIO 370	Introduction to Microbiology	4
OPTION	PSY class (300-400 level)	3				
	<b>TOTAL</b>	<b>13</b>			<b>TOTAL</b>	<b>13</b>

**B.S. Degree in Kinesiology: Pre-Athletic Training Concentration****BACHELOR OF SCIENCE IN KINESIOLOGY: PRE-ATHLETIC TRAINING****Total Hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		PSY 201	Social Science Course [Area E]	3
MTH 102	Quantitative Skills [Area A2]	3		BIO 230	Medical Terminology	3
KINS 100	Introduction to Sport & Exercise Science	3		BIO 101	Core Elective [Area F]	3
CHM 111	Lab Science [Area D]	3		BIO 101L	Core Elective	1
CHM 111L	Lab Science [Area D]	1		OPTION	CHR 100/CHR110 [Area B]	3
	<b>TOTAL</b>	<b>14</b>			<b>TOTAL</b>	<b>16</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
MTH 111	Precalculus	3		MTH 104	Elementary Statistics	3
BIO 202	Human Anatomy & Physiology I	4		BIO 203	Human Anatomy & Physiology II	4
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	History Course 2 [Area E]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>13</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
PHY 201	General Physics I	4		KINS 375	Exercise Prescription & Implementation	3
PE 427	Motor Learning	3		KINS 325	Strength Training Methods	3
PE 309	Prevention and Care of Exercise Related Injuries	3		PE 310	Fitness and Research Testing	3
PE 450	Internship with a Certified AT	3		HEA 300	Sport and Fitness Nutrition	3
OPTION	PSY 202, 403	3		OPTION	PE/PSY/KINS or HEA 302 Elective	3
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>15</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
HEA 211	First Aid, Safety, and CPR [Area B]	2		KINS 410	Sport Biomechanics	4
KINS 425	Exercise Physiology	3		KINS 420	Anatomical Kinesiology	3
KINS 451	Research Methods in Kinesiology	3		KINS 452	Kinesiology Seminar	3
OPTION	PE 207, 208, or 209	3		OPTION	PE/PSY/KINS Elective or HEA 302 (300-400 level)	3
OPTION	PE/PSY/KINS Elective or HEA 302 (300-400 level)	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>14</b>			<b>TOTAL</b>	<b>16</b>

**B.S. Degree in Kinesiology: Exercise Science****BACHELOR OF SCIENCE IN KINESIOLOGY: EXERCISE SCIENCE****Total Hrs: 120****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 230	Medical Terminology	3
BIO 100	Lab Science [Area D]	4		PHY/S 101	Introduction to the Physical Sciences	4
PSY 201	Social Science Course [Area E]	3		MTH 102	Quantitative Skills [Area A2]	3
HEA 211	PE 205 or HEA 211 [Area B]	2		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>16</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
BIO 210	Survey of Anatomy and Physiology	4		CHM 105	Core Elective [Area F]	4
PE 207	Sports Officiating	3		HEA 300	Sport and Fitness Nutrition	3
KINS 100	Introduction to Exercise Science	3		MTH 104	Elementary Statistics	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	History Course 2 [Area E]	3
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>16</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
PE 208	Team Sports	3		PE 209	Individual/Dual Sports	3
PE 309	Prevention and Care of Exercise Related Injuries	3		PE 310	Fitness and Research Testing	3
PE 315	Wellness and Healthy Lifestyles	3		KINS 325	Strength Training Methods	3
PE 427	Motor Learning	3		PE 450	Internship	3
OPTION	General Elective	1				
	<b>TOTAL</b>	<b>13</b>			<b>TOTAL</b>	<b>12</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
PE 450	Internship	3		KINS 375	Exercise Prescription & Implementation	3
KINS 350	Sports Pharmacology	3		KINS 410	Sport Biomechanics	4
KINS 425	Exercise Physiology	3		OPTION	KINS/PE/PSY Elective or HEA 302 (300-400 level)	3
OPTION	KINS/PE/PSY Elective or HEA 302	3		OPTION	KINS/PE/PSY Elective or HEA 302 (300-400 level)	3
OPTION	KINS/PE/PSY Elective or HEA 302	3		OPTION	General Elective	3
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>

**B.S. Degree in Kinesiology: Pre-Physical Therapy Concentration**  
**BACHELOR OF SCIENCE IN KINESIOLOGY: PRE-PHYSICAL THERAPY**

**Total Hrs: 120**

**FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CHM 112	General Chemistry II [Area F]	3
BIO 101	Lab Science [Area D]	3		CHM 112L	General Chemistry II Lab	1
BIO 101L	Lab Science [Area D]	1		BIO 230	Medical Terminology	3
CHM 111	General Chemistry I	3		PSY 201	Social Science Course [Area E]	3
CHM 111L	General Chemistry I Lab	1		OPTION	CHR 100/CHR110 [Area B]	3
MTH 102	Quantitative Skills [Area A2]	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>16</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
BIO 202	Human Anatomy & Physiology I	4		BIO 203	Human Anatomy & Physiology II	4
PE 310	Fitness Research and Testing	3		HEA 300	Sport and Fitness Nutrition	3
OPTION	HIS 151 or HIS 152 [Area E]	3		PSY 202	Human Growth & Development	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	History Course 2 [Area E]	3
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>16</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
KINS 425	Exercise Physiology	3		MTH 104	Elementary Statistics	3
PE 309	Prevention and Care of Athletic Injuries	3		KINS 325	Strength Training Methods	3
MTH 111	Precalculus	3		KINS 420	Anatomical Kinesiology	3
OPTION	Upper-level KINS/PE/PSY or HEA 302 Elective	3		PSY 403	Abnormal Psychology	3
OPTION	Upper-level KINS/PE/PSY or HEA 302 Elective	3		OPTION	General Elective	1
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>13</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
KINS 451	Research Methods in Kinesiology	3		KINS 452	Kinesiology Seminar	3
PHY 201	General Physics I	4		KINS 410	Sport Biomechanics	4
PE 450	Internship	3		PHY 203	General Physics II	4
PE 427	Motor Learning	3		OPTION	Upper-level KINS/PE/PSY or HEA 302 Elective	3
HEA 211	First Aid, Safety, and CPR [Area B]	2				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>14</b>

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## School of Nursing

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### Nursing Faculty

Debra L. Bryarly, Associate Professor of Nursing, *Director of Nursing*

Donna Jean Braddy Assistant Professor of Nursing

Candi Newton, Instructor of Nursing

### Program of study in the School of Nursing

Bachelor of Science (B.S.) in Nursing

Compassionate, caring, empathetic, organized, versatile, perceptive, interpretive: these are all characteristics of the nursing profession. Becoming a nurse means not only learning to focus on the care of individual patients but also being trained to provide all-inclusive care to families and the community.

In concert with Brewton-Parker College's mission, the School of Nursing is committed to provide nursing education through the application of biblical truth to promote the formation of graduates who engage in evidence-based practice, lifelong learning, and servant leadership through the development of clinical reasoning, professional nursing skills, and Christian values.

The purpose of the nursing program is to prepare graduates who have the knowledge and skills to provide patient-centered holistic care that is safe, compassionate, honoring to Christ, and that meets the healthcare needs of diverse populations.

Brewton Parker's School of Nursing builds our philosophy of nursing by defining the basic concepts that comprise the discipline and science of nursing in accordance with the core values of Brewton Parker College (BPC). These concepts regarding human beings, health, nursing, and the environment are the cornerstone of what we believe nursing should encompass.

Admission into Brewton-Parker College does not guarantee admission into the nursing program. A cumulative 3.0 GPA and no less than a 'C' in all 67 hrs. of the pre-nursing program. An essay describing the desire to become a professional nurse, completion of all designated core courses prior to entry into the nursing program, and completion of the Test of Essential Academic Skills (TEAS exam) at the proficient level are required for entry into the nursing program.

Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents. The overarching goals of the nursing program are for students to:

*End-of-Program Student Learning Outcomes*

<b>At the end of the program:</b>	
<b>GOAL 1: Nursing graduates will possess disciplinary content knowledge</b>	
	1. Incorporate knowledge from the liberal arts education into practice as a nurse generalist.
<b>GOAL 2: Nursing graduates will work safely and effectively as novice nurses</b>	
	2. Apply nursing skills that represent the caring and professional nurse.
	3. Demonstrate critical thinking in decision-making and incorporate appropriate patient care technology in the provision of safe care.
<b>GOAL 3: Nursing graduates will work effectively as a member of the interdisciplinary team in the healthcare community</b>	
	4. Collaborate with others while caring for individuals and the community.
	5. Demonstrate accountability for incorporating the standards of nursing into practice in the global community.
<b>GOAL 4: Nursing graduates will connect classroom knowledge and leadership strategies to the healthcare environment</b>	
	6. Implement leadership strategies and evidence-based practice to improve the changing healthcare needs of diverse populations.
	7. Synthesize knowledge of healthcare policy, finance, and regulatory environments related to emerging issues in the advocacy of professional nursing practice.

**A.S. Degree in Allied Health****ASSOCIATE OF SCIENCE IN ALLIED HEALTH****Total Hrs: 62****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 101	Core Elective [Area F]	3
CHM 105	Lab Science [Area D]	4		BIO 101L	Core Elective [Area F]	1
MTH 101 or 102	Quantitative Skills [Area A2]	3		PSY 201	Social Science Course [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	CHR 101/CHR 102 [Area B]	3
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>16</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
BIO 202	Human Anatomy and Physiology I	4		BIO 203	Human Anatomy and Physiology II	4
MTH 104	Elementary Statistics	3		BIO 370	Introduction to Microbiology	4
OPTION	Literature [Area C]	3		PSY 202	Human Growth and Development	3
OPTION	Fine Art, Language, or Culture [Area C]	3		BIO 230	Medical Terminology	3
OPTION	History Course 2 [Area E]	3				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>14</b>

**B.S. Degree in Nursing****BACHELOR OF SCIENCE IN NURSING****Total Hrs: 122****FRESHMAN YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 101	Core Elective [Area F]	3
CHM 105	Lab Science [Area D]	4		BIO 101L	Biology I Lab	1
MTH 101 or 102	Quantitative Skills [Area A2]	3		PSY 201	Social Science Course [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	CHR 101/CHR 102 [Area B]	3
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>16</b>

**SOPHOMORE YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
BIO 202	Human Anatomy and Physiology I	4		BIO 203	Human Anatomy and Physiology II	4
MTH 104	Elementary Statistics	3		BIO 370	Introduction to Microbiology	4
OPTION	Literature [Area C]	3		PSY 202	Human Growth and Development	3
OPTION	Fine Art, Language, or Culture [Area C]	3		BIO 230	Medical Terminology	3
OPTION	History Course 2 [Area E]	3				
	<b>TOTAL</b>	<b>16</b>			<b>TOTAL</b>	<b>14</b>

**JUNIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
NUR 311	Health & Illness I: Foundations of Nursing	6		NUR 321	Health & Illness II: Nursing Across the Lifespan	7
NUR 312	Professional Development I	3		NUR 324	Nursing Inquiry	4
NUR 316	Patho-Pharmacology I	3		NUR 326	Patho-Pharmacology II	4
NUR 318	Health Assessment and Skills	3				
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

**SENIOR YEAR**

<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>		<b>DEPT</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>
NUR 411	Health & Illness III: Nursing with Diverse Pop	8		NUR 421	Integration of Concepts and Practicum	8
NUR 412	Professional Development II	3		NUR 422	Professional Development III	3
NUR 415	Population Health I	4		NUR 425	Population Health II	4
	<b>TOTAL</b>	<b>15</b>			<b>TOTAL</b>	<b>15</b>

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## Temple Baptist Theological Seminary

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### Christian Studies Faculty Members

Mark W. Gregory, Professor of Old Testament, *Dean*

Steven F. Echols, Professor of Leadership

Byron Esley Edens, Professor of Preaching and Christian Ministry

Jerry L. Ray, Professor of New Testament (Part-Time)

Billy L. Puckett, Assistant Professor of Theology and Ethics

Michael Steinmetz, Assistant Professor of Christian Studies

### Programs of study in Temple Baptist Theological Seminary Graduate Programs

Master of Arts (M.A.) in Ministry · Biblical & Theological Studies · Biblical  
Proclamation · Worship Ministry

Temple Baptist Theological Seminary is a division of Brewton-Parker College that provides undergraduate- and graduate-level biblical, theological, and ministry education and training for pastors, ministers, and others who wish to be prepared to serve Christ in the local church and through other ministries.

Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents.

The **Master of Arts in Ministry** seeks for program graduates to:

**GOAL 1:** Have a base level of biblical and theological knowledge that can translate in a variety of ministry application settings.

The **Master of Arts in Biblical and Theological Studies** aims for program graduates to:

**GOAL 1:** Have advanced knowledge of biblical and theological studies for the purpose of enhancing biblical preaching and teaching.

**GOAL 2:** Be prepared for further theological studies.

The **Master of Arts in Biblical Proclamation** aims for program graduates to:

**GOAL 1:** Demonstrate knowledge of the Old Testament and New Testament books and content, the historical framework of the biblical period, important theological emphases, as well as an understanding of scholarly critical issues from a conservative biblical perspective.

**GOAL 2:** Exhibit competency in the skills of hermeneutics and homiletics.

**GOAL 3:** Display an understanding of the function of biblical preaching in the context of church health and growth.

**Master of Arts Degree in Biblical and Theological Studies**  
(48 Credit Hours)

<b>REQUIRED COURSES</b> .....	<b>15</b>
CHR 500 Old Testament Introduction and Interpretation (3)	
CHR 530 New Testament Introduction and Interpretation (3)	
CHR 601 Systematic Theology I (3)	
CHR 602 Systematic Theology II (3)	
CHR 620 Hermeneutics and Biblical Interpretation (3)	
<b>LANGUAGE COURSES (SUBSTITUTIONS ALLOWED WITH CONCENTRATION) .....</b>	<b>12</b>
HEB 601 Hebrew I (3)	
HEB 602 Hebrew II (3)	
GRE 601 Greek I (3)	
GRE 602 Greek II (3)	
<b>BIBLICAL/THEOLOGICAL COURSES (WITH OPTIONS) .....</b>	<b>18</b>
Biblical Electives	
Theological Electives	
Additional Language Electives	
Ministry Electives (if transferred in from M.A.M)	
<b>REQUIRED THESIS</b> .....	<b>3</b>

**Master of Arts Degree in Ministry**  
(30 Credit Hours)

**REQUIRED COURSES.....15**

- CHR 500 Old Testament Introduction and Interpretation (3)
- CHR 530 New Testament Introduction and Interpretation (3)
- CHR 601 Systematic Theology I (3)
- CHR 602 Systematic Theology II (3)
- CHR 620 Hermeneutics and Biblical Interpretation (3)

**MINISTRY ELECTIVES.....15**

*(Students will choose 15 hours of ministry electives.)*

**Master of Arts Degree in Biblical Proclamation**  
(36 Credit Hours)

**REQUIRED COURSES.....15**

- CHR 500 Old Testament Introduction and Interpretation (3)
- CHR 530 New Testament Introduction and Interpretation (3)
- CHR 601 Systematic Theology I (3)
- CHR 602 Systematic Theology II (3)
- CHR 620 Hermeneutics and Biblical Interpretation (3)
- CHR 570 Homiletics and Expository Preaching (3)

**MINISTRY ELECTIVES.....18**

(Students will choose 12 hours of preaching/teaching courses)

- CHR 650 Preaching and Teaching the Old Testament Narratives (3)
- CHR 651 Preaching and Teaching the Old Testament Prophets (3)
- CHR 652 Preaching and Teaching the Old Testament Wisdom Literature (3)
- CHR 655 Preaching and Teaching the Gospels (3)
- CHR 656 Preaching and Teaching the Book of Acts (3)
- CHR 657 Preaching and Teaching the Pauline Epistles (3)
- CHR 659 Innovative Preaching and Teaching (3)

Two courses – Free electives (students are encouraged but not required to take Hebrew I and Greek I)

**Master of Arts Degree in Worship Ministry**  
(33 Credit Hours)

**REQUIRED COURSES.....15**

- CHR 500 Old Testament Introduction and Interpretation (3)
- CHR 530 New Testament Introduction and Interpretation (3)
- CHR 601 Systematic Theology I (3)
- CHR 602 Systematic Theology II (3)
- CHR 620 Hermeneutics and Biblical Interpretation (3)

**REQUIRED ELECTIVES.....15**

(Students will choose 15 hours of preaching/teaching courses)

- CHRW/MUS 500 History of Christian Worship and Song (3)
- CHRW/MUS 520 Worship Leadership (3)
- CHRW/MUS 540 Technology and Media in Worship (3)
- CHRW/MUS 560 Worship and Discipleship (3)
- CHRW/MUS 580 Worship Internship (3)
- CHRW/MUS 600 Worship Theology for Contemporary Ministry (3)
- CHRW/MUS 620 Songwriting for Worship (3)

**Free electives** (students are encouraged but not required to take Hebrew I and Greek I) .....**3**

## Accelerated B.A. + M.Div. Program with New Orleans Baptist Theological Seminary

Students majoring in Christian Studies (B.A.), Ministry (B.Min.), or Worship Studies (B.Mus.) and planning to attend seminary upon graduating may earn advanced standing while at Brewton-Parker toward a graduate-level master of divinity degree (M.Div.) through the college's partnership with the New Orleans Baptist Theological Seminary (NOBTS).

This accelerated M.Div. program affords students an opportunity to earn a graduate seminary degree faster, based on their undergraduate studies, while saving money in the process. Students qualifying for the program may earn up to 25% of their M.Div. credits for NOBTS at no additional cost. For example, students pursuing the standard 84-hour M.Div. degree at NOBTS may earn 21 of those credits during their undergraduate studies at BPC and even more in the many M.Div. programs requiring additional hours in specializations such as Christian Apologetics, Pastoral Ministry, or Church Planting. Advanced placement in biblical languages (Greek and Hebrew) also is available.

### Eligible Courses

The following table lists eligible Brewton-Parker courses that NOBTS has agreed to accept as graduate-level equivalent courses in the accelerated M.Div. program.

Brewton-Parker College Qualifying Courses	Accelerated M.Div. NOBTS Courses
Six hours of Old Testament, 3 of which must come from CHR 101 <i>Introduction to the Old Testament</i>	OTEN 5300 <i>Exploring the Old Testament</i>
Six hours of New Testament, 3 of which must come from CHR 102 <i>Introduction to the New Testament</i>	NTEN 5300 <i>Exploring the New Testament</i>
CHR 200 <i>Biblical Hermeneutics</i>	BSHM 5310 <i>Introduction to Biblical Hermeneutics</i>
CHR/HIS 312 <i>The Reformation</i>	HIST 5200 <i>History of Christianity: Ref. to Modern</i>
CHR 317 <i>Biblical Backgrounds</i>	BBBW 5200 <i>Encountering the Biblical World</i>
CHR 350 <i>Formation for Ministry</i>	PATH 5331 <i>Pastoral Ministry</i> or PATH 5333 <i>Christian Ministry</i>
CHR 351 <i>Ministry of Care and Counseling</i>	COUN 5202 <i>Counseling in Ministry</i>
CHR 412 <i>Christian Ethics</i>	ETHC 5300 <i>Christian Ethics</i>
CHR 413 <i>Christian Philosophy</i>	PHIL 5300 <i>Philosophy of Religion</i>
CHR 431 <i>Baptist History</i>	HIST 5223 <i>Baptist Heritage</i>
CHR 434 <i>History of Missions</i>	MISS 5300 <i>Christian Missions</i>
CHR 453 <i>Evangelism and Church Growth</i>	EVAN 5250 <i>Church Evangelism</i>
CHR 457 <i>Leadership and Church Administration</i>	CEAM 6320 <i>Church Leadership &amp; Administration</i>
CHR 481 <i>Internship in Ministry</i>	EVAN 5230 <i>Supervised Ministry I</i>
CHR 210 <i>History of Christian Thought</i> or CHR 300 <i>Special Topics in Biblical/Theological Studies (RE History of Christianity)</i>	HIST 5300 <i>History of Christianity: Early to Medieval</i>
Six hours of Theology, 3 of which must come from CHR 417 <i>Christian Theology</i>	THEO 5300 <i>Systematic Theology I</i>

## **Program Requirements**

1. The student must have earned at least a "B" in the undergraduate course(s) applied toward the Accelerated M.Div.
2. The student must be within five years of his/her baccalaureate graduation to be eligible for the accelerated M.Div.
3. The undergraduate courses will be evaluated on a course-by-course basis to ensure sufficient equivalency with NOBTS courses for which the student received advanced standing.
4. The student must submit a graded research paper, or write a paper for submission, to the Director of the accelerated M.Div. program, demonstrating graduate-level capability in research and writing.
5. The accelerated M.Div. option is available for students taking courses in any delivery system (traditional, hybrid, extension center, or online).
6. Credit to the student's graduate transcript will be given in the semester he/she applies for graduation, following approval for graduation by the NOBTS Registrar.

For more information about the accelerated M.Div. program at NOBTS, you may contact Dr. Jonathan Patterson, Program Director, by telephone at 1-800-NOBTS-01, ext. 8171, or by email at [acceleratedmdiv@nobts.edu](mailto:acceleratedmdiv@nobts.edu). You also will find the program description in the NOBTS graduate catalog at <https://www.nobts.edu/acceleratedmdiv/details.html>, or on the seminary's website at [www.nobts.edu/acceleratedmdiv](http://www.nobts.edu/acceleratedmdiv). On Brewton-Parker's campus please consult your faculty advisor or inquire at the Division of Christian Studies in the Salter Building.

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## Office of External Programs

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### Administrative Staff

E. Lynn Addison, Associate Provost for External Programs

Byron Esley Edens, Georgia Baptist Bible Institute (GBBI) Recruiter

Roger C. Byrd, Prison Education Program Director

James R. Collins, Coordinator of  
the Prison Education Program

Sara Strickland, Director of Georgia Dual Enrollment & International Programs  
Office of Enrollment Services

Cassidy O'Neal, Georgia Dual Enrollment Program Counselor  
Office of Enrollment Services

### Prison Program

Brewton-Parker College was selected by the U.S. Department of Education as a participating institution in the "Pell for Students Who Are Incarcerated Experiment" (a/k/a "Second Chance Pell"). This renewed source of federal financial assistance through the Pell grant, formerly known as the Basic Educational Opportunity Grant, opens doors of hope for inmates who despair in locked cells.

It also allows the college to expand its Prison Program from a small ministry operating with volunteers to an educational program that provides incarcerated adults with a sustainable and affordable means to earn a degree in preparation for their release. Currently we offer programs for five institutions within the Georgia Department of Corrections – Coffee Correctional Facility in Nicholls, Emanuel Women's Facility in Swainsboro, Johnson State Prison in Wrightsville, Telfair State Prison in McRae-Helena, and Wheeler Correctional Facility in Alamo.

### National Guard Youth ChalleNGe Program

The National Guard Youth ChalleNGe Program was established by Congress in 1993 to transform the lives of young men and women between the ages of 16 and 18 who are experiencing difficulty in completing traditional high school. This legislative intent resonates strongly with the college's mission "to provide a transformational experience that equips the whole student for lifelong learning and service in Christ."

To that end the college partners with two of Georgia's three Youth ChalleNGe Academies, one at Fort Stewart, located near Savannah and the other at Fort Gordon near Augusta. The youth enrolled in the annual cohorts at these two academies earn credits in dual-enrollment courses offered by Brewton-Parker that later they will be able to transfer to a two- or a four-year college degree program. We count as a blessing the opportunity to participate in this way in giving a fresh start to the leaders of tomorrow.

### Georgia Dual Enrollment Program

The Georgia Dual Enrollment Program (GDEP) provides opportunities for eligible students to enroll part- or full-time in postsecondary institutions and take college courses to earn high school and college credit simultaneously. Currently, over twenty high schools, both public and private, as well as many homeschool students, participate with Brewton-Parker College in the state-funded GDEP initiative.

Area Home Schools	Hopewell Academy	Veritas Academy
Alleluia Community School	LaFayette Christian	Vidalia Compr. High School
Bacon County High School	Montgomery County High School	Vidalia Heritage Academy
Coastal Plains Charter High School	North Georgia Christian Academy	Westminster Schools of Augusta
Crisp Academy	Pinewood Christian Academy	Westfield Schools
East Laurens High School	Robert Toombs Christian Academy	Westwood School
Fort Gordon-Youth Challenge Program	Tattnall County High School	Wheeler County High School
Fort Stewart-Youth Challenge Program	Telfair County High School	
Fullington Academy	Tiftarea Academy	
Henry County High School	Toombs County High School	
Holy Ground Baptist Academy	Treutlen County High School	

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## Office of Online Learning

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### Administrative Staff

Byron Esley Edens, Vice President of Online Learning

Diane Sexton, Administrative Assistant

### Distance Education Program

The college currently offers several of its associate's and bachelor's degree programs fully online. The Office of External Programs collaborates with the marketing department and members of the admissions staff specially assigned to recruit students for these programs who may be unable to enroll in a residential program. The college also has been approved as an institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA), allowing out-of-state and international students to participate in the college's online degree program.

Students will need access to a reliable internet signal, a web browser with the ability to install extensions, and a webcam with microphone capabilities (or a laptop with an internal webcam and microphone in working order).

Students will need to have a Windows computer with Windows 7, 8, 8.1 or 10, or a Mac computer with Lion, Mountain Lion, Mavericks, Yosemite, El Capitan, Sierra and/or High Sierra. *Chromebooks are not recommended due to the limited functionality offered by Chrome OS.*

The college is not responsible for providing such equipment, and applicants are encouraged to ensure they meet the necessary technical requirements before enrollment. The use of electronic tools may be subject to specific guidelines, including, but not limited to, maintaining a secure and respectful virtual learning environment. The college reserves the right to implement necessary measures to ensure the integrity and quality of the educational experience. If you need more details on technical requirements or assistance, please contact the Office of Admissions before completing the application for admission.

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## The Student Enrichment Center

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### The SEC Mission/Location

Aligned with the mission of the college the Student Enrichment Center (SEC) serves as a clearinghouse of supplemental services and resources designed to equip the whole student for success not only in the classroom through achievement of educational goals, but also for lifelong learning, physical and mental health, and spiritual formation. The SEC coordinates faculty, staff, and offices across campus to promote a shared commitment to success for all students.

The SEC is housed primarily in the Cook Building (#6 on the campus map) next to the Phillips Student Center and also is accessible virtually through the SEC page on the college website (at [bpc.edu/SEC](http://bpc.edu/SEC)). A full staff of professionals with offices in Cook are prepared to meet your educational needs. In addition, the SEC offers mental health counseling through the Counseling Center located in the Parker Building (Building #28, Room 118) and counseling annexes in the Holliman-Fountain Education Center (Building #17, Room 121) and the Cadle Building (Building #3).

The SEC administers both the institutional studies program in the core curriculum, as well as the following services and resources.

### Institutional Studies (Student Success)

A key component of a student's transition to college-level learning is an introductory course in student success that forms part of the core curriculum all students are required to complete. Whether you are a traditional student in your first semester of college or a non-traditional or transfer student with fewer than 24 credit hours, the college offers a success course through the SEC tailored to your particular needs.

The first is *Student Success* (BPC 100) for traditional students, a coordinated introduction of the skills needed not only for success in the classroom, but also in interpersonal relations, community engagement, and in key aspects of adult life, including health and fitness, diet, personal finances, and spiritual formation.

Similar in design, but different in perspective, the college also offers *Success for Non-Traditional and Transfer Students* (BPC 105), designed for adult learners and students with prior college credit who must balance their pursuit of educational goals with outside responsibilities such as family, career, and other demands.

The SEC staff, together with faculty in the humanities, the sciences, and other disciplines, as well as with subject experts in the community, endeavor to provide an engaging sequence of topics intended to enhance learning for all students and to broaden their horizons.

### Academic Advisement & Career Counseling

Upon admission to Brewton-Parker, first-year students are enrolled in freshman learning communities of approximately 25 students each categorized by a common meta-major (a cluster of similar or related majors and programs).

Two academic advising and career specialists, together with a student success coach, staff a central advising office within the SEC to provide all freshman and sophomore students with close monitoring of progress, academic coaching and follow-up as needed, and timely intervention when necessary to help students address challenges and remain on track to degree completion.

Our career specialists also serve as counselors to help identify and connect students' professional goals with appropriate pathways and majors, as well as to offer career workshops, facilitate career inventories, and assist students with searches for part-time jobs and internships.

## **Tutoring and Study Groups**

With a professional tutor on staff and a corps of 10-15 peer tutors the SEC provides no-cost tutoring for all Brewton-Parker students, available either in-person or virtually on the Mount Vernon campus, and either one-on-one or in small-group study sessions. The SEC offers tutoring in mathematics, the natural and behavioral sciences, the humanities, Christian studies, business, student success, and more. The college also has a partnership with *TutorMe.com*, which provides live face-to-face tutoring 24/7 on a virtual platform so that students can receive the assistance needed after office hours or when available. The tutoring service also includes review of college papers or other assignments presented reasonably in advance of submission for evaluation by the instructor.

## **Writing Studio and Lab**

First-year students needing additional help in completing the initial course in the required freshman writing sequence – *Writing and Rhetoric* (ENG 101) – may be referred for placement in the *Developmental Writing Lab* (ENG 101L), a one-hour practicum that provides individualized instruction in grammar, syntax, vocabulary, and other components of basic writing skills.

In addition, after completing the freshman writing sequence in the core curriculum, all students are required for graduation to complete two "Writing Intensive" (WI) courses and a discipline-specific capstone course in their major field of study. WI courses require a minimum of 3,000 words of original composition valued at 20% or more of the final course grade, together with a required one-on-one tutoring session and a writing workshop.

Through its Writing Studio and professional staff the SEC provides both the venue and the academic coaching necessary to complete these requirements.

## **Mental Health Counseling**

Brewton-Parker's commitment to whole-student development as part of its institutional mission encompasses mental health as a key component of the college experience for all students. To satisfy that commitment the SEC includes a dedicated Counseling Center located in Room 118 of the Parker Building (next door to Cook), as well as two counseling annexes: one in the Cadle Building (through the college's partnership with *Road to Success*) and also in Room 221 of the Holliman-Fountain Education Center (through a supplemental agreement with psychology faculty member Jessica H. Stovall). Students may schedule appointments confidentially through the "Counseling" tab on the website (at [bpc.edu/SEC](http://bpc.edu/SEC)).

## **Proctored & Accommodated Testing**

For students qualified as "individuals with a disability" under a Section 504 Plan issued by the Office of Disability Services, the SEC provides proctored, extended-time, or other forms of accommodated testing in an isolated or small-group setting as suggested by the specified disabilities. Students or their course instructors may schedule such testing through the "Testing" tab on the website (at [bpc.edu/SEC](http://bpc.edu/SEC)).

## **Academic Integrity Training**

Students adjudged to have violated the college's Academic Integrity policy may be required to complete one or more academic integrity training modules as part of their sanctions. The SEC staff administers and monitors these modules through the Brightspace learning management system (LMS) and certifies to the Provost when students have successfully completed all requirements of the assigned module(s).

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## Minors

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### Accounting (18 hours)

ACCT 301 <i>Intermediate Accounting I</i> , ACCT 302 <i>Intermediate Accounting II</i> , or ACCT 303 <i>Intermediate Accounting III</i> .....	3 hours
ACCT 306 <i>Accounting Information Systems</i> .....	3 hours
ACCT 401 <i>Auditing</i> or ACCT 407 <i>Nonprofit Accounting</i> .....	3 hours
Business Electives .....	9 hours

### American Studies (18 hours)

ENG 431 <i>Studies in Colonial and 19th Century American Literature</i> .....	3 hours
HIS 360 <i>The American Revolution</i> , HIS 365 <i>The American Civil War and Reconstruction</i> , HIS 375 <i>The Native Americans</i> , or HIS 391 <i>United States 1932 to the Present</i> .....	9 hours
CHR 432 <i>Christianity in America</i> .....	3 hours
POL/CHR/HIS 361 <i>Church and State in America</i> , POL 202 <i>American Government</i> , POL/HIS 331 <i>American Foreign Policy</i> , ENG 205 <i>Survey of American Literature I</i> , ENG 206 <i>Survey of American Literature II</i> , ENG 319 <i>African-American Literature</i> , ENG 433 <i>Studies in 20th Century American Literature</i> , HIS 370 <i>African-American History</i> , HIS 425 <i>The American South</i> , CJ/POL 350 <i>Constitutional Law I</i> , or CJ/POL 351 <i>Constitutional Law II</i> .....	3 hours

### Biology (19-20 hours)

BIO 101 <i>General Biology I</i> .....	4 hours
BIO 102 <i>General Biology II</i> .....	4 hours
Any 200-level BIO course .....	3-4 hours
Any 300-level BIO course .....	4 hours
BIO 410 <i>Genetics</i> .....	4 hours

### Business Administration (18 hours)

The Business Administration minor requires 18 hours of any business courses. Six of these hours must be at the 300 level or above.

### Chemistry (19 hours)

CHM 111 <i>General Chemistry I</i> .....	4 hours
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CHM 112 <i>General Chemistry II</i> .....	4 hours
CHM 335 <i>Organic Chemistry I</i> .....	4 hours
CHM 336 <i>Organic Chemistry II</i> .....	4 hours
CHM 338 <i>Biochemistry</i> .....	3 hours

**Christian Leadership (18 hours)**

CHR 250 <i>Formation for Ministry</i> .....	3 hours
CHR 412 <i>Christian Ethics</i> .....	3 hours
CHR 351 <i>Ministry of Care and Counseling,</i> CHR 353 <i>Biblical and Servant Leadership,</i> CHR 453 <i>Evangelism and Church Growth,</i> CHR 455 <i>Leadership and Conflict Manageent,</i> CHR 456 <i>Leadership and Women’s Ministry, or</i> CHR 457 <i>Leadership and Church Administration</i> .....	12 hours

**Christian Studies (21 hours)**

CHR 101 <i>Introduction to the Old Testament</i> or CHR 102 <i>Introduction to the New Testament</i> (the other to be taken as core).....	3 hours
CHR 200 <i>Biblical Hermeneutics</i> .....	3 hours
CHR 210 <i>History of Christian Thought</i> .....	3 hours
CHR 220 <i>World Religions</i> .....	3 hours
Christian Studies Electives (any CHR course numbered 300 or higher) .....	9 hours

**Coaching (18 hours)**

HEA 300 <i>Sport and Fitness Nutrition</i> .....	3 hours
PE 410 <i>Techniques of Coaching</i> .....	3 hours
PE 450 <i>Internship</i> .....	3 hours
PE 207 <i>Sports Officiating,</i> PE 208 <i>Team Sports,</i> or PE 209 <i>Individual/Dual Sports</i> .....	6 hours
PE 427 <i>Motor Learning</i> .....	3 hours

**Computer Information Systems (18 hours)**

CIS 200 <i>Foundation of Information Systems,</i> CIS 301 <i>Networking Fundamentals,</i> CIS 312 <i>Program Design and Development,</i> CIS 362 <i>Systems Analysis and Design,</i> CIS 411 <i>Object Oriented Programming,</i> CIS 421 <i>Relational Database Design and Implementation,</i> CIS 423 <i>Database Programming,</i> CIS 475 <i>Seminar in Information Systems, or</i> MGT 377 <i>Project Management</i> .....	12 hours
Business Electives.....	6 hours

**Creative Arts (18 hours)**

ART 101 <i>Drawing I</i> or ART 208 <i>Ceramics I</i> .....	3 hours
ART 200 <i>Art Appreciation</i> .....	3 hours
ENG 105 <i>Fundamentals of Writing Fiction and Poetry</i> .....	3 hours
Any three of the following (to include other creative courses in Art or English with the permission of the advisor):	
ART 102 <i>Drawing II</i> ,	
ART 209 <i>Ceramics II</i> ,	
ENG 322 <i>Advanced Composition</i> ,	
ENG 350 <i>Selected Topics in Creative Writing</i> .....	9 hours

**Creative Writing (18 hours)**

ENG 105 <i>Fundamentals of Writing Fiction and Poetry</i> .....	3 hours
ENG 220 <i>Advanced Techniques in Writing</i> .....	3 hours
Any three of the following:.....	9 hours
ENG 310 <i>Studies in Poetry</i>	
ENG 312 <i>Studies in the Novel</i>	
ENG 313 <i>Studies in Dramatic Literature</i>	
ENG 322 <i>Advanced Composition</i>	
ENG 350 <i>Selected Topics in Creative Writing</i>	
ENG 380 <i>Creative Non-Fiction or</i>	
ENG 460 <i>Senior Thesis –Writing Phase</i>	
Any other ENG course.....	3 hours

**Criminal Justice (21 hours)**

POL 202 <i>American Government</i> (3), or	
PSY 201 <i>Introduction to Psychology</i> (3) *	
*Whichever was not taken in the Optional Core.	
CJ 100 <i>Introduction to Criminal Justice</i> (3)	
CJ/PSY 204 <i>Deviant Behavior</i> or CJ/PSY 212 <i>Social Problems</i> (3)	
RSM 200 <i>Introduction to Research</i> (3)	
Two additional courses with the CJ prefix, one of which must be upper-level (6)	

**Education (18 hours)**

EDU 211 <i>Introduction to Learning Differences and Classroom Management</i> .....	3 hours
EDU 221 <i>Exploring Teaching and Learning</i> .....	3 hours
EDU 323 <i>Technology, Assessment, and Data Analysis for Educators</i> .....	3 hours
EDU 337 <i>Teaching Exceptional Children</i> .....	3 hours
Select one of the following: .....	3 hours
PSY 306 <i>Learning and Cognition</i>	
PSY 357 <i>Educational Psychology</i>	

**English (18 hours)**

ENG 201-202 <i>Survey of World Literature I and II</i> OR	
ENG 203-204 <i>Survey of British Literature I and II</i> OR	
ENG 205-206 <i>Survey of American Literature I and II</i> .....	6 hours
Any other ENG courses, at least 9 credits at 300 level or above .....	12 hours

**General Science (19-21 hours)**

BIO 100, BIO 101, BIO 102, BIO 150, BIO 230, CHM 105 <i>Chemistry for the Health Sciences</i> CHM 111 <i>General Chemistry I</i> , or CHM 112 <i>General Chemistry II</i> .....	3-4 hours
GEOL 101 <i>Physical Geology</i> , GEOL 102 <i>Historical Geology</i> , GEOL 201 <i>Oceanography</i> , PHY/SCI 101 <i>Intro to the Physical Sciences</i> , PHY/SCI 102 <i>Earth Science</i> , PHY/SCI 111 <i>Astronomy</i> , PHY 201 <i>General Physics I</i> , PHY 221 <i>General Physics I with calculus</i> , or PHY 203 <i>General Physics II</i> , PHY 223 <i>General Physics II with calculus</i> .....	4 hours
BIO 202 <i>Anatomy and Physiology I</i> , BIO 203 <i>Anatomy and Physiology II</i> , PSY 202 <i>Human Growth &amp; Development</i> .....	4 hours
PSY 406 <i>Biopsychology</i> , HEA 330 <i>Contemporary Health Issues</i> , BIO 425 <i>Topics in Biology</i> , MTH 301 <i>Foundations of Geometry</i> .....	9 hours

**History (18 hours)**

HIS 202 <i>United States to 1877</i> .....	3 hours
HIS 203 <i>United States 1877 to Present</i> .....	3 hours
Any HIS course 300 level or above .....	12 hours

**Management (18 hours)**

BUS 100 <i>Business Concepts</i> , MGT 331 <i>Principles of Management</i> .....	6 hours
MGT 377 <i>Project Management</i> , MGT 341 <i>Leadership in Organizations</i> , MGT 333 <i>Human Resources Management</i> , MGT 435 <i>Entrepreneurship</i> .....	9 hours
Business Electives .....	3 hours

**Marketing (18 hours)**

BUS 100 <i>Business Concepts</i> .....	3 hours
MKT 300 <i>Principles of Marketing</i> .....	3 hours
MKT 310 <i>Buyer Behavior</i> .....	3 hours
Choose 2 UL MKT courses or SPM 330.....	6 hours
Choose 1 business elective .....	3 hours

**Music (21 hours) \***

MUS 101 <i>Tonal Harmony 1 &amp; Practice</i> .....	4 hours
MUS 103 <i>Tonal Harmony 2 &amp; Practice</i> .....	4 hours
Applied music lessons.....	2 hours
MUS-CC 160 or MUS-WE 160.....	2 hours

MUS 301 *Form and Analysis*, MUS 303 *Orchestration and Instrumentation*,  
MUS 306 *Counterpoint*, MUS 331 *Beginning Conducting*,  
MUS 332 *Choral Conducting*, MUS 333 *Instrumental Conducting*,  
MUS/CHR 357 *Worship & Theology*, MUS 410 *World Music*, or MUS 451  
*Hymnology: A Singing Theology* .....9 hours  
\*Students who choose to minor in music must take MUS 205 *Music Appreciation* for their Fine Arts elective.

**Psychology (21 hours)**

PSY 201 *Introduction to Psychology*..... 3 hours  
PSY 220 *Careers, Ethics, and Professionalism*..... 3 hours  
PSY 316 *Psychology and Christianity*..... 3 hours  
RSM 200 *Introduction to Research* ..... 3 hours

\*One course in each respective area (Mental Processes, Lifespan, Person and Situation) as identified in the degree plan..... 9 hours

**Special Education (18 hours) \*\***

MTH 202 *Foundations of Math for K-8 teachers* .....3 hours  
EDU 381 *Essentials of Special Education I* .....3 hours  
EDU 382 *Essentials of Special Education II*.....3 hours  
PSY 357 *Educational Psychology*.....3 hours  
PSY 306 *Learning and Cognition*.....3 hours  
CHR 230 *Professional Ethics*.....3 hours

\*\*Only students majoring in education can add a minor in special education.

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## Course Descriptions

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### Universal Prerequisites:

**300 level courses** = 30+ hours earned or Chair approval\*

**400 level courses** = 45+ hours earned or Chair approval\*

\*should the Chair be listed as the proposed instructor of record, the Provost or designate will need to allow approval.

### Accounting (ACCT)

\*(WI) denotes a Writing Intensive (WI) course

#### ACCT 201 Financial Accounting

This course teaches basic accounting principles and practices with an emphasis on recording business transactions, completing the accounting cycle, and preparing and analyzing financial statements.

**Credit Hours:** 3    **Prerequisite:** BUS 101 and BUS 100

**Availability:** Fall

#### ACCT 202 Managerial Accounting

This course is a study of cost, volume and profit analysis, marginal analysis, pricing, and budgeting.

**Credit Hours:** 3    **Prerequisite:** ACCT 201 or instructor approval

**Availability:** Spring

#### ACCT 301 Intermediate Accounting I

This course is a study of accounting theory and practice as applied to current liabilities, long term debt, contributed capital, revenue recognition, leases, accounting errors and changes, and pensions.

**Credit Hours:** 3    **Prerequisite:** ACCT 201

**Availability:** Fall

#### ACCT 302 Intermediate Accounting II

This course is a study of accounting theory and practice as applied to current liabilities, long term debt, contributed capital, revenue recognition, leases, accounting errors and changes, and pensions.

**Credit Hours:** 3    **Prerequisite:** ACCT 301

**Availability:** Spring

#### ACCT 303 Intermediate Accounting III

This course is an in-depth coverage of intermediate accounting principles introduced in BUS 301 and 302, allowing students to gain a fuller understanding of complex topics.

**Credit Hours:** 3    **Prerequisite:** ACCT 302

**Availability:** Fall

#### ACCT 306 Accounting Information Systems

This course teaches the applications of accounting software including a commercial accounting package, small business package, fixed asset manager and cost manager.

**Credit Hours:** 3    **Prerequisite:** ACCT 202

**Availability:** Fall

#### ACCT 401 Auditing (WI)

This course teaches auditing functions and practices, with an emphasis on professional responsibilities, audit applications, internal control, legal liability and audit reports.

**Credit Hours:** 3    **Prerequisite:** ACCT 301 and ENG 102

**Availability:** Spring

### **ACCT 404 Business Income Tax**

This course is the study of federal income tax law with emphasis on its application to corporate and partnership taxpayers.

**Credit Hours:** 3    **Prerequisite:** ACCT 202

**Availability:** Fall

### **ACCT 407 Nonprofit Accounting**

This course is the study of accounting principles and practices as applied to state and local governments and nonprofit organizations.

**Credit Hours:** 3    **Prerequisite:** ACCT 202

**Availability:** Spring

## **Art (ART)**

### **ART 101 Drawing I**

This course is a basic introduction to drawing materials including pencil, charcoal, crayon, pen and ink concentrating on still life, drawing from nature, and study of basic principles of art. Weekly labs required.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **ART 102 Drawing II**

This course teaches varied approaches to drawing the figure, developing a visual vocabulary, and building hand-eye coordination. The same basic materials are used as in ART 101 plus wash and watercolor. Weekly labs required.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **ART 200 Art Appreciation**

Students will gain the critical and analytical skills necessary to understand the importance of the visual arts in the breadth of human experience. Topics will include art history, aesthetics, methods of production, and the elements of art. Students will come to understand the relationship of both artistic skills and knowledge to the successful development of civilization.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **ART 208 Ceramics I**

This course is an introduction to the manipulation of clay, including hand-building, wheel-throwing, glazing, and firing. Weekly labs required.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **ART 209 Ceramics II**

This course is a more in-depth exploration of the clay medium, including hand-building, wheel-throwing, and kiln-operation. Students will attempt to create a coherent series of pieces that will be an integral part of the annual exhibit.

**Credit Hours:** 3    **Prerequisite:** ART 208 or instructor approval

**Availability:** On demand

### **ART 211 Art History I**

A survey of the history of art from prehistory to the Renaissance.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **ART 212 Art History II**

A survey of the history of art from Renaissance to the Contemporary.

**Credit Hours:** 3    **Prerequisite:** ART 211 or instructor approval

**Availability:** On demand

### **ART/COM 413 Media Publication**

This course is a hands-on class that involves work in cover art, visual adaptations, brochures and iconography in publishing and cinema. The students will be actively involved in production and advertising in both on-campus literary journals and dramatic endeavors.

**Credit Hours:** 3    **Prerequisite:** Junior/Senior status or instructor approval    **Availability:** On demand

## **Biology (BIO)**

\*(WI) denotes a Writing Intensive (WI) course

### **BIO 100 Survey of Biology**

This course is an introduction to the major concepts in biology: What is life? Studies include the importance of cells, DNA, genes, biodiversity and the roles of organisms in ecosystems. This is a general education course for non-science majors.

**Credit Hours:** 4    **Prerequisite:** None    **Availability:** Spring

### **BIO 101 General Biology I**

This course is the first part of a two-semester course sequence that covers an introduction to the general concepts that form our current understanding of the molecular and cellular basis of life. Emphasis will be given to chemical concepts and to structure and function of the cell, its metabolism, its DNA and chromosome structure, and of the mechanism of heredity, basic recombinant DNA technology, gene regulation, molecular genetics, transcription, and translation. This course is a requirement for all biology majors.

*Note: Students failing to earn course credit for the lecture must retake that course in the next semester or term for which the student registers until course credit is earned.*

**Credit Hours:** 3    **Prerequisite:** None    **Corequisite:** BIO 101L    **Availability:** Fall

### **BIO 101L General Biology I-Lab**

This course is a laboratory course, with emphasis placed on basic biological chemistry, cell structure and function, metabolism, energy transformation, genetics, and microscope techniques. This course is a requirement for all biology majors.

*Note: Students failing to earn course credit for the lecture must retake that course in the next semester or term for which the student registers until course credit is earned.*

**Credit Hours:** 1    **Prerequisite:** None    **Availability:** Fall  
**Corequisite:** BIO 101 or instructor approval

### **BIO 102 General Biology II**

This course is the second part of a two-semester course sequence in biology. Diversity of life, plant and animal form and structure, animal systems, and ecology are covered. This course is a requirement for all biology majors.

*Note: Students failing to earn course credit for the lecture must retake that course in the next semester or term for which the student registers until course credit is earned.*

**Credit Hours:** 3    **Prerequisite:** BIO 101 or instructor approval    **Availability:** Spring  
**Corequisite:** BIO 102L

### **BIO 102L General Biology II-Lab**

This course is a laboratory course with emphasis placed on organisms, biodiversity, plant and animal systems, ecology, and microscope observations and dissections. This course is a requirement for all biology majors.

*Note: Students failing to earn course credit for the lecture must retake that course in the next semester or term for which the student registers until course credit is earned.*

**Credit Hours:** 1    **Prerequisite:** BIO 101L or instructor approval    **Availability:** Spring  
**Corequisite:** BIO 102 or instructor approval

### **BIO 150 Environmental Science**

This course is a presentation of the diverse issues related to the environment. Mechanisms of ecosystems, food production, natural resources, air and water quality, waste disposal and management, and other topics are discussed. The social, political, and economic aspects of man's interaction with the natural environment are considered. This course may be taken as a Core Curriculum lab science.

**Credit Hours:** 4    **Prerequisite:** None

**Availability:** Spring

### **BIO 202 Human Anatomy and Physiology I**

This course is an introduction to biological processes and terminology, followed by an integrated study of the structure and function of the human body including tissues, integumentary, skeletal, muscular, and somatic nervous systems.

**Credit Hours:** 4    **Prerequisite:** None

**Availability:** Fall

### **BIO 203 Human Anatomy and Physiology II**

This course is a continuation of the study of the anatomy and physiology of the organs and systems of the human body including autonomic nervous, endocrine, circulatory, digestive, urinary, reproductive, and respiratory systems.

**Credit Hours:** 4    **Prerequisite:** BIO 202 or instructor approval

**Availability:** Spring

### **BIO 210 Survey of Human Anatomy & Physiology w/ Lab**

This is an introductory course of human anatomy and physiology. The course starts with anatomical terms and basic cellular biology and then emphasizes the structure and function of several organ systems. The laboratory portion of the course involves the examination of microscope slides, bones, anatomical models and the dissection of a mammal. This course can't be taken by Biology majors or Pre-Nursing majors.

**Credit Hours:** 4    **Prerequisite:** None

**Availability:** On demand

### **BIO 230 Medical Terminology**

This course is an introduction to biomedical terminology through the study of prefixes, suffixes and root words.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Spring & Summer

### **BIO 300 Cell Biology**

This course is a study of origin, structure, chemical composition and functions of cells and their components and organelles. Studies of major physiological processes and cellular differentiation will also be included.

**Credit Hours:** 4    **Prerequisite:** BIO 102 and BIO 202, or instructor approval

**Availability:** On demand

### **BIO 305 Invertebrate Zoology**

This course is a study of the classification, morphology, physiology, and natural history of the invertebrate phyla.

**Credit Hours:** 4    **Prerequisite:** BIO 101 and 102

**Availability:** On demand

### **BIO 306 Vertebrate Zoology**

This course is a study of the structure, functions, interrelations, and natural history of the vertebrate animals.

**Credit Hours:** 4    **Prerequisite:** BIO 101 and 102

**Availability:** On demand

### **BIO 307 Freshwater Ecology**

This course is a study of freshwater ecology habitats emphasizing the interrelationships of various systems and man's stewardship of the earth's resources.

**Credit Hours:** 3    **Prerequisite:** ENG 102, BIO 101, and 102

**Availability:** On demand

### **BIO 310 Embryology**

This course is a study of the processes of development in multicellular organisms with particular emphasis on the vertebrate animals.

**Credit Hours:** 4    **Prerequisite:** BIO 101, 102, 202, or instructor approval    **Availability:** On demand

### **BIO 320 Comparative Vertebrate Anatomy**

This course examines the vertebrate structure with detailed laboratory dissection of representative forms.

**Credit Hours:** 4    **Prerequisite:** BIO 101 and 102    **Availability:** On demand

### **BIO 327 Forensic Biology**

This course considers all aspects of Forensic Biology ranging from general considerations to the latest in molecular criminal investigation techniques. Students will analyze and explain theoretical crime scene evidence, perform practical methods to determine post-mortem interval, suspect identification and evidence collection from bacteria, viruses, protists, fungi, and plants, invertebrates and vertebrates.

**Credit Hours:** 4    **Prerequisite:** BIO 101 and BIO 101-L    **Availability:** On demand

### **BIO/CHM 338 Biochemistry**

This course introduces molecules of biological importance. Topics include the chemistry of carbohydrates, lipids, proteins, nucleic acids, and enzymes and their role in metabolism. This course may count as both a biology elective and as hours toward the chemistry minor.

**Credit Hours:** 3    **Prerequisite:** CHM 335 and BIO 101 or 102    **Availability:** On demand

### **BIO 360 Parasitology**

This course is a general parasitology course with respect to types of parasites, nature of parasitism, advantages and disadvantages of parasitism, concepts of hyper-parasitism and symbiotic associations. It includes a study of the life cycles of some common parasites of man and animals and epidemiology of some tropical parasites.

**Credit Hours:** 4    **Prerequisite:** BIO 101 and 102    **Availability:** On demand

### **BIO 370 Introduction to Microbiology (WI)**

This is a course in general microbiology including study of fungi, algae, protozoa, and viruses, but with special emphasis on bacteria. Students wishing to enter one of the various health care professions are encouraged to take this course in order to meet entrance requirements.

**Credit Hours:** 4    **Prerequisite:** BIO 100 or BIO 101, BIO 101L and ENG 102    **Availability:** On demand

### **BIO 400 Ecology**

This course is a study of the interrelationships between organisms and their environment. Emphasis will be on general principles, populations, interactions and representative ecosystems. Field trips/field studies are part of the course.

**Credit Hours:** 4    **Prerequisite:** BIO 101, 102, or instructor approval    **Availability:** On demand

### **BIO 410 Genetics**

This course is a study of the principles of genetics or heredity, including classical and molecular genetics.

**Credit Hours:** 4    **Prerequisite:** BIO 203 or instructor approval    **Availability:** On demand

### **BIO 425 Topics in Biology**

This course is a study of selected topics in biology. The topic will vary from year to year. Laboratory work and/or field trips may be required.

**Credit Hours:** 3-4    **Prerequisite:** Completion of at least one required BIO course or elective at 200 level    **Availability:** On demand

### **BIO 428 Forensic DNA Analysis**

This course will provide an understanding of body fluid identification and molecular biology testing methodologies as applied to the DNA analysis of forensic samples. Students will have hands-on experience with basic forensic DNA procedures including the examination and identification of bodily fluid stains, DNA extraction, quantitation, PCR amplification, electrophoresis, genotyping and interpretation.

**Credit Hours: 5 Prerequisite:** BIO 410

**Availability:** On demand

### **BIO 430 Studies in Biology I**

This course gives instruction in scientific writing and literature search. The student will choose a topic and write a proposal for an independent study that may include laboratory work and/or a field project.

**Credit Hours: 3 Prerequisite:** Senior Status

**Availability:** On demand

### **BIO 431 Studies in Biology II**

This course is instruction in the use of computer software for statistical analysis and presentation of research results will be given. The student will conduct the independent study proposed in BIO 430. Written and oral presentations of the study will be delivered.

**Credit Hours: 3 Prerequisite:** BIO 430

**Availability:** On demand

### **BIO 450 Health Profession Internship**

This course is tailored to meet the needs of the student involved, by allowing him/her to work with and shadow a professional in one of the health professions.

**Credit Hours: 1-3 Prerequisite:** BIO 102, Biology Major or department approval, **Availability:** On demand  
3.0 GPA, Junior or Senior status

### **BIO 451 Biology Internship**

This course is tailored to meet the needs of the student involved, by allowing him/her to work with and shadow a professional in one of the biology professions.

**Credit Hours: 1-3 Prerequisite:** BIO 102, Biology Major or department approval, **Availability:** On demand  
2.5 GPA, Junior or Senior status

## **Student Success (BPC)**

### **BPC 100 Student Success**

This course is designed as a first-semester, freshman year experience course to assist students with the successful transition from high school to college. Students will be introduced to academic skills associated with a liberal arts education. This interactive and engaging course will include; but will not be limited to topics such as: test-taking strategies, listening and critical thinking skills, reading and writing for college, time management, and effective note taking. The course will further introduce career exploration and a teaching segment on “how to manage student debt and repaying student loans”. Additionally, students will explore the history of Brewton-Parker College, the distinctive of a Christian college experience, and campus life opportunities and services.

**Credit Hours: 1 Prerequisite:** None

**Availability:** On demand

### **BPC 105 Success for Non-Traditional and Transfer Students**

The course provides the transfer students and students pursuing a degree in a non-traditional format with strategies for succeeding academically while balancing outside responsibilities such as family, work, and/or other demands typically found among the non-traditional population. Topics include efficient study habits, getting financial help, use of campus Internet, and support writing papers and taking tests. Students will also receive a general orientation to the College and, for those taking the course at an off-campus site, a general overview of the programs offered at that site.

**Credit Hours: 1 Prerequisite:** Non-traditional students and transfer students

**Availability:** On demand

who transfer fewer than 24 credit-hours will take this course during their first term at the College.

## Business (BUS)

\*(WI) denotes a Writing Intensive (WI) course

### **BUS 100 Business Concepts**

This course is a survey of the development and nature of our business system and an introduction to the purposes and concepts of the major business functions, including accounting, finance, human resource management, marketing, and production.

**Credit Hours:** 3 **Prerequisite:** BUS 101

**Availability:** On demand

### **BUS 101 Fundamentals of Computer Applications**

This course is an introduction to computer terminology, computer operating systems, word processing, spreadsheets, databases, and presentation software.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **BUS 210 Business Statistics**

In this course learners are introduced to business statistics and the need for quantitative analysis in business, basic procedures in problem-solving, and the sources and types of data used in the enterprise. Each lesson will include defining and formulating problems, instruction on the statistical method, analysis of data, and use of results to make decisions.

**Credit Hours:** 3 **Prerequisite:** BUS 100

**Availability:** On demand

### **BUS/CHR 230 Professional Ethics**

This course is a study of contemporary ethical issues in various professions. Relevant issues for students anticipating careers in fields such as business, psychology, and education will be explored from a Christian perspective.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **BUS 250 Legal Environment of Business**

The legal and regulatory environment of business, emphasizing why legal duties are placed on the business community and how managers should appropriately respond to them. Covers legal institutions, constitutional law, common law, and public law, partnership, joint ventures, corporations, including professional and legal responsibility, and substantive law in contracts, business organizations, and agencies. A brief introduction to employment law matters is included.

**Credit Hours:** 3 **Prerequisite:** BUS 100

**Availability:** On demand

### **BUS 310 Women & Men in Management**

This course provides a comprehensive survey and review of the literature on gender and organizations. It includes coverage of how race and ethnicity, sexual orientation, gender identify and expression, and generational differences intersect with gender in the workplace. The text explores important issues like the gender pay gap, stereotypes and biases, sexual harassment in the workplace, work-life balance, and practical strategies for creating inclusive cultures.

**Credit Hours:** 3 **Prerequisite:** BUS 330 and MGT 331

**Availability:** On demand

### **BUS/ENG 330 Writing in the Workplace (WI)**

This course applies rhetorical strategies learned in ENG 101 and 102 to the situated practice of business and professional writing. Students craft documents for specific audiences in various professional genres and present their work using different platforms and media.

**Credit Hours:** 3 **Prerequisite:** ENG 102

**Availability:** On demand

### **BUS 350 Topics in Business (WI)**

This course is a study of selected topics in business and may be taken twice toward graduation credit.

**Credit Hours:** 3    **Prerequisite:** Completion of all 100 and 200-level business courses required for a business degree plus 9 hours of upper-level business courses and ENG 102    **Availability:** On demand

### **BUS 357 International Business**

This course is an analysis of international business environments (culture, politics and economics) and the conduct of traditional business functions.

**Credit Hours:** 3    **Prerequisite:** ECON 205    **Availability:** Spring

### **BUS 370 Organizational Change**

This course covers the organizational resilience, adaptability, and agility required to gain new prominence in today's business world. Students learn the theory behind and research actual instances of methods for institutionalizing change within an organization.

**Credit Hours:** 3    **Prerequisite:** BUS 330 and MGT 331    **Availability:** On demand

### **BUS 390 Cultural Intelligence**

This course will prepare today's students to be effective leaders in their professional lives by helping them hone their cultural intelligence as it is vital to working inter- and intra-culturally in today's global economy. Students will gain a unique ability to identify, recognize, and acknowledge the differences and similarities that exist between and among cultural groups and systems.

**Credit Hours:** 3    **Prerequisite:** BUS 330 and MGT 331    **Availability:** On demand

### **BUS 451 Managerial Finance**

This course includes financial management techniques and policies for financial analysis and planning, working capital management, capital budgeting and long-term financing.

**Credit Hours:** 3    **Prerequisite:** ACCT 202    **Availability:** Fall

### **BUS 453 Business Strategy**

This course is a capstone course to develop decision-making skills at the top management level and to encompass all management functions in their environmental, political, and social context.

**Credit Hours:** 3    **Prerequisite:** MKT 300, MGT 331, and BUS 451    **Availability:** Spring

### **BUS 499 Internship**

This course is an individually designed work experience in an approved business or organization.

\*A student may complete two internships in different semesters and different businesses for up to 6 hours of credit.

**Credit Hours:** 3    **Prerequisite:** Junior status and Business major or minor, or internship instructor approval    **Availability:** On demand

## **Chemistry (CHM)**

\*(WI) denotes a Writing Intensive (WI) course

### **CHM 100 Chemistry and the Modern World**

This course is an introductory course designed specifically for non-science majors. This course introduces chemical concepts at an approachable level and links these concepts to relevant real-world topics and modern issues. An understanding of general mathematics is suggested, but the course does not focus heavily on math.

Topics include chemistry and the environment, chemistry of fuel and energy, and chemistry of human health. This course does not count as a science course for science majors.

**Credit Hours: 3**   **Prerequisite:** None   **Corequisite:** CHM 100L   **Availability:** On demand

### **CHM 100L Chemistry and the Modern World Lab**

This lab course is an introductory course designed specifically for non-science majors. The lab course covers basic laboratory safety and practical lab skills related to topics in modern times. Topics include lab safety, chemical measurements and reactions, and laboratory applications to modern day topics. This course is intended to be taken with CHM 100, or as a stand-alone lab course for non-science majors. This course does not count as a lab science course for science majors.

**Credit Hours: 1**   **Prerequisite:** None   **Availability:** On demand  
**Corequisite:** CHM 100 or instructor approval

### **CHM 105 Chemistry for the Health Sciences**

This course is an introductory course designed for pre-nursing, sports and exercise science, and related majors. This course provides a broad survey of chemical topics relevant to those pursuing careers in the health sciences. Topics include units of measurement, chemical structure, moles and stoichiometry, organic chemistry, and biochemistry. A general knowledge of mathematics is needed for calculating dosages and dilutions, preparing solutions, and using conversion factors. This course is not intended for natural science majors or those desiring to attend professional school in a medical field.

**Credit Hours: 4**   **Prerequisite:** None   **Availability:** On demand

### **CHM 111 General Chemistry I**

This course includes the fundamental principles and qualitative aspects of general inorganic chemistry. Topics discussed include the study of chemical stoichiometry, atomic theory, chemical bonding, and kinetic molecular theory.

**Credit Hours: 3**   **Prerequisite:** None   **Corequisite:** CHM 111L   **Availability:** On demand

### **CHM 111L General Chemistry I Lab**

This course includes the fundamental principles and qualitative aspects of general inorganic chemistry. Topics discussed include the study of chemical stoichiometry, atomic theory, chemical bonding, and kinetic molecular theory.

**Credit Hours: 1**   **Prerequisite:** None   **Availability:** On demand  
**Corequisite:** CHM 111 or instructor approval

### **CHM 112 General Chemistry II**

This course is a continuation of CHM 111. This course includes the study of solution chemistry, kinetics, oxidation-reductions, equilibria, and acids and bases.

**Credit Hours: 3**   **Prerequisite:** CHM 111   **Availability:** On demand  
**Corequisite:** CHM 112L

### **CHM 112L General Chemistry II Lab**

This course is a continuation of CHM 111. This course includes the study of solution chemistry, kinetics, oxidation-reductions, equilibria, and acids and bases.

**Credit Hours: 1**   **Prerequisite:** CHM 111L   **Availability:** On demand  
**Corequisite:** CHM 112 or instructor approval

### **CHM 321 Analytical Chemistry (WI)**

This course is designed for the qualitative and quantitative analysis of chemical substances. Volumetric, spectrophotometer, electrochemical, chromatographic techniques will be discussed and utilized. The theory and practice of using modern analytical equipment such as ultraviolet/visible spectroscopy (UV/VIS), mass spectroscopy (MS), nuclear magnetic resonance (NMR), infrared spectroscopy (IR), and electrophoresis will be studied through experimental and simulated methods.

**Credit Hours:** 4 **Prerequisite:** CHM 112 and ENG 102

**Availability:** On demand

### **CHM 331 Light and Matter**

This course centers around the study of the interaction of light with matter. Topics covered will be rotational, vibrational, and electronic spectroscopies. Upon completion of this course, students will be able to: 1. Understand the theory of spectroscopic methods. 2. Apply understanding of theory to solve problems and interpret real spectra.

**Credit Hours:** 3 **Prerequisite:** CHM 112

**Availability:** On demand

### **CHM 335 Organic Chemistry I**

This is the first course in the study of the compounds of carbon. This course includes the study of structure, mechanisms, synthesis and reactions of organic compounds.

**Credit Hours:** 4 **Prerequisite:** CHM 112

**Availability:** On demand

### **CHM 336 Organic Chemistry II**

This course is a continuation of CHM 335.

**Credit Hours:** 4 **Prerequisite:** CHM 335

**Availability:** On demand

### **CHM/BIO 338 Biochemistry I**

This course introduces molecules of biological importance. Topics include the chemistry of carbohydrates, lipids, proteins, nucleic acids, and enzymes including their structure, physical, and chemical properties. This course may count as both biology elective and as hours toward the chemistry minor. Upon completion of this course, students will be able to 1. Understand the structure, physical, and chemical properties of lipids, carbohydrates, proteins, and nucleic acids. 2. Understand the role of each of these categories of biomolecules and how their physical and chemical properties relate to their function.

**Credit Hours:** 3 **Prerequisite:** CHM 335 and BIO 101 or 102

**Availability:** On demand

### **CHM/BIO 339 Biochemistry II**

This course builds on the introduction to biomolecules from CHM 338. This course covers the biosynthesis of these biomolecules and the metabolic pathways that govern life. Particular attention is paid to the chemistry and energetics of these pathways. Upon completion of this course, students will be able to 1. Understand and describe the pathways of biosynthesis and metabolism, their chemistry, and their energetics. 2. Relate these pathways and understand how they interact and intersect to describe the chemical processes of life.

**Credit Hours:** 3 **Prerequisite:** CHM 338 and BIO 101 or 102

**Availability:** On demand

### **CHM 340 Biochemistry Lab (WI)**

This laboratory course is intended to compliment CHM 338 and CHM 339 and build laboratory skills necessary to experimentally study biomolecular processes. This course is writing intensive, and lab reports will be written in Biochemistry format. Topics covered include: buffer preparation, protein quantification and characterization, enzyme kinetics, and chromatography. The final section of the lab is designed like a research project and culminates in a mock research manuscript submission. Upon completion of this course, students will be able to: 1. Apply classical biochemical methods to study biochemical systems. 2. Report results from laboratory work in journal format and style. (3 hours in lab, 3 hours for data analysis/writing report – Additional weekly office hours will be available.)

**Credit Hours:** 2 **Prerequisite:** CHM 338 and CHM 339

**Availability:** On demand

### **CHM 400 Physical Chemistry for the Life Sciences**

This is a senior level course covering concepts of physical chemistry taught from a biochemical perspective. This course builds on every previous course in the chemistry curriculum. Topics covered include thermodynamics and equilibria, kinetics, structure, and spectroscopy of biomolecular systems. Upon completion of this course, students will be able to 1. Understand and describe the thermodynamics and kinetics that underlie biochemical phenomena. 2. Apply spectroscopic methods to study biochemical systems. 3. Contextualize material covered in previous chemistry courses to better understand the underlying physics.

**Credit Hours:** 3    **Prerequisite:** CHM 336, or PHY 203

**Availability:** On demand

### **CHM 410 Bioinorganic Chemistry**

This course involves the theories of bonding, group theory, and molecular symmetry with application to metal-containing biomolecules. Topics covered include atomic structure and simple bonding theory, molecular symmetry, group theory, molecular orbitals, coordination chemistry and basic reactivity, electronic spectra of inorganic molecules, and bioinorganic molecules. Upon completion of this course, students will be able to: 1. Understand and apply molecular symmetry and group theory. 2. Draw and predict bonding of inorganic molecules using group theory and molecular orbitals. 3. Apply knowledge of coordination chemistry and molecular orbital theory to determine/understand mechanisms of inorganic molecules involved in biochemical reactions.

**Credit Hours:** 3    **Prerequisite:** CHM 336

**Availability:** On demand

### **CHM 420 Communicating Scientific Literature**

This course focuses on learning how to effectively communicate science, in particular related to scientific literature and research. Topics covered include reviewing literature in both brief and expansive formats, critically analyzing research papers, appropriately referencing sources, and presenting scientific data and papers. Upon completion of this course, students will be able to: 1. Analyze a scientific paper, including both written and verbal discussions. 2. Prepare scientific presentations on both short (2-10 minutes) and long (>10 minutes) time limits. 3. Present analysis of scientific literature to different audiences (a group of scientists versus a group of high school students).

**Credit Hours:** 3    **Prerequisite:** CHM 336 Suggested to take while enrolled in CHM 450.

**Availability:** On demand

### **CHM 430 Special Topics in Chemistry**

CHM 430 is a series of courses covering varied special topics in chemistry. This course serves as an introduction of the field of nuclear and radiochemistry. Topics covered include nuclear structure, nuclear decay, decay kinetics, analytical methods, f-block chemistry, and applications. Upon completion of this course, students will be able to 1. Understand the processes of nuclear decay and describe the kinetics of nuclear processes. 2. Understand the chemistry of the f-block elements. 3. Relate the theory of nuclear and radiochemistry to real life examples and applications.

**Credit Hours:** 3    **Prerequisite:** CHM 112, PHY 203

**Availability:** On demand

### **CHM 440 Biochemistry Seminar**

This is a seminar course where a topic related to the interest of the students in the department will be investigated, researched, and presented on by students. The analysis and presentation skills from this seminar will serve as the basis for students preparing to do their senior research in CHM 450 and CHM 460. Upon completion of this course, students will be able to: 1. Research and analyze a given topic related to biochemistry and the sciences in general. 2. Develop and design a presentation regarding a biochemical topic. 3. Analyze presentations given by other students, provide feedback, and start/participate in discussions.

**Credit Hours:** 1    **Prerequisite:** None    **Availability:** On demand

### **CHM 450 Research Proposal Writing**

This course focuses on learning how to effectively write and critique research proposals and is intended for chemistry students preparing to take CHM 460. The research proposal developed in this course will serve as the basis for the student's research project in CHM 460. Upon completion of this course, students will be able to: 1. Understand the components, formatting, and expectations for an NIH style research proposal. 2. Develop a research proposal for a senior undergraduate level research project. 3. Analyze research proposals and provide feedback.

**Credit Hours: 1 Prerequisite:** CHM 336

**Availability:** On demand

### **CHM 460 Introduction to Research**

This course is designed to introduce students to working in a research laboratory environment. Students will undertake an original course of research based on their proposal developed in CHM 450. Students will present their results at an open, conference style seminar at the end of the semester. Upon completion of this course, students will be able to: 1. Handle themselves safely and responsibly in a research laboratory. 2. Independently develop, carry out, and troubleshoot experiments to test a hypothesis. 3. Analyze, interpret, and present results of scientific experiments.

**Credit Hours: 3 Prerequisite:** CHM 420, CHM 450

**Availability:** On demand

## **Christian Studies (CHR)**

**\*(WI) denotes a Writing Intensive (WI) course**

### **CHR 100 Introduction to Biblical Worldview**

This course introduces students to the concept of worldview in general and the components of a biblical worldview focusing on major biblical themes in the Old and New Testaments, including creation, fall, covenant, law, incarnation, redemption, and restoration. The implications of a biblical worldview and the application of biblical themes on the totality of life will be explored, specifically academic studies and vocational pursuits.

**Credit Hours: 3 Prerequisite:** None

**Availability:** Fall, Spring

### **CHR 101 Introduction to the Old Testament**

The course introduces students to God's redemptive story as presented in the Old Testament. Emphasis will be given to: reading through the OT in selected portions; a review of major historical movements; a broad overview of the content of the OT books with special attention to theological concepts including salvation and anticipation of the Gospel.

**Credit Hours: 3 Prerequisite:** None

**Availability:** On demand

### **CHR 102 Introduction to the New Testament**

The course introduces students to God's specific redemptive activity as presented in the New Testament. Emphasis will be given to reading through the NT in selected portions; a broad overview of the Gospels, Acts and subsequent NT writings; with special attention to theological concepts, the development of the NT church, and the significance of the Gospel.

**Credit Hours: 3 Prerequisite:** None

**Availability:** On demand

### **CHR 110 Biblical Foundations**

The course equips students with functional biblical skills and knowledge concerning the inspired nature of scripture; an introduction and exploration of the contents and basic themes of the scriptures, including a specific focus upon God's redemptive actions and the Gospel; an introduction to the foundation of the Church, and a survey of the Biblical Worldview implications.

**Credit Hours: 3 Prerequisite:** None

**Availability:** On demand

### **CHR 200 Biblical Hermeneutics (WI)**

This course is an introduction to the principles and practice of interpreting the Bible. This course examines the methodology involved in arriving at the meaning and application of scriptural texts.

**Credit Hours:** 3    **Prerequisite:** CHR 101, 102, or instructor approval and ENG 102    **Availability:** On demand

### **CHR 210 History of Christian Thought**

This course is an introductory study of the thought and impact of key individuals and movements from the beginning of Christianity to the present.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **CHR 220 World Religions**

This course is a survey of the major living world religions with an emphasis upon their beliefs, practices, and diverse expressions. The study of Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam constitute the main focus of the course.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **CHR/BUS 230 Professional Ethics**

This course is a study of contemporary ethical issues in various professions. Relevant issues for students anticipating careers in fields such as business, psychology, and education will be explored from a Christian perspective.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **CHR 240 Christian Worldview**

This course is a study of worldview concepts in general and the content of the Christian worldview specifically. The primary focus is on the biblical themes of creation, fall, redemption, and their various implications with respect to the whole of life, including its spiritual, educational, aesthetic, vocational, and family-life dimensions, among others.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **CHR 250 Formation for Ministry**

This course is an introduction to Christian ministry through an integration of the theological, psychological, spiritual, social, ethical, and functional dimensions of ministry through the local church. Attention is given to identifying and clarifying the call to ministry and to exploring the necessary preparations for effective ministry.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **CHR 260 Ministry Seminar**

This course is a study of the integration of the practical and theological components of ministry-related vocations. Detailed consideration is given to attaining competency in carrying out the practical aspects of ministry, such as funerals, weddings, hospital visits, baptisms, the Lord's Supper, among other facets of church ministry.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **CHR 270 Christian Theology**

This course is an introduction to biblical doctrines, including revelation, God, creation, humanity, sin, Christ, the Holy Spirit, salvation, sanctification, the church, and last things.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **CHR 300 Special Topics in Biblical/Theological Studies**

This course is an in-depth study of special topics in the disciplines of biblical or theological studies. Examples include one particular biblical book, a theological theme or sub-discipline, or a specific theological movement in church history.

**Credit Hours:** 1-4    **Prerequisite:** CHR 270 or instructor approval    **Availability:** On demand

### **CHR 305 The Writings**

This course is an introduction to the study of the writings comprising Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon. Emphasis is given to these biblical texts, their interpretations, theological themes, and the various critical issues involved in their interpretation.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval    **Availability:** On demand

### **CHR/HIS 312 The Reformation (WI)**

This course is a study of the Protestant Reformation with emphasis upon its influence on political, cultural, and economic life in Europe.

**Credit Hours:** 3    **Prerequisite:** HIS 151 and ENG 102    **Availability:** On demand

### **CHR 314 Five Books of Moses**

This course is an introduction to the study of the Pentateuch comprising Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Emphasis is given to these biblical texts, their interpretations, theological themes, and the various critical issues involved in their interpretation.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval    **Availability:** On demand

### **CHR 315 Historical Books**

This course is an introduction to the study of the Former Prophets comprising Joshua, Judges, 1 and 2 Samuel, 1 and 2 Kings, 1 and 2 Chronicles, Ezra, Nehemiah, and Esther. Emphasis is given to these biblical texts, their interpretations, theological themes, and the various critical issues involved in their interpretation.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval    **Availability:** On demand

### **CHR 316 Israelite Prophets**

This course is an introduction to the study of the Israelite prophecy comprising of the major and minor prophets. Emphasis is given to the biblical texts, their interpretations, theological themes, and the various critical issues involved in their interpretation.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval    **Availability:** On demand

### **CHR 317 Biblical Backgrounds (WI)**

This course is an introductory study of the social, political, and religious customs related to the Old and New Testaments. Emphasis is given to ancient historiography, social customs, political developments, and the religions of the ancient Near East and the Greco-Roman worlds.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval, and ENG 102    **Availability:** On demand

### **CHR 318 Dead Sea Scrolls**

This course is an introductory study of the Dead Sea Scrolls. Emphasis is given to the cultural and historical background of Jewish settlement known as Qumran, the biblical and non-biblical writings associated with the Qumran sectarians, and the hermeneutical and theological implications the writings have on the Old and New Testaments.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval    **Availability:** On demand

### **CHR 320 Synoptic Gospels**

This course is a comparative study of the Gospels of Matthew, Mark, and Luke in the New Testament. Particular attention is given to the exegesis of one of the Synoptic Gospels.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval

**Availability:** On demand

### **CHR 321 Gospel of John**

This course is an exegetical study of the fourth Gospel in the New Testament. Extensive comparison is also made with the Synoptic Gospels.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval

**Availability:** On demand

### **CHR 322 Acts and the Early Church**

This course is an interpretive study of the early years of Christianity based primarily upon an exegesis of the book of Acts. Other canonical and extra-canonical sources of information about the early church are also examined.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval

**Availability:** On demand

### **CHR 323 Epistles of Paul**

This course is an exegetical study of selected epistles of the apostle Paul. Paul's letters to the Romans or the Corinthians is the major focus of interpretation. The missionary life of Paul is also examined.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval

**Availability:** On demand

### **CHR 324 General Epistles**

This course is an exegetical study of selected general epistles, Hebrews through Jude.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval

**Availability:** On demand

### **CHR 326 Jesus of Nazareth**

This course is a historical overview and interpretive study of the life of Jesus, with particular attention given to recent scholarly discussion.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval

**Availability:** On demand

### **CHR 327 Apocalyptic Literature**

This course is an interpretive study of canonical and extra-canonical apocalyptic texts. Particular attention is given to the New Testament book of Revelation and to several New Testament apocryphal books such as the apocalypses of Peter and Paul.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval

**Availability:** On demand

### **CHR 328 Christian Spirituality: A Theological Perspective**

This course explores Christian spirituality from a theological perspective. The course examines various traditions of Christian spirituality throughout church history along with classical devotional writings.

**Credit Hours:** 3    **Prerequisite:** CHR 270 or ENG 201, ENG 202, ENG 203,    **Availability:** On demand  
ENG 204, ENG 205, ENG 206, and Approval of TBTS Dean

### **CHR 340 Missions Practicum**

This course is a study of the content and methods used for becoming “Acts 1:8” Christians in the context of evangelical missions. Particular emphasis is placed on the communicating the truth of the gospel and religiously pluralistic culture and in terms of multicultural understandings, missiological strategies, and evangelistic approaches. A significant portion of the course is devoted to sharing the Christian message in either national or international contexts.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 351 Ministry of Care and Counseling**

This course is a study of the responsibilities, techniques, and tools of the Christian minister in the areas of pastoral care and counseling. A variety of care and counseling situations is explored. Attention is also given to the process of spiritual growth and development as facilitated by the minister.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 352 Ministry of Preaching**

This course is a study of the methods of sermon preparation and delivery. Consideration is given to selection and interpretation of material, development of sermon ideas, and techniques of delivery.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 353 Biblical and Servant Leadership**

This course is a study of the nature of Christian leadership in the context of local church ministry. An analysis of character qualities, leadership competencies, and primary leadership style is examined. In addition, an emphasis on biblical effectiveness and developing the skills necessary to direct the local church through change and challenges is a central element of the course.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 354 Worship and Music**

This course is a study of the theology and historical development of Christian worship with attention given to the role of music. A comparison of worship patterns and styles past and present and consideration of planning services of worship is included.

**Credit Hours:** 3    **Prerequisite:** 6 hours of CHR courses

**Availability:** On demand

### **CHR 355 Introduction to Youth Ministry**

This course is a theoretical and practical overview of the processes involved in educating youth from a Christian perspective. Elements include a brief history of the growth of youth ministry as a discipline, the components of adolescent development, orientation to youth ministry positions, and the responsibilities and techniques used in connection with successful youth programming in churches.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR/BUS 356 Church Administration**

This course is a study of church business administration in the local church. Consideration is given primarily to practical and efficient administrating principles with attention given to the biblical purpose of the church, the designated roles of pastor and staff, educational development, and strategic ministries both within the church and for the outside community.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR/MUS 357 Worship and Theology (WI)**

This course will explore and correlate Christian doctrine to the practice of Worship and Worship Leadership. It will assist the student in developing biblical filters and principles to guide and shape the worship experience of the Church. Importantly, understanding a "Christocentric" approach to worship will provide the future worship leader a biblical and practical way to determine music appropriateness and substantiation of applicable ministries.

**Credit Hours:** 3    **Prerequisite:** CHR 270 or instructor approval and ENG 102    **Availability:** On demand

### **CHR/HIS/POL 361 Church and State in America**

This course explores the history of the relationship between religion and the state in the United States. It will survey the European and early American origins of the First Amendment; religion- state interaction in American political history; the evolution of Modern American constitutional law governing religion-state relations and the current debate over law, religion and public life.

**Credit Hours:** 3    **Prerequisite:** CHR 270 or instructor approval

**Availability:** On demand

### **CHR 370 Contemporary Issues in Youth Ministry**

This course is a theoretical and practical overview of the processes involved in educating youth from a Christian perspective. Elements include a brief history of the growth of youth ministry as a discipline, the components of adolescent development, orientation to youth ministry positions, and the responsibilities and techniques used in connection with successful youth programming in churches.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 371 Practical Approaches to Youth Ministry**

This course is a theoretical and practical overview of the processes involved in educating youth from a Christian perspective. Elements include a brief history of the growth of youth ministry as a discipline, the components of adolescent development, orientation to youth ministry positions, and the responsibilities and techniques used in connection with successful youth programming in churches.

**Credit Hours:** 3    **Prerequisite:** CHR 355 or instructor approval

**Availability:** On demand

### **CHR 412 Christian Ethics**

This course is a study of the ethical principles of the Christian faith and how they are to be applied to contemporary problems.

**Credit Hours:** 3    **Prerequisite:** 6 hours of CHR courses or instructor approval    **Availability:** On demand

### **CHR 413 Christian Philosophy**

This course is a study of basic issues with respect to philosophical and theological reasoning, including such vital matters as the concept of worldview, faith, reason, theodicy, and revelation, among others.

**Credit Hours:** 3    **Prerequisite:** CHR 270 or instructor approval

**Availability:** On demand

### **CHR 414 Contemporary Theology**

This course is a study of significant persons, movements, and trends in theology from the era of the Enlightenment to the contemporary scene.

**Credit Hours:** 3    **Prerequisite:** CHR 270 or instructor approval

**Availability:** On demand

### **CHR 418 Christian Apologetics**

A study of approaches to Christian apologetics designed to equip students to defend the Christian faith. The course incorporates a study of content and methods used to defend Christian truths and beliefs in the midst of a global and religiously pluralistic culture.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 431 Baptist History**

This course is a study of the formation, development, and interpretation of Baptists in general with special consideration given to Southern Baptists.

**Credit Hours:** 3    **Prerequisite:** CHR 270 or instructor approval

**Availability:** On demand

### **CHR 432 Christianity in America**

This course is a study of the history of Christianity in America from the beginning of the European settlement of North America until the present. Special emphasis will be given to identifying and analyzing major religious movements, such as the Great Awakenings, revivalism, the mission movement, liberalism, neo-orthodoxy, fundamentalism, and evangelicalism.

**Credit Hours:** 3    **Prerequisite:** CHR 270 or instructor approval

**Availability:** On demand

### **CHR 434 History of Missions**

This course is a study of the historical development and leading personalities, movements, issues, and events of Christian world mission from the early church era to the present.

**Credit Hours:** 3    **Prerequisite:** CHR 270 or instructor approval

**Availability:** On demand

### **CHR 453 Evangelism and Church Growth**

This course is a study of the evangelistic mission of the church, including its goals and strategies from a decidedly biblical perspective. In addition, a global analysis of the church growth movement's history and methodology is pursued.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 454 Missions and Cross-Cultural Ministry**

This course is an in-depth study of cross-cultural missions with particular attention given to identifying barriers and bridges to the Christian gospel. Issues surrounding current missions' methodologies and the transcultural communication of Christian truths are also emphasized.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 455 Leadership and Conflict Management**

This course is a study of contemporary models and biblical conflict management strategies with respect to analyzing sources and resolving conflicts that arise in the local church while leading it toward its specific mission. Detailed attention is given to staff/staff, staff/member, and member/member relations.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 456 Leadership and Women's Ministry**

This course is a study of contemporary models and biblical leadership strategies with respect to implementing and leading women's ministry programs in the local church. Particular attention is given to proposing, developing, and putting a women's ministry project into service through a local church.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 457 Leadership and Church Administration**

This course is a study of contemporary models and specific business administration practices in the local church. Particular attention is given to the development of competent leadership skills with respect to the economic and functional areas of church life.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 481 Ministry Internship I**

This course is a supervised internship in ministry in a local church or other approved setting that provides experience in the practice of ministry.

**Credit Hours:** 3    **Prerequisite:** CHR 250 or instructor approval

**Availability:** On demand

### **CHR 484 Ministry Internship II**

This course is the second in a sequence for a supervised internship in ministry in a local church or other approved setting that provides experience in the practice of ministry. Upon successful completion of this course, students will be able to: Identify and describe professional job responsibilities associated with their internship setting. Apply knowledge and skills gained in the classroom to their internship setting. Perform duties under the supervision of an internship facilitator. Evaluate the professional strengths and weaknesses of their internship supervisor and agency. Evaluate their own professional and personal strengths and weaknesses in relation to their anticipated career.

**Credit Hours:** 3    **Prerequisite:** CHR 481 or instructor approval

**Availability:** On demand

### **CHR 490 Senior Seminar in Christian Studies**

This course is a capstone seminar required of students in the Bachelor of Arts in Christian Studies and the Bachelor of Ministry degree programs. The course is designed to provide opportunities for further reflection upon various areas of Christian scholarship through assigned readings, article presentations, and directed research.

**Credit Hours:** 3    **Prerequisite:** Instructor approval

**Availability:** On demand

### **CHR 500 Old Testament Introduction and Interpretation**

This course introduces the books of the Old Testament with emphasis on the composition, content, theology, history, and interpretation of each. The course provides a thorough examination of current theological and critical issues.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 505 The Pentateuch**

This course presents a study of the five books of the Torah and God's activity in relationship with the world and His redemptive plan for Israel and ultimately for humanity. Attention is given to the historical nature and context of the Pentateuchal narratives, the formation of the Mosaic law, and the initial development of the nation of Israel before the time of the conquest.

**Credit Hours:** 3    **Prerequisite:** CHR 500

**Availability:** On demand

### **CHR 510 The Major Prophets**

This course presents an in-depth exploration of the books of Isaiah, Jeremiah and Lamentations, Ezekiel, and Daniel. Attention is given to the historical contexts of the prophets and their times, the prophetic messages, theological themes, and the important messianic and eschatological themes presented. A consideration will be given to the interpretation and exposition of selected texts.

**Credit Hours:** 3    **Prerequisite:** CHR 500

**Availability:** On demand

### **CHR 515 The Minor Prophets**

This course presents an in-depth, book-by-book exploration of the minor prophets in the broad span of their historical context. Attention is given to the significant theological themes of each, together with interpretation and exposition of selected texts.

**Credit Hours:** 3    **Prerequisite:** CHR 500

**Availability:** On demand

### **CHR 530 New Testament Introduction and Interpretation**

This course introduces the books of the New Testament with attention to their composition, content, theology, history, and interpretation. Current theological and critical issues are examined.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 535 The Synoptic Gospels**

This course presents a study of the first three gospels in the New Testament, focusing on the historical, literary, and theological character of Matthew, Mark, and Luke, and examining their many parallel traditions while highlighting the distinctiveness of each gospel. Key hermeneutical and critical issues are engaged. The application of the synoptic gospels to contemporary teaching and preaching is also a major consideration of the course.

**Credit Hours:** 3    **Prerequisite:** CHR 530

**Availability:** On demand

### **CHR 540 The Pauline Letters**

This course examines the epistles of Paul in the New Testament, focusing on the content of the Pauline literature with attention given to historical issues, literary themes, theological ideas, and hermeneutical questions pertinent to the corpus. Key critical issues in Pauline scholarship are engaged. The application of Paul's letters to contemporary teaching and preaching is also a major consideration of the course.

**Credit Hours:** 3    **Prerequisite:** CHR 530

**Availability:** On demand

### **CHR 545 The Johannine Literature**

This course presents a study of the books ascribed to John in the New Testament. Students will examine the five documents traditionally attributed to the Apostle John – the gospel, three epistles, and Revelation – by focusing upon their content and related issues of authorship, composition, genre, audience, themes, and theology. Key hermeneutical and critical questions are engaged. The application of the Johannine corpus to contemporary teaching and preaching is also a major consideration of the course.

**Credit Hours:** 3    **Prerequisite:** CHR 530

**Availability:** On demand

### **CHR 550 Church History**

This course presents an introduction to the history of Christianity from the events of the New Testament to the dawn of the Reformation. In addition to the lives and contributions of selected individuals, this course will survey the development of Christian theology and ecclesiastical institutions and their importance on the world stage during the periods of late antiquity and the Middle Ages.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 551 History of the Reformation**

This course examines the key figures, events, and confessional documents of the Protestant Reformation in Germany, Switzerland, and England. While antecedents of the Reformation and later expression of Protestantism will be discussed, the focus of the course will be the historical period 1517-1648.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 552 Baptist History**

This course examines the history, polity, and doctrinal distinctives of Baptists in continental Europe, England, and North America from the sixteenth century to the present. This will include the historical development of various Baptist churches, associations, and denominations in the United States with emphasis on Southern Baptists.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 560 Evangelism**

This course presents a study of the nature and practice of evangelism and its biblical and theological foundation, including development of the personal skill of evangelism. Students will examine various characteristics of non-Christians and explore methods to reach them with the gospel. The course includes an overview of the development of evangelism in the local church, including methods for equipping and mobilizing the local church to engage in evangelism.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 565 Missions and the Global Church**

This course examines the biblical and theological basis for the mission of the church in the context of a historical overview, including the work of various coordinated groups or denominations. Students will survey current trends with regard to the proliferation of church-based international mission's efforts. The course also will explore strategies for involving churches in mission's mobilization and partnerships with the global church in order to fulfill the Great Commission.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 570 Homiletics and Expository Preaching**

This is a practical course that surveys various approaches to teaching and preaching God's word with an emphasis on expository preaching. The course equips the student to move from appropriate interpretation of a biblical text to preparation and delivery in a teaching or sermon format with practical application of the content.

**Credit Hours:** 3    **Prerequisite:** CHR 620

**Availability:** On demand

### **CHR 575 Ministry Leadership**

The purpose of this course is to explore leadership styles and principles from a ministerial perspective. Students will examine and analyze profiles from biblical, historic, and contemporary personalities and the history of leadership in the local church setting. Students also will evaluate current emerging trends in leadership from the perspective of involvement in a local church or parachurch organization.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 580 Church Revitalization**

This course will survey approaches and strategies for reinvigorating a plateaued church. A number of important emphases will be explored, including developing a churchwide prayer effort, understanding the function of leadership in revitalization, incorporating evangelism strategies, and understanding the context of the ministry setting.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 585 Church Planting**

The course will identify and explore historical trends and current approaches to church planting. Attention is given to the significance of ministry context in planting a church, the development of leadership, the necessity of support systems, and the balance of ministerial responsibilities and familial obligations.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 590 The Bivocational Minister**

The course will focus on the unique challenges of the bivocational minister regarding effective ministry while maintaining a healthy balance of family life and other vocational demands. Attention will be given to developing supportive leadership to fulfill the ministry needs of the church.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 593 Current Ministry Issues**

The course will prioritize and analyze the intersection of selected current cultural trends and practical theological applications within the church and general ministry. Examples of topics for consideration include theological integrity in the face of changing moral standards such as gender and sexuality issues, conflict management, integration of legal requirements into ministry, and others. The course will approach these topics from a distinctly biblical worldview.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 594 Women's Ministry**

The course provides an overview of the various facets of Women's Ministry in the local church. Attention is given to the biblical perspectives on the roles of women in family and church, with an examination of strategies for supporting women and equipping them to serve.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 596 Ministry Internship**

This course provides opportunities for students to complete supervised internships within a local church or Christian ministry. The student will work with and be accountable to a qualified supervisor at the church and a BPC faculty member in learning and implementing specific ministry tasks and fulfilling prescribed goals. In addition to practical field experience, the student will complete reading assignments, as well as reports, interactive discussions, and other qualitative measures.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 601 Systematic Theology I**

Systematic Theology I covers the issues of theological methodology and the doctrines of revelation, God, humanity, and sin. The course examines current and critical issues in the above doctrines from numerous perspectives, highlighting the importance of theology to serve the needs of church and ministry.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 602 Systematic Theology II**

Systematic Theology II examines the doctrines of Christ, salvation, the Holy Spirit, the church, and last things. The course examines current and critical issues in the above doctrines from numerous perspectives, highlighting the importance of theology to serve the needs of church and ministry.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 605 Doctrine of the Trinity**

This course is an in-depth biblical, historical, and philosophical investigation to the doctrine of the Trinity, with a focus on understanding and applying the doctrine in various ministerial and academic contexts.

**Credit Hours:** 3    **Prerequisite:** CHR 601 and CHR 602 or instructor approval    **Availability:** On demand

### **CHR 620 Hermeneutics and Biblical Interpretation**

The course provides a definition of hermeneutics and the necessity of this important discipline. It includes an overview of historical and modern hermeneutical approaches to biblical texts and explores the significance of interpretive principles from a literal, grammatical, and historical framework. Attention will be given to the various types of genres that are found in the Bible and the implications for interpretation.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 640 Apologetics**

This course examines the theological and philosophical rationale for the existence of God, His creation of the universe, the providential revelation of truth and morality in the scriptures, and His provision of a necessary redemptive plan through Christ. Attention is given to the inspirational nature of scripture and a defense of its inerrancy and infallibility.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CHR 650 Preaching and Teaching the Old Testament Narratives**

An in-depth study of biblical and expository methods of preaching the Old Testament narratives, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the Old Testament genre of narrative. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.

**Credit Hours:** 3    **Prerequisite:** CHR 570

**Availability:** On demand

### **CHR 651 Preaching and Teaching the Old Testament Prophets**

An in-depth study of biblical and expository methods of preaching the Old Testament prophets, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the Old Testament genre of prophecy. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.

**Credit Hours:** 3    **Prerequisite:** CHR 570

**Availability:** On demand

### **CHR 652 Preaching and Teaching the Old Testament Wisdom Literature**

An in-depth study of biblical and expository methods of preaching the Old Testament Wisdom Literature, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the Old Testament Wisdom Genre. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.

**Credit Hours:** 3    **Prerequisite:** CHR 570

**Availability:** On demand

### **CHR 655 Preaching and Teaching the Gospels**

An in-depth study of biblical and expository methods of preaching the Gospels, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the narrative form of the Gospel accounts. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.

**Credit Hours:** 3 **Prerequisite:** CHR 570

**Availability:** On demand

### **CHR 656 Preaching and Teaching the Book of Acts**

An in-depth study of biblical and expository methods of preaching the book of Acts, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the book of Acts. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.

**Credit Hours:** 3 **Prerequisite:** CHR 570

**Availability:** On demand

### **CHR 657 Preaching and Teaching the Letters of Paul**

An in-depth study of biblical and expository methods of preaching the Letters of Paul, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the Letters. Attention will be given to major theological themes of the Pauline letters. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.

**Credit Hours:** 3 **Prerequisite:** CHR 570

**Availability:** On demand

### **CHR 659 Innovative Preaching and Teaching**

This is a practical course that surveys creative and innovative approaches for teaching and preaching God's word with an emphasis on expository preaching. The course equips the student to move from appropriate interpretation of a biblical text to preparation and delivery in a teaching or sermon format with practical application of the content.

**Credit Hours:** 3 **Prerequisite:** CHR 570

**Availability:** On demand

### **CHR 670 Research Thesis**

Students in the program with a required thesis for graduation will be responsible for completion of a scholarly paper with an emphasis on a unique contribution to an approved area of research. The student will be guided by an assigned committee.

**Credit Hours:** 3 **Prerequisite:** Completion of all coursework

**Availability:** On demand

## **Christian Worship (CHRW)**

### **CHRW / MUS 500 History of Christian Worship and Song**

This course is designed to prepare Worship Leaders by broadening their knowledge of the history of Christian Worship, including liturgical, traditional and contemporary forms that are used in Christian Worship Services. Students will develop a deeper appreciation for current worship practice and musical selections.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

### **CHRW / MUS 520 Worship Leadership**

This course will explore the preparation and presentation of musical, technical, and administrative elements in modern worship. Students will investigate the appropriate musical, spiritual, technical, ethical, and interpersonal skills needed within the worship ministry context. Facilitating effective rehearsal methods and team building skills will be addressed as well.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

### **CHRW / MUS 540 Technology and Media in Worship**

This course looks at the biblical foundations and the practical use of technology in corporate worship. The course will prepare leaders to communicate the Gospel through sound, lighting, visuals, and multi-media forms. The course includes hands-on planning and developing of worship services using modern technology.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

### **CHRW / MUS 560 Worship and Discipleship**

In this course the student will develop ministry formation skills and implement a worship discipleship curriculum for the local church. Students will spiritually equip a group of participants within the local church through designing and teaching a worship curriculum or through leading small groups in worship evangelism and missions. A field mentor will be available to the student throughout the process of the course to guide the process.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

### **CHRW / MUS 580 Worship Internship**

This course will engage students in practical and current ministerial issues. The student will be required to participate in a local church ministry throughout the semester/session under the supervision of a designated mentor to fulfill a worship ministry project or assigned role.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

### **CHRW / MUS 600 Worship Theology for Contemporary Ministry**

The course examines biblical, historical, and practical issues regarding theologies of Christian worship. The student will explore the hermeneutical foundations for understanding corporate and personal worship practices and how it equips worship leaders in contemporary ministry contexts.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

### **CHRW / MUS 620 Songwriting for Worship**

The course will examine the various necessary components of the creative process of Christian songwriting as it pertains to preparation, execution, performance, and congregational application through worship. Attention will be given to theological, ministry, and practical integration of these components to render authentic worship songwriting that will glorify God in worship.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

## **Computer Information Systems (CIS)**

\*(WI) denotes a Writing Intensive (WI) course

### **CIS 200 Foundations of Information Systems (WI)**

This course is designed to provide students with a foundational knowledge of various information systems. These systems are used by organizations for supporting customers, and they serve as the information foundation of many business functions ranging from marketing, human resources, accounting, and finance. Students will learn the role of information technology and systems in practice, and how these can be leveraged to create and sustain competitive advantage. Topics covered in this course include information systems and technology terminology, computer history, data representation, data storage concepts, fundamentals of information processing, information systems infrastructure, and business intelligence. Students will also conduct a career exploration in the field of information systems.

**Credit Hours:** 3 **Prerequisite:** BUS 100 and ENG 102

**Availability:** Fall

### **CIS 301 Networking Fundamentals**

This course introduces networking technologies and prepares students to take CompTia's vendor neutral Network+ exam. This course covers a wide range of material about networking, including local area networks, wide area networks, protocols, topologies, transmission media, and security.

**Credit Hours:** 3 **Prerequisite:** CIS 200

**Availability:** On demand

### **CIS 312 Program Design and Development**

This course presents an introduction to computational thinking, problem-solving, and programming concepts needed for those that develop user applications. An emphasis is placed on developing structured logic, debugging, and using tools to develop software solutions within a business context.

**Credit Hours:** 3    **Prerequisite:** CIS 200

**Availability:** On demand

### **CIS 335 Management Information Systems**

This course includes the design and implementation of information and decision systems and their effect on organizations.

**Credit Hours:** 3    **Prerequisite:** BUS 100

**Availability:** On demand

### **CIS 362 System Analysis and Design**

This course studies the application of tools and techniques modeled from business environments. It is an analysis of data flow, data structure, process flow, file design, input and output, and model construction. Current methodologies utilizing object orientation and maturation concepts are introduced.

**Credit Hours:** 3    **Prerequisite:** CIS 312

**Availability:** On demand

### **CIS 411 Object Oriented Programming**

This course is an introduction to problem-solving strategies and methods in object-oriented programming. It highlights basic control structures, data types, arithmetic and logical operations. The course includes implementation of subroutines, functions, pointers, templates, classes and objects, inheritance, polymorphism, and encapsulation.

**Credit Hours:** 3    **Prerequisite:** CIS 312

**Availability:** On demand

### **CIS 421 Relational Database Design and Implementation**

This course emphasizes the development of a conceptual model into a relational data model. Business rules for entity-relationship diagrams and data models are developed. Principles of data normalization and translation of these principles into a database design are introduced. Hands-on experience with simple data structures is an integral part of the course.

**Credit Hours:** 3    **Prerequisite:** CIS 312

**Availability:** On demand

### **CIS 423 Database Programming**

This course is an introduction to database programming using SQL. Topics covered include basic SQL syntax, JOINS, group functions, DML, DDL and views.

**Credit Hours:** 3    **Prerequisite:** CIS 421

**Availability:** On demand

## **Criminal Justice (CJ)**

\*(WI) denotes a Writing Intensive (WI) course

### **CJ 100 Introduction to Criminal Justice**

The purpose of this course is to expose the learners to introductory-level essential elements of the criminal justice system and to introduce critical thinking skills on ethical and public policy levels as related to the study of Criminal Justice.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CJ/PSY 204 Deviant Behavior**

This course is an examination of deviant behavior, including crime, drug abuse, sexual deviance, and mental illness. A cross-cultural examination of these aspects of deviant behavior will also be utilized in order to understand deviant behavior within various cultural and institutional contexts.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CJ 205 Introduction to Police Administration**

This course is a study of police management practices in America, including personnel management, budgeting, program planning, and relationships among the police department, the courts and the correction industries.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CJ 206 Introduction to Corrections**

This course is a study of the history and evolution of corrections, the law and the correctional process, the rights of convicted criminals, types of criminals, correctional ideologies, and alternatives to incarceration.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CJ 207 Criminal Law & Procedure**

This course is a survey course of the substantive and procedural criminal law in the United States, focusing particularly on the law of Georgia.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CJ 208 Crisis Management Communications**

This course examines the variables involved in crisis planning, communication and management. Appropriate consideration will be given to organizational vulnerabilities, environmental threats, and stakeholder influences involving law enforcement agencies.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CJ 209 Ethics in Criminal Justice (WI)**

This course discusses ethical philosophies and issues pertaining to the various professions in the criminal justice system. It includes ethical issues emanating from constitutional conflict with public protection and individual rights, civil liberties, and correctional policies.

**Credit Hours:** 3    **Prerequisite:** ENG 102

**Availability:** On demand

### **CJ/PSY 212 Social Problems**

This course is a study of both the general and special problems considered in the social and cultural setting in which they occur. The emphasis is on people and their behavior.

**Credit Hours:** 3    **Prerequisite:** PSY 201

**Availability:** On demand

### **CJ/PSY 305 Race and Ethnic Relations**

This is an examination of relationships between and within racial and ethnic groups, including analysis of social and behavioral causes of prejudice and discrimination.

**Credit Hours:** 3    **Prerequisite:** PSY 201

**Availability:** On demand

### **CJ/PSY 311 Quantitative Research Methods**

This course is designed to introduce learners to the key theories, assumptions, and practices underlying quantitative research methodology in preparation for conducting independent research. This course will enable students to critically understand quantitative research methodology and apply it appropriately to various fields and issues. Issues related to data collection, data computation, interpretation, and analysis, negotiating access to the field, ethics, and representation will be addressed. This course is structured for each student to design and conduct a quantitative study.

**Credit Hours:** 3    **Prerequisite:** PSY 201 and MTH 104

**Availability:** Fall

### **CJ/PSY 312 Qualitative Research Methods**

This course is designed to introduce learners to the key theories, assumptions, and practices underlying qualitative research methodology in preparation for conducting independent research. This course will enable students to critically understand qualitative research methodology and apply it appropriately to various fields and issues. Issues related to data collection, negotiating access to the field, ethics, and representation will be addressed. This course is structured for each student to design and conduct a qualitative study.

**Credit Hours:** 3    **Prerequisite:** PSY 201 and MTH 104 and ENG 102

**Availability:** Spring

### **CJ 315 Special Prison Populations**

This class will provide students with an in-depth analysis of the issues facing key incarcerated populations, including inmate-students, mentally ill inmates, and inmates who are potential targets for violence. The course also explores remediations.

**Credit Hours:** 3    **Prerequisite:** CJ 206

**Availability:** Fall

### **CJ 320 Community Reentry for Offenders**

This class will provide students with an in-depth analysis of the issues impacting offender reentry, including employment, treatment, family reunification, housing issues as well as barriers and impediments to offender reentry.

**Credit Hours:** 3    **Prerequisite:** POL 202

**Availability:** On demand

### **CJ/POL 350 Constitutional Law I: National and State Powers**

This course studies the Constitution as it has evolved as a basic law by means of interpretation through Supreme Court decisions. Special emphasis is placed on major cases affecting the scope of state and federal powers and individual rights.

**Credit Hours:** 3    **Prerequisite:** POL 202

**Availability:** On demand

### **CJ/POL 351 Constitutional Law II: Civil Rights and Liberties**

This course reviews development of the Bill of Rights and political and civil liberties in the American constitutional system. It includes limitations on governmental powers with emphasis on freedom of speech, press, religion, and the rights of accused. Modern theories of constitutional interpretation are surveyed.

**Credit Hours:** 3    **Prerequisite:** POL 202

**Availability:** On demand

### **CJ/PSY 409 Field Placement Internship**

This is a course providing structured and supervised experience in a community-based agency. This course is designed to afford an opportunity for the student to apply principles and theories in the workplace.

**Credit Hours:** 1-3    **Prerequisite:** 24 hours in Behavioral Studies or instructor approval

**Availability:** On demand

### **CJ 410 Cybercrime**

This course provides an overview of cybercrime and the digital law enforcement practices utilized to respond to them. The course will focus on the types and extent of current cybercrime, how the justice system responds to these crimes, the various constitutional protections afforded to computer users, the law and policies that govern cybercrime detection, investigation, prosecution, and related technologies.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CJ/PSY 412 Criminology**

This course studies the nature, extent, and factors related to criminal behavior. Focus will be on the criminal justice system, the police, the judiciary and corrections (probation, imprisonment, parole and work release).

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **CJ 419 Child Welfare**

This course is designed to introduce the student to the various fields of child welfare such as family income maintenance programs, child protective service, foster care, adoption, institutional care of children, services to children in their own home, children and the courts, guardianship, and special services to children.

**Credit Hours:** 3    **Prerequisite:** PSY 201    **Availability:** On demand

### **CJ/POL 420 Public Administration**

This course includes factors that shape and condition administrative institutions; formal organizational theory; regulatory activities and administrative responsibility in a democratic society.

**Credit Hours:** 3    **Prerequisite:** POL 202    **Availability:** On demand

### **CJ/PSY 421 Juvenile Delinquency**

This course is a study of causes and nature of juvenile delinquency, the development of juvenile courts, probation, and other rehabilitative programs.

**Credit Hours:** 3    **Prerequisite:** PSY 201    **Availability:** On demand

### **CJ/PSY 425 Victimology**

This course is the study of the victims of crime, their role in the criminal justice system, as well as their treatment by law enforcement. Special attention will also be paid to victim's rights and strategies for their recovery.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **CJ 430 American Drug Culture**

This course is a survey of topics associated with drug use in American society. Special attention will be paid to drug control strategies as well as prevention of use in America today.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **CJ 480 Topics in Criminal Justice**

This course is a study of selected topics in criminal justice

**Credit Hours:** 1 – 3    **Prerequisite:** PSY 201 or instructor approval    **Availability:** On demand

## **Economics (ECON)**

### **ECON 105 Survey of Economics**

This course is a survey of basic micro- and macroeconomic economic concepts with applications to public policy issues. Concepts such as supply and demand, inflation, unemployment, measurement of an economy's income, and aggregate supply and demand are covered. The knowledge of these basic economic principles is then used to explore current economic issues, including the role of personal finance and the impact of individuals' financial decisions on the economy.

**Credit Hours:** 3    **Prerequisite or Co-requisite:** None    **Availability:** On demand

### **ECON 205 Principles of Macroeconomics**

This course is a study of the overall economy. It includes an introduction to macroeconomic concepts and applies them to aggregate economic activity. Models of GDP, theories of savings and investments, and concepts of supply and demand are associated with fiscal and monetary policy. Students will analyze the implications of policy and discover issues associated with maintaining aggregate economic stability. Theories on international trade, inflation, and unemployment are also covered.

**Credit Hours:** 3    **Prerequisite:** BUS 100 or instructor approval    **Availability:** On demand

### **ECON 206 Principles of Microeconomics**

This course is an examination of the behavior of producers, consumers, and the labor supply in perfectly competitive, monopolistic, monopolistically competitive, and oligopolistic markets. Earnings and theories of income inequality are also presented, as well as a brief examination of the applications of microeconomics in non-business arenas.

**Credit Hours:** 3    **Prerequisite:** ECON 205

**Availability:** On demand

### **Education (EDU)**

\*(WI) denotes a Writing Intensive (WI) course

### **EDU 111 Program Requirement I: Ethics and Pre-Certification**

This course is designed to introduce the potential teacher candidate to the program of study and the expectations associated with obtaining a degree from Brewton-Parker College and licensure from the Georgia Professional Standards Commission (GaPSC). The course will focus on the Code of Ethics for Georgia Educators and other GaPSC requirements and expectations for those interested in a teaching career.

**Credit Hours:** 1    **Prerequisite:** minimum GPA of 2.5 and 6 hours of Education Courses, Or instructor approval and 2.5 GPA

**Availability:** On demand

### **EDU 115 Program Requirement II: Certification and Career Success**

This course is designed as a capstone experience for teacher candidates to display their readiness for career success as a professional educator. Teacher candidates will finalize the requirements for certification, create a professional resume, and experience a mock interview with area school personnel and Brewton-Parker College faculty. This course will be conducted as a directed, independent study with the specific program advisor. This course should be taken concurrently with EDU 474 Senior Seminar and EDU 478 Clinical Practice.

**Credit Hours:** 1    **Prerequisite:** EDU 111, EDU 474 and 475 and 2.5 GPA

**Availability:** On demand

### **EDU 211 Introduction to Learning Differences and Classroom Management**

This course is designed to equip future teachers with a fundamental understanding of the differences in the changing demographics of today's society and the implications that these may have for teaching and learning. Topics include differences in culture, religion, learning styles, learning abilities, socioeconomic status, language, ethnicity, gender, and other differences as well as effective classroom management techniques to foster a positive learning environment for all students. Field experience is required.

**Credit Hours:** 3    **Prerequisite:** EDU 111 and 2.5 GPA

**Availability:** On demand

### **EDU 221 Exploring Teaching and Learning**

This course explores key aspects of learning and teaching through examining your own learning processes and those of others with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts. A focus on how to design and organize instructional activities that support developmental movement, creative expression, good health and well-being among students is also explored.

**Credit Hours:** 3    **Prerequisite:** EDU 111 and 2.5 GPA

**Availability:** On demand

### **EDU 303 Field Practicum I**

This practicum course is designed for education program teacher candidates to observe and evaluate classroom teaching of professional educators as a means to support the expansion of the teacher candidate's knowledge of teaching as a profession, including teaching methodology regarding instructional strategies, classroom practices, and administrative duties. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours:** 3    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand

### **EDU 312 Middle Grades Teaching Methods I**

This course is designed to develop competency in using knowledge of middle grades students as a basis for devising appropriate teaching strategies and assessments to meet physical, social, emotional, and intellectual needs. Teacher candidates will demonstrate proficiency in both concentration areas. The use of technology is required. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours:** 4    **Prerequisite:** EDU 111, EDU 303, EDU 314 & 2.5 GPA    **Availability:** On demand

### **EDU 314 Curriculum and Instruction for All Learners**

This course is designed for education program teacher candidates to understand and apply curriculum and instruction regarding the P-8 curriculum, with emphasis on design and delivery of developmentally-appropriate instruction to address the nature and diversity of the P-8 learners.

**Credit Hours:** 3    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand

### **EDU 315 Secondary Curriculum & Methods**

A course designed for secondary education teacher candidates with the primary focus on 6-12 curriculum and teaching strategies based on state and national standards. Lesson planning with assessment and classroom management are included. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours:** 4    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand

### **EDU 321 Early Childhood Language Arts & Social Studies Methods**

This course is a literature-based course designed to integrate the teaching of language arts skills with content of the social studies curricula in a developmentally appropriate manner. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours:** 4    **Prerequisite:** EDU 111, EDU 314, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand

### **EDU 323 Technology, Assessment, and Data Analysis for Educators**

This course is designed for education program teacher candidates to understand the goals, benefits, and uses of assessment, including its interpretation and use in development of appropriate learner goals. Additionally, candidates will explore the use of technology for instructional purposes as well as collection, analysis, and evidence-based educational decisions to inform instruction and address learning differences.

**Credit Hours:** 3    **Prerequisite:** Minimum 2.5 GPA and 30 earned credit hours    **Availability:** On demand

### **EDU 324 Early Childhood Math and Science Methods**

This course is designed to integrate the instructional theories, methods, and materials appropriate for teaching science and mathematics in a developmentally appropriate manner. Emphasis will be placed on the relationships of the two disciplines to the whole curriculum and engage the teacher candidates in instructional techniques that include social and interactive learning. Field experience with observation, planning and teach lessons, and reflection is required.

**Credit Hours:** 4    **Prerequisite:** EDU 111, EDU 314, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand

### **EDU 325 Social Studies for Elementary Teachers**

This course is designed for early childhood teacher candidates as an overview of best practices in Social Studies methods in the elementary classroom and a focus on the Georgia Performance Standards for Social Studies in grades K – 5.

**Credit Hours:** 2    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand



### **EDU 341 Foundations of Reading Instruction I**

This course, for early childhood and special education teacher candidates, prepares teachers for the teaching of reading in the early elementary years (PK-2nd grade). Topics include phonemic awareness, phonics instruction, word recognition strategies, beginning comprehension strategies, children's literature appropriate for PK-2nd gr students, an introduction to children's writing and the writing process, and assessing and evaluating literacy development in the early years. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours:** 3    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** Fall

### **EDU 344 Science Methods for Middle Grades**

This course is designed for middle grades science teacher candidates with the primary focus on grades 4-8 curriculum and teaching strategies based on state and national standards. Lesson planning with assessment is included. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours:** 4    **Prerequisite:** EDU 111, EDU 303, EDU 314    **Availability:** On demand  
Acceptance to the EPP, & 2.5 GPA

### **EDU 345 Social Studies Methods for Middle Grades**

This course is designed for middle grades social studies teacher candidates with the primary focus on 4-8 curriculum and teaching strategies based on state and national standards. Lesson planning with assessment is included. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours:** 4    **Prerequisite:** EDU 111, EDU 303, EDU 314    **Availability:** On demand  
Acceptance to the EPP, & 2.5 GPA

### **EDU 348 Math Methods for Middle Grades**

This course is designed for middle grades math teacher candidates with the primary focus on grades 4-8 curriculum and teaching strategies based on state and national standards. Lesson planning with assessment is included. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours:** 4    **Prerequisite:** EDU 111, EDU 303, EDU 314    **Availability:** On demand  
Acceptance to the EPP, & 2.5 GPA

### **EDU 349 Language Art Methods for Middle Grades**

This course is designed for middle grades language arts teacher candidates with the primary focus on 4-8 curriculum and teaching strategies based on state and national standards. Lesson planning with assessment is included. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours:** 4    **Prerequisite:** EDU 111, EDU 303, EDU 314    **Availability:** On demand  
Acceptance to the EPP, & 2.5 GPA

### **EDU 381 Essentials in Special Education 1**

This is part 1 of 2 required courses. The focus in part 1 is Assessment and Data Usage in Special Education as well as an introduction to the role of the special education teacher in creating, implementing, monitoring, and providing feedback to the IEP. This course is designed to provide a overview of a variety of assessment techniques, including observations, teacher-made test, criterion referenced assessments, and standardized evaluation tools for use in identifying and developing programs for individuals with special learning needs. Special emphasis will be placed on interpreting assessment results for instructional planning.

**Credit Hours:** 3    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand  
**Corequisite(s):** EDU 413.

### **EDU 382 Essentials in Special Education 2**

This is part 2 of 2 required courses for special education teacher candidates. The focus in part 2 is exploring the roles and responsibilities of the special education teacher. Topics include techniques for implementing best practices for effective collaboration, consultation, and co-teaching skills. This course will examine the barriers to effective collaboration and possible solutions when working with classroom teachers, paraprofessionals, administrators, volunteers, and parents. Furthermore, this course will examine co-teaching models and how they can be effectively implemented in the classroom. The course also focuses on family and community engagement to meet the needs of exceptional children throughout all stages of education and the student's transitions. Student advocacy development, instructional procedures, social policies, and school and post-school factors that predict successful transitions for individuals with disabilities. Collaborative transition models, independent living, education/training, and community-based instruction are emphasized, as are service-delivery issues related to diverse populations. Field experience with P-12 students is required in the course.

**Credit Hours: 3**    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand

### **EDU 383 Instructional and Behavior Management Methods, P-5**

This course will provide preservice candidates with practical methods for planning and managing group and individualized instruction in all curriculum areas for individuals with mild disabilities, preschool through grade 5. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction in both general and special education classrooms. The course is part of the Special Education Block experience and requires field experience with observation, planning and teaching lessons, and reflection. **Corequisite(s):** EDU 384.

**Credit Hours: 3**    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand  
and a minimum grade of "B" in EDU 337

### **EDU 384 SPED P-5 Practicum**

This practicum course will provide an opportunity for preservice candidates to work within diverse P-5 classrooms to practice instructional and classroom management skills. In addition to special education classrooms, students may be placed in inclusionary settings and/or classrooms for students identified as being "at-risk" learners. **Corequisite(s):** EDU 383.

**Credit Hours: 3**    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand  
and a minimum grade of "B" in [EDU 337](#)

### **EDU 385 Instructional and Behavior Management Methods, 6-12**

This course will provide preservice candidates with practical methods for planning and managing group and individualized instruction in all curriculum areas for individuals with mild disabilities, grades 6 through 12. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction in both regular and special education classrooms. Instruction in methods for transitioning is one of the primary foci of this course. The course is part of the Special Education Block experience. Field experience with observation, planning and teaching lessons, and reflection is required. **Corequisite(s):** EDU 386.

**Credit Hours: 3**    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand  
and a minimum grade of "B" in EDU 337

### **EDU 386 SPED 6-12 Practicum**

This practicum course will provide an opportunity for preservice candidates to work within diverse classrooms, grades 6 through 12, to practice instructional and classroom management skills. In addition to special education classrooms, students may be placed in inclusionary settings and/or classrooms for students identified as being "at-risk" learners. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours: 3** **Corequisite(s):** EDU 385.

**Credit Hours: 3**    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand  
and a minimum grade of "B" in EDU 337

### **EDU 400 Faculty Development Workshop**

This course is offered only for staff development in K-12 schools. The specific topic of the workshop is determined by the local school and the college.

**Credit Hours:** 3    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand

### **EDU 405 Foundation of Reading Instruction II**

This course, for early childhood and special education teacher candidates, prepares teachers for the teaching of reading in the late elementary years (3<sup>rd</sup>-5<sup>th</sup> grade.) Topics include: comprehension strategies integrating reading instruction in content area classes, techniques for diagnosing reading strengths, weaknesses, identifying and correcting reading problems at the elementary level, children's literature appropriate for 3<sup>rd</sup>-5<sup>th</sup> grade students, and writing skills and processes appropriate for elementary students. Field Experience Required

**Credit Hours:** 3    **Prerequisite:** Edu 111, EDU 341 Acceptance to the EPP,    **Availability:** Spring  
& 2.5 GPA

### **EDU 406 Foundation of Reading Instruction III**

This course, for early childhood and special education teacher candidates, prepares teachers for the teaching of reading in the late elementary years (3<sup>rd</sup>-5<sup>th</sup> grade.) Topics include: comprehension strategies integrating reading instruction in content area classes, techniques for diagnosing reading strengths, weaknesses, identifying and correcting reading problems at the elementary level, children's literature appropriate for 3<sup>rd</sup>-5<sup>th</sup> grade students, and writing skills and processes appropriate for elementary students. Field experience will be based on GaDOE ELA Standards as well as TKES professional standards. Field experience required.

**Credit Hours:** 3    **Prerequisite:** EDU 111, EDU 405, Acceptance to the EPP    **Availability:** Fall  
& 2.5 GPA

### **EDU 413 Special Education Procedures and Law (WI)**

In this course, teacher candidates will learn how procedures and laws govern the education of students with special needs. Topics include the IEP process, assessing P-5 student needs, the continuum of placements and services, family systems, professional and ethical practices, instructional planning, and collaboration. The use of technology is required.

**Credit Hours:** 3    **Prerequisite:** EDU 111, Acceptance to the EPP, & 2.5 GPA    **Availability:** On demand  
and a minimum grade of "B" in EDU 337

### **EDU 474 Senior Seminar**

This course is a seminar to be taken concurrently with EDU 478 – Clinical Practice. The course will include topics such as classroom management, legal issues of education, and career planning.

**Credit Hours:** 3    **Prerequisite:** Candidates must meet all    **Availability:** On demand  
Georgia approved requirements.

### **EDU 476 Clinical Practice Internship**

This course is designed for candidates with non-teaching, 4-year degrees from accredited institutions. The internship is completed for two semesters in an approved school. Persons taking this course must be employed by a school system as full-time teachers. School teaching assignments and provisional certification must be in the area in which certification is being sought.

**Credit Hours:** 6    **Prerequisite:** Candidates must meet all    **Availability:** On demand  
Georgia approved requirements.

### **EDU 477 Clinical Practice Internship**

This course is designed for candidates with non-teaching, 4-year degrees from accredited institutions. The internship is completed for two semesters in an approved school. Persons taking this course must be employed by a school system as full-time teachers. School teaching assignments and provisional certification must be in the area in which certification is being sought.

**Credit Hours:** 6     **Prerequisite:** EDU 476 and Candidates must meet all Georgia approved requirements.     **Availability:** On demand

### **EDU 478 Clinical Practice: Planning and Procedures**

Clinical Practice is arranged in approved School Partner sites and the candidate is required to spend all day in the participating school. The candidate is provided an opportunity to study the total school curriculum and larger community.

**Credit Hours:** 3     **Prerequisite:** Candidates must meet all EPP requirements & Minimum GPA of 2.5     **Availability:** On demand

### **EDU 479 Clinical Practice: Management and Discipline**

Clinical Practice is arranged in approved School Partner sites and the candidate is required to spend all day in the participating school. The candidate is provided an opportunity to study the total school curriculum and larger community.

**Credit Hours:** 3     **Prerequisite:** Candidates must meet all EPP requirements & Minimum GPA of 2.5     **Availability:** On demand

### **EDU 480 Clinical Practice: Professionalism and Ethics**

Clinical Practice is arranged in approved School Partner sites and the candidate is required to spend all day in the participating school. The candidate is provided an opportunity to study the total school curriculum and larger community.

**Credit Hours:** 3     **Prerequisite:** Candidates must meet all EPP requirements & Minimum GPA of 2.5     **Availability:** On demand

### **English (ENG)**

\*(WI) denotes a Writing Intensive (WI) course

*Depending on initial placement, all degree-seeking students admitted to the college must register during their first semester either in Writing and Rhetoric (ENG 101), along with the Developmental Writing Lab (ENG 101L), if required, or Rhetoric and Literature (ENG 102), the core writing sequence in English language studies. In each ensuing semester, students must advance to the next course in sequence until completing ENG 101 and 102 with proficiency grades of A, B, or C. Students failing to earn a proficiency grade in ENG 101 or 102 must repeat the course in the next ensuing semester without interruption until course credit is earned for all courses in sequence.*

### **ENG 101 Writing and Rhetoric\***

This course develops the competence in critical thinking and writing essential for college-level reasoning and expression across all disciplines. Students develop critical appraisal and argument, demonstrate mechanical and grammatical proficiency, and read model texts from different genres and rhetorical contexts. These activities allow students to read and write expository texts in order to improve coherence, logic, and clarity. The course is preparatory for English 102, in which students will apply these fundamental skills to scholarly and literary research and writing.

**Credit Hours:** 3     **Prerequisite:** None     **Availability:** On demand

### **ENG 101L Developmental Writing Lab\***

This course is a laboratory course designed to help students develop efficient writing skills for college through individualized instruction in grammar, syntax, and vocabulary. Students will be required to enroll in the writing lab in conjunction with English 101 if they do not meet the writing requirements for unconditional admission to the college or if they are referred for additional assistance by an evaluator during the admissions process. Any student receiving a “D”, “F”, or “Y” for ENG 101 also must enroll in the writing lab upon repeating the class in the next ensuing semester. Students may take the writing lab for credit up to three times. Subsequent attempts may be required, but will not receive course credit. Students who do not meet the writing requirements for unconditional admission to the college will automatically enroll in this course in conjunction with English 101.

**Credit Hours:** 1    **Prerequisite:** None

**Availability:** On demand

### **ENG 102 Rhetoric and Literature\***

This course reinforces, enhances, and applies the fundamental skills learned in ENG 101. It develops these skills toward the analysis of rhetoric in literary texts and the application of rhetorical skills in an extended research project. It emphasizes the importance of research ethics and of dialectic as a means of discerning truth through research and investigation.

**Credit Hours:** 3    **Prerequisite:** ENG 101

**Availability:** On demand

*\*NOTE: Earning the grade A, B, or C in ENG 101 or 102 suffices for academic credit and entitles the student to advance to the next class in the core English sequence. Students who attend a minimum of three fourths of class sessions and submit at least 75% of the course's major writing assignments who are failing to achieve such proficiency will receive a Y grade, which carries no grade point penalty and denotes that a credit grade has been deferred for one semester. Students receiving a Y may not count the course toward athletic eligibility and must repeat the course in the next ensuing semester until credit is earned. Students who receive a grade of D or F in these classes will be required to repeat the course.*

*Students required to take the Developmental Writing Lab (ENG 101L) with ENG 101 will receive one (1) hour of general elective credit upon earning a proficiency grade of A, B, or C, or a Y, D, or F grade should they fail to achieve such proficiency. Note also that students administratively withdrawn for cause from either ENG 101 or 101L may be withdrawn from both.*

*Any student adjudged an offender under the College's “Academic Integrity” policy for an offense committed in any such class, and who thereby earns an F in the class, either by grade average or through application of the policy, will receive such F instead of the Y otherwise available.*

### **ENG 105 Fundamentals of Writing Fiction and Poetry**

This course explores the fundamental nature of literature, both poetry and fiction, and the writing process. Students will examine a wide variety of poetry and prose. There will be discussions of student work both in class and in conference with the instructor.

**Credit Hours:** 3    **Prerequisite:** ENG 101 or instructor approval

**Availability:** On demand

### **ENG 201 Survey of World Literature I**

This course is a survey of the great works of world literature, stressing the development of ideas from ancient times through the Renaissance and exploring the cultural traditions that built the modern world. Employing the critical and analytical skills acquired in college writing, the course is designed to develop a student's knowledge and appreciation of literature as a reflection of the humanities.

**Credit Hours:** 3    **Prerequisite:** ENG 102

**Availability:** On demand

### **ENG 202 Survey of World Literature II**

This course is a survey of the great works of world literature, stressing the development of ideas from the neoclassical period to the present. Employing the critical and analytical skills acquired in college writing, the course is designed to develop a student's knowledge and appreciation of literature as a reflection of the humanities.

**Credit Hours:** 3    **Prerequisite:** ENG 102

**Availability:** On demand

### **ENG 203 Survey of British Literature I**

This course is a survey of the works of British literature from Old English beginnings through the Age of Enlightenment. Employing the critical and analytical skills acquired in College writing, the course is designed to acquaint students with the British literary heritage and provide them with a standard literature course.

**Credit Hours:** 3    **Prerequisite:** ENG 102

**Availability:** On demand

### **ENG 204 Survey of British Literature II**

This course is a survey of the works of British literature from the Romantic period to the present. Employing the critical and analytical skills acquired in college writing, the course is designed to acquaint students with the British literary heritage and provide them with a standard literature course.

**Credit Hours:** 3    **Prerequisite:** ENG 102

**Availability:** On demand

### **ENG 205 Survey of American Literature I**

This course is a survey of the works of American literature from the earliest Colonial period to the end of the Civil War. Employing the critical and analytical skills acquired in college writing, the course is designed to acquaint students with our nation's literary heritage and to provide them with a standard literature course.

**Credit Hours:** 3    **Prerequisite:** ENG 102

**Availability:** On demand

### **ENG 206 Survey of American Literature II**

This course is a survey of the works of American literature from after the Civil War to the present. Employing the critical and analytical skills acquired in college writing, the course is designed to acquaint students with our nation's literary heritage and to provide them with a standard literature course.

**Credit Hours:** 3    **Prerequisite:** ENG 102

**Availability:** On demand

### **ENG/ML/SP 215 Hispanic Literature**

This course is a survey of Hispanic literature from its beginnings to modern times. The course is offered in a dual-language format that is designed to enhance vocabulary and increase awareness of literary, idiomatic, and descriptive powers of the language. It is also a course for non-Spanish speakers who wish to know something of the rich Hispanic literary heritage, and the course employs the critical and analytical skills acquired in college writing.

**Credit Hours:** 3    **Prerequisite:** ENG 102 or instructor approval

**Availability:** On demand

### **ENG 220 Advanced Techniques in Writing**

This course will act as an intermediate workshop, designed to further enhance each student's poetic and fictive voice. The course reviews and reinforces fundamental principles of poesy and fictional composition. Writers will write longer and more complex exercises and completed projects. This course will prepare writing students for advanced workshops in a variety of creative writing forms—poetry, short story, novel writing, and creative non-fiction.

**Credit Hours:** 3    **Prerequisite:** ENG 105

**Availability:** On demand

### **ENG 306 Shakespeare: Comedies, Romances, and Poems (WI)**

This course provides the student with a through overview of the comedies, late romances, sonnets, and narrative poems of William Shakespeare. Appropriate critical and historical material will also be covered.

**Credit Hours:** 3    **Prerequisite:** One 200-level literature course or instructor approval    **Availability:** On demand

### **ENG 307 Shakespeare: Histories and Tragedies (WI)**

This course provides the student with a through overview of the history plays and tragedies of William Shakespeare. Appropriate critical and historical material will also be covered.

**Credit Hours:** 3    **Prerequisite:** One 200-level literature course or instructor approval    **Availability:** On demand

### **ENG 310 Studies in Poetry**

This is a course variable topics course providing an in-depth study of prosody, some particular genre such as the lyric, epic, sonnet, or some particular topic such as war, journeys, love, nature, marriage, and death. The topic will vary. The course may be repeated with a change of content up to a maximum of 6 credit hours.

**Credit Hours:** 3    **Prerequisite:** One 200-level literature course    **Availability:** On demand

### **ENG 312 Studies in the Novel**

This course is a variable topics course providing an in-depth study of the novel either by period, topic, or author. The course may be repeated with a change of content up to a maximum of 6 credit hours.

**Credit Hours:** 3    **Prerequisite:** One 200-level literature course    **Availability:** On demand

### **ENG 313 Studies in Dramatic Literature**

This course is a variable topics course providing an in-depth study of the texts of plays either by period, topic, genre (within the dramatic form), or author. The course may be repeated with a change of course content.

**Credit Hours:** 3    **Prerequisite:** One 200-level literature course    **Availability:** On demand

### **ENG 314 Introduction to Critical Theory**

This course is a survey of major theories about the nature and function of literature. All majors planning to attend graduate school in English should take this course.

**Credit Hours:** 3    **Prerequisite:** One 200-level literature course and ENG 102    **Availability:** On demand

### **ENG 315 Women in Literature**

This course is a critical and thematic study of literature by or about women. It is a variable-content course which may include fiction, poetry, or drama, British, American, or World Literature.

**Credit Hours:** 3    **Prerequisite:** One 200-level literature course    **Availability:** On demand

### **ENG 316 Creative Writing Practicum (Oracle)**

This course features study and participation in the process of creating, editing, publishing, advertising, and managing the student magazine, *Oracle*. It requires attendance and participation in weekly staff meetings in order to meet minimal standards. (The course may be repeated for up to 3 hours credit.)

**Credit Hours:** 1    **Prerequisite:** None    **Availability:** On demand

### **ENG 319 African American Literature**

This course examines significant works by African American writers from the eighteenth century to the present.

**Credit Hours:** 3    **Prerequisite:** One 200-level literature course    **Availability:** On demand

### **ENG/COM 322 Advanced Composition (WI)**

This course is an intensive study and practice of various expository methods and persuasive writing. This course is a requirement for all capstone projects.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course and ENG 102 **Availability:** On demand

### **ENG/BUS 330 Writing in the Workplace (WI)**

This course applies rhetorical strategies learned in ENG 101 and 102 to the situated practice of business and professional writing. Students craft documents for specific audiences in various professional genres and present their work using different platforms and media.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course and ENG 102 **Availability:** On demand

### **ENG 340 Seminar in World Literature**

This course is a seminar in various areas of world literature.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

### **ENG 350 Selected Topics in Creative Writing**

This course is a study of selected topics in creative writing.

**Credit Hours:** 1-3 **Prerequisite:** Instructor approval **Availability:** On demand

### **ENG 375 Novel Workshop**

The course is a workshop style course, designed for advanced fiction students who want to focus on the creation of a novel. A brief history of the novel, theories of writing, including openings, genre, dramatic scene making, and so on are covered. Primary focus will be on the creation of and/or the completion of a novel, including writing, peer review, and suggestions for revision. A brief investigation into the business of writing will include discussions of publication, agents, and promotion.

**Credit Hours:** 3 **Prerequisite:** ENG 105 and 220 **Availability:** On demand

### **ENG 380 Creative Non-Fiction**

This workshop-style course provides advanced students with the opportunity to apply their writing skills in non-fiction prose genres, such as journalism and scientific writing. It emphasizes research techniques and refines dramatic expression so as to engage an audience.

**Credit Hours:** 3 **Prerequisite:** ENG 220 or instructor approval **Availability:** On demand

### **ENG 401 History of the English Language**

This course includes the origin and development of the English language, including present grammatical forms, principles of sound change, and growth of the English vocabulary.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

### **ENG 407 The Bible as Literature**

This course is a study of the literary dimensions of the English Bible. Major emphasis is upon literary themes, types, personalities, and incidents of the Old and New Testaments.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

### **ENG 409 Southern Literature**

This course is an examination of poetry, fiction, drama, and oral history/nonfiction prose by southern authors from the Colonial Period to the present, with an emphasis upon the Southern Renaissance (1920-1965).

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

### **ENG 410 Studies in Medieval Literature**

This course explores significant medieval texts and their role in the development of literature in English.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

### **ENG 412 Renaissance and Reformation Literature**

This course discusses specific topics in British non-dramatic literature of sixteenth- and seventeenth- centuries.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course

**Availability:** On demand

### **ENG 413 Studies in Restoration and 18th-Century British Literature**

This course includes topics to be chosen from the literature of 1660 to 1800.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course

**Availability:** On demand

### **ENG 417 Studies in Nineteenth – Century British Literature**

A survey of authors from the long 19<sup>th</sup> century. This course will cover works from the major authors of the period in the genres of poetry, prose, and the novel. Course may be taken to fulfil historical distribution requirement in British Literature from 1700-1900.

**Credit Hours:** 3 **Prerequisite:** ENG 101, 102 and a 200-level survey course

**Availability:** On demand

### **ENG 419 Life and Writings of C. S. Lewis**

The purpose of this course is to introduce the student to the Christian works of C. S. Lewis, to compare them with each other and sometimes with books by other writers, to discover the themes that make up the main body of his writing, and to consider the consistency of Lewis's works as a whole.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course

**Availability:** On demand

### **ENG 420 Special Topics**

This is an open topics course to allow for special exploration of topics that may not be a part of the standard curriculum.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **ENG 430 Critical Theory**

This course is a continuation of the studies begun in ENG 314 with emphasis upon the history, tradition, and practical application of literary theory.

**Credit Hours:** 3 **Prerequisite:** ENG 314 or instructor approval

**Availability:** On demand

### **ENG 431 Studies in Colonial and 19th-Century American Literature**

This course includes topics to be chosen from the literature of the Settlement to 1900.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course

**Availability:** On demand

### **ENG 432 Modernism and Post-Modernism**

This course is a study of the international phenomena known as Modernism (ca. 1890-1965) and Post-Modernism (1965), as revealed through their impact upon world literature, music and the fine arts, history, human behavior, political and economic theory, business and consumerism, religion, philosophy, science, and technology, mass communication, film, ecology, war and peace, and popular culture. Specific areas addressed are left to the discretion of the instructor(s).

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course

**Availability:** On demand

### **ENG 433 Studies in 20th Century American Literature**

This course includes topics to be chosen from the literature of 1900 to the present.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course

**Availability:** On demand

### **ENG 434 From the Mountains to the Sea: The Literature of Georgia**

This course provides an examination of significant poetry, prose, and dramatic works by Georgia authors, with emphasis upon writings from the twentieth century.

**Credit Hours:** 3 **Prerequisite:** One 200-level literature course

**Availability:** On demand

### **ENG 440 Topics in Global Anglophone Literature**

This course focuses on specific topics or regions in literature in English outside the United States and Great Britain, specifically in the countries of the British Commonwealth. Based on faculty expertise and student interest, the course may focus on a particular region, such as Anglophone Africa or the Indian subcontinent, or a particular genre, such as settlement narratives from Canada, Australia, Southern Africa and New Zealand.

**Credit Hours:** 3    **Prerequisite:** One 200-level literature course    **Availability:** On demand

### **ENG 450 English Internship**

This course provides structured and supervised experience in career fields related to English. Internships may be with approved organizations, including but not limited to publishing, journalism, content writing, public relations, marketing, etc. Further guidelines may be obtained from supervising faculty member.

**Credit Hours:** 3    **Prerequisite:** JR or SR level status and English major    **Availability:** On demand

### **ENG 497 Senior Capstone I**

This course is the first in a senior level capstone sequence and is a requirement for English Majors. Through this course, students will conduct research for their capstone project through one-on-one guidance with a supervising faculty member. Subsequently, they will choose a topic, conduct research, and write a proposal. Students may select either a critical, scholarly, or creative-writing topic, but must demonstrate an awareness of rhetorical contexts in the construction of meaning in literary works. Research for creative-writing topics should be directed toward a theoretical approach for the creative work, while research for the critical/scholarly topic should focus on any or all elements of contemporary literary scholarship.

**Credit Hours:** 3    **Prerequisite:** Senior level students only    **Availability:** Fall

### **ENG 498 Senior Capstone II**

This course will be the second in the senior level capstone sequence. In this final semester, special emphasis will be on the composition, revision, and oral presentation of the capstone writing project begun in ENG 497. This course is designed to assess graduating seniors' ability to analyze and use an appropriate critical approach to a work. Whether students focus their capstone writing projects on a critical, scholarly, or creative-writing topic, students will demonstrate an awareness of rhetorical contexts in the construction of meaning in literary works.

**Credit Hours:** 3    **Prerequisite:** Senior level students only    **Availability:** Spring

## **Geography (GEO)**

### **GEO 201 World Geography**

This is a study of man's relationship to his physical environment. A survey is made of human conditions around the world and effects upon man of climate, land forms, bodies of water, and mineral deposits.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

## **Geology (GEOL)**

### **GEOL 101 Physical Geology**

This course is a study of the origin, development, composition, and structure of planet Earth and of the processes modifying its interior and exterior. Field trips may be included in this course.

**Credit Hours:** 4    **Prerequisite:** None    **Availability:** On demand  
**Co-requisite:** 3 hours of college-level math

### **GEOL 102 Historical Geology**

This course is a study of the geological history of the planet Earth. The geologic time scale, the fossil record, and methods of interpretation are considered. Field trips may be included in this course.

**Credit Hours:** 4    **Prerequisite:** None

**Availability:** On demand

**Co-requisite:** 3 hours of college-level math

### **GEOL 201 Oceanography**

This course is an introduction to the study of the origin and history of ocean basins and the chemical, physical, and geologic processes which occur therein. There is a required field trip during Spring Break or summer.

**Credit Hours:** 4    **Prerequisite:** GEOL 102 or BIO 102

**Availability:** On demand

## **Greek (GRE)**

### **GRE 101 Elementary Biblical Greek I**

This course is an intensive study of the grammar, syntax, and vocabulary of Hellenistic Greek as it relates to the translation and interpretation of the New Testament. This section will introduce Greek nouns, pronouns, adjectives, prepositions, and verbs.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **GRE 102 Elementary Biblical Greek II**

This course is a continuation of the study of Hellenistic Greek grammar, syntax, and vocabulary. This section will focus upon Greek verbs and participles and will incorporate selected readings from the New Testament.

**Credit Hours:** 3    **Prerequisite:** GRE 101

**Availability:** On demand

### **GRE 201 Intermediate Biblical Greek**

This course makes the transition from the rudiments of the Greek language learned in 101 and 102 to a fuller understanding of the grammar and its application in the exegesis of the New Testament. Numerous selections from a variety of New Testament documents will be translated and analyzed.

**Credit Hours:** 3    **Prerequisite:** GRE 102

**Availability:** On demand

### **GRE 301 Advanced Biblical Greek**

This is an advanced study of Hellenistic Greek grammar and exegesis as it pertains to the New Testament. Numerous selections from the New Testament literature will be translated and analyzed.

**Credit Hours:** 3    **Prerequisite:** CHR 200 or instructor approval

**Availability:** On demand

### **GRE 601 Greek I**

This course presents an elementary study of the grammar, syntax, and vocabulary of biblical Greek. This course focuses upon the foundational components of the Greek language as it relates to the New Testament translation of selected New Testament texts is begun.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **GRE 602 Greek II**

This course continues the study of elementary biblical Greek, focusing on the importance of Greek verbs and related parts of speech. Translation of selected New Testament texts is expanded. The textual apparatus of the Greek New Testament is also introduced.

**Credit Hours:** 3    **Prerequisite:** GRE 601

**Availability:** On demand

### **GRE 603 Greek III**

This course presents an intermediate study of biblical Greek. This course further explores the intricacies of Greek syntax with regard to the interpretation of the New Testament. Selections from a variety of New Testament passages are translated and analyzed. Consideration also is given to the efficacy of Greek in preparation for teaching and preaching.

**Credit Hours:** 3 **Prerequisite:** GRE 602

**Availability:** On demand

### **GRE 604 Greek IV**

This course presents an advanced study of biblical Greek. The translation, exegesis, and linguistic analysis of one or more New Testament documents is undertaken. Emphasis is given to the development of sound exegetical principles and to the application of careful exegesis in teaching and preaching.

**Credit Hours:** 3 **Prerequisite:** GRE 603

**Availability:** On demand

## **Health (HEA)**

\*(WI) denotes a Writing Intensive (WI) course

### **HEA 211 First Aid, Safety, and CPR**

This course is designed to include specific details of injury and illness (such as fainting, epileptic seizures, poisoning, and anaphylactic shock as well as life-threatening emergencies). Students successfully completing course requirements will receive certification in First Aid and Cardiopulmonary Resuscitation (CPR).

**Credit Hours:** 2 **Prerequisite:** None

**Availability:** On demand

### **HEA 300 Sport and Fitness Nutrition (WI)**

This course is a review of basic nutritional principles related to general health with an emphasis on the application of these principles to physically active individuals with the intent of maximizing performance.

**Credit Hours:** 3 **Prerequisite:** ENG 102

**Availability:** On demand

### **HEA 302 Clinical Nutrition**

This course is designed to introduce students to nutritional risk identification and evidence based nutritional care for diseased and special populations. By the end of this course students will be able to: •Identify nutritional risk factors for specific disease pathologies •Provide nutritional treatments to prevent disorders/diseases and to support signs and symptoms • Implement basic nutritional treatment plans for diseased/special populations.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

## **Hebrew (HEB)**

### **HEB 101 Elementary Biblical Hebrew I**

This course is a study of the basic elements of Old Testament Hebrew grammar and vocabulary designed to enable students to use essential linguistic tools.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **HEB 102 Elementary Biblical Hebrew II**

This course is a review of the basic elements of Old Testament Hebrew grammar and an introductory study of Hebrew syntax and exegesis. Emphasis is given to equipping students to use language in the interpretation and exegesis of specific texts.

**Credit Hours:** 3 **Prerequisite:** HEB 101 or instructor approval

**Availability:** On demand

### **HEB 201 Intermediate Biblical Hebrew**

This course makes the transition from the rudiments of the Hebrew language learned in 101 and 102 to a fuller understanding of the grammar and its application in the exegesis of the Old Testament. Numerous selections from a variety of Old Testament documents will be translated and analyzed.

**Credit Hours:** 3 **Prerequisite:** HEB 102

**Availability:** On demand

### **HEB 601 Hebrew I**

This course presents an introduction to the biblical Hebrew language with emphasis upon vocabulary, grammatical concepts, and an introduction to the Hebrew verbal system. The student will begin to read rudimentary biblical texts.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **HEB 602 Hebrew II**

This course continues Hebrew I with a specific focus on the irregular verbs and syntactical concerns identified through reading biblical texts. The student will read more advanced biblical texts.

**Credit Hours:** 3 **Prerequisite:** HEB 601

**Availability:** On demand

### **HEB 603 Hebrew III**

This course emphasizes more advanced syntax and grammatical concerns through inductive exploration of selected biblical texts. The student will begin to focus upon exegesis, utilizing acquired Hebrew language skills.

**Credit Hours:** 3 **Prerequisite:** HEB 602

**Availability:** On demand

### **HEB 604 Hebrew IV**

The focus of this course will be on continued syntactical and grammatical comprehension through in-depth analysis of selected biblical texts, with an expansion of exegetical concerns and an introduction to the textual critical apparatus.

**Credit Hours:** 3 **Prerequisite:** HEB 603

**Availability:** On demand

## **History (HIS)**

\*(WI) denotes a Writing Intensive (WI) course

### **HIS 151 World Civilizations I**

Within the larger context of World Civilizations (Asia, Africa, Europe, the Middle East, the Americas, etc.), this course traces the unique development of Western civilization from Ancient Greece through the Protestant Reformation, focusing on the religious, political, economic, and cultural developments across this period.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **HIS 152 World Civilizations II**

Within the larger context of World Civilizations (Asia, Africa, Europe, the Middle East, the Americas, etc.), this course traces the unique development of Western civilization from the Protestant Reformation to the 21<sup>st</sup> century, focusing on the religious, political, economic, and cultural developments across this period.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **HIS 200 Docent Experience**

This course allows students to train and serve as docents at Brewton-Parker College's Historic Village and other exhibits.

**Credit Hours:** 1 **Prerequisite:** None

**Availability:** On demand

### **HIS 202 United States to 1877**

This course is a survey of the history of the United States from 1492 through 1877 with emphasis on the period from the end of the Colonial Era through the Civil War and Reconstruction. Particular attention is given to the history of Georgia in the same era.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **HIS 203 United States 1877 to the Present**

This course is a survey of the history of the United States from the end of Reconstruction through the modern era. Particular attention is given to the history of Georgia in the same era.

**Credit Hours:** 3    **Prerequisite:** ENG 102

**Availability:** On demand

### **HIS 204 Constitutional History: The Creation of the United States Constitution**

This course will provide an overview of the history and creation of the United States Constitution with emphasis on the Philadelphia Convention and the Constitution itself. Beginning with the Declaration of Independence and later the problems of the Articles of Confederation, this course will focus on the men, perspectives, and events of the Constitution and the Constitutional Convention through the onset of the New Republic.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Spring

### **HIS 305 The Middle Ages**

This course will explore the historical development of Western Europe, the Byzantine Empire, and the Islamic Empire from the end of the Roman Empire through the Renaissance and Age of Exploration. Students will chart the political, religious, social, and economic contexts for each region separately, as well as together, to find similarities and differences.

**Credit Hours:** 3    **Prerequisite:** HIS 151

**Availability:** On demand

### **HIS/CHR 312 The Reformation**

This course is a study of the Protestant Reformation with emphasis upon its influence on political, cultural, and economic life in Europe.

**Credit Hours:** 3    **Prerequisite:** HIS 151

**Availability:** On demand

### **HIS 318 Europe 1848-1918: Nationalism and Imperialism (WI)**

This course examines the impact of political, scientific, and industrial revolutions on European societies in the latter half of the nineteenth century. It focuses particularly on the unification of Germany and of Italy, the British and French overseas empires, the emergence of scientific racism and Social Darwinism, the “Scramble for Africa,” and the outbreak and course of the Great War.

**Credit Hours:** 3    **Prerequisite:** ENG 102

**Availability:** On demand

### **HIS 322 Twentieth-Century Europe, 1900-Present**

This course examines Europe’s transition from the end of the “Long 19th Century” to the modern era. Topics include the two World Wars, Imperial Collapse, Westernization, and modern Europe’s positives and negatives in a world of increasing terrorism and economic uncertainty.

**Credit Hours:** 3    **Prerequisite:** HIS 152

**Availability:** On demand

### **HIS 326 Postwar World beyond Europe**

This course is a study of the growth of nationalist movements and the process of decolonization in the world beyond Europe since 1945. Particular focus will be placed upon the shift from Empire to Commonwealth in British India and East Africa, the impact of the Cold War on US and Soviet interests in Central and South America, the fight for independence in the French empire in North Africa, Apartheid in South Africa, and the rise of Arab nationalism and Islamic fundamentalism in the Middle East.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **HIS/ POL 331 American Foreign Policy**

This course studies institutions and procedures involved in formation and implementation of American foreign policy, with some consideration of important elements and strategies of American foreign policy from World War II to the present.

**Credit Hours:** 3    **Prerequisite:** POL 202

**Availability:** On demand

### **HIS 351 Georgia History**

This course is a study of the history of Georgia from colonization to the present.

**Credit Hours:** 3    **Prerequisite:** HIS 202, 203, or instructor approval

**Availability:** On demand

### **HIS 352 Russia Since 1800**

This course is a cultural and political study of Russia, from the accession of Alexander I to the collapse of the Soviet Union. This survey will compare the strengths and weaknesses of the Tsarist and Bolshevik systems of government and consider internal and external factors that contributed to the revolutions that overturned each system in 1917 and 1986. Such factors will include the Russian economy and industrialization, the growth of the intelligentsia, the expansion of imperial power, and involvement in overseas wars such as the two world wars and the Cold War.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **HIS 360 The American Revolution**

This course is a study of events that led to the establishment of the United States as a sovereign nation.

**Credit Hours:** 3    **Prerequisite:** HIS 202 or instructor approval

**Availability:** On demand

### **HIS/CHR/POL 361 Church and State in America**

This course explores the history of the relationship between religion and the state in the United States. It will survey the European and early American origins of the First Amendment; religion- state interaction in American political history; the evolution of modern American constitutional law governing religion-state relations and the current debate over law, religion, and public life.

**Credit Hours:** 3    **Prerequisite:** CHR 270 or instructor approval

**Availability:** On demand

### **HIS 365 The American Civil War and Reconstruction**

This course is a study of the forces which both divided and reunited the United States in the period from 1850-1877, with a concentration on the war (1861 – 1865) and its impact on the American nation.

**Credit Hours:** 3    **Prerequisite:** HIS 202 or instructor approval

**Availability:** On demand

### **HIS 370 African-American History**

This course is a thematic survey of the African American experience with a special emphasis on slavery, post-civil war adjustment, the Civil Rights movement, and the place of religion in the African-American community.

**Credit Hours:** 3    **Prerequisite:** HIS 202 and 203

**Availability:** On demand

### **HIS 375 The Native Americans**

This course is a history of Native Americans from pre-Columbian times through the twentieth century.

**Credit Hours:** 3    **Prerequisite:** HIS 202 or 203

**Availability:** On demand

### **HIS 391 United States 1932 to the Present**

This course is a study of American history from the New Deal to present times.

**Credit Hours:** 3    **Prerequisite:** HIS 203, 205, or instructor approval

**Availability:** On demand

### **HIS 395 Public History in America**

This course will serve as an introduction to Public History in America. Students will better understand particular aspects of American history related to the project; how different regions and peoples progressed, addressed adversity, and provided lasting legacies on their surroundings. Additionally, through a semester long project, it will teach the appropriate skills for creating and running public history exhibits. Skills will include historical research, public speaking, public relations, marketing, journalism, business management, and data assessment.

**Credit Hours:** 3 **Prerequisite:** HIS 202, 203, or instructor approval

**Availability:** On demand

### **HIS 409 Internship**

This course provides structured and supervised experience in career fields related to history. Internships may be with historical museums, research facilities, and public agencies such as state and national historic parks, historical societies, archives, and business firms. This course is designed to afford an opportunity for the student to apply principles and theories in the workplace.

**Credit Hours:** 3 **Prerequisite:** Instructor approval

**Availability:** On demand

### **HIS 425 The American South**

This course is a study of the American South with emphasis on the unique aspects of the region's history as well as its impact on national affairs.

**Credit Hours:** 3 **Prerequisite:** HIS 202, 203, or 205

**Availability:** On demand

### **HIS 431 Islam and the West**

This course involves the study of the Middle East with an emphasis on political, religious, and ethnic history from the origins of Islam until the modern day.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **HIS 440 The Roman Republic**

A study of the origin of the Roman civilization and the development of the Roman Republic. This course will trace the origins, development, and expansion of Rome from the earliest times to the deaths of Julius Caesar and Cicero in the late 40s BC. Along the way, we will explore the complex and manifold questions implicated in this period of Roman history that have intrigued and troubled historians, both ancient and modern: cultural identity and interaction; slavery, class, and the family; politics, rhetoric, and propaganda; religion; imperialism; monumentality and memory; and the perception and writing of history, among others. Through engagement with a wide variety of literary sources (historiography, poetry, comedy, oratory) and material evidence (inscriptions, coins, tomb paintings, public monuments), students will develop skills in historical methodology, and confront the fundamental problem of the 'knowability' of the past. This course is designed to be accessible to and rewarding for students with the basic background of Roman history covered in History 151. No additional previous knowledge is required, and all readings will be in English.

**Credit Hours:** 3 **Prerequisite:** HIS 151

**Availability:** On demand

### **HIS 480 Topics in History**

This course is a study of selected topics in history. The topic and number of hours will vary.

**Credit Hours:** 1-3 **Prerequisite:** HIS 152

**Availability:** On demand

### **HIS 490 Senior Seminar**

This course is a capstone for history majors. This course will integrate the student's knowledge of history with the ability to conduct research and write a research driven paper on a historical subject.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

## Kinesiology (KINS)

\*(WI) denotes a Writing Intensive (WI) course

### **KINS 100 Introduction to Exercise Science**

This course gives students an overview of the broad field of Kinesiology. This course will prepare students to understand basic concepts in the field of Kinesiology and how they apply to professional and graduate school endeavors.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **KINS 300 Exercise for Special Populations**

This course discusses exercise and physical activity for special populations including chronic diseases and disabilities that affect the ability to participate in typical physical activities and sports.

**Credit Hours:** 3    **Prerequisite:** ENG 101 & ENG 102

**Availability:** On demand

### **KINS 325 Strength Training Methods**

This course gives students an overview of strength training methods and how they apply to different populations.

**Credit Hours:** 3    **Prerequisite:** BIO 202 or BIO 210

**Availability:** On demand

### **KINS 350 Sports Pharmacology**

This course gives students an overview of how over-the-counter and prescription medications influence performance and health. The course also includes nutritional supplementation, ergogenic aids, and illicit black-market drugs and how they affect health, performance, and legal consequences.

**Credit Hours:** 3    **Prerequisite:** CHM 105 or CHM 111

**Availability:** On demand

### **KINS 375 Exercise Prescription and Implementation**

This course is designed to introduce students to evidence-informed techniques for prescribing and implementing safe and effective physical fitness programs for a variety of populations across their lifespans. Students will have the knowledge to create programs that address the four components of physical fitness including cardiorespiratory, muscular, body composition, and flexibility.

**Credit Hours:** 3    **Prerequisite:** KINS 100

**Availability:** On demand

### **KINS 400 Sports Ethics**

This course gives students an overview of modern ethical issues in sports.

**Credit Hours:** 3    **Prerequisite:** KINS 375

**Availability:** On demand

### **KINS 410 Sport Biomechanics**

This course gives students an overview of how to apply human movement principles and physical laws to specific sports and sporting events. The course will review anatomy, physical laws, human movement, and biomechanical principles and how they apply to specific movements and sports.

**Credit Hours:** 4    **Prerequisite:** BIO 202 or BIO 210 & PHY 201  
or PHY/S 101

**Availability:** On demand

### **KINS 415 Physiological Aspects of Sports**

This course gives students an overview of how to apply exercise physiology to specific sports and sporting events. The course will review energy systems, different strength qualities, and biomechanics and apply them to specific sports.

**Credit Hours:** 3    **Prerequisite:** BIO 202 or BIO 210

**Availability:** On demand

### **KINS 420 Anatomical Kinesiology**

This course gives students an overview of skeletal and muscular structure and how the skeleton and muscles contribute to human movement.

**Credit Hours:** 3    **Prerequisite:** BIO 202 or BIO 210

**Availability:** On demand

### **KINS 425 Exercise Physiology**

The scientific principles and influences of physiology as it relates to exercise: including research and testing techniques related to work physiology.

**Credit Hours:** 3    **Prerequisite:** BIO 202 or BIO 210

**Availability:** On demand

### **KINS 435 Principles of Personal Training**

This course gives students an overview of how to apply sport and exercise physiology to train people from different populations. This course prepares students to take the National Strength and Conditioning Association Certified Personal Trainer Exam.

**Credit Hours:** 3    **Prerequisite:** KINS 325

**Availability:** On demand

### **KINS 451 Research Methods in Kinesiology**

This course gives students an opportunity to practice research methods in Kinesiology and prepares students to conduct research in a laboratory setting and graduate school level.

**Credit Hours:** 3    **Prerequisite:** MTH 104 AND BIO 230  
AND Senior-level status or approval by Division Chair

**Availability:** On demand

### **KINS 452 Kinesiology Seminar**

This course gives students the tools to propose research studies in Kinesiology. In addition, students will learn how to review and interpret scholarly research papers.

**Credit Hours:** 3    **Prerequisite:** KINS 451

**Availability:** On demand

## **Latin (LTN)**

### **LTN 101 Elementary Latin I**

An introduction to classical Latin to meet the needs of those students who desire a comprehensive introduction to Latin forms and syntax in a short period of time. This class will provide a quick introduction to Latin in one semester of concentrated study, leading to a second class (Elementary Latin II) in which selected classical and medieval texts, including the New Testament, are treated in depth. Students in Elementary Latin I will learn basic vocabulary as well as the rules for word formation, parts of speech, and sentence structure. The introduction of the subjunctive and some sophisticated constructions near the beginning of the course will permit reading of unaltered texts early in the term. There will be exercises and opportunity for students to practice translation. Selections will provide a consistent progression from the most basic grammar and forms to more complicated translations by the end of the first semester.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **LTN 102 Elementary Latin II**

A continuation of classical Latin from Elementary Latin I to further meet the needs of those students who desire a more comprehensive understanding of Latin vocabulary and texts. This class will provide a deeper exploration of Latin in a second semester of more concentrated study that will include the text of the Latin New Testament. Students in Elementary Latin II will learn additional vocabulary as well as more complicated parts of Latin text. There will be more exercises and opportunity for students to practice translation. Selections will provide a consistent progression from elementary grammar and forms to more complicated translations by the end of the second semester.

**Credit Hours:** 3    **Prerequisite:** LTN 101

**Availability:** Fall, Spring

### **LTN 201 Intermediate Latin I**

A continuation of classical Latin from Latin 102: Elementary Latin II to further meet the needs of those students who desire a more comprehensive understanding of Latin vocabulary and texts. This class will provide a deeper exploration of Latin in a third semester of more concentrated study that will include original Latin texts such as Virgil's *Aeneas*, Cicero, Cato, et. al. Students in Intermediate Latin will learn intermediate vocabulary as well as more complicated parts of Latin text. There will be fewer exercises and more opportunity for students to practice translation of original Roman history, poetry, etc. Selections will provide a consistent progression from elementary grammar through intermediate translation by the end of semester.

**Credit Hours: 3 Prerequisite: LTN 101, LTN 102**

**Availability:** Fall, Spring

### **LTN 202 Intermediate Latin II**

A continuation of classical Latin from Latin 201: Intermediate Latin I to further meet the needs of those students who desire a more comprehensive understanding of Latin vocabulary and texts. This class will provide a deeper exploration of Latin in a fourth semester of more concentrated study that will include original Latin texts with the addition of medieval Latin texts such as Jerome, Augustine, Gregory of Tours, Bede, St. Boniface, etc. Students in Intermediate Latin will learn additional intermediate vocabulary as well as more complicated parts of Latin classical and medieval text. There will be fewer exercises and more opportunity for students to practice translation of original medieval authors in history, theology, poetry, etc. Selections will provide a consistent progression through intermediate translation by the end of semester.

**Credit Hours: 3 Prerequisite: LTN 101, LTN 102**

**Availability:** Fall, Spring

## **Management (MGT)**

\*(WI) denotes a Writing Intensive (WI) course

### **MGT 331 Principles of Management**

This course is the study of theory and practice of management: managerial functions, communications, leadership, decision theories, and organizational development and change.

**Credit Hours: 3 Prerequisite: BUS 100**

**Availability:** On demand

### **MGT 333 Human Resources Management**

This course includes the principles and procedures for human resource planning and management, compensation and benefits, employee motivation and discipline, and safety and health requirements.

**Credit Hours: 3 Prerequisite: BUS 100**

**Availability:** On demand

### **MGT 341 Leadership in Organizations**

This course is designed to introduce leadership theory and practice from a private perspective. Students will study the complexities of business leadership. The various leadership styles will be examined from a Christian and ethical perspective.

**Credit Hours: 3 Prerequisite: MGT 331 or SPM 101 and BUS 100**

**Availability:** On demand

### **MGT 377 Project Management**

This course examines how technologies, project management tools, and modern techniques are applied. Topics include the triple constraint of project management (time, cost, scope), the project life cycle, project selection, project evaluation, work breakdown structure, and critical path.

**Credit Hours: 3 Prerequisite: BUS 101**

**Availability:** On demand

### **MGT 431 Organizational Behavior (WI)**

This course is a study of human behavior in organizations, with an emphasis on such topics as motivations, leadership, job satisfaction, and group dynamics.

**Credit Hours:** 3 **Prerequisite:** MGT 331 and ENG 102

**Availability:** On demand

### **MGT 434 Operations Management**

This course includes studies in concepts and techniques of managing operations of a production or service-oriented organization. Topics covered include: productivity, forecasting, product and service design, inventory, quality control, performance, measurement, planning, supply chain management, and scheduling.

**Credit Hours:** 3 **Prerequisite:** BUS 210 or MTH 104

**Availability:** On demand

### **MGT 435 Entrepreneurship**

This course is a study of the procedures and requirements for initiating and managing a new business venture.

**Credit Hours:** 3 **Prerequisite:** MGT 331

**Availability:** On demand

## **Marketing (MKT)**

### **MKT 300 Principles of Marketing**

This course includes marketing fundamentals – products and services, distribution, pricing, and promotion and the planning and implementation of marketing strategies.

**Credit Hours:** 3 **Prerequisite:** BUS 100

**Availability:** Fall

### **MKT 310 Buyer Behavior**

This course will give students a solid understanding of the perceptual, cognitive and emotional processes of consumers. Students will examine the consumer value framework and the influences affecting buyer behavior, including internal influences (perception and learning, personality and attitudes); external influences (including group, family, culture and microculture); as well as decision process models and outcomes of consumption. It will also cover social influences (reference groups, competition, and tipping points) in the context of business problems and ways to handle practical business problems, such as customer selection, customer complaints, loyalty programs, advertising, and more. The focus of the course is on the interconnectedness of buyer, seller, and society.

**Credit Hours:** 3 **Prerequisite:** MKT300

**Availability:** On Demand

### **MKT 320 Advertising**

This course examines advertising as a business, as a marketing tool, as a creative process, and as a hybrid discipline which draws from both the arts and the sciences. The course is taught from a social as well as a managerial orientation. From a social perspective, emphasis is placed on the history of advertising, as well as current social, ethical, and legal issues. From a managerial perspective, students learn about the advertising process, including such topics as diagnostic evaluative research, concept development, creative and media strategy, and global issues.

**Credit Hours:** 3 **Prerequisite:** MKT300

**Availability:** On Demand

### **MKT 330 Brand Management**

This course covers the building blocks and principles of branding and strategy, importance of brand equity and how to build and manage brand equity. What is a brand? How can a brand stay relevant? What is brand strategy? How are meaningful brands created? Why do some brands have greater longevity and loyalty? How to reach the target audience? This course will provide opportunities to understand the building blocks of a strong brand and apply strategies and techniques. Students will develop acumen and confidence in their strategic and analytical ability working with discussions, assignments, readings and problem solving. Students will develop enhanced strategic skills, conceptual, analytical and decision-making skills.

**Credit Hours:** 3 **Prerequisite:** MKT310

**Availability:** On Demand

### **MKT 340 Principles of Professional Sales (WI)**

A significant strategy in business today is developing relationships with potential and existing customers and vendors. The job of developing and enriching these relationships generally falls on the sales force of an organization. This course will give you an understanding of what sales people do and help you develop skills necessary to “sell” everything from yourself in a job interview to the latest products and services from your employer.

**Credit Hours:** 3 **Prerequisite:** MKT310 & BUS 330

**Availability:** On Demand

### **MKT 400 Marketing Metrics and Analysis**

The course teaches a numbers-based approach to understanding, structuring and presenting solutions for marketing challenges. Students apply basic economic, financial and accounting principles and best-practice marketing metrics to marketing problems, and also learn to evaluate and analyze marketing problems presented in the form of case studies. This course also includes an introduction to marketing careers and to tools to aid students in preparing for a successful career in marketing.

**Credit Hours:** 3 **Prerequisite:** MKT 300 and BUS 210/MTH 104

**Availability:** On Demand

### **MKT 420 Social Media Marketing**

Social media marketing is changing the way companies of all sizes communicate with their customers. In the same way they use traditional media, marketers use social media to reach their customers efficiently and effectively. But they also use it to understand buyer behavior and gain insights into what customers are saying about brands. This course will cover social media applications such as blogging, online communities, social networking (e.g., Facebook and LinkedIn), WIKIs, rapid sharing systems (e.g., Twitter), podcasting (e.g., YouTube), and search engine marketing. Through experiential learning, the course will teach students how to apply the strategic planning process, return on investment criteria, and organizational governance issues to the broad spectrum of social media.

**Credit Hours:** 3 **Prerequisite:** MKT 310 and BUS 330

**Availability:** On Demand

### **MKT 430 Direct and Interactive Marketing**

Direct Marketing is one of the fastest growing areas of marketing practice today. Direct marketing uses multiple channels (such as Internet, the telephone, mail, and mass media) to reach specifically targeted customers to elicit a response and create an immediate or eventual sale. Direct marketing is distinguished by its focus on targeting and by its emphasis on accountability for performance and impact on ROI. This course teaches students how to plan and execute effective direct marketing strategies. Students examine the role of information in testing, refining and evaluating a direct marketing program. They will also explore the regulatory environment, the challenge of protecting customer privacy, and global variations in the use and effectiveness of direct marketing programs.

**Credit Hours:** 3 **Prerequisite:** MKT 310 and BUS 330

**Availability:** On Demand

### **MKT 450 Marketing Strategy**

This course focuses on marketing’s role in creating, capturing, and sustaining customer value for an organization or business unit. Using the case method, students apply quantitative analysis and critical thinking skills to develop and implement marketing strategies to solve problems in a dynamic global environment. Working in teams, students learn how to manage marketing organizations and integrate marketing functions as they design, execute, evaluate, and present a strategic marketing plan. Students are encouraged to enroll in this course the first semester of their last year.

**Credit Hours:** 3 **Prerequisite:** MKT 310, BUS 330, and MKT 400

**Availability:** On Demand

## **Mathematics (MTH)**

### **MTH 101 Quantitative Reasoning**

This course is an option in Area A2 of the core curriculum and is not intended to supply sufficient algebraic background for students who intend to take precalculus or the calculus sequence for science majors. This course emphasizes quantitative skills, reasoning, processing information and understanding which conclusions can be reasonably determined. Topics include logic, basic probability, data analysis using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **MTH 102 College Algebra**

Topics include solving equations, inequalities, and systems of equations; exponents; radicals; polynomial, inverse and rational functions and their graphs.

**Credit Hours:** 3    **Prerequisite:** Two years of high school mathematics and a minimum SAT score of 430 on the Math portion of the SAT, (or) a minimum score of 480 on the Math portion of the SAT, or successful completion of BPC 099

**Availability:** On demand

### **MTH 104 Elementary Statistics**

This course includes descriptive statistics, an introduction to probability, confidence intervals, hypothesis testing, correlation and regression.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **MTH 111 Precalculus**

This course includes fundamental concepts of algebra, exponential, logarithmic, and trigonometric functions; analytic trigonometry; applications of trigonometry; vectors; and complex numbers.

**Credit Hours:** 3    **Prerequisite:** MTH 102 or instructor approval

**Availability:** On demand

### **MTH 202 Foundations in Math for K-8 Teachers**

This course is for elementary and middle grades education majors designed to help them connect mathematics and its application. Topics include problem solving, sets, whole numbers, integers number theory, rational numbers, real numbers, ratio, proportion, and percent.

**Credit Hours:** 3    **Prerequisite:** MTH 102 or higher

**Availability:** On demand

### **MTH 203 Concepts in Math for K-8 Teachers**

This course is for elementary and middle grades education majors designed to help them connect mathematics and its application. Topics include algebra, probability, data analysis, statistics, geometry, congruence, similarity, linear measure, area, and volume.

**Credit Hours:** 3    **Prerequisite:** MTH 102 or higher

**Availability:** On demand

### **MTH 204 Calculus I**

This course is a study of differential and integral calculus.

**Credit Hours:** 4    **Prerequisite:** MTH 111 or instructor approval

**Availability:** On demand

### **MTH 301 Foundations of Geometry**

This course is a study of measurement, plane and space figures, and other geometric concepts.

**Credit Hours:** 3    **Prerequisite:** MTH 101, or MTH 102

**Availability:** On demand

### **MTH 305 Calculus II**

This course is a study of integral calculus, applications, and infinite series.

**Credit Hours:** 4    **Prerequisite:** MTH 204

**Availability:** On demand

### **MTH 330 Mathematical Statistics I**

This course is an introduction to probability, distribution functions, and moment generating functions.

**Credit Hours:** 3    **Prerequisite:** MTH 305

**Availability:** On demand

### **MTH 331 Mathematical Statistics II**

This course includes random sampling, presentation of data, confidence intervals, and tests of hypothesis.

**Credit Hours:** 3    **Prerequisite:** MTH 330

**Availability:** On demand

### **MTH 415 Modern Algebra**

This course is an introduction to the study of the fundamental structure of algebra – sets, groups, rings and fields.

**Credit Hours:** 3    **Prerequisite:** MTH 305

**Availability:** On demand

## **Modern Languages (ML)**

### **ML/CUL 201 Language and Culture I**

This course explores the contributions and significance of the culture of a non-English speaking people. Topics include language, literature in translation (as well as shorter works in the language), art, music, architecture, language, and living patterns. Instruction is in English but includes foreign language instruction in conversation, and the rudiments of reading and writing the language. Note: Students must complete either ML/CUL 201 or a first-semester course in a foreign language to satisfy the “Foreign Language and Culture” core requirement.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **ML/CUL 202 Language and Culture II**

Building on knowledge from ML/CUL 201, this course is a more in-depth study of the contributions and significance of the culture of a non-English speaking people. Students will gain intermediate conversational proficiency in the target language as necessary for basic business transactions, conversation, and travel. The course will also include the study of national geographies, cultural and political institutions, and landmarks of historic and cultural importance.

**Credit Hours:** 3    **Prerequisite:** ML/CUL 201 (for the same language)  
or instructor approval

**Availability:** Fall, Spring

### **ML/FR 101 Elementary French I**

This first sequence is offered for those who have fewer than two high school units in French. The fundamental objective is to introduce the student to basic elements of French: grammar, composition, translation, phonetics, conversation, and culture. The course emphasizes grammar, within a conversational framework, in order to build a solid foundation for further language acquisition.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **ML/FR 102 Elementary French II**

This course is a continuation of ML/FR 101. For those who have passed ML/FR 101 or have two units of high school French. (Permission of instructor may also be obtained in special cases.)

The course reviews and reinforces the grammar learned in ML/FR 101, using a variety of readings and audio-visual resources to build vocabulary and other skills. It emphasizes French Media and Culture.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **ML/SP 101 Elementary Spanish I**

This course is an introduction to the basic elements of the Spanish language, including reading, speaking and writing, and an introduction to Hispanic culture.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **ML/SP 102 Elementary Spanish II**

This course is a review and continuation of the principles taught in ML/SP 101.

**Credit Hours:** 3    **Prerequisite:** ML/SP 101 or two units of high school Spanish or instructor approval    **Availability:** Fall, Spring

### **ML/SP 201 Intermediate Spanish I**

This course is a reinforcement of the concepts studied in Elementary Spanish. Emphasis is placed on amplification and enhancement of the skills necessary for conversation and composition.

**Credit Hours:** 3    **Prerequisite:** ML/SP 102 or instructor approval    **Availability:** Fall, Spring

### **ML/SP 202 Intermediate Spanish II**

This course is the application of the skills developed in ML/SP 201. Emphasis is placed upon increasing the ability to read, write, understand and speak the language.

**Credit Hours:** 3    **Prerequisite:** ML/SP 201 or instructor approval    **Availability:** Fall, Spring

## **Music (MUS)**

\*(WI) denotes a Writing Intensive (WI) course

### **MUS 000 Student Recital Hour**

This course is a performance laboratory required of all students enrolled in Primary Concentration Applied Music for two- or three-hours credit. The course will be graded on a pass/fail basis.

**Credit Hours:** 0    **Prerequisite:** None    **Availability:** Fall, Spring

### **MUS 100 Rudiments of Music**

This course is a survey of the basic materials of music, including pitch, rhythm, meter, intervals, scales, triads, and musical terminology. The course includes ear-training experience. This course does not apply to the music theory sequence requirement for graduation.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **MUS 101 Tonal Harmony 1 & Practice**

This course is designed to equip the student with a thorough knowledge of the fundamentals of music theory in order to provide a foundation, which prepares the student for the study of harmony including an aural perception of scales, intervals, and chords. Additionally, this course is intended to expose the student to the basic rules of part-writing through written exercises and harmonic analysis.

**Credit Hours:** 4    **Prerequisite:** None    **Availability:** Fall, Spring

### **MUS 103 Tonal Harmony 2 & Practice**

This course is a continuation of MUS 101 and is designed to expand the student's knowledge of harmony through the study of secondary triads, augmented and diminished triads, seventh chords, melody and rhythm, secondary dominants, elementary modulation, and improvisation through the study and application of non-harmonic tones. This course also includes an advanced study of the aural perception of scales, intervals, and chords.

**Credit Hours:** 4    **Prerequisite:** MUS 101    **Availability:** Fall, Spring

### **MUS 121 Diction of Modern Languages**

This course is a study of the pronunciation of the English, Italian, German and French languages through the use of the International Phonetic Alphabet, particularly as the sounds pertain to singing.

**Credit Hours:** 1    **Prerequisite:** None    **Availability:** Fall, Spring

### **MUS 140 Guitar Technique for Worship Leading I**

This course focuses on the basic understanding, practice, and application of guitar techniques used in contemporary worship leading. Students must supply their own guitar and be able to strum basic major and minor chords.

**Credit Hours:** 1    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS 200 Introduction to Church Music and Worship**

This course provides an overview of the music and worship ministry of the church as well as consideration of practical aspects such as administration, organization, time management, budgeting, staff relations, and training of volunteer leaders in needed areas of ministry:

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS 201 Tonal Harmony 3 & Practice**

This course is a continuation of MUS 103 and is designed to expose the student to advanced part-writing techniques through the study of modulation and altered chords. Composition of binary forms and improvisation are also included. The course also includes an advanced study of the aural perception of scales, intervals, and chords.

**Credit Hours:** 4    **Prerequisite:** MUS 103

**Availability:** Fall, Spring

### **MUS 203 Tonal Harmony 4 & Practice**

This course is a continuation of MUS 201 and is designed to guide the student through the techniques of late 19th century and 20th century harmony and compositional practice including impressionism, primitivism, serialism, indeterminacy, and minimalism. Composition of representative forms is included. The course also includes an advanced study of the aural perception of scales, intervals, and chords.

**Credit Hours:** 4    **Prerequisite:** MUS 201

**Availability:** Fall, Spring

### **MUS 205 Music Appreciation**

This course is designed to focus on perceptive listening to music for gaining an understanding of the nature of music, how it is created, and how it functions. In addition to Western European classical music, folk, religious, jazz, popular, ethnic, and world music are presented.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **MUS 221 Music History and Literature I**

This is a study of music history and musical style from the ancient Greeks through the Middle Ages, Renaissance, and Baroque periods. Stylistic developments, musical forms, and contributions of representative composers are studied.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS 222 Music History and Literature II**

This course is a study of music history and musical style of the Baroque period through the twentieth century. Stylistic developments, musical forms, and contributions of representative composers are studied.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS 240 Guitar Technique for Worship Leading II**

This is a continuation of the understanding, practice, and application of guitar techniques used in contemporary worship leading.

**Credit Hours:** 1    **Prerequisite:** MUS 140

**Availability:** Fall, Spring

### **MUS 243 Brass and Woodwind Methods**

This course introduces students to performance and teaching skills related to brass and woodwind instruments. The course covers common challenges for student instrumentalists, brass and woodwind pedagogy, instrument maintenance in school settings, and professional ethics in music education.

**Credit Hours:** 1    **Prerequisite:** MUS 103

**Availability:** On Demand

### **MUS 244 String and Percussion Methods**

This course introduces students to performance and teaching skills related to string and percussion instruments. The course covers common challenges for student instrumentalists, string and percussion pedagogy, instrument maintenance in school settings, and professional ethics in music education.

**Credit Hours:** 1    **Prerequisite:** MUS 103

**Availability:** On Demand

### **MUS 300 Ministerial Formations for Music and Worship**

The course is an introduction to Christian worship and music ministry through personal spiritual formation and integration of theological, ethical, and practical disciplines with an exploration of the call to ministry and the necessary preparations for effective ministry.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS 301 Form and Analysis**

This course is a study of the structure of musical composition through the analysis of specific works by composers of the Renaissance, Baroque, Classic, Romantic, and Twentieth Century periods.

**Credit Hours:** 3    **Prerequisite:** MUS 203

**Availability:** Fall, Spring

### **MUS 302 Basic Arranging for Multi-generational Worship**

Today's worship leader must be able to assist diverse congregations in a unified worship expression. This "hands-on" course will assist the student in developing music for praise teams, choirs, bands, and orchestra congregational engagement. The student will arrange "Psalms, hymns and spiritual songs" (Col. 3.16) in a variety of ways that engage people groups. The student will receive instruction in basic editing software such as Finale.

**Credit Hours:** 3    **Prerequisite:** MUS 203

**Availability:** On demand

### **MUS 303 Orchestration and Instrumentation**

Orchestration and instrumentation is a "hands on" course to assist the student in developing skills in arranging music for choirs, bands, and orchestra. The student will receive instruction in basic editing software such as Finale.

**Credit Hours:** 3    **Prerequisite:** MUS 203

**Availability:** On demand

### **MUS 306 Counterpoint**

This is a course that provides a stylistic study of both modal and tonal counterpoint, with an emphasis on eighteenth-century procedures through the examination of invention, suite, and fugue. Assignments include analysis and composition.

**Credit Hours:** 3    **Prerequisite:** MUS 301

**Availability:** Fall, Spring

### **MUS 320 Technology for Music and Worship**

This course introduces the student to worship planning, facilitation, and implementation, emphasizing the technical aspects of music production, visual media presentation, and utilization of digital tools for leadership. A variety of software and hardware options suitable for nearly any worship setting will be discussed and utilized.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS 321 Rock Music: Its History and Stylistic Development**

Rock music is a course designed to familiarize the student with the history of Rock music. Prominent players and groups of each era will be covered, as well as sociological, economic and cultural factors that shaped the many styles of Rock music.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **MUS 331 Beginning Conducting**

This course is an introduction to conducting patterns in both simple and compound meters and with a class laboratory experience.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS 332 Choral Conducting (WI)**

This is a course requiring intensive drill in choral conducting techniques, rehearsal procedures and historical perspectives. Laboratory experience is provided.

**Credit Hours:** 3    **Prerequisite:** MUS 331

**Availability:** Fall, Spring

### **MUS 333 Instrumental Conducting**

This course is designed to follow beginning conducting. This course continues the study of conducting technique with an emphasis on leadership of instrumental groups. Laboratory experience is provided.

**Credit Hours:** 3    **Prerequisite:** MUS 331

**Availability:** Fall, Spring

### **MUS 334 Fundamentals of Jazz**

This course offers a step-by-step approach to the art and science of jazz improvisation by focusing on the basic elements of music: sound, rhythm, melody, harmony, and form. The student will learn how to create and develop musical ideas and play them in a jazz style.

**Credit Hours:** 1    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS 335 Keyboard Accompaniment**

This course is designed to develop skills and techniques in accompanying vocal and instrumental rehearsals and performance. It is an introduction to improvisation.

**Credit Hours:** 1    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS 341 Elementary Music Methods**

This course is designed to prepare students for teaching music to children in grades K-6 with an emphasis on general music classes. The course focuses on developing teaching skills based on common pedagogical approaches, applying state and national standards for music education, and developing a personal philosophy of music education. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours:** 3    **Prerequisite:** Admission to the Educator  
Preparation Program (EPP)

**Availability:** On Demand

### **MUS 342 Secondary Music Methods**

This course is designed to prepare students for teaching music at the secondary level. Topics include the historical and philosophical foundations of American music education, technology, curriculum, methods, assessment, literature, program development and administration, state and national standards, and instructional design. Field experience with observation, planning and teaching lessons, and reflection is required.

**Credit Hours:** 3    **Prerequisite:** Admission to the Educator  
Preparation Program (EPP)

**Availability:** On Demand

### **MUS/CHR 357 Worship and Theology (WI)**

This course will explore and correlate Christian doctrine to the practice of Worship and Worship Leadership. It will assist the student in developing biblical filters and principles to guide and shape the worship experience of the Church. Importantly, understanding a “Christocentric” approach to worship will provide the future worship leader a biblical and practical way to determine music appropriateness and substantiation of applicable ministries.

**Credit Hours:** 3    **Prerequisite:** CHR 270 or instructor approval and ENG 102    **Availability:** On demand

### **MUS 400 Special Topics - Music**

This is an open topics course to allow for special exploration of topics that may not be a part of the standard curriculum.

**Credit Hours:** 1-4    **Prerequisite:** None    **Availability:** On demand

### **MUS 401 Revitalizing Corporate Worship**

This course explores the opportunities and challenges of revitalizing Spirit-led worship in the context of the local church. Attention will be given to the process by which church leaders can engage and involve members in worship, and encourage and facilitate a deeper understanding of corporate worship within the local congregation. Field Observations in the local church are required.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** Fall, Spring

### **MUS 410 World Music (WI)**

This is a course of study designed to increase the student's knowledge and understanding of world music. Repertoires to be studied include African, Asian, Indian, and Javanese music.

**Credit Hours:** 3    **Prerequisite:** ENG 102    **Availability:** On demand

### **MUS 411 Generational and Cultural Music in Worship**

The course will focus attention on generational and cultural issues which impact the worship life of the church. Attention is given to models or examples of worship that seek to address a variety of Church worship experiences. Understanding cultural contexts and generational dynamics are essential in leading diverse and multigenerational congregations in their worship expressions.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** Fall, Spring

### **MUS 451 Hymnology: A Singing Theology**

This course will research the historical and cultural influences of hymn development from ancient times to the present with special attention paid to Baptist life. The student will discover the value of hymns in the worship and devotional life of the church. This class will be exposed to biblical filters which will guide the student in determining theological appropriateness for use in worship, particularly in Baptist life.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** Fall, Spring

### **MUS 455 Church Music Internship**

This course is an opportunity for students to gain practical experience in a music or worship ministry setting. Supervision and guidance will be provided by the local minister/worship pastor of music and a faculty member. Successful assessment of completion will include assignments, reports of progress, and an evaluation from the on-site supervisor.

**Credit Hours:** 1    **Prerequisite:** None    **Availability:** Fall, Spring

### **MUS / CHRW 500 History of Christian Worship and Song**

This course is designed to prepare Worship Leaders by broadening their knowledge of the history of Christian Worship, including liturgical, traditional and contemporary forms that are used in Christian Worship Services. Students will develop a deeper appreciation for current worship practice and musical selections.

**Credit Hours:** 3    **Prerequisite:** Acceptance into MA Program or permission of Dean    **Availability:** On demand

### **MUS / CHRW 520 Worship Leadership**

This course will explore the preparation and presentation of musical, technical, and administrative elements in modern worship. Students will investigate the appropriate musical, spiritual, technical, ethical, and interpersonal skills needed within the worship ministry context. Facilitating effective rehearsal methods and team building skills will be addressed as well.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

### **MUS / CHRW 540 Technology and Media in Worship**

This course looks at the biblical foundations and the practical use of technology in corporate worship. The course will prepare leaders to communicate the Gospel through sound, lighting, visuals, and multi-media forms. The course includes hands-on planning and developing of worship services using modern technology.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

### **MUS / CHRW 560 Worship and Discipleship**

In this course the student will develop ministry formation skills and implement a worship discipleship curriculum for the local church. Students will spiritually equip a group of participants within the local church through designing and teaching a worship curriculum or through leading small groups in worship evangelism and missions. A field mentor will be available to the student throughout the process of the course to guide the process.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

### **MUS / CHRW 580 Worship Internship**

This course will engage students in practical and current ministerial issues. The student will be required to participate in a local church ministry throughout the semester/session under the supervision of a designated mentor to fulfill a worship ministry project or assigned role.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

### **MUS / CHRW 600 Worship Theology for Contemporary Ministry**

The course examines biblical, historical, and practical issues regarding theologies of Christian worship. The student will explore the hermeneutical foundations for understanding corporate and personal worship practices and how it equips worship leaders in contemporary ministry contexts.

### **MUS / CHRW 620 Songwriting for Worship**

The course will examine the various necessary components of the creative process of Christian songwriting as it pertains to preparation, execution, performance, and congregational application through worship. Attention will be given to theological, ministry, and practical integration of these components to render authentic worship songwriting that will glorify God in worship.

**Credit Hours:** 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

## **Ensembles and Choral Groups**

### **MUS-BE 164/264/364/464 Brass Ensemble**

This course is a performance ensemble that is a mixed brass chamber group – membership through invitation of director. (One 60-minute rehearsal per week.)

**Credit Hours:** 1-4 **Prerequisite:** Two semesters of each level **Availability:** Fall, Spring

### **MUS-CE 364/365/464/465 Chamber Ensemble**

Students will form performing chamber music ensembles, such as a flute choir, saxophone quartet, trumpet ensemble, tuba/euphonium ensemble, woodwind quintet, brass quintet, percussion ensemble, or other mixed instrument group. Membership is by invitation of the instructor. This course does not fulfill the major ensemble degree requirement. (One 60- minute rehearsal per week.)

**Credit Hours:** 1 **Prerequisite:** Professor Invitation **Availability:** Fall, Spring

### **MUS-HB 163/263/363/463 Hand Bell Choir**

This is an ensemble of ten to twelve ringers who rehearse and perform both sacred and secular music. The ensemble concretizes often and takes tours for the purpose of leading in worship and promoting Brewton-Parker College. There are two 90-minute rehearsals a week, and membership is open to any student of the College by audition.

**Credit Hours:** 1    **Prerequisite:** Audition; two semesters of each level                      **Availability:** Fall, Spring

### **MUS-CC 160/260/360/460 Concert Choir**

This course is a mixed choir with membership open to students by audition. This group represents the College on many occasions during the year. (There are two ninety-minute rehearsals per week.)

**Credit Hours:** 1    **Prerequisite:** Audition; two semesters of each level                      **Availability:** Fall, Spring

### **MUS-CC 000-1/000-2 Concert Choir (for applied instrumental or keyboard majors)**

Students taking eight semesters of instrumental lessons as their required applied major also are required to supplement these lessons with participation in the *Concert Choir* for two semesters. This is a non-credit graduation requirement for which students must register during two semesters. (There are two ninety-minute rehearsals per week.)

**Credit Hours:** 0    **Prerequisite:** Must be an applied instrumental major                      **Availability:** Fall, Spring

### **MUS-VT 162/262/362/462 Voices of Truth**

Voices of Truth is an auditioned ensemble of ten to twelve students who travel, promoting Brewton-Parker College, and who lead worship for churches, Brewton-Parker chapel services, and community events.

**Credit Hours:** 1    **Prerequisite:** Audition; two semesters of each level                      **Availability:** Fall, Spring

### **MUS-WE 161/261/361/461 College Wind Ensemble**

This course is a performance ensemble that plays a variety of music, including transcriptions, serious 20th century works, marches, and lighter selections. Several concerts are performed each year.

**Credit Hours:** 1    **Prerequisite:** Two semesters of each level                      **Availability:** Fall, Spring

### **MUS-WE 000-1/000-2 College Wind Ensemble (for applied voice majors)**

Students taking eight semesters of voice lessons as their required applied major also are required to supplement these lessons with participation in the *College Wind Ensemble* for two semesters. This is a non-credit graduation requirement for which students must register during two semesters. (Several concerts are performed each year.)

**Credit Hours:** 0    **Prerequisite:** Must be an applied voice major                      **Availability:** Fall, Spring

\*NOTE: with permission from the director non-music majors may participate in *Concert Choir* or the *College Wind Ensemble* on a non-credit basis as a co-curricular activity. The usual fee for auditing a class does not apply, and participation in one or both of these performance groups does not constitute part of the student's registration for classes.

## **Applied Music Courses**

### **MUS-AB 153 Applied Brass I**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** None                      **Availability:** Fall, Spring

### **MUS-AB 253 Applied Brass II**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AB 153 twice

**Availability:** Fall, Spring

### **MUS-AB 353 Applied Brass III**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AB 253 twice

**Availability:** Fall, Spring

### **MUS-AB 453 Applied Brass IV**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AB 353 twice

**Availability:** Fall, Spring

### **MUS-AK 151 Applied Keyboard/Piano/Organ I**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS-AK 251 Applied Keyboard/Piano/Organ II**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AK 151 twice

**Availability:** Fall, Spring

### **MUS-AK 351 Applied Keyboard/Piano/Organ III**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AK 251 twice

**Availability:** Fall, Spring

### **MUS-AK 451 Applied Keyboard/Piano/Organ IV**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AK 351 twice

**Availability:** Fall, Spring

### **MUS-AP 154 Applied Percussion I**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS-AP 254 Applied Percussion II**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AP 154 twice

**Availability:** Fall, Spring

### **MUS-AP 354 Applied Percussion III**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AP 254 twice

**Availability:** Fall, Spring

### **MUS-AP 454 Applied Percussion IV**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AP 354 twice

**Availability:** Fall, Spring

### **MUS-AS 152 Applied Strings I**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS-AS 252 Applied Strings II**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AS 152 twice

**Availability:** Fall, Spring

### **MUS-AS 352 Applied Strings III**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AS 252 twice

**Availability:** Fall, Spring

### **MUS-AS 452 Applied Strings IV**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AS 352 twice

**Availability:** Fall, Spring

### **MUS-AV 150 Applied Voice I**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS-AV 250 Applied Voice II**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AV 150 twice

**Availability:** Fall, Spring

### **MUS-AV 350 Applied Voice III**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AV 250 twice

**Availability:** Fall, Spring

### **MUS-AV 450 Applied Voice IV**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AV 350 twice

**Availability:** Fall, Spring

### **MUS-AW 155 Applied Woodwinds I**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** None

**Availability:** Fall, Spring

### **MUS-AW 255 Applied Woodwinds II**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AW 155 twice

**Availability:** Fall, Spring

### **MUS-AW 355 Applied Woodwinds III**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AW 255 twice

**Availability:** Fall, Spring

### **MUS-AW 455 Applied Woodwinds IV**

Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.

**Credit Hours:** 1    **Prerequisite:** MUS-AW 355 twice

**Availability:** Fall, Spring

## **Nursing (NUR)**

\*(WI) denotes a Writing Intensive (WI) course

### **NUR 311 Health and Illness I: Foundations of Nursing**

Concepts basic to the art and science of nursing are introduced as a foundation for safe, quality patient care. Evidence-based principles of nursing and health promotion are integrated to prepare the student to meet the health-related needs of a patient. The nurse's role as a member of the interdisciplinary team will be examined. **Note:** Successful participation in NUR 311L is necessary for completing all course requirements. **Corequisite:** NUR 311L

**Credit Hours:** 6    **Prerequisite:** Admission to the School of Nursing

**Availability:** On demand

### **NUR 311L Health and Illness I: Foundations of Nursing Clinical/Lab**

This clinical lab component is designed to complement the associated main course (NUR 311) by assigning students to their clinical supervisors and tracking their progress under designated instructors. A separate pass/fail grade is awarded for this lab, active participation is required. This setting ensures that students are matched with qualified supervisors for their clinical experiences and that the supervising instructor is properly documented for record-keeping and support. **Note:** Successful participation in this clinical lab is necessary for completing the main course requirements...

**Credit Hours:** 0    **Corequisite:** NUR 311

**Availability:** On demand

### **NUR 312 Professional Development I**

Students are introduced to the evolution of the profession of nursing. Concepts of caring, professional identity, diversity, health informatics, and learning are examined. Use of these skills and technologies to develop therapeutic relationships with patients and the interdisciplinary healthcare team is emphasized. Legal and ethical issues related to health information technology and health information exchanges will be examined. Students will have opportunities to investigate personal and professional boundaries and examine their own beliefs and values on nursing practice.

**Credit Hours:** 3    **Prerequisite:** Admission to the School of Nursing

**Availability:** On demand

### **NUR 316 Patho-Pharmacology I**

Basic mechanisms underlying illness and disease across the lifespan are stressed as a basis for the understanding of health promotion and disease prevention in this first of two sequential courses. The pharmacodynamics and pharmacokinetics of drug therapy provide a basic understanding of the patient's reaction to a drug both therapeutically and adversely. Pathophysiological changes are presented as a rationale for nursing diagnoses, therapeutic interventions, and prescribed drug therapy. The nurse's role and legal and ethical responsibilities in drug administration, system variations in drug effects, and patient education across the life span are addressed.

**Credit Hours:** 3    **Prerequisite:** Admission to the School of Nursing

**Availability:** On demand

### **NUR 318 Health Assessment and Skills**

Skills necessary to perform basic patient assessment and clinical skills are discussed and demonstrated. Opportunities are provided in a laboratory setting for students to demonstrate cognitive and psychomotor competencies of therapeutic interventions and assessment of the individual patient across the life span. The emphasis is on interviewing techniques, physical examination, and psychomotor skills. Developmental factors and risk factors, including genetic and environmental, that affect the patient's health will be explored. **Note:** Successful participation in NUR 318L is necessary for completing all course requirements.

**Credit Hours:** 3    **Prerequisite:** Admission to the School of Nursing    **Availability:** On demand  
**Corequisite:** NUR 318L

### **NUR 318L Health Assessment and Skills Lab**

This clinical lab component is designed to complement the associated main course (NUR 318) by assigning students to their clinical supervisors and tracking their progress under designated instructors. A separate pass/fail grade is awarded for this lab, active participation is required. This setting ensures that students are matched with qualified supervisors for their clinical experiences and that the supervising instructor is properly documented for record-keeping and support. **Note:** Successful participation in this clinical lab is necessary for completing the main course requirements.

**Credit Hours:** 0    **Corequisite:** NUR 318    **Availability:** On demand

### **NUR 321 Health and Illness II: Nursing across the Lifespan**

A greater sophistication of clinical reasoning is developed for managing multiple patients experiencing acute and chronic illnesses across the lifespan. Patient teaching plans will be developed. Evidence-based therapeutic nursing interventions are incorporated into the planning, implementation, and evaluation of nursing care. Perspectives of other health care members will be recognized to provide interdisciplinary care. **Note:** Successful participation in NUR 321L is necessary for completing all course requirements.

**Credit Hours:** 7    **Prerequisite:** NUR 311, 312, 316, and 318    **Availability:** On demand  
**Corequisite:** NUR 321L

### **NUR 321L Health and Illness II: Nursing across the Lifespan Clinical**

This clinical lab component is designed to complement the associated main course (NUR 321) by assigning students to their clinical supervisors and tracking their progress under designated instructors. A separate pass/fail grade is awarded for this lab, active participation is required. This setting ensures that students are matched with qualified supervisors for their clinical experiences and that the supervising instructor is properly documented for record-keeping and support. **Note:** Successful participation in this clinical lab is necessary for completing the main course requirements.

**Credit Hours:** 0    **Corequisite:** NUR 321    **Availability:** On demand

### **NUR 324 Nursing Inquiry (WI)**

Concepts of evidence-based practice (EBP), quality improvement, and healthcare research are explored. Methods to critically appraise healthcare research will be applied. Critical appraisal of evidence will be employed to inform the delivery of safe and quality nursing care. Methods to design and test changes to continuously improve the quality and safety of healthcare systems are explored as well as the value of scholarship on nursing practice.

**Credit Hours:** 4    **Prerequisite:** ENG 102    **Availability:** On demand

### **NUR 326 Patho-Pharmacology II**

Building on NUR 316, in this sequential course, students explore the interrelationship between pharmacology, pathophysiology, and the therapeutic goal of physiologic integrity from a nursing perspective. Specific prototypes of selected drug classifications provide the framework for understanding the action, use, adverse effects and nursing implications of drugs and the pathophysiological changes that occur. A holistic perspective prepares the student nurse to provide individualized care to all.

**Credit Hours:** 4 **Prerequisite:** NUR 311, 312, 316, and 318

**Availability:** On demand

### **NUR 411 Health and Illness III: Nursing with Diverse Populations**

Comprehensive and focused evidence-based care of patients in diverse populations with complex health conditions will be examined and applied in dynamic microenvironments such as: maternity, pediatrics, mental health, and critical care. The nurse's role in assuming coordination, integration, and continuity of care is incorporated.

**Note:** Successful participation in NUR 411L is necessary for completing all course requirements.

**Credit Hours:** 8 **Prerequisite:** NUR 321, 324, and 326

**Availability:** On demand

**Corequisite:** NUR 411L

### **NUR 411L Health and Illness III: Nursing with Diverse Populations Clinical**

This clinical lab component is designed to complement the associated main course (NUR 411) by assigning students to their clinical supervisors and tracking their progress under designated instructors. A separate pass/fail grade is awarded for this lab, active participation is required. This setting ensures that students are matched with qualified supervisors for their clinical experiences and that the supervising instructor is properly documented for record-keeping and support. **Note:** Successful participation in this clinical lab is necessary for completing the main course requirements.

**Credit Hours:** 0 **Corequisite:** NUR 411

**Availability:** On demand

### **NUR 412 Professional Development II**

Ethical principles are applied to the care of persons in diverse settings. The role of the nurse as a member of the interprofessional team is examined using concepts of ethics, advocacy, and team building. The professional responsibilities and role of the advocate will be explored as it relates to the health continuum and the nursing profession.

**Credit Hours:** 3 **Prerequisite:** NUR 321, 324, and 326

**Availability:** On demand

### **NUR 415 Population Health I**

Population-based health theories, models, and frameworks are explored. Students build upon clinical reasoning skills from an individual level of care to a global context of care. Community engagement and collaboration, health coaching and behavior change, and chronic disease management are used to create a community health improvement plan. **Note:** Successful participation in NUR 415L is necessary for completing all course requirements.

**Credit Hours:** 4 **Prerequisite:** NUR 321, 324, and 326

**Availability:** On demand

**Corequisite:** NUR 415L

### **NUR 415L Population Health I Clinical**

This clinical lab component is designed to complement the associated main course (NUR 415) by assigning students to their clinical supervisors and tracking their progress under designated instructors. A separate pass/fail grade is awarded for this lab, active participation is required. This setting ensures that students are matched with qualified supervisors for their clinical experiences and that the supervising instructor is properly documented for record-keeping and support. **Note:** Successful participation in this clinical lab is necessary for completing the main course requirements.

**Credit Hours:** 0 **Corequisite:** NUR 415L

**Availability:** On demand

### **NUR 421 Integration of Concepts and Practicum**

This course is a synthesis of learning from the entire curriculum that will guide students into their role as new registered nurses. Emphasis is placed on the roles of the nurse as provider of indirect and direct care; designer, manager, and coordinator of care; and member of the profession. By using a preceptor model, the focus is on individual transition to the professional nursing role, recognizing the organizational, social, political, economic, ethical, and legal context in which interdisciplinary health care is delivered. **Note:** Successful participation in NUR 421L is necessary for completing all course requirements.

**Credit Hours:** 8 **Prerequisite:** NUR 411, 412, and 415

**Availability:** On demand

**Corequisite:** NUR 421L

### **NUR 421L Integration of Concepts and Practicum Clinical**

This clinical lab component is designed to complement the associated main course (NUR 421) by assigning students to their clinical supervisors and tracking their progress under designated instructors. A separate pass/fail grade is awarded for this lab, active participation is required. This setting ensures that students are matched with qualified supervisors for their clinical experiences and that the supervising instructor is properly documented for record-keeping and support. **Note:** Successful participation in this clinical lab is necessary for completing the main course requirements.

**Credit Hours:** 0 **Corequisite:** NUR 421

**Availability:** On demand

### **NUR 422 Professional Development III**

Nursing practice in an evolving health care system is addressed with emphasis on the unique challenges presented to the nurse. The role of the nurse as provider and care coordinator is expanded to include the external influences of the health care organization and the regulatory environment, as well as the implications of social and healthcare policies.

**Credit Hours:** 3 **Prerequisite:** NUR 411, 412, and 415

**Availability:** On demand

### **NUR 425 Population Health II**

A sequential course to further explore population-based health influencing global health, community theories, models, and frameworks. Students continue to build upon clinical reasoning skills from an individual level of care to a global context of care. Focus is on risk reduction, protective and predictive factors, and the systems influencing the health of individuals, families, and communities. **Note:** Successful participation in NUR 425L is necessary for completing all course requirements. **Corequisite:** NUR 425L

**Credit Hours:** 4 **Prerequisite:** NUR 411, 412, and 415

**Availability:** On demand

### **NUR 425L Population Health II Clinical**

This clinical lab component is designed to complement the associated main course (NUR 425) by assigning students to their clinical supervisors and tracking their progress under designated instructors. A separate pass/fail grade is awarded for this lab, active participation is required. This setting ensures that students are matched with qualified supervisors for their clinical experiences and that the supervising instructor is properly documented for record-keeping and support. **Note:** Successful participation in this clinical lab is necessary for completing the main course requirements.

**Credit Hours:** 4 **Corequisite:** NUR 425

**Availability:** On demand

## **Physical Education (PE)**

\*(WI) denotes a Writing Intensive (WI) course

### **PE 205 Principles of Wellness**

This course is an introduction to selected concepts and principles relative to the field of physical fitness, such as cardiovascular fitness, body composition, weight control, muscular endurance, and hypokinetic disease.

**Credit Hours:** 2 **Prerequisite:** None

**Availability:** On demand

### **PE 207 Sports Officiating**

This course includes the techniques, rules, and roles of officiating sports.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **PE 208 Team Sports**

This course acquaints the student with the basic methods of coaching team sports. Special consideration is given to training procedures, rules, philosophy, sport psychology, and sport pedagogy.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **PE 209 Individual/Dual Sports**

This course acquaints the student with skill development, theory and coaching skills for a variety of individual and dual sports.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **PE 309 Prevention and Care of Exercise Related Injuries (WI)**

This course is designed to provide sport and fitness studies majors with the basic knowledge, skills, and abilities necessary for the prevention, treatment, and rehabilitation of injuries related to physical activity.

**Credit Hours:** 3 **Prerequisite:** BIO 202 or BIO 210, and ENG 102

**Availability:** On demand

### **PE 310 Fitness Research and Testing**

This course is a survey, evaluation, and application of health-related fitness and physical education tests. Administration and critique of appropriate measures of content and skill performance and software for administrative and instructional programs are included.

**Credit Hours:** 3 **Prerequisite:** MTH 102

**Availability:** On demand

### **PE 315 Wellness and Healthy Lifestyles**

Developing healthy lifestyles through health appraisal, fitness evaluation and individualized exercise prescriptions are covered in this course.

**Credit Hours:** 3 **Prerequisite:** ENG 102

**Availability:** On demand

### **PE 325 Sport and Fitness Management**

Theories and practices related to the management of sport and exercise programs in community and corporate settings are covered in this course.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **PE 350 Topics in Physical Education**

This course presents studies of selected topics in health and physical education not covered in regular catalog offerings and may be taken for graduation credit. Topics will vary from year to year, and students may repeat the course with different topics twice, or more with instructor approval.

**Credit Hours:** 3 **Prerequisite:** HEA 300

**Availability:** On demand

### **PE 410 Techniques of Coaching**

This course includes the philosophies of coaching, leadership, teaching techniques, team organization, sports strategies, preparation for events, and prevention and care of athletic injuries.

**Credit Hours:** 3 **Prerequisite:** ENG 102

**Availability:** On demand

### **PE 427 Motor Learning**

This course studies the current theories and principles explaining motor behavior and the psychological factors related to and affecting motor skill acquisition and performance. Topics include learning theories, information processing, motor control, state of the learner, nature of skills, and instructional considerations.

**Credit Hours:** 3 **Prerequisite:** BIO 202 or BIO 210

**Availability:** On demand

### **PE 450 Internship**

This course is a supervised work experience designed to provide students practical learning experiences in fitness and wellness settings or in a coaching experience.

**Credit Hours:** 3    **Prerequisite:** Junior or Senior status and approval from Division Chair and Internship coordinator    **Availability:** On demand

## **Physics (PHY)**

### **PHY 201 General Physics I**

This course is a study of the principles of physics with an emphasis on mechanics, heat, and wave.

**Credit Hours:** 4    **Prerequisite:** MTH 111    **Availability:** On demand

### **PHY 203 General Physics II**

This course is a study of electricity, magnetism, and light.

**Credit Hours:** 4    **Prerequisite:** PHY 201    **Availability:** On demand

### **PHY 221 General Physics I with calculus**

This course is a study of the principles of physics with an emphasis on mechanics, heat, and wave. Calculus is required in this course.

**Credit Hours:** 4    **Prerequisite:** MTH 204    **Availability:** On demand

### **PHY 223 General Physics II with calculus**

This course is a study of electricity, magnetism, and light. Calculus is required in this course.

**Credit Hours:** 4    **Prerequisite:** MTH 305    **Availability:** On demand

### **PHY 260 The Physics of Music**

This course is a physics course in which the principles of mechanics and wave motion are used to study the production of musical sounds and instruments which produce them.

**Credit Hours:** 4    **Prerequisite:** Any MTH course    **Availability:** On demand

## **Physical Sciences (PHY/SCI)**

### **PHY/S 101 Introduction to the Physical Sciences**

This course is a survey, by lecture/discussion, of topics in Chemistry and Physics.

**Credit Hours:** 4    **Prerequisite:** None    **Availability:** On demand

### **PHY/S 102 Earth Science**

This course is an exploration, by lecture/discussion/experimentation, of the major concepts of Astronomy, Geology, and Meteorology. Wherever possible the material will be applied to Georgia.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **PHY/S 111 Astronomy**

This course is a study of the structure and organization of the universe, including a consideration of the motions of its components, stellar evolution, and the instrumentation used by astronomers. Some labs will meet at night. **Credit Hours:** 4    **Prerequisite:** None

**Availability:** On demand

### **PHY/S 300 Topics in Physical Science**

This course is a study of selected topics in physical science. The topics will vary.

**Credit Hours:** 3-4 **Prerequisite:** PHY/SCI 101, or BIO 100, or CHM 100,  
or instructor approval

**Availability:** On demand

## **Political Science (POL)**

### **POL 202 American Government**

This course is a study of the theory and practice of the American political system at the national, state, and local levels. Some emphasis is given to the recent trends in government. Questions of national security, foreign policy, and civil liberties will be examined. This course satisfies state requirements concerning the United States and Georgia Constitutions.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **POL 203 International Politics**

This course includes components and characteristics of the international political system; conflict and cooperation in international relations; and the changing nature of international political behavior.

**Credit Hours:** 3 **Prerequisite:** POL 202

**Availability:** On demand

### **POL 204 Comparative Politics**

This course is a comparative analysis of existing structures, processes, and problems of political systems from a global perspective.

**Credit Hours:** 3 **Prerequisite:** POL 202

**Availability:** On demand

### **POL 205 Western Political Thought**

This course is a survey of the development of Western political ideas, including the contributions of Ancient Greece, Rome, the church fathers, Renaissance and Reformation writers, liberalism, and contemporary political thinkers.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **POL 302 Congress and the Legislative Process**

This course is an examination of the United States Congress, with emphasis on recruitment and composition, styles of representation, leadership, the role of interest groups and the executive in the legislative process, organization, and functions.

**Credit Hours:** 3 **Prerequisite:** POL 202

**Availability:** On demand

### **POL 309 State and Local Government**

This course studies the organization and functions of state and local government in the United States, intergovernmental relations, administration, adjudication, and the organization and function of political parties on state and local levels.

**Credit Hours:** 3 **Prerequisite:** POL 202

**Availability:** On demand

### **POL/HIS 331 American Foreign Policy**

This course studies institutions and procedures involved in formation and implementation of American foreign policy, with some consideration of important elements and strategies of American foreign policy from World War II to the present.

**Credit Hours:** 3 **Prerequisite:** POL 202

**Availability:** On demand

**POL/CJ 350 Constitutional Law I: National and State Powers**

This course studies the Constitution as it has evolved as a basic law by means of interpretation through Supreme Court decisions. Special emphasis is placed on major cases affecting the scope of state and federal powers, and individual rights.

**Credit Hours:** 3 **Prerequisite:** POL 202

**Availability:** On demand

**POL/CJ 351 Constitutional Law II: Civil Rights and Liberties**

This course reviews development of the Bill of Rights and political and civil liberties in the American constitutional system. It includes limitations on governmental powers with emphasis on freedom of speech, press, religion, and the rights of accused. Modern theories of constitutional interpretation surveyed.

**Credit Hours:** 3 **Prerequisite:** POL 202

**Availability:** On demand

**POL/CHR/HIS 361 Church and State in America**

This course explores the history of the relationship between religion and the state in the United States. It will survey the European and early American origins of the First Amendment; religion- state interaction in American political history; the evolution of modern American constitutional law governing religion-state relations and the current debate over law, religion and public life.

**Credit Hours:** 3 **Prerequisite:** CHR 270 or instructor approval

**Availability:** On demand

**POL/CJ 420 Public Administration**

This course includes factors that shape and condition administrative institutions; formal organizational theory; and regulatory activities and administrative responsibility in a democratic society.

**Credit Hours:** 3 **Prerequisite:** POL 202

**Availability:** On demand

**POL 421 Community and Organizational Leadership**

This course includes studies of the concepts and processes of organizational leadership as related to academic, business, political, and human resource settings.

**Credit Hours:** 3 **Prerequisite:** CHR 101,102, COM 101, EDU 201, PE 206,  
POL 202, or PSY 201

**Availability:** On demand

**POL 470 Internship**

This course is a supervised practical experience designed to give the student the opportunity to apply theoretical knowledge to the actual functioning of the government and/or political process.

**Credit Hours:** 1-6 **Prerequisite:** Sophomore status and completion of nine  
hours in Political Science

**Availability:** On demand

**POL 480 Topics in Political Science**

This course is a study of selected topics in political science. The topic and number of credit hours will vary.

**Credit Hours:** Vary **Prerequisite:** POL 202 or instructor approval

**Availability:** On demand

**POL 490 Senior Seminar**

This is a course that seeks to provide students the opportunity to integrate the concepts and theories of political science with Christian theology. Students will be challenged to confront and resolve key issues they will face as they seek to live out their biblical faith in their profession and in their civic and personal lives.

**Credit Hours:** 3 **Prerequisite:** Instructor's approval and completion of the  
Political Science Assessment Examination

**Availability:** On demand

**Psychology (PSY)**

\*(WI) denotes a Writing Intensive (WI) course

### **PSY 201 Introduction to Psychology**

This course is a survey of the history, theories, methods, and data of psychology. Emphasis is placed on physiology, perception, learning, emotion, motivation, personality, measurement, and social behavior.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **PSY 202 Human Growth and Development**

This course is a comprehensive coverage of the growth and development of the human organism from conception to death.

**Credit Hours:** 3 **Prerequisite:** PSY 201

**Availability:** On demand

### **PSY/CJ 204 Deviant Behavior**

This course is a sociological examination of deviant behavior, including crime, drug abuse, sexual deviance and mental illness. A cross – cultural examination of these aspects of deviant behavior will also be utilized in order to understand deviant behavior within various cultural and institutional contexts.

**Credit Hours:** 3 **Prerequisite:** None

**Availability:** On demand

### **PSY/CJ 212 Social Problems**

This course is a study of both the general and special problems considered in the social and cultural setting in which they occur. The emphasis is on people and their behavior.

**Credit Hours:** 3 **Prerequisite:** PSY 201

**Availability:** On demand

### **PSY 220 Careers, Ethics, and Professionalism (WI)**

This course provides a survey of the practice of psychology from an ethical and legal perspective.

Consideration is given to such things as the rules of psychology associations and boards, ethics case studies, and professional practices. The course also explores the salient careers in the psychology world.

**Credit Hours:** 3 **Prerequisite:** ENG 102

**Availability:** On demand

### **PSY 301 Adult Psychology**

This course is a student of the adult period with special emphasis upon the social, emotional, physical, and intellectual development of the adult.

**Credit Hours:** 3 **Prerequisite:** PSY 201 and RSM 200

**Availability:** On demand

### **PSY 302 Child Psychology**

This course is a study of the social, emotional, physical, and intellectual development of the child from conception to age twelve.

**Credit Hours:** 3 **Prerequisite:** PSY 201 and (RSM 200 or EDU 221)

**Availability:** On demand

### **PSY 303 Adolescent Psychology**

This course is a study of the adolescent period with special emphasis upon the social, emotional, physical, and intellectual development peculiar to the adolescent.

**Credit Hours:** 3 **Prerequisite:** PSY 201 and RSM 200

**Availability:** On demand

### **PSY/CJ 305 Race and Ethnic Relations**

This course provides an examination of relationships between and within racial and ethnic groups and an analysis of social and behavioral causes of prejudice and discrimination.

**Credit Hours:** 3 **Prerequisite:** PSY 201 and RSM 200

**Availability:** On demand

### **PSY 306 Learning and Cognition**

This course is a study of learning theory and cognitive science, including topics such as classical and operant conditioning and modeling; information-processing approaches to perception; language acquisition and reading semantics; concept formation and application, memory, problem solving, and creativity.

**Credit Hours:** 3    **Prerequisite:** PSY 201 and (RSM 200 or EDU 221)    **Availability:** On demand

### **PSY 309 Human Sexuality**

This course is a comprehensive study of all the salient factors involved in human sexuality.

**Credit Hours:** 3    **Prerequisite:** PSY 201 and RSM 200    **Availability:** On demand

### **PSY/CJ 311 Quantitative Research Methods**

This course is designed to introduce learners to the key theories, assumptions, and practices underlying quantitative research methodology in preparation for conducting independent research. This course will enable students to critically understand quantitative research methodology and apply it appropriately to various fields and issues. Issues related to data collection, data computation, interpretation, and analysis, negotiating access to the field, ethics, and representation will be addressed. This course is structured for each student to design and conduct a quantitative study.

**Credit Hours:** 3    **Prerequisite:** PSY 201 and MTH 104    **Availability:** Fall

### **PSY/CJ 312 Qualitative Research Methods**

This course is designed to introduce learners to the key theories, assumptions, and practices underlying qualitative research methodology in preparation for conducting independent research. This course will enable students to critically understand qualitative research methodology and apply it appropriately to various fields and issues. Issues related to data collection, negotiating access to the field, ethics, and representation will be addressed. This course is structured for each student to design and conduct a qualitative study.

**Credit Hours:** 3    **Prerequisite:** PSY 201 and MTH 104    **Availability:** Spring

### **PSY 313 Introduction to Sports Psychology**

This course will provide an overview of the field of sports psychology and exercise, which involves applying psychology topics to exercise, sports, competition and health. Topics will cover how sports psychologists' work –at any level- with athletes and teams in motivation, concentration, resilient personalities, attention, decision making based on inter-behavioral, cognitive, and other important approaches in sports psychology. Topics will include theoretical foundations of behavior, procedures for solving problems, adherence, and motivation, etc.

**Credit Hours:** 3    **Prerequisite:** PSY 201 and RSM 200    **Availability:** On demand

### **PSY 316 Psychology and Christianity**

The purpose of this course is to explore the complementary relationship between psychological science and Christian faith. Topics include philosophical foundations and models of conceptualizing the relationship between the disciplines. Students will critically analyze psychological theories, treatments, and perspectives through a Christian worldview as well as critically analyze Biblical examples and concepts through a psychological view. **Credit Hours:** 3

**Prerequisite:** PSY 201 and RSM 200    **Availability:** On demand

### **PSY 320 Understanding Abuse & Trauma**

Students in this course will explore the prevalence, sources, and impacts of abuse and trauma at various developmental life stages. Students will also explore models for conceptualizing and treating traumatic disorders. A biblical model of understanding suffering will be emphasized.

**Credit Hours:** 3    **Prerequisite:** PSY 201 and RSM 200    **Availability:** On demand

### **PSY 321 Motivated Behaviors and Addiction**

This course will cover the brain mechanisms underlying motivated behaviors in a healthy person, as well as the dysfunctions that can lead to addictive behaviors. We will assess addiction from psychological and biological levels. We will also cover non-substance use behaviors that people struggle with such as gambling or video games and compare those to substance addictions.

**Credit Hours:** 3 **Prerequisite:** PSY 201 and RSM 200

**Availability:** On demand

### **PSY 357 Educational Psychology**

Learners in this course gain knowledge of psychology theories and research as applied to development and learning in educational contexts, including behavioral, cognitive, and constructivist theories. This course examines the theoretical and applied aspects of learning, motivation, human development, personality, assessment, and evaluation in educational settings. Corresponding implications for effective teaching will be discussed.

**Credit Hours:** 3 **Prerequisite:** PSY 201 and (RSM 200 or EDU 221)

**Availability:** On demand

### **PSY 360 Psychology of Leadership**

This course examines psychological theories and principles of effective leadership. The scope of material covers cognitive, emotional, and behavioral aspects of leadership, including personality traits, motivation, decision-making, and social influence. Learners will explore team dynamics, ethical issues, and cross-cultural leadership. The course emphasizes practical application through case studies and projects.

**Credit Hours:** 3 **Prerequisite:** PSY 201 and RSM 200 or instructor approval

**Availability:** On demand

### **PSY 401 Personality Theory**

This course is a study of the major theories of personality along with significant biographical commentary on the major personality theories.

**Credit Hours:** 3 **Prerequisite:** PSY 201 and RSM 200

**Availability:** On demand

### **PSY 402 Social Psychology**

This course is a study of the person in society and its effect upon individual behavior. Topics included are social perception, attitudes, communication, attraction, modeling, prosocial, and antisocial behaviors. Emphasis is placed on the application of theory to the understanding of everyday life.

**Credit Hours:** 3 **Prerequisite:** PSY 201 and RSM 200

**Availability:** On demand

### **PSY 403 Abnormal Psychology**

This course is an introduction to the study of behavioral disorders, their definition, classification, symptomology, and methods of therapeutic treatment.

**Credit Hours:** 3 **Prerequisite:** PSY 201 and (RSM 200 or BIO 202 or BIO 210)

**Availability:** On demand

### **PSY 404 Counseling Psychology (WI)**

This course is a survey of selected theories, principles, and techniques of counseling. The treatment of individuals and the enhancement of personal well-being will be considered.

**Credit Hours:** 3 **Prerequisite:** ENG 102, and PSY 201 and RSM 200

**Availability:** On demand

### **PSY 406 Biopsychology**

This course is a study of the biological basis of behavior and thought. After an examination of the human nervous system and how neurons communicate, this course examines the effects of various psychoactive drugs on the nervous system and the biological basis for anxiety neurosis, schizophrenia, depression, pleasure and pain, drug addiction, sexuality, stress responses, temperature regulation, thirst and hunger.

**Credit Hours:** 3 **Prerequisite:** PSY 201 and (RSM 200 or BIO 202 or BIO 210),

**Availability:** On demand

### **PSY 408 History and Systems of Psychology**

This course is a study of the philosophical foundations of psychology and the historical development of the major contemporary areas of the discipline.

**Credit Hours:** 3    **Prerequisite:** 21 hours in PSY or instructor approval    **Availability:** On demand

### **PSY/CJ 409 Field Placement Internship**

This is a course providing structured and supervised experience in a community-based agency. This course is designed to afford an opportunity for the student to apply principles and theorizing the workplace.

**Credit Hours:** 1-3    **Prerequisite:** 24 hours in Behavioral Studies    **Availability:** On demand

### **PSY 410 Psychopharmacology**

This course provides an overview of commonly prescribed psychotropic medications in the field of professional counseling. The course assists the counselor in understanding his or her role in working with medical professionals in the concurrent treatment of mental health issues using an interdisciplinary approach. Also addressed in this course are medications and drugs of abuse included in the substance-use disorders section of the most current version of the Diagnostic and Statistical Manual of Mental Disorders.

**Credit Hours:** 3    **Prerequisite:** PSY 406 or instructor approval    **Availability:** On demand

### **PSY/CJ 412 Criminology**

This course studies the nature, extent, and factors related to criminal behavior. Focus will be on the criminal justice system; the police, the judiciary and corrections (probation, imprisonment, parole and work release).

**Credit Hours:** 3    **Prerequisite:** PSY 201 and RSM 200    **Availability:** On demand

### **PSY/CJ 421 Juvenile Delinquency**

This course is a study of causes and nature of juvenile delinquency, the development of juvenile courts, probation and other rehabilitative programs.

**Credit Hours:** 3    **Prerequisite:** PSY 201 and RSM 200    **Availability:** On demand

### **PSY 480 Topics in Psychology**

This course is a study of selected topics in psychology.

**Credit Hours:** 3    **Prerequisite:** PSY 201 or instructor approval    **Availability:** On demand

### **Research Methods (RSM)**

\*(WI) denotes a Writing Intensive (WI) course

### **RSM 200 Introduction to Research**

This course serves as an introduction to both the research and writing techniques relevant to higher education. The goals of the course are: to improve students' understanding of the concepts related to research methodology and various forms of publication; to expose students to the APA model, to improve the students' ability to clearly communicate ideas, and to clarify both quantitative and qualitative frameworks. This is a Writing Intensive course consisting of Journal Reviews, Annotated Bibliographies, and a basic research proposal.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **RSM 300 Advanced Research (WI)**

This course continues the foundational work set by RSM 200. Students will elect to create either a Quantitative, Qualitative, or Mixed Methods research proposal. Students will be expected to present and defend their selected proposal.

**Credit Hours:** 3    **Prerequisite:** RSM 200 and ENG 102    **Availability:** On demand

### **RSM 400 Research Practicum**

This course is taken in lieu of PSY 409 (Internship) and is research intensive. It is taken by students who have a desire to continue growing in their research. Both written and oral presentations of the approved study are essential to the course.

**Credit Hours:** 3    **Prerequisite:** RSM 300 or Instructor Approval    **Availability:** On demand

## **Sport Management (SPM)**

### **SPM 101 Intro to Sport Management**

This course introduces the student to the field of Sport Management and Sport Marketing. This course is designed to provide students with an introduction to the skills and competencies required to pursue career opportunities in the sport industry.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **SPM 102 Intro to Sport Finance**

This course examines economic marketing and finance theories applied to sport organizations, with special emphasis on the impact of sport upon the proximate community, and general development of cities and sport facilities.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **SPM 200 Ethics in Sport Management**

This course is the study of sport as it relates to our social institutions with an emphasis on contemporary social and legal issues. The place of sport in community-based programs, our commercial culture and our educational system will be emphasized. Arguments for and against the inclusion of sport in our social institutions will be made. Relevant legal issues will be addressed.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **SPM 300 Event and Facility Management**

This course examines economic marketing and finance theories applied to sport organizations, with special emphasis on the impact of sport upon the proximate community, and general development of cities and sport facilities.

**Credit Hours:** 3    **Prerequisite:** SPM 101 or Instructor Approval    **Availability:** On demand

### **SPM 303 Event and Facility Management Practicum I**

This one-hour practicum provides students with hands-on experience in event and facility management within the sports industry. Students will apply theoretical knowledge gained in previous courses to real-world scenarios, focusing on fundamental tasks and responsibilities.

**Credit Hours:** 1    **Prerequisite:** SPM 101 or Instructor Approval    **Availability:** On demand  
**Corequisite:** SPM 300

### **SPM 304 Event and Facility Management Practicum II**

Course Description: This one-hour practicum builds upon the experience gained in Practicum I, providing students with continued hands-on experience in event and facility management within the sports industry. Students will apply theoretical knowledge gained in previous courses to real-world scenarios, focusing on fundamental tasks and responsibilities.

**Credit Hours:** 3    **Prerequisite:** SPM 303    **Availability:** On demand

### **SPM 310 Sport Law**

This course will focus on the intersection of sports and law, with topics such as agency, amateurism, intellectual property and contract drafting/disputes under examination. The goal is to provide students with an understanding of how Sports Law is both a combination of other areas of law applied to the business of sports and also its own unique area of the law with precedent formed outside of courts of law.

**Credit Hours:** 3    **Prerequisite:** SPM 101 and BUS 250 or Instructor Approval    **Availability:** On demand

### **SPM 330 Intro to Sport Marketing**

This course investigates principles and processes in sport marketing and sales. This course focuses on research and development, sport promotion, sport sponsorship, advertising, merchandising, and distribution of sporting goods.

**Credit Hours:** 3    **Prerequisite:** MKT300    **Availability:** On demand

### **SPM 350 Sport Communication**

This course offers instruction, analysis, and training in the principles and practice of public relations in sports organizations. Emphasis is on media relations and skills essential for sports communication professionals, including handling media interactions across platforms, problems, crises, and integration of positive communications strategies with strategic goals of sports organizations.

**Credit Hours:** 3    **Prerequisite:** MKT300    **Availability:** On demand

### **SPM 409 Internship in Sport Management I**

This first internship course in the series provides students with hands-on experience in a professional sport management setting. Students will complete a supervised internship in one of several specialized areas, such as adaptive sports management, athletic administration, fundraising, coaching, marketing, digital content creation, event management, sponsorship, analytics, sport law, media, merchandising, tourism, journalism, sports psychology, ticket sales, or youth development. The internship requires 120 hours of on-site work, complemented by reflective assignments and a final presentation.

**Credit Hours:** 3    **Prerequisite:** Junior Standing, Minimum 2.0 GPA,    **Availability:** On demand  
Approval of Internship coordinator, reliable transportation

### **SPM 410 Internship in Sport Management II**

Building on the foundation of SPM 409, this second internship course offers students another opportunity to gain professional experience in the sport management field. Students will complete a 120-hour supervised internship in a specialized area distinct from their first internship. Focus areas may include adaptive sports management, athletic administration, fundraising, coaching, marketing, digital content creation, event management, sponsorship, analytics, sport law, media, merchandising, tourism, journalism, sports psychology, ticket sales, or youth development. The course includes reflective assignments and a final presentation.

**Credit Hours:** 3    **Prerequisite:** SPM 409 or instructor approval.    **Availability:** On demand  
Students must select a focus area different from their two previous internships.

### **SPM 411 Internship in Sport Management III**

This final internship course in the series allows students to round out their practical experience in sport management. Students will undertake a 120-hour supervised internship in a specialized area different from their previous two internships. Options include adaptive sports management, athletic administration, fundraising, coaching, marketing, digital content creation, event management, sponsorship, analytics, sport law, media, merchandising, tourism, journalism, sports psychology, ticket sales, youth development, or another approved focus area. The course involves reflective assignments and a comprehensive final presentation synthesizing all internship experiences.

**Credit Hours:** 3    **Prerequisite:** SPM 409 or instructor approval.    **Availability:** On demand  
Students must select a focus area different from their two previous internships.

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## Directory

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Debra L. Bryarly	Director, School of Nursing
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John E. Shaffett	Director of Library and Information Services
Deokhyo Kim	Registrar

**Resident Faculty**  
(2024-2025)

**E. Lynn Addison** (2011), Associate Professor of Business  
Division of Business  
Associate Provost for External Programs  
Consultant QEP Steering Committee  
B.A., Brewton-Parker College; Executive M.B.A., Troy University; Ed.S., University of West Georgia at Carrollton

**Toni Banks** (2019), Assistant Professor of Business  
Division of Business  
Vice President for Institutional Effectiveness and Research  
Preliminary studies, Shorter College; B.B.A., M.B.A., Valdosta State University; M.A.T., Middle Georgia State University

**J. Keith Barr** (1986), Assistant Professor of Physical Education and Health & Wellness  
Division of Mathematics and Natural Sciences  
B.S.Ed., M.Ed., Ed.S., Georgia Southern University

**Donna Jean Braddy** (2024), Associate Professor of Nursing  
School of Nursing  
A.S.N., Middle Georgia College; B.S.N., Augusta University; M.S.N, Regis University

**Robert M. Brian** (2015-2024), Professor of Liberal Studies (ret.)  
Division of Education, Behavioral Sciences, and Humanities  
Provost Emeritus  
B.A., Louisiana State University; M.A., University of New Orleans; J.D., Louisiana State University Paul M. Hebert Law Center

**Debra Lynn Bryarly** (2021), Associate Professor of Nursing  
Director, School of Nursing (Nurse Administrator)  
A.S.N., Solano Community College; A.A., Los Angeles Baptist College; B.S.N., M.S.N, Grand Canyon University; D.N.P., Chamberlain University College of Nursing

**Roger C. Byrd** (2020), Associate Professor of Social Sciences  
Division of Education, Behavioral Sciences, and Humanities  
Prison Program Director  
Director of Development and Alumni Relations (2005-2008)  
A.A., B.S., Brewton-Parker College; M.P.A, Ed.D., Valdosta State University; M.S. in Criminal Justice, additional studies in leadership communication, Georgia Southern University; Graduate Certificate in Cyber Crime, Armstrong Atlantic State University; Graduate Certificate in Digital and Social Media, Kennesaw State University

**Megan Shae Carter** (2023), Assistant Professor of English  
Division of Education, Behavioral Sciences, and Humanities  
B.A., M.A., Georgia Southern University

**Jerusha Jean Yoder Chauhan** (2019), Assistant Professor of English  
Division of Education, Behavioral Sciences, and Humanities  
Assistant Chair of Education, Behavioral Sciences, and Humanities  
Instructional Technology Lead for the QEP  
B.A., Brewton Parker College; M.A., Liberty University

**Adam N. Coker** (2019), Associate Professor of History and Christian Studies  
Division of Education, Behavioral Sciences, and Humanities  
Division of Christian Studies and Fine Arts  
B.M.Ed., Jacksonville State University; M.Div., The Southern Baptist Theological Seminary; Ph.D.,  
University of Exeter (U.K.)

**Christian S. Dickinson** (2021), Assistant Professor of English  
Division of Education, Behavioral Sciences, and Humanities  
A.A., Florida State Community College at Jacksonville; B.A., University of North Florida; M.A., Florida  
State University; Ph.D., Baylor University

**Steven F. Echols** (2015), Professor of Leadership  
Temple Baptist Theological Seminary  
President  
B.A., Mercer University; M.Div., Ph.D., additional studies in educational ministry, New Orleans Baptist  
Theological Seminary; D.Min., Beeson Divinity School, Samford University; M.A. (Public and Private  
Management), Birmingham-Southern College

**Byron Esley Edens** (2022), Professor of Preaching and Christian Ministry  
Temple Baptist Theological Seminary  
Vice President of Online Learning  
A.A., Midlands Technical College; A.C.E., B.A., University of South Carolina; M.Div., D.Min., New  
Orleans Baptist Theological Seminary; Ph.D. (Leadership), Carolina University; additional graduate studies  
in applied management and decision sciences in information technology, Walden University

**Micah Wade Eller** (2022), Assistant Professor of Chemistry  
Division of Mathematics and Natural Sciences  
B.S., Tennessee Technological University; Ph.D., Emory University

**Rachel Kozlowski Eller** (2020), Assistant Professor of Chemistry  
Division of Mathematics and Natural Sciences  
Instrumentation Specialist  
B.S., Campbell University; Ph.D., Emory University

**Beverly Faircloth** (2024), Assistant Professor of Education  
Chair, Division of Education, Behavioral Sciences, and Humanities  
A.A., Brewton-Parker College; B.S.Ed. University of Georgia, M.Ed., Central Michigan University; Ed.D.,  
Walden University

**Tara T. Fletcher** (2020), Instructor of Business  
Division of Business  
Assistant Registrar  
Faculty Athletics Representative, NAIA, NCCAA  
B.S., additional graduate studies, University of Alabama; additional studies, University of Tennessee at Chattanooga; M.B.A., DeVry University, Keller Graduate School of Management

**Mark W. Gregory** (2022), Professor of Old Testament  
Dean, Temple Baptist Theological Seminary  
Division Chair Christian Studies and Fine Arts  
B.S., Mississippi State University; M.Div., Midwestern Baptist Theological Seminary; Ph.D., The Southern Baptist Theological Seminary

**Matthew D. Haley** (2016), Associate Professor of Music  
Division of Christian Studies and Fine Arts  
B.Mus., University of Texas at Austin; M.Mus., University of Louisville; D.M.A., University of North Texas

**Justine M. Hardy** (2023), Assistant Professor of Biology and Exercise Science  
Chair, Division of Mathematics and Natural Sciences  
B.S., M.S., Georgia Southern University; Ph.D. (Leadership–Health Science), University of the Cumberland

**Karl L. Hay** (2022), Assistant Professor of Computer Information Systems  
Chair, Division of Business  
Associate for Church Relations  
Preliminary studies, Florida State University and Palm Beach Atlantic College; B.S., Brewton-Parker College; M.B.A., Georgia College and State University; additional studies in computer information systems, Strayer University and Georgia Institute of Technology

**Bobby Caleb Hightower** (2024), Assistant Professor of Mathematics  
Division of Mathematics and Natural Sciences  
B.A., Valdosta State University; M.S., D.Sc., Georgia State University

**Sampyo Hong** (2016), Professor of Physical Sciences  
Division of Mathematics and Natural Sciences  
B.S., Korea University; Ph.D., Kansas State University

**Heather Hooks** (2024), Assistant Professor of Business  
Division of Business  
B.S., Georgia Southern University; M.B.A., Capella University

**Lisa H. Kelley** (2021), Assistant Professor of Education (Part-Time)  
Division of Education, Behavioral Sciences, and Humanities  
B.S.Ed., M.Ed., Ed.S., Georgia Southern University; Ph.D., Capella University

**G. Hunter Kennedy** (2024), Assistant Professor of History  
Division of Education, Behavioral Sciences, and Humanities  
B.A., Brewton-Parker College; M.A., Arizona State University

**Deokhyo Kim** (2018), Instructor of Education  
Division of Education, Behavioral Sciences, and Humanities  
Registrar  
B.A., Kwangju University (South Korea); M.S.Ed., Ph.D., University of Kansas

**Christopher D. Kirk** (2022), Assistant Professor of English  
Division of Education, Behavioral Sciences, and Humanities  
Preliminary studies, University of Memphis; B.A., Excelsior College; M.S.I.S, University of North Texas,  
School of Library and Information Science; M.H., University of Dallas

**Aris Knight** (2024), Assistant Professor of Business (Part-Time)  
Division of Business  
B.S., M.B.A., Southeastern University; M.S. Lindsey Wilson College

**Grant C. Lilford** (2016), Professor of English  
Division of Education, Behavioral Sciences, and Humanities  
B.A., Vassar College; M.A., University of Sussex (Falmer, England); Ph.D., University of Cape Town  
(Rondebosch, South Africa)

**Thomas Ronald Melton** (1976-2015), Distinguished Professor of History (ret.)  
Division of Education, Behavioral Sciences, and Humanities  
B.A., William Carey College; M.A., Ph.D., University of Mississippi

**Timothy E. Miller** (2021), Assistant Professor of History  
Division of Education, Behavioral Sciences, and Humanities  
Curator, Brewton-Parker Historic Village  
A.A., Young Harris College; B.A., Shorter College; M.Div., Mid-America Baptist Theological Seminary;  
M.A., Georgia State University; D.Phil., University of Oxford

**Vance R. Newgard** (2020), Assistant Professor of Health and Human Performance  
Division of Mathematics and Natural Sciences  
Head Coach, Olympic Weightlifting Team  
B.A., Governors State University; M.S., Northern Michigan University; additional studies and training,  
Concordia University Chicago, United States Sports Academy, United States Olympic and Paralympic  
Training Center (Colorado Springs, CO), and United States Olympic Education Center (Marquette, MI); add  
additional studies toward doctorate

**Candi Newton** (2023), Instructor of Nursing  
School of Nursing  
B.S.N., East Georgia State College; Preliminary Studies for MSN, Grand Canyon University

**Helene Peters** (2015), Professor of Biology  
Division of Mathematics and Natural Sciences  
B.S., B.S. Honors, M.S., Ph.D., University of the Free State (Bloemfontein, South Africa)

**Billy L. Puckett** (2016), Assistant Professor of Theology and Ethics  
Temple Baptist Theological Seminary  
Associate for Church Relations  
Director of Missions, Daniell Baptist Association  
B.A., Stephen F. Austin State University; M.Div. (with Biblical Languages), Southwestern Baptist  
Theological Seminary; M.Th., Ph.D., New Orleans Baptist Theological Seminary

**Jerry L. Ray** (1993), Professor of New Testament (Part-Time)  
Temple Baptist Theological Seminary  
B.A., University of Mobile; M.Div., The Southern Baptist Theological Seminary; Ph.D., The University of  
Virginia

**Barbara A. Reid** (2001), Associate Professor of Education  
Division of Education, Behavioral Sciences, and Humanities  
Certification Only Program Coordinator  
B.S.Ed., M.Ed., Ed.S., Georgia Southern University

**C. Vance Rhoades** (1979-2021), Emeritus Professor of Psychology  
Division of Education, Behavioral Sciences, and Humanities  
B.S., M.S., additional studies, University of Southern Mississippi; Ed.S., Georgia Southern University

**Forrest E. Rich** (1988-2021), Emeritus Professor of Mathematics  
Division of Mathematics and Natural Sciences  
B.A., Toccoa Falls College; B.S.Ed., M.Ed., The University of Georgia

**Justin E. Russell** (2017), Assistant Professor of Education and Psychology  
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Provost  
Educator Preparation Program Coordinator  
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**John E. Shaffett** (2022), Assistant Professor of English and History  
Division of Education, Behavioral Sciences, and Humanities  
Director of Library and Information Services  
B.A., M.A., Southeastern Louisiana University; M.L.I.S., Louisiana State University; additional doctoral  
studies in humanities and literature, Faulkner University (Ph.D. completed?)

**William Franklin Sharpe** (2021), Assistant Professor of English  
Division of Education, Behavioral Sciences, and Humanities  
A.A., Middle Georgia College; B.A., M.A., Georgia Southern University; Ph.D., University of Alabama

**Nicole G. Shepard** (2013), Associate Professor of Business  
Division of Business  
Vice President of Finance and Chief Financial Officer  
B.B.A., Georgia Southern University; M.B.A., University of Phoenix; Ph.D., Walden University

**Hildegard J. Stanley** (1966), Distinguished Professor of Music Emeritus  
Division of Christian Studies and Fine Arts  
Consultant to the President for External Relations  
B.M.E., Oklahoma Baptist University; M.C.M., Southwestern Baptist Theological Seminary; Ed.S., Georgia Southern University; Doctor of Humane Letters, *Honoris Causa*, Brewton-Parker College

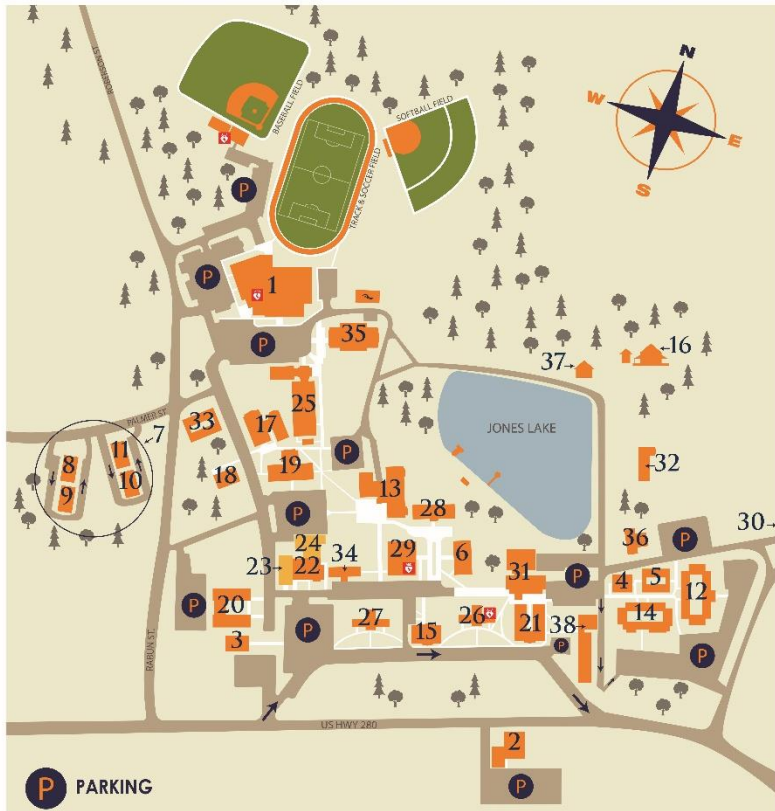
**Michael Steinmetz** (2020), Assistant Professor of Christian Studies  
Temple Baptist Theological Seminary  
Assistant Vice President of Information Technology  
B.A., Louisiana College; M.A., Th.M., Ph.D., New Orleans Baptist Theological Seminary

**Carl Anthony Wardlaw, Jr.** (2024), Assistant Professor Psychology  
Division of Education, Behavioral Sciences, and Humanities  
Licensed Professional Counselor  
B.B.A., University of Georgia; M.S., M.Ed. Tory University, Ed.D., Argosy University

**David S. Wilson** (2012), Associate Professor of Church Music  
Division of Christian Studies and Fine Arts  
B.M.Ed., Brewton-Parker College; M.C.M., D.Ed.Min., New Orleans Baptist Theological Seminary

# Campus Map

## CAMPUS BUILDING DIRECTORY



BARTOW & JEAN SNOOKS STUDENT ACTIVITIES CENTER.....[1]	LEROU HALL.....[20]
Athletics Department	MCALLISTER HALL.....[21]
Gillis Gymnasium	MILLER MUSIC BUILDING.....[22]
Hall of Fame Room	Gilder Recital Hall.....[23]
Lee Center	Hildegard Stanley Music Center.....[24]
BRISCOE-GOBLE CENTER.....[2]	Music Department
Baptist Collegiate Ministries	MORGAN-MOSES MATH/SCIENCE BUILDING.....[25]
CADLE BUILDING.....[3]	Computer Lab
CONNER COMMONS.....[4]	Math & Natural Sciences Division
CONNER HALL.....[5]	NEWTON BUILDING.....[26]
COOK BUILDING.....[6]	Business Office
Health Center	Campus Security
Housing	Human Resources
Student Development	PALMER BUILDING.....[27]
Student Enrichment Center	Admissions Office
Academic Advising and Coaching	Dual-Enrollment Offices
Career Counseling	Financial Aid Office
Student Success	PARKER BUILDING.....[28]
Tutoring and Testing	Counseling Center
Writing Studio and Lab	English Department
CRAWLEY COMMONS.....[7]	History Department
Robinson Hall.....[8]	Oracle Office
Cochran Hall.....[9]	PARKER GYMNASIUM.....[29]
Patterson-Zezulka Hall.....[10]	PLANT OPERATIONS BUILDING.....[30]
Thigpen Hall.....[11]	PHILLIPS STUDENT CENTER.....[31]
DOWLING HALL.....[12]	BPC Fan Store
FOUNTAIN-NEWLIBRARY.....[7]	Cafeteria (Eatery)
Computer Lab	Garden Room
FRIENDSHIP HALL.....[14]	Game Room
GATES HALL.....[15]	Lakeside Grill
Advancement, Marketing, & Alumni Relations	Post Office
Gates Auditorium	Presidential Conference Room & Dining Hall
President's Office	Student Activities Office
Provost's Office	PRESIDENT'S HOME.....[32]
Office of Disability Services	REDDING HALL.....[33]
Registrar's Office	ROLLER HALL.....[34]
HISTORIC VILLAGE.....[16]	SALIBA CHAPEL.....[35]
HOLLIMAN-FOUNTAIN EDUCATION CENTER.....[17]	SALTER BUILDING.....[36]
Education & Behavioral Sciences Division	Christian Studies Department
School of Nursing	Temple Baptist Theological Seminary
JOHNSON HOUSE.....[18]	SARA WILSON TYRE CHAPEL.....[37]
JORDAN BUILDING.....[19]	THOMPSON HALL.....[38]
Business Division	
Computer Lab	
Esports Arena	
IT Department	

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## Location Information

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The main campus of Brewton-Parker College is ideally located on Highway 280 in the adjoining towns of Mt. Vernon and Ailey, Georgia, about halfway between Macon and Savannah. The scenic 270-acre campus features thirty-five buildings, outdoor athletic properties, and a five-acre lake situated within this tranquil rural setting. Mild winters and abundant rainfall provide a pleasant climate.

### Mount Vernon Campus Facilities

#### Warren C. Crawley, Sr. Commons

An upper-class men's dormitory, previously known as Baron Ridge, was rededicated in fall of 2020 as the Warren C. Crawley, Sr. Commons to honor the legacy of Mr. Crawley, who in 1904 donated five acres of land to make possible the establishment of Union Baptist Institute, the predecessor of what today is Brewton-Parker College. The Crawley Commons consists of four buildings: two were renovated during the summer of 2016, the third was built in 2018, and the fourth completed in 2019.

#### Briscoe-Goble Center

Brewton-Parker College purchased the Hughes house and property in 1990. In 1992 after renovations to the house and the addition of a 2,000 square foot wing, the building re-opened as home to the Baptist Collegiate Ministries program and was named Briscoe Religious Activity Center in honor of the late D. Eugene Briscoe, Director of the Georgia Baptist Department of Student Work. In 2022, with a generous bequest from the late Barbara Katherine "Bobbi" Goble, the college completed further renovations and changed the name to the Briscoe-Goble Center for Baptist Collegiate Ministries.

#### Cadle Building

Brewton-Parker College purchased the Cadle house and property in 1958. In 1996, thanks to donations from Dr. Leonard Durrence and in partnership with Meadows Regional Medical Center in Vidalia, the Cadle house was transformed into the John W. McArthur Health Center, featuring the Durrence Clinic, which provided health services to the College and surrounding community. Today the McArthur Health Center serves as our Counseling Center.

#### Conner Hall

Conner Hall, completed in the fall of 2022, is a modern and inviting dormitory on campus. Offering a comfortable student living experience, the hall comprises suites with two adjoining rooms with a private bathroom. The highlight of Conner Hall is its delightful open-air courtyard, providing an ideal space for students to socialize, relax, and engage in outdoor activities. Safety and well-being are prioritized, with two dedicated resident assistants (RA's) overseeing the dormitory's smooth functioning. The generous donation by Kenneth Dowling, a BPC trustee, in honor of his cousin Barbara Conner, made this exceptional residence possible. As a result, Conner Hall not only provides a nurturing environment for students but also serves as a testament to the enduring legacy of Barbara Conner, making it a cherished part of the campus community.

#### Cook Building

In May 1962 dedication services opened the then Cook Science Hall, made possible by a substantial gift from the estate of Maria W. Cook of Hawkinsville. It was reported to be the largest gift that Brewton-Parker College had received to date at the time.

#### Dowling Hall

In 1996 Brewton-Parker College broke ground on Dowling Hall, thanks to contributions from Mr. and Mrs. Ed Dowling in honor of Mr. Dowling's parents, Wiley L. and Cordelia Thomas Dowling. In the summer of 2016, thanks

to a donation from Mr. Ken Dowling, son of Mr. and Mrs. Ed Dowling, Dowling Hall was renovated and rededicated in memory of his parents W. Edwin Dowling and Primrose Palmer Dowling.

### **Fountain-New Library**

In 1986 Brewton-Parker Professor Janie Fountain New and her husband, W. LaFayette New, of Elberton, Georgia, donated almost half of the needed funds for the new library. Construction began shortly thereafter and the picturesque, lakeside building was dedicated for the 1988-1989 Academic year in honor of both their parents as the Fountain-New Library.

### **Friendship Hall**

Built in 1993, Friendship Hall was constructed due to the need for additional female housing. Friendship Hall is a double-occupancy female dorm that houses 50 students. Each room has a bathroom that is shared with an adjacent room. The rooms surround an open-air courtyard where the students can congregate and enjoy the fresh air. However, during the Fall of 2020 the dormitory transitioned from a female dorm and is now being used as a male dorm.

### **Gates Hall**

The main school building was erected in 1904. It was named in honor of Albert Martin Gates, President of Brewton-Parker from 1922-1941 and is the only surviving original building on campus. Renovations to the President's Suite were made in April 2002 by the generosity of Mr. and Mrs. Art Hall and Mr. and Mrs. William Brunson.

### **Jordan Business Building**

Groundbreaking ceremonies on the Jordan Building were held on January 10, 1987. Funding for the construction had come from the sale of First Union stock donated to the school by Dr. C. M. Jordan, Jr. The building was named for Mr. Jordan's father, Mr. C.M. Jordan, Sr., a prominent businessman in Wheeler County.

### **LeRoy Hall**

This suite-style, double-occupancy male dormitory houses 106 young men. Originally named West Hall in 1967 for its location at the west end of the campus and in honor of the builder, Mr. Jay West. In 1994, Brewton-Parker College deemed it proper to rename the facility in honor of Mr. Jack LeRoy, active trustee since 1957 and an alumnus, class of 1938. LeRoy received updates and renovations in the summer of 2015 thanks to a generous gift by Chartwells Food Services.

### **McAllister Hall**

McAllister Hall is the oldest women's residence hall on the Mount Vernon campus. The Hall received a \$1.5 million renovation in 2009 which was the first comprehensive overhaul of this building since it was completed in 1947.

### **Miller, Gilder, Stanley Music Annex**

In January 1984 the College held dedication ceremonies for the Gilder Recital Hall and Miller Music buildings, the construction of the buildings was made possible through the funding of the "Make a Dream Come True" campaign. The building's 24 rooms were all memorialized to individuals, families, businessmen, and foundations who helped fund the project. The Miller Building was wholly named in honor of Dr. W. Starr Miller and his late wife Sara Fallin Miller. Mr. R.T. Gilder Jr. and family gave a generous donation to the building of the College's recital hall which was named in the family's honor. In 2006 a \$1.1 million music center, an annex to the Miller Music Building, broke ground. Named the Hildegard Stanley Music Annex in honor of Hildegard Stanley whose influence has long been a cornerstone of Brewton-Parker College's music education offerings since her hire in 1966.

### **Morgan-Moses Math and Science Center**

Completed in 1995, the building was named in honor of two trustees who had been primary benefactors to the project: Mrs. Jean Morgan and Mrs. Margueritte Moses and became the thirteenth new building on campus in the last twelve years.

### **Newton Building**

Originally the Brewton-Parker Dining Hall erected in 1933; Newton became an administrative building in 1977 and was then renamed in dedication of Mrs. Ona Mae “Susie” Newton who bequeathed a large sum of money “to be used in the education of worthy young men and women in the pursuit of higher education.”

### **Palmer Building**

Erected in 1933, originally the Terry Parker Library was remodeled and then renamed in 1987 to honor Dr. J.W. Palmer. Dr. Palmer, a physician who opened his medical practice in Ailey during the fall of 1899, was one of Brewton-Parker’s oldest and most dedicated friends. He served as the secretary of the Board of trustees from 1907-1955.

### **Parker Building**

An alumnus of the class of 1911, H. Terry Parker funded the construction of what then was named the H. Terry Parker Library in 1961. In 1989 after completion of the Fountain-New Library, the Parker Building was renovated and transformed into classroom and office space.

### **Phillips Student Center**

Built in 1966 and named after the eleventh president of Brewton-Parker, Dr. J. Theodore Phillips, the Phillips Student Center was thought to be large enough to accommodate the needs of student body growth well into the next century. The College, unprepared for the astronomical growth experienced in the following 25 years, expanded the building by 7,000 square feet in 1991.

### **Redding Hall**

Redding Hall, completed in the fall of 2023, stands as a modern and inviting dormitory on campus. Offering a comfortable living experience for students, the hall is comprised of suites with two adjoining rooms that share a private bathroom. Redding Hall has an open-air courtyard, providing an ideal space for students to socialize, relax, and engage in outdoor activities. Safety and well-being are prioritized, with two dedicated resident assistants (RA's) overseeing the dormitory's smooth functioning. The generous donation by Tim Redding Sr., a BPC trustee, made this exceptional residence possible.

### **John E. Roller Hall**

Originally known as Robinson Hall, was built in 1960 in honor of the late BPC President, R. L. Robinson. The once retired dormitory underwent major renovations in 2021. The newly remodeled female dormitory was named after John E. Roller, a lifelong advocate and supporter of Brewton-Parker College. Roller is a two-story building, containing both single and double capacity rooms, each containing a private bathroom. The dormitory has a spacious lobby where students can study and hang-out at their leisure. In addition, two resident assistants (RA’s) are assigned over the dorm to ensure that the ladies are safe and healthy.

### **Snooks Student Activities Center**

Home to the Brewton-Parker Barons since 2004; the Bartow and Jean Snooks Student Activities Center was named to honor the longtime support to the College by the family of Bartow Snooks of Ailey, who graduated from the Brewton-Parker Institute's high school in 1935. The Hon. Jim L. Gillis, Jr. of Soperton and his brother, longtime state Senator Hugh M. Gillis, were honored with the official naming of the Snooks Student Activities Center's gymnasium in recognition of their significant gifts toward the center's completion.

### **Thompson Hall**

The two floor, 100 bed, male dormitory, completed in 1984, was originally named East Hall, denoting its location on the east end of the campus. In 1991 the dormitory was renamed Thomson Hall in honor of significant contributions of two Ailey families: Herschel Van Buren and Edna Watkins Thompson and Thomas Glenn and Helen Thompson. Thompson received updates and renovations in the summer of 2015 thanks to a generous gift by Chartwells Food Services.

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## **Campus Addresses and Phone Numbers**

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### **College Physical Address**

Brewton-Parker College  
201 David-Eliza Fountain Circle  
Mount Vernon, GA 30445

### **College Mailing Address**

Brewton-Parker College  
P. O. Box 197  
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### **Telephone Numbers**

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