



Brewton-Parker College  
2023-2024  
Academic Catalog

Oh, the overwhelming,  
reckless love of God

## Table of Contents

Notice .....	9
A Message from the President.....	10
2023-2024 Academic Calendar .....	11
<b>Our Mission</b> .....	14
<b>Our Vision</b> .....	14
<b>Our Core Values</b> .....	14
<b>Our Denominational Affiliation</b> .....	14
<b>Funding</b> .....	15
<b>Accreditation</b> .....	15
<b>Historical Timeline</b> .....	15
Office of Admissions .....	18
<b>Admission Terms</b> .....	18
<b>Admission Procedures</b> .....	19
<b>Requirements for Admission</b> .....	19
<b>Special Categories</b> .....	23
Tuition and Fees .....	25
<b>Fees</b> .....	25
<b>Expenses</b> .....	28
Business Office .....	29
<b>Payments</b> .....	29
<b>Returned Checks</b> .....	29
<b>Payment Policies</b> .....	29
<b>Collections Policy</b> .....	30
<b>Billing Summary</b> .....	30
<b>Refunds</b> .....	30
<b>Meal Plans</b> .....	31
<b>Guests</b> .....	31
<b>Other Regulations</b> .....	31
<b>Registration/Withdrawal</b> .....	31
<b>Health and Accident Insurance</b> .....	32
<b>Minimum Balance Policy</b> .....	32
Office of Financial Aid .....	33
<b>Eligibility and Application Process</b> .....	33

<b>Preference/Deadline Dates .....</b>	<b>33</b>
<b>Determination of Financial Aid .....</b>	<b>34</b>
<b>Award Procedures.....</b>	<b>34</b>
<b>Calculation of Financial Need .....</b>	<b>34</b>
<b>Withdrawal from the College and Return of Title IV Funds.....</b>	<b>35</b>
<b>Keeping the Financial Aid Office Informed .....</b>	<b>35</b>
<b>Satisfactory Academic Progress .....</b>	<b>35</b>
<b>Available Financial Aid .....</b>	<b>37</b>
<b>General Requirements.....</b>	<b>40</b>
<b>Disbursement of Federal Grants, Loans, and Institutional Funds .....</b>	<b>40</b>
<b>Compliance with Title 38 US Code 3679(e) for student utilizing Veterans Education Benefits .....</b>	<b>41</b>
<b>Student Life .....</b>	<b>42</b>
<b>Orientation.....</b>	<b>42</b>
<b>Services.....</b>	<b>42</b>
<b>Organizations and Societies .....</b>	<b>44</b>
<b>Chapel .....</b>	<b>45</b>
<b>Motor Vehicles .....</b>	<b>45</b>
<b>Student Rights and Responsibilities .....</b>	<b>46</b>
<b>Student Rights .....</b>	<b>46</b>
<b>Civil Rights Compliance.....</b>	<b>47</b>
<b>Section 504 Accommodation Policy.....</b>	<b>49</b>
<b>Student Responsibilities.....</b>	<b>52</b>
<b>Academic Standards.....</b>	<b>54</b>
<b>Advising .....</b>	<b>54</b>
<b>Registration .....</b>	<b>54</b>
<b>Changes in Registration.....</b>	<b>55</b>
<b>Student Load .....</b>	<b>56</b>
<b>Grading System .....</b>	<b>56</b>
<b>Grade Point Average .....</b>	<b>57</b>
<b>Grade Reports .....</b>	<b>58</b>
<b>Classification of Students .....</b>	<b>58</b>
<b>Student Honors.....</b>	<b>58</b>
<b>Uniform Attendance Policy .....</b>	<b>58</b>
<b>Group Absences .....</b>	<b>60</b>
<b>Grade Forgiveness.....</b>	<b>60</b>
<b>Academic Warning, Probation, Suspension, and Exclusion .....</b>	<b>60</b>

<b>Directed Independent Study .....</b>	<b>61</b>
<b>Transient Credit.....</b>	<b>62</b>
<b>Evaluating and Awarding Transfer Credit .....</b>	<b>62</b>
<b>Temple Baptist Theological Seminary Graduate Credit Hour Transfer Policies .....</b>	<b>63</b>
<b>Credit from Non-Traditional Sources.....</b>	<b>63</b>
<b>Exemption from Foreign Language Requirement .....</b>	<b>64</b>
<b>Credit for Foreign Language Competence .....</b>	<b>64</b>
<b>Auditing Classes .....</b>	<b>64</b>
<b>Academic Integrity .....</b>	<b>65</b>
<b>    What is Academic Dishonesty?.....</b>	<b>65</b>
<b>    Plagiarism .....</b>	<b>65</b>
<b>    Self-Plagiarism .....</b>	<b>65</b>
<b>    Inappropriate Assistance.....</b>	<b>66</b>
<b>    Lying/Falsification .....</b>	<b>66</b>
<b>    Complicity.....</b>	<b>67</b>
<b>    Violation Penalties and Procedures.....</b>	<b>67</b>
<b>    Brewton-Parker College Academic Integrity Sanction Rubric .....</b>	<b>68</b>
<b>    Policy Regarding AI Usage At BPC .....</b>	<b>70</b>
<b>Student Rights and Appeals .....</b>	<b>72</b>
<b>    What rights do students have?.....</b>	<b>72</b>
<b>    How does the appeals process work? .....</b>	<b>72</b>
<b>    The College Appeals Committee.....</b>	<b>73</b>
<b>    Student Rights &amp; Grade Appeal Procedures.....</b>	<b>73</b>
<b>    Procedure for Informal Resolution .....</b>	<b>73</b>
<b>    Procedure for Formal Resolution.....</b>	<b>74</b>
<b>    Student Rights &amp; Non-Academic Appeal Procedures .....</b>	<b>74</b>
<b>    General Policies Regarding Academic Integrity and Other Appeals.....</b>	<b>75</b>
<b>    Academic Bankruptcy .....</b>	<b>75</b>
<b>Office of the Registrar .....</b>	<b>76</b>
<b>    Requirements for Graduation.....</b>	<b>76</b>
<b>    Requirements for Majors, Minors, Concentrations, and for the B.A. in General Studies.....</b>	<b>77</b>
<b>    Degree Programs.....</b>	<b>79</b>
<b>    Degree Programs, Majors, and Concentrations.....</b>	<b>81</b>
<b>    Explanation of Terms .....</b>	<b>82</b>
<b>    General Education and Single Core Goals .....</b>	<b>86</b>
<b>    Brewton Parker College Core Requirements .....</b>	<b>87</b>

Division of Humanities and Fine Arts .....	88
<b>Programs of Study in the Division of Humanities and Fine Arts .....</b>	<b>88</b>
<b>A.A. Degree in General Studies .....</b>	<b>90</b>
<b>B.A. Degree in General Studies.....</b>	<b>91</b>
<b>B.A. Degree in English.....</b>	<b>92</b>
<b>B.A. Degree in History .....</b>	<b>94</b>
<b>B. A. Degree in Music .....</b>	<b>95</b>
<b>Bachelor of Music Degree in Worship Studies .....</b>	<b>96</b>
Division of Business.....	98
<b>Programs of Study in the Division of Business.....</b>	<b>98</b>
<b>A.A. Degree in Business Administration.....</b>	<b>100</b>
<b>B.B.A. Degree in Accounting.....</b>	<b>101</b>
<b>B.B.A. Degree in Computer Information Systems .....</b>	<b>102</b>
<b>B.B.A. Degree in General Business.....</b>	<b>103</b>
<b>B.B.A. Degree in Management.....</b>	<b>104</b>
<b>B.B.A. Degree in Marketing.....</b>	<b>105</b>
Division of Education and Behavioral Sciences.....	106
<b>Programs of study in the Division of Education and Behavioral Sciences.....</b>	<b>106</b>
<b>A.A. Degree in Criminal Justice .....</b>	<b>109</b>
<b>A.A. Degree in Education .....</b>	<b>110</b>
<b>A.A. Degree in Psychology .....</b>	<b>111</b>
<b>B.A. Degree in Criminal Justice .....</b>	<b>112</b>
<b>B.A. Degree in Psychology.....</b>	<b>113</b>
<b>B.S. Degree in Early Childhood Education .....</b>	<b>114</b>
<b>B.S. Degree in Middle Grades Education .....</b>	<b>115</b>
<b>B. S. Degree in Music Education .....</b>	<b>117</b>
<b>B.S. Degree - Major in Secondary Chemistry Education.....</b>	<b>119</b>
<b>B.S. Degree - Major in Secondary English Education .....</b>	<b>120</b>
<b>B. S. Degree in Special Education.....</b>	<b>122</b>
<b>B.S. Degree in Psychology .....</b>	<b>123</b>
<b>B.S. Degree in Sport Management .....</b>	<b>124</b>
Division of Mathematics and Natural Sciences.....	125
<b>Programs of study in the Division of Mathematics and Natural Sciences .....</b>	<b>125</b>
<b>A.S. Degree in Allied Health .....</b>	<b>126</b>
<b>B.S. Degree in Biology: Forensic Science Concentration .....</b>	<b>127</b>
<b>B.S. Degree in Biology: Health Professions Concentration.....</b>	<b>128</b>

<b>B.S. Degree in Chemistry: Biochemistry</b> .....	129
<b>B.S. Degree in Sport and Exercise Science: Pre-Athletic Training Concentration</b> .....	130
<b>B.S. Degree in Sport and Exercise Science: Health and Human Performance Concentration</b> .....	131
<b>B.S. Degree in Sport and Exercise Science: Pre-Physical Therapy Concentration</b> .....	132
School of Nursing .....	133
<b>Program of study in the School of Nursing</b> .....	133
<i>B.S. Degree in Nursing</i> .....	135
Temple Baptist Theological Seminary.....	136
<b>Programs of study in Temple Baptist Theological Seminary</b> .....	136
<b>Georgia Baptist Bible Institute Program</b> .....	137
<b>B.A. Degree in Christian Studies</b> .....	138
<b>B.A. Degree in Christian Studies: Concentration in Missions</b> .....	139
<b>B.A. Degree in Christian Studies: Concentration in Pastoral Ministry</b> .....	140
<b>Bachelor of Ministry Degree</b> .....	141
<b>Master of Arts Degree in Biblical and Theological Studies</b> .....	142
<b>Master of Arts Degree in Ministry</b> .....	143
<b>Accelerated B.A. + M.Div. Program with New Orleans Baptist Theological Seminary</b> .....	144
Office of External Programs.....	146
<b>Prison Program</b> .....	146
<b>National Guard Youth Challenge Program</b> .....	146
<b>Georgia Dual Enrollment Program</b> .....	146
Office of Online Learning .....	148
<b>Distance Education Program</b> .....	148
Office of Student Engagement and Success .....	149
<b>Developmental and Institutional Studies</b> .....	149
<b>The Academic Success Center</b> .....	149
Minors .....	151
<b>Accounting (18 hours)</b> .....	151
<b>American Studies (18 hours)</b> .....	151
<b>Biology (19-20 hours)</b> .....	151
<b>Business Administration (18 hours)</b> .....	151
<b>Chemistry (19 hours)</b> .....	151
<b>Christian Leadership (18 hours)</b> .....	152
<b>Christian Studies (21 hours)</b> .....	152
<b>Coaching (18 hours)</b> .....	152
<b>Computer Information Systems (18 hours)</b> .....	152

<b>Creative Arts (18 hours)</b> .....	153
<b>Creative Writing (18 hours)</b> .....	153
<b>Criminal Justice (21 hours)</b> .....	153
<b>Education (18 hours)</b> .....	153
<b>English (18 hours)</b> .....	154
<b>General Science (19-21 hours)</b> .....	154
<b>History (18 hours)</b> .....	154
<b>Management (18 hours)</b> .....	154
<b>Music (21 hours) *</b> .....	154
<b>Psychology (21 hours)</b> .....	155
<b>Course Descriptions</b> .....	156
<i>Accounting (ACCT)</i> .....	156
<i>Art (ART)</i> .....	157
<i>Biology (BIO)</i> .....	158
<i>Developmental and Institutional (BPC)</i> .....	161
<i>Chemistry (CHM)</i> .....	164
<i>Christian Studies (CHR)</i> .....	168
<i>Computer Information Systems (CIS)</i> .....	178
<i>Criminal Justice (CJ)</i> .....	179
<i>Economics (ECON)</i> .....	182
<i>Education (EDU)</i> .....	183
<i>English (ENG)</i> .....	188
<i>Geography (GEO)</i> .....	194
<i>Geology (GEOL)</i> .....	195
<i>Greek (GRE)</i> .....	195
<i>Health (HEA)</i> .....	196
<i>Hebrew (HEB)</i> .....	196
<i>History (HIS)</i> .....	197
<i>Latin (LTN)</i> .....	200
<i>Library Orientation (LIB)</i> .....	201
<i>Management (MGT)</i> .....	201
<i>Marketing (MKT)</i> .....	202
<i>Mathematics (MTH)</i> .....	204
<i>Modern Languages (ML)</i> .....	205
<i>Music (MUS)</i> .....	206
<i>Nursing (NUR)</i> .....	215

<i>Physical Education (PE)</i> .....	217
<i>Physics (PHY)</i> .....	218
<b>Physical Sciences (PHY/SCI)</b> .....	219
<i>Political Science (POL)</i> .....	219
<b>Psychology (PSY)</b> .....	221
<i>Research Methods (RSM)</i> .....	225
<i>Sport and Exercise Science (SES)</i> .....	225
<i>Sport Management (SPM)</i> .....	227
Directory .....	229
<b>Board of Trustees (2023-2024)</b> .....	229
<b>Academic Council (2023-2024)</b> .....	229
<b>Resident Faculty</b> .....	230
Campus Map .....	236
Location Information .....	237
<b>Mount Vernon Campus Facilities</b> .....	237



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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,

A handwritten signature in black ink that reads "Steven F. Echols". The signature is written in a cursive, flowing style.

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

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## 2023-2024 Academic Calendar

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### Fall 2023

#### August

- 4 Last date for returning students to register without a late fee
- 6 Residence Halls open at 1:00 p.m. for O-Team and RAs
- 9-10 Fall Faculty & Staff Retreat and “Welcome Back Luncheon”
- 10 New Students move in
- 10-13 New student orientation
- 11 Last date for new students to register without a late fee
- 12 Residence halls open at 1PM for returning students
- 14 Fall semester and Session 1 classes begin
- Last day to drop/add without a fee
- 15 Academic Integrity Orientation Chapel (Mandatory for All Students)
- 21 Last day to withdraw from the college with 100% tuition refund
- Last day to register and/or drop/add classes-5:00 p.m.
- 22 Fall Convocation
- 24 Last day to withdraw from the college with 50% tuition refund
- 29 First Chapel Session

#### September

- 4 Labor Day Holiday: no classes and all administrative offices closed
- 7 Last day to withdraw from Session 1 classes without grade point penalty

#### October

- 5 Session 1 classes end
- 9 Session 2 classes begin
- Last day to drop/add for Session 2 without fee
- Last day to withdraw from semester classes without grade point penalty
- 12 Fall break: no classes
- 13 Fall break: no classes and all administrative offices closed
- 16 Last day to drop/add Session 2 classes
- 17-19 Spiritual Emphasis Week Chapels (10:00-10:50 a.m.)

#### November

- 2 Last day to withdraw from Session 2 classes without grade point penalty
- 17 Residence halls close at 1 p.m. for Thanksgiving Break
- 20-24 Thanksgiving holiday: No classes and all administrative offices closed
- 26 Residence halls open at 1 p.m.
- 30 Last Day of Classes

#### December

- 4-7 Final Exams
- 8 Residence halls close at 1 p.m.

### Winter 2023

#### December

- 11 Online Winter term classes begin
- 11-15 Administrative offices are open; no classes
- 18-31 Christmas / New Year's Holidays: all administrative offices are closed

### Spring 2024

#### January

- 1-2 Christmas / New Year's Holidays: all administrative offices are closed
- 3 Last day for returning students to register without a late fee
- 5 Online Winter term classes end
- 5 Last day for new students to register without a late fee
- 6 New student orientation and move-in 9:00 a.m.-3:00 p.m.
- 6 Returning students move in at 1:00 p.m.
- 8 Spring semester and Session 1 classes begin  
Last day for drop/add without a fee
- 15 Martin Luther King, Jr., Holiday: no classes and all administrative offices closed
- 16 Last day to withdraw from the college with 100% tuition refund  
Last day to register or drop/add classes
- 18 Last day to withdraw from the college with 50% tuition refund
- 31 Last day to withdraw from Session 1 classes without grade point penalty

#### February

- 22 Session 1 classes end
- 26 Session 2 classes begin  
Last day to drop/add for Session 2 without fee
- 29 Drop/add for Session 2 classes ends

#### March

- 20 Last day to withdraw from session 2 classes without grade point penalty
- 29 Good Friday: all administrative offices are closed

#### April

- 2 Honors Day Chapel
- 8-11 Final Papers/Projects due in lieu of exams
- 11 Last day of classes
- 12 Residence halls close at 1:00 p.m.
- 13 Graduation at 10:00 a.m.
- 26 Administrative Offices Closed

### Summer 2024

#### May

- 13 Summer Session 1 and full-term classes begin
- 27 Memorial Day: all administrative offices are closed

June

- 13 Summer Session 1 classes end (final exams)
- 18 Summer Session 2 classes begin
- 19 Juneteenth National Independence Day:  
all administrative offices are closed

July

- 4-5 Independence Day: all administrative offices are closed
- 18 Summer Session 2 and full-term classes end (final exams)

## 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.

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## Office of Admissions

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You will find a friendly, professional staff of Admissions Counselors at Brewton-Parker College who are willing and able to help you. The Admissions Office, located in the Palmer Building, is open 8:00 A.M.-6:00 P.M. Monday-Thursday, and 8:00 A.M.-12:00 P.M. on Fridays. Saturday hours are available by appointment.

You may contact the office by phone at (912) 583-3265 or toll-free at 1-800-342-1087 ext. 3265. You may also contact us by e-mail at <mailto:admissions@bpc.edu>. Applications may be mailed to The Admissions Office, Brewton-Parker College, Mt. Vernon, Georgia 30445, faxed to (912) 583-3598, or submitted online at [www.bpc.edu/admissions-aid](http://www.bpc.edu/admissions-aid).

### Admission Terms

**Freshman**: Any new high school graduate, or any new high school graduate with college work completed while in high school (dual enrollment), or any new high school graduate with only college work completed during the summer immediately after high school graduation.

**Graduate Student**: Any applicant who has a bachelor's degree and is seeking a graduate-level degree.

**Homeschool Freshman**: An applicant who has received all or part of his/her secondary schooling at home and who therefore has not received a traditional college preparatory high school diploma. If the applicants homeschool is not accredited, the applicant may gain unconditional admission by submitting a satisfactory SAT/ACT score.

**Transfer**: Any student who has taken at least one (1) hour of college work after the summer term immediately after high school graduation or readmits who have attended other institutions since leaving Brewton-Parker College.

**International**: An applicant who is not a citizen or permanent resident of the United States. Such applicants must demonstrate proficiency in English as a language of instruction and an ability to pay for at least one year of expense. See <https://www.bpc.edu/admissions-aid/mount-vernon-campus/apptypes#international> for admission and immigration standards or contact the Office of Admissions for assistance. International students are accepted as freshmen or transfers.

**Readmission**: A student who was absent for one or more semesters or was academically suspended or excluded from Brewton-Parker College and has not attended any other institutions.

**Transients**: Applicants who have a transient letter from their home institution stating that they are in good standing and have permission to enroll in a stated course(s) at Brewton-Parker College.

**Second-Degree**: An applicant who has a bachelor's degree and is seeking a second degree.

**Non-Degree**: An applicant who is not seeking a degree at any institution.

**Teacher Certification**: An applicant with a bachelor's degree or higher who is seeking teacher certification or alternative certification in a different field.

## Admission Procedures

Each applicant must submit the appropriate application form with a \$35 non-refundable fee. Applications are specific to student type. 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 who are denied admission may appeal to the Admissions Committee, whose decision is final.

### Types of Admission

Brewton-Parker College offers three types of admission. All three are full admission to the College, but restrictions apply to all except unconditional admission. Students are encouraged to apply early to avoid complications with admission, advising, or financial aid. Applicants applying for financial aid will need to complete the Free Application for Federal Student Aid (FAFSA). Contact the Office of Financial Aid for more information.

**Unconditional:** When an applicant meets all of the stated criteria for admission, he or she is admitted unconditionally. A traditional freshman applicant may be granted unconditional admission pending completion of his or her final year of high school.

**Conditional:** An applicant who does not meet all of the stated criteria for unconditional admission may be granted conditional admission. Conditional Admission is full admission to the College.

**Provisional:** A student may be admitted for one term of enrollment on a provisional basis if all required credentials have not been received. Provisional admission is full admission to the College. All required documents must be received by the end of the student's first term of enrollment at Brewton-Parker College to maintain the privilege of continued enrollment. If a file is not completed by the end of the student's first semester, the student may not register for the following semester, receive grades, or have transcripts issued.

A student who has been granted Provisional admission may subsequently be granted unconditional or conditional admission or denial of the right to continue to enroll based on submission of all required credentials. Provisional admission cannot be granted if the applicant failed to graduate from high school or achieve the required score on the GED exam.

## Requirements for Admission

### Graduate Students

The Temple Baptist Theological Seminary of Brewton-Parker College currently offers two graduate degrees, a master of arts degree in ministry (MAM) and a master of arts degree in biblical and theological studies (MABTS). Admission requirements for these programs are as follows.

- Completion of Brewton-Parker application process; and in addition:
- Completion of a bachelor's degree from an institution accredited or recognized in one of the following ways at the time applicant earned the degree:
  1. a regionally accredited institution;
  2. an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) and/or by the U.S. Department of Education (USDE);

or

Students who have completed bachelor's degrees from institutions that do not meet the standards of numbers 1 and 2, but are approved to offer post-secondary degrees, or recognized as exempt, by a state authorization agency established 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. Applicants also may submit the international equivalent of such degrees together with a transcript evaluation from World Education Services (WES) or other available credential evaluation service.

- Grade point average of 2.5 (MABTS) or 2.0 (MAM)
- Statement of Salvation Experience and Commitment to Christian Ministry
- Affirmation of doctrinal statement and Affirmation of BPC code of conduct (included in the application process)
- Pastor/Church Leader Endorsement (one needed)
- Personal/Professional Reference Letters (two needed)

### **Freshmen**

In December 2020, the college approved a temporary amended policy on admission standards for incoming first-time students occasioned by widespread diminished ACT/SAT testing availability among college applicants due to the coronavirus pandemic. The temporary policy allows admission of students based on the following standards:

Regular Admission: 2.75 or higher core GPA\*

Conditional Admission: 2.74-2.3 core GPA\*

\* GPA will be based on core high school GPA, not overall GPA.

\*\*Placement for coursework will be determined by Accuplacer scores, if available, or transcript review by the college's English and math faculty.

### **Transfers**

- Transcripts from all postsecondary institutions previously attended
  - Must indicate eligibility to return to most recent institution attended
  - Must have an overall GPA of 2.25 (Applicant with lower than a 2.25 GPA may seek conditional admission)
  - ACT/SAT/Accuplacer test (If transcripts do not show a "C" or better in English 101 or Math 101 and higher)
- A student who has earned at least 30 hours of transferrable college coursework is not required to submit official copies of high school transcripts

### **International**

- Academic
  - Secondary school completion demonstrated by official transcript or copy certified by issuing institution
  - Satisfactory standard on school leaving exam if required for university admission in the country
  - SAT or ACT is optional (It will be factored into admission decision along with academic record)
- Language proficiency (The student must meet one of the following criteria)
  - SAT I Verbal score equal to or greater than 430
  - TOEFL iBT equal to or greater than 70 with sub-skills of at least 16
  - DuoLingo score of 95 or higher
  - IELTS equal to or greater than 6.0 with sub-skills of at least 5.0

### **Re-Admission**

- An application for re-admission accompanied by transcripts from any schools attended since last enrolled at Brewton-Parker College

### **Transient**

- Transient letter (The letter is from the student's home institution indicating that the applicant has permission to take specific courses at Brewton-Parker College)

### **Non-Degree**

Non-Degree seeking students must submit the appropriate application for admission as well as pay the applicable application fee. Non-Degree seeking students who have completed college coursework elsewhere are strongly encouraged to submit official copies of college transcripts to the admissions office in order to ensure that courses they wish to register for have not already been completed successfully elsewhere. Non-Degree seeking students failing to submit transcripts of prior college credit may register for course work at Brewton-Parker College, but any risk of completing courses for which they already have earned credit at another institution will be assumed entirely by the student. Any non-degree seeking student wishing to convert to degree-seeking status first must apply for full admission to the college, together with any required supporting documentation, including all necessary transcripts.

### **Auditing**

- Complete the application form and pay the \$35 application fee. Costs for auditing courses are listed in the fee section of this catalog.

### **Veterans**

- Veterans or eligible dependents of veterans who wish to attend Brewton-Parker College under any one of the veterans' benefit programs should apply in the usual manner to the Director of Admissions. The Admissions Office advises former service men and women who are eligible for benefits under the G.I. Bill and children of veterans or war orphans who are eligible for VA training allowance benefits. Application for benefits must be made through the Admissions Office upon enrollment at the College.

### **Senior Citizen Program**

- In an effort to strengthen community ties and foster a better quality of life for older residents of the region, Brewton-Parker College offers enrollment for residents who are 65 years old or older at significant discounts in the College's courses and programs. Contact the Office of Admissions for more information on this program.

### **Teacher Certification**

- Application for admission and a \$35 non-refundable application fee
- Transcripts from all regionally accredited institutions attended
- Final institution must indicate eligibility to return
- Evidence of degree conferred on transcript
- Meet the requirements set forth by the Educator Preparation Program (EPP) within the Division of Education and Behavioral Sciences as specified below:

#### **Certification Only Program:**

The Educator Preparation Program (EPP) within the Division of Education and Behavioral Sciences at Brewton-Parker College offers preparation for Certification Only candidates. The program allows people with college degrees to become certified to teach. The Certification Only programs include Middle Grades with concentrations in Language Arts, Math, Science, and Social Studies; and Early Childhood Education.

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.

- Entrance Requirements for the Certification Only Program
  - An existing 4-year degree from an accredited college, official transcripts required
  - GPA of 2.5 or higher as verified on the transcript

**Internship:** To be eligible for the year-long internship the applicant must meet the following requirements:

- Be under contract to a school system in a full-time capacity in the appropriate field
- Have completed any additional course requirements as indicated in transcript evaluation
- Request from local school system that Brewton-Parker College conduct the internship
- Enroll in EDU 476 and EDU 477 consecutively
- Possess an overall minimum GPA of 2.5 and a minimum GPA of 2.5 in major field courses
- Possess a provisional certificate from the Georgia Department of Education in the appropriate field
- Complete the form titled "*Verification of Liability Insurance*"

- Provide clear background check
- 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.

## Special Categories

### Options for High School Students

#### **Joint Enrollment:**

Must attend a high school within commuting distance, be classified as a senior, and take only courses recommended by your high school counselor and approved by the Provost of Brewton-Parker College.

**NOTE: Students enrolled in the Joint Enrollment Program will be responsible for tuition and fees at the same rate as regular students.**

- A Joint Enrollee application evaluation (it must be completed and returned by your high school counselor and principal, accompanied by a non-refundable \$25 fee)
- Evidence of academic readiness
  - SAT: Verbal minimum of 460; Math minimum of 440
  - ACT: English minimum of 18; Math minimum of 16

**Georgia Dual Enrollment Program (GDEP):** High school students (public, private, home school) must meet eligibility requirements set by the Georgia Student Finance Commission (GSFC) and the state of Georgia.

**NOTE: As of Summer 2020, GSFC implemented a 30-hour funding cap, including new funding stipulations on course withdrawals and course retakes. Within the funding cap, eligible students are not responsible for tuition or fees, and textbooks will be provided. Students may be charged a lost or damaged book fee if the book is not returned in the required condition. Students that exceed their funding cap (or if they wish to take non-approved courses) are responsible to self-pay for tuition, applicable fees, and book costs. Courses taken Summer 2020 or later cannot be retaken and receive funding. Students become ineligible to receive funding for future terms after their second course withdrawal (withdrawals prior to Summer 2020 are not included). Earned credits count toward high school completion and college credit for all courses successfully completed.**

- Application for admission to the Brewton-Parker College Dual Enrollment Program
- Completed funding application for the GSFC
- Official high school transcripts (The college recommends a minimum cumulative GPA of 3.0)
- Evidence of academic readiness illustrated by one of the following college-recommended minimum scores:
  - SAT: Reading minimum of 24; Math minimum of 24/440
  - ACT: English minimum of 18; Math minimum of 16

- ACCUPLACER: Reading minimum of 253; Quantitative Reasoning minimum of 256
- If scores are not available, a recommendation letter must be provided by a high school counselor and will be taken into consideration by the GDEP Admission Counselor.



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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 \$1,630 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**

Brewton-Parker College participates in the First Day Complete program provided by Barnes and Noble College (BNC). All course materials will be shipped directly to campus for day students and directly to distance education students' homes. Students will be charged \$25 per credit hour for their course materials, including textbooks, access codes, and other learning resources selected by the instructor (for science and music lab materials, see "Other Course Fees"). Course materials are rented and must be returned to the college by the stated deadline for each semester, or the student's account will be charged a non-returned book fee equal to 75% of the retail value of the material. If a student chooses not to participate in the First Day Complete program, he/she must notify the Business Office by the stated deadline for the fall and spring semesters. They will then be responsible to source and purchase (out-of-pocket or without financial aid) all 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>	<b>Expenses</b>			
	<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 * **			\$1,750	\$3,500
Board Fee ***			\$2,665	\$5,330
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)			\$660	\$1,320
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>\$16,400</b>	<b>\$32,800</b>
			<b>\$10,935</b>	<b>\$21,870</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; contact Accounts Receivable 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:

- 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
- No participation in playing or practicing with athletic teams.

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. Transcripts nor diplomas will be released to any student owing a balance. 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.

No diplomas or transcripts will be issued 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\***

<b>Semester</b>	<b>Minimum Cumulative GPA Required</b>
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:

Degree Requirements*	Maximum Time Frame
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 Academic Success 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.

### **Student Access Loan (SAL)**

Effective 2016-2017 (FY 2017), Georgia Student Finance Authority offers the Student Access Loan (SAL) Program for eligible students attending an eligible USG (University System of Georgia), Private or TCSG (Technical College System of Georgia) postsecondary institution in Georgia. The SAL is a 1% fixed rate loan,

designed to assist undergraduate and technical college students who have a gap in meeting their educational costs. Students must complete the Student Access Loan Application online at [www.GAfutures.org](http://www.GAfutures.org). Applicants must first have exhausted all other student financial aid options including federal and state student loans, scholarship and grant programs, and Veterans Educational Benefits.

### **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 <[rbrian@bpc.edu](mailto:rbrian@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.

### **Academic Support Services**

The College provides supplemental instruction through academic support services at the Academic Success Center. All students seeking tutoring assistance should contact the Director of the Academic Success Center, located in the Cook Building at [asc@bpc.edu](mailto:asc@bpc.edu). There is no charge for academic tutoring services through the campus Academic Success Center. Group and individual tutoring sessions are arranged through the Director. A designated place for tutoring is determined in order to best meet the needs of the students and the tutors. Peer tutors are upper-level students selected on the basis of academic achievement.

### **Counseling Center**

Brewton-Parker College partners with Road-To-Success, based in the Cadle Building on the Mt. Vernon campus. Staff of Road-To-Success hold office hours on the main campus Monday-Friday from 9:00 A.M. until 6:00 P.M. Services are available to all students 24 hours a day/ 7 days a week through on-call arrangements. Road-To-Success provides psychological evaluations, psychiatry services, individual/group/family counseling, domestic violence counseling, substance abuse counseling, sexual victim/perpetrator counseling, and crisis intervention. To arrange counseling services, call: (912) 423-0498 or for after-hours help: (912) 423-1000. Emails can be sent to [roadtosuccess@windstream.net](mailto:roadtosuccess@windstream.net).

### **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 through 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.

### **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 and Senior Vice President (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 and Senior Vice President via email at [rbrian@bpc.edu](mailto:rbrian@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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**Alternate Section 504 & Civil  
Rights Compliance Officer**

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Robert M. Brian, Provost  
and Senior Vice President  
Office: Gates Hall, 1st Floor  
201 David-Eliza Fountain Circle  
Mount Vernon, GA 30445  
Email: [rbrian@bpc.edu](mailto:rbrian@bpc.edu)  
Phone (W) 912-583-3108  
Cell Phone: 504-220-9701

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  
Cell Phone: 478-410-2110

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 and Senior Vice President or the alternate if the Provost and Senior Vice President 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 and Senior Vice President.

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 Office of Student Engagement and Success (OSSES) for academic intervention, including required tutoring at the Academic Success Center, 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 logon 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, OSES 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 OSES through the automated Early Alert System. Based on that record OSES will identify those in jeopardy of intervention, including withdrawal. Students' attendance and participation record 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 web site 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 and barred from re-enrollment for one 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.

### **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
- 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 Office of Student Engagement and Success (OSES) to discuss the violation and whether or not there is a basis for an appeal (offcampus students may complete this step via phone call, Skype, Google Meet, or other virtual meeting software). Students failing to contact OSES 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 OSES 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 OSES 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 in the Academic Success Center (ASC) 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)

### **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 Academic Success 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 and are known to make mistakes.

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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 Office of Student Engagement and Success 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 ASC 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 62 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 32 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. 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.

## **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 two master's degrees currently available, one a 30-credit-hour degree in ministry (M.A.M.) and the other a 48-credit-hour degree in biblical and theological studies (M.A.B.T.S).

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.

## **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

<b>Associate of Arts</b> General Studies Business Administration Criminal Justice Education Psychology	<b>Bachelor of Business Administration</b> with majors in: › Accounting › Computer Information Systems › General Business › Management › Marketing	<b>Bachelor of Science</b> 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 › English › 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) Sport and Exercise Science with concentrations in: › Pre-Athletic Training › Pre-Physical Therapy › Health & Human Performance Chemistry with a concentration in: › Biochemistry
<b>Associate of Science</b> Allied Health	<b>Bachelor of Ministry</b>  <b>Bachelor of Music</b> Worship Studies	
<b>Bachelor of Arts</b> Christian Studies with concentrations in: › Missions › Pastoral Ministry	<b>Master of Arts</b> Ministry Biblical & Theological Studies	
English General Studies History Criminal Justice Psychology Music		
Accounting American Studies Biology Business Administration Chemistry Christian Leadership Christian Studies	<b>Minors</b> Coaching Computer Info. Systems Creative Arts Creative Writing Criminal Justice Education English	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 Academic Success Center (ASC) or through TutorMe.com and also attend one workshop hosted by the ASC. 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	BIO 370 Microbiology with Lab
Chemistry	CHM 321 Analytical Chemistry
Criminal Justice	CJ 209 Ethics in Criminal Justice RSM 300 Advanced Research
Education	EDU 327 Introduction to Learner Differences EDU 337 Teaching Exceptional Children
Psychology	PSY 220 Careers, Ethics, and Professionalism PSY 404 Counseling Psychology
English	ENG 314 Introduction to Critical Theory 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/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
Sport and Exercise Science	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	

## **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

**All students seeking a bachelor’s degree at Brewton-Parker College will be required to take the same 48-49 hours of core courses regardless of major. Students seeking an associate’s degree will take a reduced optional core as noted on the degree page.**

### NON-OPTIONAL CORE CURRICULUM..... 25-26

BPC 100* <i>Student Success</i> /BPC 105 (2-3)	HIS 151 <i>World Civilizations I</i> (3)
BUS 101 <i>Fund. of Computer Applications</i> (3)	HIS 152 <i>World Civilizations II</i> (3)
CHR 100 <i>Biblical Worldview</i> (3)	MTH 102*** <i>College Algebra</i> (3)
ENG 101** <i>Writing and Rhetoric</i> (3)	PE 205 <i>Principles of Wellness</i> (2)
ENG 102 <i>Rhetoric and Literature</i> (3)	

\*Any student who successfully has completed 24 hours of college-level classes is exempt from BPC 100.

\*\*Depending on placement, students also may be required to take the Developmental Writing Lab (ENG 101L) together with Writing and Rhetoric (ENG 101). Students earning a proficiency grade in ENG 101L will receive one (1) semester hour of general elective credit toward completion of their degree program.

\*\*\*With permission from the Chair of the Division of Mathematics and Natural Sciences, any student may meet the mathematics requirement by successful completion of MTH 111, 204, or 205.

### CORE CURRICULUM WITH OPTIONS ..... 23

In addition to each of the non-optional course offerings above, students also must take the designated hours in each of the following core areas:

#### Arts and Letters (3 Hours)

ENG 200, 201, 202, 203, 204, 205, 206  
MUS 221, 222

#### Foreign Language and Culture (3 Hours)

ML 101, 102, 201, 202	ML/CUL 201, 202 (Language and Culture)
GRE 101, 102, 201, 301	ML/LA 101, 102
HEB 101, 102, 201	

#### Fine Arts (3 Hours)

ENG 105  
MUS 205, 221, 222, 321, 410

MUS-CC 160/260/360/460 or MUS-WE 161/261/361/461 (Must take 3 semesters)

ART 200, 211, 212

#### Laboratory Science (8 Hours)

BIO 100 or 101 plus 101L, 102 plus 102/L, 150, 202, 203, 210  
CHM 100,105 or 111 plus 111L, 112 plus 112L  
GEOL 101, 102, 201  
PHY 201/221, 203/223, 260  
PHY/S 101, 111, 121, 300

**It is recommended that Non-Science majors take:**

BIO 100, BIO 150  
CHM 100, CHM 105  
PHY/S 101, PHY/S 111

#### Religion and Philosophy (3 Hours)

CHR 101, 102, 210, 220, 230/BUS 230

#### Social/Behavioral Sciences (3 Hours)

POL 202	PSY 201
GEO 201	HIS 204

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## Division of Humanities and Fine Arts

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### Humanities Faculty Members

Grant C. Lilford, Professor of English, *Division Chair*

Robert M. Brian, Professor of Liberal Studies

Mark S. Quintanilla, Professor of History

Adam N. Coker, Associate Professor of History and Christian Studies

Megan Shae Carter, Assistant Professor of English

Jerusha J. Yoder Chauhan, Assistant Professor of English

Christian S. Dickinson, Assistant Professor of English

Christopher D. Kirk, Assistant Professor of English

Timothy E. Miller, Assistant Professor of History

John E. Shaffett, Assistant Professor of English and History

William Franklin Sharpe, Assistant Professor of English

### 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 Humanities and Fine Arts

Associate of Arts (A.A.) in General Studies

Bachelor of Arts (B.A.) in General Studies · History · Music · English

Bachelor of Music (B. Mus.) in Worship Studies

The Division of Humanities 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.

**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.

**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.

**Goal 1 of the Music program** is that successful students will develop performing skills with multiple instruments.

**Goal 2 of the Music program** is that successful students will develop skills that will give them the ability to perform at sight in a variety of musical styles.

**Goal 3 of the Music program** is that successful students will develop skills and knowledge in the area of music theory.

**Goal 4 of the Music program** is that successful students will be able to think critically about music and worship related topics.

**A.A. Degree in General Studies**  
(60-61 Credit Hours)

**NON-OPTIONAL CORE CURRICULUM.....23-24**

BPC 100 (3) or 105 (2) (Must take first semester)  
BUS 101 *Fund. of Computer Applications* (3)  
CHR 100 *Intro to Biblical Worldview* (3)  
ENG 101 *Writing and Rhetoric* (3)  
ENG 102 *Rhetoric and Literature* (3)  
HIS 151 *World Civilizations I* (3)  
HIS 152 *World Civilizations II* (3)  
MTH 102 *College Algebra* (3)

**OTHER CORE ..... 13**

**Arts and Letters (3 Hours)**

ENG 200, 201, 202, 203, 204, 205, 206  
MUS 221, 222

**Fine Arts (3 Hours)**

MUS 205, 221, 222, 321, 410  
MUS-CC 160/260/360/460 or MUS-WE 161/261/361/461 (Must take 3 semesters)  
ART 200, 211, 212  
ENG 105

**Laboratory Science (4 Hours)**

BIO (100, or 101/L), 102/L, 150, 202, 203  
CHM100, CHM 105, or 111/L, 112/L  
GEOL 101, 102, 201  
PHY 201/221, 203/223, 260 PHY/S 101, 111, 121

**It is recommended that Non-Science majors take:**

BIO 100, BIO 150  
CHM 100, CHM 105  
PHY/S 101, PHY/S 111

**Social/Behavioral Sciences (3 Hours)**

POL 202  
GEO 201  
PSY 201  
HIS 204

**GENERAL ELECTIVES .....24**

**B.A. Degree in General Studies**  
(120-121 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE.....48-49**

**ADDITIONAL FOREIGN LANGUAGE .....3**

**GENERAL ELECTIVES .....69**

\*Students must earn grades of C or higher in at least 42 hours of 300- or 400-level elective courses.

**B.A. Degree in English**  
(120-121 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE.....48-49**

**ADDITIONAL FOREIGN LANGUAGE REQUIREMENT.....3**

**ADDITIONAL REQUIRED SURVEY COURSE .....3**

ENG 203-204 *Survey of British Literature I and II*..... 6 hours

OR

ENG 205-206 *Survey of American Literature I and II*..... 6 hours

While we recommend that each student completes a full sequence (two semesters of either British or American Literature) utilizing one to meet the core requirement and the other to meet the major requirement, students may receive credit for any combination of the above survey courses with permission of the Department.

**REQUIRED ENGLISH COURSES .....21**

ENG 306 *Shakespeare: Comedies, Romances, and Poems* (3)

OR

ENG 307 *Shakespeare: Histories and Tragedies* (3)

ENG 314 *Introduction to Critical Theory* (3)

ENG 322 *Advanced Composition* (3)

ENG 401 *History of the English Language* (3)

ENG 409 *Southern Literature* (3)

OR

ENG 434 *From the Mountains to the Sea: The Literature of Georgia* (3)

ENG 497 *Senior Capstone I* (3)

ENG 498 *Senior Capstone II* (3)

**HISTORICAL DISTRIBUTION .....6**

Students must take at least one course each from any two historical periods below:

**A: Literature before 1700:**

ENG 201 *Survey of World Literature I* (3) ENG 407 *The Bible as Literature* (3)

ENG 410 *Studies in Medieval Literature* (3)

ENG 412 *Renaissance and Reformation Literature* (3)

**B: Literature from 1700-1900**

ENG 413 *Studies in Restoration and 18th-Century British Lit.* (3)

ENG 431 *Studies in Colonial and 19th-Century American Literature* (3)

**C: Literature since 1900**

ENG 432 *Modernism and Post-Modernism* (3)

ENG 433 *Studies in 20th Century American Literature* (3)

**CULTURAL DISTRIBUTION .....3**

- ENG 202 *Survey of World Literature II* (3)
- ENG/ML/SP 215 *Hispanic Literature* (3)
- ENG 315 *Women in Literature* (3)
- ENG 319 *African-American Literature* (3)
- ENG 340 *Seminar in World Literature* (3)
- ENG 440 *Topics in Global Anglophone Literature* (3)
- Any literature course in a language other than English (3)

**GENRE .....3**

- ENG 310 *Studies in Poetry* (3)
- ENG 312 *Studies in the Novel* (3)
- ENG 313 *Studies in Dramatic Literature* (3)
- ENG 375 *Novel Workshop* (3)
- ENG 430 *Critical Theory* (3)

**ENGLISH ELECTIVES .....6**

\*Must be 300-400 level English courses.

**GENERAL ELECTIVES .....27**

At least twelve hours of elective courses must be 300-400 level. Students who meet major requirements with 200 level courses, such as ENG 200, 201, or 202, must take additional 300-400 level elective courses, in any discipline, to meet the college requirement that all students complete 42 hours of upper-division courses.

**B.A. Degree in History**  
(120-121 Credit Hours)

<b>BREWTON-PARKER COLLEGE SINGLE CORE.....</b>	<b>48-49</b>
<b>ADDITIONAL FOREIGN LANGUAGE REQUIREMENT.....</b>	<b>3</b>
<b>REQUIRED HISTORY COURSES .....</b>	<b>6</b>
HIS 202 <i>United States to 1877</i> (3)	
HIS 203 <i>United States 1877 to the Present</i> (3)	
<b>REQUIRED AMERICAN HISTORY COURSES (WITH OPTIONS).....</b>	<b>3</b>
HIS/POL 331 <i>American Foreign Policy</i> (3)	
HIS 360 <i>The American Revolution</i> (3)	
HIS 365 <i>The American Civil War and Reconstruction</i> (3)	
HIS 370 <i>African-American History</i> (3)	
HIS 375 <i>The Native Americans</i> (3)	
HIS 391 <i>United States 1932 to the Present</i> (3)	
HIS 395 <i>Public History in America</i> (3)	
HIS 425 <i>The American South</i> (3)	
<b>REQUIRED EUROPEAN HISTORY COURSES (WITH OPTIONS).....</b>	<b>3</b>
HIS/CHR 312 <i>The Reformation</i> (3)	
HIS 318 <i>Europe 1848-1918: Nationalism and Imperialism</i> (3)	
HIS 322 <i>Twentieth-Cent. Europe, 1900-Present</i> (3)	
<b>REQUIRED NON-WESTERN HISTORY COURSES (WITH OPTIONS).....</b>	<b>3</b>
HIS 305 <i>The Middle Ages</i> (3)	
HIS 326 <i>Postwar World beyond Europe</i> (3)	
HIS 352 <i>Russia since 1800</i> (3)	
HIS 431 <i>Islam and the West</i> (3)	
<b>REQUIRED SENIOR SEMINAR .....</b>	<b>3</b>
HIS 490 <i>Senior Seminar</i> (3)	
<b>HISTORY ELECTIVES.....</b>	<b>12</b>
*Must be 300-400 level History courses.	
<b>GENERAL ELECTIVES .....</b>	<b>39</b>

\*At least eighteen (18) hours of elective courses must be 300-400 level.

**B. A. Degree in Music**  
(121-122 Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE.....48-49**

\***Note:** music majors are required to take PHY 260 as one of the core lab sciences, MUS 221 or 222 to satisfy the arts and letters part of the core, and MUS 410 to satisfy the fine arts requirement in the core.

**REQUIRED MUSIC THEORY COURSES .....19**

MUS 101 *Tonal Harmony 1 & Practice* (4)      MUS 203 *Tonal Harmony 4 & Practice* (4)  
MUS 103 *Tonal Harmony 2 & Practice* (4)      MUS 301 *Form and Analysis* (3)  
MUS 201 *Tonal Harmony 3 & Practice* (4)

**REQUIRED MUSIC COURSES .....3**

MUS 320 *Technology for Music* (3)

**REQUIRED MUSIC ELECTIVES .....15**

Must be 300- or 400-level MUS courses.

**APPLIED MAJOR LESSONS.....8**

Voice, Keyboard, or Instrumental

**APPLIED SECONDARY LESSONS .....4**

Voice, Keyboard, Instrumental, or Guitar

**PERFORMING ENSEMBLE .....8**

MUS-CC, MUS-WE, MUS-VT, MUS-HB, or MUS-BE

\***NOTE:** As part of completing a primary applied major, students also must register during two semesters for MUS-CC 001/002 Concert Choir (if an instrumental or keyboard major) or MUS- WE 001/002 College Wind Ensemble (if a voice major) to experience the interconnectivity between vocal and instrumental music. This is a non-credit graduation requirement.

**MAJOR-SPECIFIC ELECTIVE.....1**

Voice Major: MUS 121 *Diction of Modern Languages* (1),  
Piano Major: MUS 335 *Keyboard, Accompaniment* (1), or  
Instrumental Major: MUS 334 *Fundamentals of Jazz* (1)

**GENERAL ELECTIVES .....15**

Must be 300- or 400-level courses.

**PERFORMANCE ATTENDANCE REQUIREMENT**

\*All music majors are required to attend on-campus performances during each of the 8 semesters of their program of study.

**Bachelor of Music Degree in Worship Studies**  
(122-123 Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE.....48-49**

\*Note: music majors are required to take PHY 260 as one of the core lab sciences, MUS 221 or 222 to satisfy the arts and letters part of the core, and MUS 410 to satisfy the fine arts requirement in the core.

**REQUIRED MUSIC THEORY COURSES .....22**

MUS 101 *Tonal Harmony 1 & Practice* (4)    MUS 203 *Tonal Harmony 4 & Practice* (4)  
MUS 103 *Tonal Harmony 2 & Practice* (4)    MUS 301 *Form and Analysis* (3)  
MUS 201 *Tonal Harmony 3 & Practice* (4)    MUS 306 *Counterpoint* (3)

**REQUIRED CONDUCTING COURSES.....6**

MUS 331 *Beginning Conducting* (3)  
MUS 332 *Choral Conducting* (3) *or* MUS 333 *Instrumental Conducting* (3)

**REQUIRED MUSIC COURSES .....6**

MUS 303 *Orchestration and Instrumentation* (3)  
MUS 320 *Technology for Music* (3)

**REQUIRED CHURCH MUSIC COURSE.....3**

MUS 200 *Introduction to Church Music* (3)

**REQUIRED CHURCH MUSIC AND THEOLOGY COURSES (WITH OPTIONS).....12**

MUS 300 *Ministerial Formations for Music* (3)    MUS 411 *Generational & Cultural Music* (3)  
MUS/CHR 357 *Worship and Theology* (3)    CHR 417 *Christian Theology* (3)  
MUS 401 *Revitalizing Corporate Worship* (3)    MUS 451 *Hymnology: A Singing Theology* (3)

**REQUIRED CHURCH MUSIC INTERNSHIP.....1**

MUS 455 *Church Music Internship* (1)

**APPLIED MAJOR LESSONS.....8**

Voice, Keyboard, or Instrumental

**APPLIED SECONDARY LESSONS .....4**

Voice, Keyboard, Instrumental, or Guitar

**PERFORMING ENSEMBLE .....8**

MUS-CC, MUS-WE, MUS-VT, MUS-HB, or MUS-BE

\*NOTE: As part of completing a primary applied major, students also must register during two semesters for MUS-CC 001/002 Concert Choir (if an instrumental or keyboard major) or MUS- WE 001/002 College Wind Ensemble (if a voice major) to experience the interconnectivity between vocal and instrumental music. This is a non-credit graduation requirement.



**MAJOR-SPECIFIC ELECTIVE.....1**

Voice Major: MUS 121 *Diction of Modern Languages* (1)

Piano Major: MUS 335 *Keyboard, Accompaniment* (1)

Instrumental Major: MUS 334 *Fundamentals of Jazz* (1)

**GENERAL ELECTIVES .....3**

**PERFORMANCE ATTENDANCE REQUIREMENT**

\*All music majors are required to attend on-campus performances during each of the 8 semesters of their program of study.

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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

Tara Fletcher, Instructor of Business

### Programs of Study in the Division of Business

Associate of Arts (A.A.)

Business Administration 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**

(60-61 Credit Hours)

**NON-OPTIONAL CORE CURRICULUM ..... 23-24**

BPC 100 (3) or 105 (2) (Must take first semester)	ENG 102 <i>Rhetoric and Literature</i> (3)
BUS 101 <i>Fund. of Computer Applications</i> (3)	HIS 151 <i>World Civilizations I</i> (3)
CHR 100 <i>Intro to Biblical Worldview</i> (3)	HIS 152 <i>World Civilizations II</i> (3)
ENG 101 <i>Writing and Rhetoric</i> (3)	MTH 102 <i>College Algebra</i> (3)

**OTHER CORE.....13**

**Arts and Letters (3 Hours)**

ENG 200, 201, 202, 203, 204, 205, 206  
MUS 221, 222

**Fine Arts (3 Hours)**

MUS 205, 221, 222, 321, 410  
MUS-CC 160/260/360/460 or MUS-WE 161/261/361/461 (Must take 3 semesters)  
ART 200, 211, 212  
ENG 105

**Laboratory Science (4 Hours)**

BIO (100, **or** 101/L), 102/L, 150, 202, 203  
CHM 100, CHM 105, **or** 111/L, 112/L  
GEOL 101, 102, 201  
PHY 201/221, 203/223, 260 PHY/S 101, 111, 121  
**It is recommended that Non-Science majors take:**  
BIO 100, BIO 150  
CHM 100, CHM 105  
PHY/S 101, PHY/S 111

**Social/Behavioral Sciences (3 Hours)**

POL 202  
GEO 201  
PSY 201  
HIS 204

**REQUIRED BUSINESS COURSES.....21**

BUS CHR 230 <i>Professional Ethics</i> (3)	BUS 100 <i>Business Concepts</i> (3)
ACCT 201 <i>Financial Accounting</i> (3)	ECON 205 <i>Principles of Macroeconomics</i> (3)
ACCT 202 <i>Managerial Accounting</i> (3)	ECON 206 <i>Principles of Microeconomics</i> (3)
	BUS 250 <i>Legal Environment of Business</i> (3)

**GENERAL ELECTIVES.....3**

**B.B.A. Degree in Accounting**  
(120-121 Credit Hours)

**REQUIRED CORE CURRICULUM ..... 48-49**

\*Business majors should take BUS|CHR 230 to satisfy the Christian Studies portion of the core.

**REQUIRED BUSINESS COURSES.....36**

- BUS 100 *Business Concepts* (3)
- ACCT 201 *Financial Accounting* (3)
- ACCT 202 *Managerial Accounting* (3)
- ECON 205 *Principles of Macroeconomics* (3)
- BUS 210 *Business Statistics* (3)
- BUS 250 *Legal Environment of Business* (3)
- MKT 300 *Principles of Marketing* (3)
- BUS|ENG 330 *Writing in the Workplace* (3)
- BUS 357 *International Business* (3)
- BUS 451 *Managerial Finance* (3)
- BUS 453 *Business Strategy* (3)
- MGT 331 *Principles of Management* (3)

**REQUIRED MAJOR COURSES .....30**

- ACCT 301 *Intermediate Accounting I* (3)
- ACCT 302 *Intermediate Accounting II* (3)
- ACCT 303 *Intermediate Accounting III* (3)
- ACCT 306 *Accounting Info. Systems* (3)
- ACCT 401 *Auditing* (3)
- ACCT 407 *Non-Profit Accounting* (3)
- ACCT 404 *Business Income Tax* (3)
- BUS 499 *Internship* (3)
- ECON 206 *Principles of Microeconomics* (3)
- Choose one of the following:**
- MGT 431 *Organizational Behavior* (3) or
- MGT 434 *Operations Management* (3)

**GENERAL ELECTIVES.....6**

**B.B.A. Degree in Computer Information Systems**  
(120-121 Credit Hours)

**REQUIRED CORE CURRICULUM ..... 48-49**

\*Business majors should take BUS|CHR 230 to satisfy the Christian Studies portion of the core.

**REQUIRED BUSINESS COURSES ..... 36**

- BUS 100 *Business Concepts* (3)
- ACCT 201 *Financial Accounting* (3)
- ACCT 202 *Managerial Accounting* (3)
- ECON 205 *Principles of Macroeconomics* (3)
- BUS 210 *Business Statistics* (3)
- BUS 250 *Legal Environment of Business* (3)
- MKT 300 *Principles of Marketing* (3)
- BUS/ENG 330 *Writing in the Workplace* (3)
- MGT 331 *Principles of Management* (3)
- BUS 357 *International Business* (3)
- BUS 451 *Managerial Finance* (3)
- BUS 453 *Business Strategy* (3)

**REQUIRED MAJOR COURSES ..... 30**

- CIS 200 *Foundations of Info. Systems* (3)
- CIS 301 *Networking Fundamentals* (3)
- CIS 312 *Program Design & Development* (3)
- CIS 335 *Management Info. Systems* (3)
- CIS 362 *Systems Analysis and Design* (3)
- CIS 411 *Object Oriented Programming* (3)
- CIS 421 *Relational Database Design & Implementation* (3)
- CIS 423 *Database Programming* (3)

**Choose two of the following:**

- ACCT 306 *Accounting Info. Systems* (3)
  - BUS 499 *Internship* (3)
  - MGT 377 *Project Management* (3)
  - MGT 434 *Operations Management* (3)
  - CIS 475 *Seminar in Information Systems* (3)
  - CJ 410 *Cybercrime* (3)
- Or any other Business course approved by the Division Chair

**GENERAL ELECTIVES ..... 6**

**B.B.A. Degree in General Business**  
(120-121 Credit Hours)

**REQUIRED CORE CURRICULUM ..... 48-49**

\*Business majors should take BUS|CHR 230 to satisfy the Christian Studies portion of the core.

**REQUIRED BUSINESS COURSES.....36**

- BUS 100 *Business Concepts* (3)
- ACCT 201 *Financial Accounting* (3)
- ACCT 202 *Managerial Accounting* (3)
- ECON 205 *Principles of Macroeconomics* (3)
- BUS 210 *Business Statistics* (3)
- BUS 250 *Legal Environment of Business* (3)
- MKT 300 *Principles of Marketing* (3)
- BUS|ENG 330 *Writing in the Workplace* (3)
- MGT 331 *Principles of Management* (3)
- BUS 357 *International Business* (3)
- BUS 451 *Managerial Finance* (3)
- BUS 453 *Business Strategy* (3)

**REQUIRED MAJOR COURSES .....30**

- ECON 206 *Principles of Microeconomics* (3)
- CIS 335 *Management Info. Systems* (3)
- BUS 350 *Topics in Business* (3)
- BUS 499 *Internship* (3)

**Choose one of the following:**

- MGT 377 *Project Management* (3)
- MGT 431 *Organizational Behavior* (3)
- MGT 434 *Operations Management* (3)

Take any 5 Business courses\*

\*12 hours must be 300- or 400-level

**GENERAL ELECTIVES.....6**

**B.B.A. Degree in Management**  
(120-121 Credit Hours)

**REQUIRED CORE CURRICULUM ..... 48-49**

\*Business majors should take BUS|CHR 230 to satisfy the Christian Studies portion of the core.

**REQUIRED BUSINESS COURSES.....36**

- BUS 100 *Business Concepts* (3)
- BUS 210 *Business Statistics* (3)
- ECON 205 *Principles of Macroeconomics* (3)
- BUS 357 *International Business* (3)
- ACCT 201 *Financial Accounting* (3)
- MKT 300 *Principles of Marketing* (3)
- BUS|ENG 330 *Writing in the Workplace* (3)
- MGT 331 *Principles of Management* (3)
- BUS 250 *Legal Environment of Business* (3)
- ACCT 202 *Managerial Accounting* (3)
- BUS 451 *Managerial Finance* (3)
- BUS 453 *Business Strategy* (3)

**REQUIRED MAJOR COURSES .....30**

- MGT 333 *Human Resources Management* (3)
- ECON 206 *Principles of Microeconomics* (3)
- MGT 341 *Business Leadership* (3)
- CIS 335 *Management Info. Systems* (3)
- BUS 370 *Organizational Change* (3)
- BUS 499 *Internship* (3)
- MGT 377 *Project Management* (3)
- MGT 435 *Entrepreneurship* (3)
- MGT 434 *Operations Management* (3)
- MGT 431 *Organizational Behavior* (3)

**GENERAL ELECTIVES.....6**



**B.B.A. Degree in Marketing**  
(120-121 Credit Hours)

**REQUIRED CORE CURRICULUM.....48-49**

\*Business majors should take BUS|CHR 230 to satisfy the Christian Studies portion of the core.

**REQUIRED BUSINESS COURSES.....36**

- BUS 100 *Business Concepts* (3)
- ACCT 201 *Financial Accounting* (3)
- ACCT 202 *Managerial Accounting* (3)
- ECON 205 *Princ. of Macroeconomics* (3)
- BUS 210 *Business Statistics* (3)
- BUS 250 *Legal Environment of Business* (3)
- MKT 300 *Principles of Marketing* (3)
- BUS 330 *Writing in the Workplace* (3)
- MGT 331 *Principles of Management* (3)
- BUS 357 *International Business* (3)
- BUS 451 *Managerial Finance* (3)
- BUS 453 *Business Strategy* (3)

**REQUIRED MAJOR COURSE.....30**

- MKT 310 *Buyer Behavior* (3)
- MKT 320 *Advertising* (3)
- MKT 330 *Brand Management* (3)
- MKT 340 *Princ. of Professional Sales* (3)
- MKT 400 *Marketing Metrics & Analysis* (3)
- MKT 410 *Business-to-Business Mktg* (3)
- MKT 420 *Social Media Marketing* (3)
- MKT 430 *Direct & Interactive Mktg* (3)
- MKT 450 *Marketing Strategy* (3)
- BUS 499 *Internship* (3)

**GENERAL ELECTIVES.....6**

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## Division of Education and Behavioral Sciences

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### Education Faculty Members

Justin E. Russell, Assistant Professor of Education, *Division Chair*

Barbara A. Reid, Associate Professor of Education

Lisa H. Kelley, Assistant Professor of Education (Part-Time)

Deokhyo Kim, Instructor of Education

### Behavioral Sciences Faculty Members

**B. Vance Rhoades**, Emeritus Professor of Psychology

Roger C. Byrd, Associate Professor of Social Sciences  
and Prison Program Director

Jessica Stovall, Assistant Professor of Psychology

### Programs of study in the Division of Education and Behavioral Sciences

Associate of Arts (A.A.) in Criminal Justice • Education • Psychology

Bachelor of Arts (B.A.) in Criminal Justice • Psychology

Bachelor of Science (B.S.) in Early Childhood Education (P-5)

Middle Grades Education (4-8), with concentrations in:

Social Studies • English • 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 and Behavioral Sciences 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.

The education programs seek to guide teacher candidates in achieving the standards of the Georgia Professional Standards Commission (GaPSC) and the "Model Core Teaching Standards and Learning Progressions for Teachers" of the Interstate Teacher Assessment and Support Consortium (InTASC)\*, incorporated in the state standards by GaPSC Educator Preparation Rule 505-3-.01. In addition to the GaPSC and InTASC standards, the Education Programs seek to expose students to a biblical worldview of education and challenge them to integrate Christian faith in their educational practice.

The goals and student learning outcomes for the **Bachelor of Sciences in Early Childhood Education, Middle Grades Education, and Secondary Education** are adapted from the Interstate New Teacher Assessment and Support Consortium (InTASC), a group of state education agencies and national educational organizations dedicated to the preparation, licensing and ongoing professional development of teachers.

**GOAL 1: The Learner and Learning** – Students 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, and challenging for each child.

**GOAL 2: Content** – Students 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.

**GOAL 3: Instructional Practice** – Students implement a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with 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. **GOAL**

**4: Professional Responsibility** – Students are collaborative learners who continuously demonstrate knowledgeable, reflective and critical 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.

The program learning outcomes for the **Bachelor of Science in Special Education** include further specializations for students with disabilities.

**GOAL 1: The Learner and Learning** - Students will use their understanding of child development and disabilities to create environments that are healthy, respectful, supportive, and challenging for each child.

**GOAL 2: Content** - Students will 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.

**GOAL 3: Instructional Practice** - Students will implement a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families with disabilities and positively influence each child's development and learning.

**GOAL 4: Professional Responsibility** - Students are collaborative learners who continuously demonstrate knowledgeable, reflective and critical 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.

The learning outcomes for the **Bachelor of Science in Music Education** combine learning outcomes from both the music program and the GaPSC inTASC standards:

**GOAL 1:** Successful students will develop performing skills with multiple instruments.

**GOAL 2:** Successful students will develop skills that will give them the ability to perform at sight in a variety of musical styles.

**GOAL 3:** Successful students will develop skills and knowledge in the area of music theory.

**GOAL 4:** Successful students will be able to think critically about music, music education, and worship related topics.

**GOAL 5:** Develop teaching skills in their performance medium.

**GOAL 6: The Learner and Learning** – Students 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, and challenging for each child.

**GOAL 7: Content** – Students 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.

**GOAL 8: Instructional Practice** – Students implement a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with 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.

**GOAL 9: Professional Responsibility** – Students are collaborative learners who continuously demonstrate knowledgeable, reflective and critical 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.

### **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.

**A.A. Degree in Criminal Justice**  
(60-61 Credit Hours)

**NON-OPTIONAL CORE CURRICULUM.....23-24**

- BPC 100 (3) or 105 (2) (Must take first semester)
- HIS 151 *World Civilizations I* (3)
- BUS 101 *Fund. of Computer Applications* (3)
- HIS 152 *World Civilizations II* (3)
- CHR 100 *Intro to Biblical Worldview* (3)
- MTH 102 *College Algebra* (3)
- ENG 101 *Writing and Rhetoric* (3)
- ENG 102 *Rhetoric and Literature* (3)

**OTHER CORE .....13**

**Arts and Letters (3 Hours)**

- ENG 200, 201, 202, 203, 204, 205, 206
- MUS 221, 222

**Fine Arts (3 Hours)**

- MUS 205, 221, 222, 321, 410
- MUS-CC 160/260/360/460 or MUS-WE 161/261/361/461 (Must take 3 semesters)
- ART 200, 211, 212

**Laboratory Science (4 Hours)**

- BIO 100 or 101L, 150, 202, 203, 210
- CHM 100, 105, or 111/L, 112L
- GEOL 101, 102, 201
- PHY 201/221, 203/223, 260 PHY/S 101, 111, 121
- Non-Biology majors may take either BIO 100 or BIO 101 plus BIO 101 – Lab
- Non-Biology majors may take either CHM 105 or CHM 111 plus CHM 111 – Lab

**Social/Behavioral Sciences (3 Hours)**

- PSY 201\*

\*Must be taken to fulfill major course requirements.

**REQUIRED MAJOR COURSES.....21**

- POL 202 *American Government* (3)
- CJ 100 *Intro to Criminal Justice* (3)
- CJ/PSY 204 *Deviant Behavior* or CJ/PSY 212 *Social Problems* (3)
- RSM 200 *Introduction to Research* (3)

\*Three courses with the CJ prefix (9)

**GENERAL ELECTIVES .....3**

## A.A. Degree in Education

(60-61 Credit Hours)

### NON-OPTIONAL CORE CURRICULUM ..... 23-24

BPC 100 (3) or 105 (2) (Must take first semester)	CHR 100 <i>Intro to Biblical Worldview</i> (3)
HIS 151 <i>World Civilizations I</i> (3)	MTH 102 <i>College Algebra</i> (3)
BUS 101 <i>Fund. of Computer Applications</i> (3)	ENG 101 <i>Writing and Rhetoric</i> (3)
HIS 152 <i>World Civilizations II</i> (3)	ENG 102 <i>Rhetoric and Literature</i> (3)

### OTHER CORE ..... 13

#### Arts and Letters (3 Hours)

ENG 200, 201, 202, 203, 204, 205, 206  
MUS 221, 222

#### Fine Arts (3 Hours)

MUS 205, 221, 222, 321, 410  
MUS-CC 160/260/360/460 or MUS-WE 161/261/361/461 (Must take 3 semesters)  
ART 200, 211, 212  
ENG 105

#### Laboratory Science (4 Hours)

BIO (100, or 101/L), 102/L, 150, 202, 203  
CHM 100, CHM 105, or 111/L, 112/L  
GEOL 101, 102, 201  
PHY 201/221, 203/223, 260 PHY/S 101, 111, 121

#### It is recommended that Non-Science majors take:

BIO 100, BIO 150  
CHM 100, CHM 105  
PHY/S 101, PHY/S 111

#### Social/Behavioral Sciences (3 Hours)

PSY 201\*

\*Must be taken to fulfill major course requirements.

### REQUIRED MAJOR COURSES ..... 21

EDU 201 *Investigating Critical & Contemporary Issues in Education* (3)  
EDU 221 *Exploring Teaching & Learning* (3)  
EDU 323 *Technology, Assessment, and Data Analysis for Educators* (3)  
EDU 327 *Intro. to Differences in Learners* (3)  
EDU 337 *Teaching Exceptional Children* (3)  
PSY 202 *Human Growth & Development* (3)  
PSY 357 *Educational Psychology* or PSY 306 *Learning & Cognition* (3)

### GENERAL ELECTIVES..... 3

**A.A. Degree in Psychology**  
(60-61 Credit Hours)

**REQUIRED CORE CURRICULUM .....23-24**

BPC 100 (3) or 105 (2) (Must take first semester)	ENG 102 <i>Rhetoric and Literature</i> (3)
BUS 101 <i>Intro. to Information Systems</i> (3)	HIS 151 <i>World Civilizations I</i> (3)
CHR 100 <i>Intro to Biblical Worldview</i> (3)	HIS 152 <i>World Civilizations II</i> (3)
ENG 101 <i>Writing and Rhetoric</i> (3)	MTH 102 <i>College Algebra</i> (3)

**CORE CURRICULUM WITH OPTIONS .....13**

**Arts and Letters (3 Hours)**

ENG 200, 201, 202, 203, 204, 205, 206  
MUS 221, 222

**Fine Arts (3 Hours)**

ART 200, 211, 212  
MUS 205, 221, 222, 410  
MUS-CC 160/260/360/460 or MUS-WE 161/261/361/461 (Must take 3 semesters)  
ENG 105

**Laboratory Science (4 Hours)**

BIO 100, 101, 102, 150, 202, 203	PHY 201, 203, 221, 223, 260
CHM 100,105, 106, 111, 112	PHY/S 101, 111, 121
GEOL 101, 102, 201	

**Social/Behavioral Sciences (3 Hours)**

PSY 201\*  
\*Must be taken to fulfill major course requirements.

**REQUIRED MAJOR COURSES .....12**

PSY 220 *Careers, Ethics, and Professionalism* (3)  
PSY 316 *Psychology and Christianity* (3)  
RSM 200 *Introduction to Research* (3)

\*One course in each respective area (Mental Processes, Lifespan, Person and Situation) as identified in the degree plan.

\*One additional CJ/PSY course.

**GENERAL ELECTIVES.....3**

**B.A. Degree in Criminal Justice**  
**(120-121 Credit Hours)**

**REQUIRED CORE CURRICULUM.....48-49**

\*Students should take PSY 201 to satisfy the social/behavioral sciences core requirement.

**REQUIRED MAJOR COURSES.....60**

**Foundational:**

- |   |  |
|---|--|
| CJ 100 <i>Intro to Criminal Justice</i> (3)       | CJ 420 <i>Public Administration</i> (3)  |
| CJ 204 <i>Deviant Behavior</i> (3)                | POL 202 <i>American Government</i> (3)   |
| CJ 208 <i>Crisis Management Communication</i> (3) | PSY 401 <i>Personality Theory</i> (3)    |
| CJ 209 <i>Ethics in Criminal Justice</i> (3)      | PSY 403 <i>Abnormal Psychology</i> (3)   |
| CJ 212 <i>Social Problems</i> (3)                 | PSY 404 <i>Counseling Psychology</i> (3) |
| CJ 409 <i>Field Internship</i> (3) or             | RSM 400 <i>Research Practicum</i> (3)    |
| CJ 412 <i>Criminology</i> (3)                     | RSM 200 <i>Intro to Research</i> (3)     |
|   | RSM 300 <i>Advanced Research</i> (3)     |

**Policing:**

- CJ 205 *Intro to Police Administration* (3)
- CJ 305 *Race and Ethnic Relations* (3)
- CJ 410 *Cybercrime* (3)

**Adjudication:**

- CJ 207 *Criminal Law and Procedure* (3)

**Corrections:**

- CJ 206 *Intro to Corrections* (3)
- CJ 320 *Community Reentry for Offenders* (3)

**CRIMINAL JUSTICE ELECTIVES .....6**

**Policing**

- \*CJ 421 *Juvenile Delinquency* (3)
- \*CJ 430 *American Drug Use* (3)

**Adjudication**

- \*CJ 350 *Constitutional Law I: National and State Powers* (3)
- \*CJ 351 *Constitutional Law II: Civil Rights and Liberties* (3)

**Corrections**

- \*CJ 315 *Special Prison Populations* (3)

**GENERAL ELECTIVES.....6**

All elective courses must be at the 300-400 level.

*\*With instructor approval, CJ 480 may be used as a substitute in any of the appropriate sections above based upon the course topic.*



**B.A. Degree in Psychology**  
(120-121 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE .....48-49**  
Students should take PSY 201 to satisfy the social/behavioral sciences core requirement.

**REQUIRED MAJOR COURSES.....18**

PSY 220 Careers, Ethics, and Professionalism (3)	PSY 404 Counseling Psychology (3)
PSY 316 – Psychology and Christianity (3)	PSY 409 Internship (3)
PSY 401 Personality Theory (3)	RSM 200 Introduction to Research (3)

**MENTAL PROCESSES (choose from courses below) .....12**

CJ 412 Criminology (3)	PSY 403 Abnormal Psychology (3)
PSY 306 Learning and Cognition (3)	PSY 406 Biopsychology (3)
PSY 357 Educational Psychology (3)	PSY 408 History and Systems (3)

**LIFESPAN (choose from courses below) .....9**

PSY 202 Human Growth and Development (3)	PSY 309 Human Sexuality (3)
PSY 302 Child Psychology (3)	CJ 421 Juvenile Delinquency (3)
PSY 303 Adolescent Psychology (3)	PSY 301 Adult Psychology (3)

**PERSON AND SITUATION (choose from courses below) .....18**

CJ 204 Deviant Behavior (3)	PSY 402 Social Psychology (3)
CJ 425 Victimology (3)	PSY 410 Psychopharmacology
PSY 313 Into to Sports Psych (3)	PSY/CJ 212 Social Problems (3)
PSY 320 Understanding Abuse & Trauma (3)	PSY/CJ 305 Race and Ethnic Relations (3)
PSY 321 Motivated Behaviors and Addiction	

*\*PSY 480 may be use to substitute in any of the appropriate sections above based upon the course topic.*

**GENERAL ELECTIVES.....15**

At least six hours of elective courses must be at the 300-400 level

**B.S. Degree in Early Childhood Education**  
(124-125 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE .....48-49**

\*Education majors must take PSY 201 to satisfy the social and behavioral science core requirement. Education majors must take BIO 100 or 101 and PHY/S 101 to satisfy the core science requirement. The Division recommends that education majors take CHR 230 to satisfy the religion and philosophy core requirement.

**DEGREE REQUIREMENTS .....34**

- EDU 111 *Program Requirement I: Introduction* (1)
- EDU 201 *Investigating Critical & Contemporary Issues in Education* (3)
- EDU 221 *Exploring Teaching and Learning* (3)
- EDU 323 *Technology, Assessment, & Data Analysis* (3)
- EDU 327 *Introduction to Differences in Learners* (3)
- EDU 334 *Literature Survey* (3)
- EDU 337 *Teaching Exceptional Children* (3)
- MTH 202 *Foundations in Math for K-8 Teachers* (3)
- MTH 203 *Concepts in Math for K-8 Teachers* (3)
- PHY/S 102 *Earth Science* (3)
- PSY 202 *Human Growth and Development* (3)
- PSY 302 *Child Psychology* (3) **or**
- PSY 306 *Learning & Cognition* (3) **or**
- PSY 357 *Educational Psychology* (3)

**DEGREE REQUIREMENTS (POST ACCEPTANCE TO THE EPP) .....27**

- EDU 115 *Program Req. V: Evaluation* (1)
- EDU 314 *Curr. & Instr. For all Learners* (3)
- EDU 321 *Early Child. LA and SS Methods* (4)
- EDU 324 *Early Child. Math & Sci Meth.* (4)
- EDU 338 *Prin. of Positive Classroom Mgt* (3)
- EDU 341 *Teaching of Reading & Writing* (3)
- EDU 405 *Diag. and Presc. Reading Instr* (3)
- EDU 413 *Spec Ed Procedures & Law* (3)
- EDU 474 *Senior Seminar* (3)

**REQUIRED FIELD EXPERIENCES\* (POST ACCPETANCE TO THE EPP).....12**

- EDU 303 *Field Practicum I* (3)
- EDU 478 *Clinical Practice I* (3)
- EDU 479 *Clinical Practice II* (3)
- EDU 480 *Clinical Practice III* (3)

\*A minimum of 3 hours should be in a Special Education setting (collaborative or self- contained) and a minimum of 3 hours should be in the General Education setting.

\*Certification only students take EDU 476-477 *Clinical Practice Internship* (12)

**GENERAL ELECTIVES\* .....3**

**B.S. Degree in Middle Grades Education**  
(124-125 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE .....48-49**

\*Education majors must take PSY 201 to satisfy the social and behavioral science core requirement. Education majors must take BIO 100 or 101 and PHY/S 101 to satisfy the core science requirement. The Division recommends that education majors take CHR 230 to satisfy the religion and philosophy core requirement.

**DEGREE REQUIREMENTS ..... 19**

- EDU 111 *Program Requirement I: Introduction* (1)
- EDU 201 *Investigating Critical & Contemporary Issues in Education* (3)
- EDU 221 *Exploring Teaching and Learning* (3)
- EDU 323 *Technology, Assessment, & Data Analysis* (3)
- EDU 327 *Introduction to Differences in Learners* (3)
- EDU 337 *Teaching Exceptional Children* (3)
- PSY 302 *Child Psychology* (3) **or**
- PSY 303 *Adolescent Psychology* (3) **or**
- PSY 306 *Learning and Cognition* (3) **or**
- PSY 357 *Educational Psychology* (3)

**DEGREE REQUIREMENTS (POST ACCEPTANCE TO THE EPP) ..... 21**

- EDU 115 *Program Req. V: Evaluation* (1)
- EDU 312 *Middle Grades Methods I* (4)
- EDU 314 *Curr. & Instr. for all Learners* (3)
- EDU 328 *Middle Grades Methods II* (4)
- EDU 338 *Prin. of Pos. Classroom Mgt.* (3)
- EDU 341 *Teaching of Reading & Writing* (3)
- EDU 474 *Senior Seminar* (3)

**REQUIRED FIELD EXPERIENCES\* (POST ACCEPTANCE TO THE EPP)..... 12**

- EDU 303 *Field Practicum I* (3)
- EDU 479 *Clinical Practice II* (3)
- EDU 478 *Clinical Practice I* (3)
- EDU 480 *Clinical Practice III* (3)

\*Certification only students take EDU 476-477 *Clinical Practice Internship* (12)

**REQUIRED MIDDLE GRADES EDUCATION CONCENTRATION  
STUDENTS MUST CHOOSE TWO CONCENTRATION AREAS**

\*Courses taken to satisfy BPC core will not count for concentration areas\*

**SOCIAL STUDIES .....12**

POL 202 *American Government* (3)

HIS Electives (9)

**ENGLISH .....12**

EDU 334 *Literature Survey* (3)

ENG 322 *Advanced Composition* (3)

ENG Electives (6)

**MATHEMATICS.....12**

MTH 202 *Foundations for K-8 Teachers* (3)

MTH Electives (9)

**SCIENCE .....12**

PHY/SCI 102 *Earth Science* (3)

BIO, CHM, GEOL, PHY, PHY/S Electives (9)

**B. S. Degree in Music Education**  
(136-137 Hours)

**REQUIRED CORE COURSES** .....48-49

\*Music Education majors are required to take PHY/MUS 260 as one of their core lab sciences.

\*\*Music Education majors must take PSY 201 to satisfy the social and behavioral science core requirement.

\*\*\* Music Education majors must take MUS 221 *or* MUS 222 to satisfy the arts and letters core requirement and MUS 410 to satisfy the fine arts core requirement.

**EDUCATION CLASSES** ..... 29

- EDU 201 Critical and Contemporary Issues (3)
- EDU 221 Exploring Teaching and Learning (3)
- EDU 327 Introduction to Differences in Learners (3)
- EDU 337 Introduction to Special Education (3)
- EDU 338 Positive Classroom Management (3)
- EDU/MUS 474 Senior Seminar (3)
- EDU 478 Planning and Procedures (3)
- EDU 479 Management and Discipline (3)
- EDU 480 Professionalism and Ethics (3)
- EDU 111 Program Requirement I: Admission (1)
- EDU 115 Program Requirement V: Evaluation (1)

**REQUIRED MUSIC THEORY COURSES** .....19

- MUS 101 Tonal Harmony 1 and Practice (4)
- MUS 103 Tonal Harmony 2 and Practice (4)
- MUS 201 Tonal Harmony 3 and Practice (4)
- MUS 203 Tonal Harmony 4 and Practice (4)
- MUS 301 Form and Analysis (3)

**REQUIRED MUSIC COURSES** .....12

- MUS 303 Orchestration and Instrumentation (3)
- MUS 320 Technology for Music (3)
- MUS 331 Beginning Conducting (3)
- MUS 332 or 333 Choral Conducting or Instrumental Conducting (3)

**MATERIALS AND METHODS CLASSES**.....8

- MUS 243 Brass and Woodwinds Methods (1)
- MUS 244 String and Percussion Methods (1)
- MUS 341 Elementary Music Methods (3)
- MUS 342 Secondary Music Methods (3)

**APPLIED MAJOR LESSONS**

- Voice, Keyboard, or Instrumental .....8

**APPLIED SECONDARY LESSONS.....4**  
Voice, Keyboard, Instrumental, or Guitar

**PERFORMING ENSEMBLE.....7**  
MUS-CC, MUS-WE, MUS-VT, MUS-HB, or MUS-BE

\*As part of completing a primary applied major student also must register during two semesters for MUS-CC 001/002 *Concert Choir* (if an instrumental or keyboard major) or MUS-WE 001/002 *College Wind Ensemble* (if a voice major) to experience the interconnectivity between vocal and instrumental music. This is a non-credit graduation requirement.

**MAJOR-SPECIFIC ELECTIVE .....1**  
Voice Major: MUS 121 Diction of Modern Languages (1)  
Instrumental Major: MUS 334 Fundamentals of Jazz (1)  
Piano Major: MUS 335 Keyboard Accompaniment (1)

**PERFORMANCE ATTENDANCE REQUIREMENT**

All music majors are required to attend on-campus performance during each of the 8 semesters of their program of study.

**B.S. Degree - Major in Secondary Chemistry Education**  
(123-125 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE.....48-49**

\*Education majors must take PSY 201 to satisfy the social and behavioral science core requirement. Secondary Education in Chemistry must take CHM 111, CHM 111L, CHM 112, and CHM 112L to satisfy the core science requirement. The Division recommends that education majors take CHR 230 to satisfy the religion and philosophy core requirement.

**DEGREE REQUIREMENTS.....19**

- EDU 111 *Program Requirement I: Introduction* (1)
- EDU 201 *Investigating Critical & Contemporary Issues in Education* (3)
- EDU 221 *Exploring Teaching and Learning* (3)
- EDU 323 *Technology, Assessment, & Data Analysis* (3)
- EDU 327 *Introduction to Differences in Learners* (3)
- EDU 337 *Teaching Exceptional Children* (3)
- Choose One  PSY 303 *Adolescent Psychology*, PSY 306 *Learning and Cognition*, or PSY 357 *Educational Psychology* (3)

**DEGREE REQUIREMENTS (POST ACCEPTANCE TO THE EPP) ..... 17**

- EDU 314 *Curr. & Instr. for all Learners* (3)
- EDU 338 *Prin. of Positive Classroom Mgt* (3)
- EDU 115 *Program Req. V: Evaluation* (1)
- EDU 341 *Teaching of Reading & Writing* (3)
- EDU 315 *Secondary Curriculum and Methods* (4)
- EDU 474 *Senior Seminar* (3)

**REQUIRED FIELD EXPERIENCES\* (POST ACCEPTANCE TO THE EPP) ..... 12**

- EDU 303 *Field Practicum I* (3)
- EDU 478 *Clinical Practice I* (3)
- EDU 479 *Clinical Practice II* (3)
- EDU 480 *Clinical Practice III* (3)
- \*Certification only students take EDU 476-477 *Clinical Practice Internship* (12)

**REQUIRED AREA COURSES FOR CONCENTRATION.....24**

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| CHM 321 (4hrs) Analytical Chemistry  | CHM 331 (3hrs) Light and Matter    |
| CHM 335 (4hrs) Organic Chemistry I   | CHM 338 (3hrs) Biochemistry        |
| CHM 420 (3hrs) Communicating Sci Lit | CHM 440 (1hr) Biochemistry Seminar |
| MTH 104 (3hrs) Elementary Statistics | MTH 111 (3hrs) Precalculus         |

**ELECTIVE COURSE OPTIONS FOR CONCENTRATION.....3-4**

\*Must total 3 or more hours

- |   |   |
|---|---|
| CHM 336 (4hrs) Organic Chemistry II     | CHM 339 (3hrs) Biochemistry II                      |
| CHM 340 (2hrs) Biochemistry Lab         | CHM 400 (3hrs) Physical Chemistry for Life Sciences |
| CHM 410 (3hrs) Bioinorganic Chemistry   | CHM 430 (3hrs) Special Topics in Chemistry          |
| CHM 450 (1hr) Research Proposal Writing | CHM 460 (3hrs) Introduction to Research             |

**B.S. Degree - Major in Secondary English Education**  
(126-128 Credit Hours)

<b>BREWTON-PARKER COLLEGE SINGLE CORE .....</b>	<b>48-49</b>
*Education majors must take PSY 201 to satisfy the social and behavioral science core requirement. Secondary Education in English majors must take a British or American Literature survey course: ENG 203, ENG 204, ENG 205, or ENG 206 to satisfy the core literature requirement. Students must take a second survey course from this list to meet concentration requirements. The Division recommends that education majors take CHR 230 to satisfy the religion and philosophy core requirement.	
<b>ADDITIONAL DEGREE REQUIREMENTS .....</b>	<b>19</b>
EDU 111 <i>Program Requirement I: Introduction</i> (1)	
EDU 201 <i>Investigating Critical &amp; Contemporary Issues in Education</i> (3)	
EDU 221 <i>Exploring Teaching and Learning</i> (3)	
EDU 323 <i>Technology, Assessment, &amp; Data Analysis</i> (3)	
EDU 327 <i>Introduction to Differences in Learners</i> (3)	
EDU 337 <i>Teaching Exceptional Children</i> (3)	
Choose One	
PSY 303 <i>Adolescent Psychology</i> (3)	
PSY 306 <i>Learning and Cognition</i> (3) or	
PSY 357 <i>Educational Psychology</i> (3)	
<b>DEGREE REQUIREMENTS (POST ACCEPTANCE TO THE EPP) .....</b>	<b>17</b>
EDU 314 <i>Curr. &amp; Instr. for all Learners</i> (3)	
EDU 115 <i>Program Req. V: Evaluation</i> (1)	
EDU 315 <i>Secondary Curriculum and Methods</i> (4)	
EDU 338 <i>Prin. of Positive Classroom Mgt</i> (3)	
EDU 341 <i>Teaching of Reading &amp; Writing</i> (3)	
EDU 474 <i>Senior Seminar</i> (3)	
<b>REQUIRED FIELD EXPERIENCES* (POST ACCEPTANCE TO THE EPP) .....</b>	<b>12</b>
EDU 303 <i>Field Practicum I</i> (3)	
EDU 478 <i>Clinical Practice I</i> (3)	
EDU 479 <i>Clinical Practice II</i> (3)	
EDU 480 <i>Clinical Practice III</i> (3)	
*Certification only students take EDU 476-477 <i>Clinical Practice Internship</i> (12)	
<b>ADDITIONAL REQUIRED SURVEY COURSE.....</b>	<b>3</b>
ENG 203 or 204 <i>Survey of British Literature I and II</i> .....	3 hours
OR	
ENG 205 or 206 <i>Survey of American Literature I and II</i> .....	3 hours
While we recommend that each student completes a full sequence (two semesters of either British or American Literature) utilizing one to meet the core requirement and the other to meet the major requirement, students may receive credit for any combination of the above survey courses with permission of the Department.	
<b>REQUIRED ENGLISH COURSES.....</b>	<b>15</b>
Either	
ENG 306 <i>Shakespeare: Comedies, Romances, and Poems</i> (3)	



OR

ENG 307 Shakespeare: Histories and Tragedies (3)

ENG 314 Introduction to Critical Theory (3)

ENG 322 Advanced Composition (3)

ENG 401 History of the English Language (3)

Either

ENG 409 Southern Literature (3)

OR

ENG 434 From the Mountains to the Sea: The Literature of Georgia (3)

**HISTORICAL DISTRIBUTION .....6**

Students must take at least one course each from any two historical periods below:

**A: Literature before 1700:**

ENG 201 Survey of World Literature I (3)

ENG 407 The Bible as Literature (3)

ENG 410 Studies in Medieval Literature (3)

ENG 412 Renaissance and Reformation Literature (3)

**B: Literature from 1700-1900**

ENG 413 Studies in Restoration and 18th-Century British Lit. (3)

ENG 431 Studies in Colonial and 19th-Century American Literature (3)

**C: Literature since 1900**

ENG 432 Modernism and Postmodernism (3)

ENG 433 Studies in 20th Century American Literature (3)

**CULTURAL DISTRIBUTION .....3**

Students must take one course from the following list:

ENG 202 Survey of World Literature II (3)

ENG/ML/SP 215 Hispanic Literature (3)

ENG 315 Women in Literature (3)

ENG 319 African-American Literature (3)

ENG 340 Seminar in World Literature (3)

ENG 440 Topics in Global Anglophone Literature (3)

Any literature course in a language other than English (3)

**GENRE .....3**

Students must take one course from the following list:

ENG 310 Studies in Poetry (3)

ENG 312 Studies in the Novel (3)

ENG 313 Studies in Dramatic Literature (3)

ENG 375 Novel Workshop (3)

ENG 430 Critical Theory (3)

**B. S. Degree in Special Education**  
(127-128 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE.....48-49**

\*Education majors must take PSY 201 to satisfy the social and behavioral science core requirement. The Division recommends that education majors take CHR 230 to satisfy the religion and philosophy core requirement.

**DEGREE REQUIREMENTS..... 22**

- EDU 111 Program Requirement I: Introduction (1)
- EDU 201 Investigating Critical & Contemporary Issues in Education (3)
- EDU 221 Exploring Teaching and Learning (3)
- EDU 323 Technology, Assessment, & Data Analysis (3)
- EDU 327 Introduction to Differences in Learners (3)
- EDU 337 Teaching Exceptional Children (3)
- MTH 202 Foundations in Math for K-8 Teachers (3)
- PSY 202 Human Growth and Development (3)      or      PSY 302 Child Psychology (3)

**DEGREE REQUIREMENTS (POST ACCPETANCE TO THE EPP) .....21**

- EDU 115 Program Req. V: Evaluation (1).
- EDU 314 Curr. & Instr. for all Learners (3)
- EDU 338 Prin. of Positive Classroom Mgt (3)
- EDU 341 Teaching of Reading & Writing (3)
- EDU 474 Senior Seminar (3)

*PICK ONE GROUP:*

- EDU 312 Middle Grades Methods (4) and EDU 315 Secondary Curriculum and Methods (4)
- or
- EDU 321 Early Child. LA and SS Methods (4) and EDU 324 Early Child. Math & Sci Meth. (4)

**REQUIRED FIELD EXPERIENCES\* (POST ACCPETANCE TO THE EPP) .....18**

- EDU 303 Field Practicum I (3)
- EDU 384 SPED P-5 Practicum (3)
- EDU 386 SPED 6-12 Practicum (3)
- EDU 478 Clinical Practice I (3)
- EDU 479 Clinical Practice II (3)
- EDU 480 Clinical Practice III (3)

**REQUIRED AREA COURSES FOR CONCENTRATION.....18**

- EDU 381 Essentials of Special Education 1 (3)
- EDU 382 – Essentials of Special Education 2 (3)
- EDU 383 Instructional and Behavior Management Methods, P-5 (3)
- EDU 385 Instructional and Behavior Management Methods, 6-12 (3)
- EDU 405 Diag. and Presc. Reading Instr (3)
- EDU 413 Spec Ed Procedures & Law (3)

**B.S. Degree in Psychology**  
(120-121 Credit Hours)

**REQUIRED CORE CURRICULUM ..... 48-49**

\*To satisfy the core science take one course from the BIO choices (*BIO 100 or 101 plus 101L, 102 plus 102/L, 150, 202, 203*) and one course from the CHM courses (*CHM 100,105 or 111 plus 111L, 112 plus 112L*).

\*Students must take PSY 201 to satisfy the social/behavioral sciences core requirement.

**REQUIRED MAJOR COURSES..... 30**

- BIO 230 Medical Terminology (3)
- MTH 104 Elementary Statistics (3)
- PSY 220 Careers, Ethics, and Professionalism (3)
- PSY 316 Psychology and Christianity (3)
- PSY 401 Personality Theory (3)
- PSY 404 Counseling Psychology (3)
- PSY 406 Biopsychology (3)
- RSM 200 Introduction to Research (3)
- RSM 300 Advanced Research (3)
- PSY 409 Internship (3) or RSM 400 Research Practicum

**MENTAL PROCESSES (choose from courses below) .....9**

- |                                    |                                 |
|------------------------------------|---------------------------------|
| CJ 412 Criminology (3)             | PSY 403 Abnormal Psychology (3) |
| PSY 306 Learning and Cognition (3) | PSY 408 History and Systems (3) |
| PSY 357 Educational Psychology (3) |                                 |

**LIFESPAN (choose from courses below) .....12**

- |  |                                 |
|--|---------------------------------|
| PSY 202 Human Growth and Development (3) | PSY 309 Human Sexuality (3)     |
| PSY 302 Child Psychology (3)             | CJ 421 Juvenile Delinquency (3) |
| PSY 303 Adolescent Psychology (3)        | PSY 301 Adult Psychology (3)    |

**PERSON AND SITUATION (choose from courses below) .....21**

- |   |  |
|---|--|
| CJ 204 Deviant Behavior (3)                   | PSY 402 Social Psychology (3)            |
| CJ 425 Victimology (3)                        | PSY 410 Psychopharmacology (3)           |
| PSY 313 Into to Sports Psych (3)              | PSY/CJ 212 Social Problems (3)           |
| PSY 320 Understanding Abuse & Trauma (3)      | PSY/CJ 305 Race and Ethnic Relations (3) |
| PSY 321 Motivated Behaviors and Addiction (3) |  |

\*PSY 480 may be use to substitute in any of the appropriate sections above based upon the course topic.

**B.S. Degree in Sport Management  
(122-123 Credit Hours)**

**REQUIRED CORE CURRICULUM.....48-49**

\*Students must take PSY 201 to satisfy the social/behavioral sciences core requirement.

\*Students must take BUS 230 to satisfy the religion core requirement.

**REQUIRED MAJOR COURSES .....65**

BUS 100 Business Concepts (3)	SES 400 Sports Ethics (3)
BUS 250 Legal Environment of Business (3)	SPM 101 Intro to Sport Management (3)
HEA 211 First Aid, Safety, and CPR (2)	SPM 102 Intro to Sport Finance (3)
MGT 331 Principles of Management (3)	SPM 200 Contemporary Issues in Sport Management (3)
MKT 300 Principles of Marketing (3)	SPM 300 Event and Facility Management (3)
PE 325 Sport and Fitness Management (3)	SPM 310 Sport Law (3)
PE 410 Techniques of Coaching (3)	SPM 330 Intro to Sport Marketing (3)
PSY 202 Human Growth and Development (3)	SPM 350 Sport Communication (3)
PSY 313 Intro to Sports Psychology (3)	SPM 400 Leadership in Sport (3)
RSM 200 Introduction to Research (3)	SPM 409 Internship in Sport Management I (3)
SES 100 Introduction to Exercise Science (3)	SPM 410 Internship in Sport Management II (3)

**GENERAL ELECTIVES .....9**

At least 3 hours at 300+

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## Division of Mathematics and Natural Sciences

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### Natural Sciences Faculty

Helene Peters, Professor of Biology, *Division Chair*

Sampyo Hong, Professor of Physical Sciences

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

Justine M. Hardy, Assistant Professor of Biology and Exercise Science

Vance R. Newgard, Assistant Professor of Health and Human Performance

### Mathematics Faculty

Forrest E. Rich, Emeritus Professor of Mathematics

Inna N. Edwards, 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)

Sport and Exercise Science (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 **sport and exercise science** program are for students to:

**GOAL 1:** Possess foundations and skills necessary for problem-solving in sport and exercise science. **GOAL 2:** Be prepared for professional graduate programs and career paths in sport medicine or sport and exercise science.

**GOAL 3:** Possess a Christian worldview of ethics as it relates to the field of sport and exercise science.

**A.S. Degree in Allied Health**  
(64-65 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE.....46-47**

Students must take BIO 202/203 to satisfy the core requirement of 8 hours of laboratory science and PSY 201 to satisfy the core behavioral science requirement.

**REQUIRED MATHEMATICS AND BEHAVIORAL SCIENCE COURSES.....6**

MTH 104 *Elementary Statistics* (3)

PSY 202 *Human Growth and Development* (3)

**REQUIRED BIOLOGY COURSES.....11**

BIO 101 *General Biology I* (3)

BIO 370 *Introduction to Microbiology* (4)

CHM 105 *Chemistry for the Health Sciences* (4)

**B.S. Degree in Biology: Forensic Science Concentration**  
(120-121 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE..... 48-49**

\*Forensic Science majors take BIO 101 and BIO 102 *General Biology I & II with labs* to satisfy the core science requirement.

\*\*Take MTH 102 *College Algebra* to satisfy the core mathematics requirement.

\*\*\*Take CHR 230 *Professional Ethics* to fulfill the Religion and Philosophy core requirement.

\*\*\*\* Take PSY 201 *General Psychology (3)* to fulfill the core social/behavioral sciences requirement.

**REQUIRED MATHEMATICS AND SCIENCE COURSES.....33**

MTH 111 *Precalculus (3)*

MTH 104 *Elementary Statistics (3)*

MTH 204 *Calculus (4)*

CHM 111 *General Chemistry I (3)*

CHM 111L *General Chemistry I Lab (1)*

CHM 112 *General Chemistry II (3)*

CHM 112L *General Chemistry II Lab (1)*

CHM 335 *Organic Chemistry I (4)*

CHM 338 *Biochemistry I (3)*

PHY201/221 *General Physics I (4)*

PHY203/223 *General Physics II (4)*

**REQUIRED SOCIAL/BEHAVIORAL SCIENCES COURSES.....12**

**Choose between:**

PSY 403 *Abnormal Psychology* or PSY 406 *Biopsychology (3)*

**Required:**

CJ 207 *Criminal Law and Procedure (3)*

CJ 410 *Cybercrime (3)*

CJ 412 *Criminology (3)*

**REQUIRED BIOLOGY COURSES.....15**

BIO 327 *Forensic Biology (4)*

BIO 428 *Forensic DNA Analysis (5)*

BIO 430 *Studies in Biology I (3)*

BIO 431 *Studies in Biology II (3)*

**REQUIRED HEALTH PROFESSIONS COURSES.....12**

BIO 210 *Survey of Human Anatomy and Physiology (4)*

BIO 410 *Genetics (4)*

CHM 321 *Analytical Chemistry (4)*

**B.S. Degree in Biology: Health Professions Concentration**  
(131-133 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE.....48-49**

\*Biology majors must take BIO 101 and BIO 102 to satisfy the core science requirement.

**REQUIRED MATHEMATICS AND SCIENCE COURSES .....34**

- MTH 104 *Elementary Statistics* (3)
- MTH 111 *Precalculus* (3)
- CHM 111 *General Chemistry I* (3)
- CHM 111L *General Chemistry I Lab* (1)
- CHM 112L *General Chemistry II Lab* (1)
- CHM 335 *Organic Chemistry I* (4)
- CHM 336 *Organic Chemistry II* (4)
- PHY 201/221 *General Physics I* (4)
- PHY 203/223 *General Physics II* (4)
- CHM 112 *General Chemistry II Lab* (3)

**REQUIRED BIOLOGY COURSES.....9**

- BIO 430 *Studies in Biology I* (3)
- BIO 431 *Studies in Biology II* (3)
- BIO/CHM 338 *Biochemistry* (3)

**UPPER-LEVEL BIOLOGY ELECTIVES.....7-8**

**REQUIRED HEALTH PROFESSIONS COURSES.....27**

- BIO 202 *Human Anatomy and Physiology I* (4)
- BIO 370 *Intro to Microbiology* (4)
- BIO 203 *Human Anatomy and Physiology II* (4)
- BIO 410 *Genetics* (4)
- BIO 230 *Medical Terminology* (3)
- CHM 321 *Analytical Chemistry* (4)
- BIO 300 *Cell Biology* (4)

**GENERAL ELECTIVES .....9-11**

Three (3) hours must be 300-400 level.  
Three (3) hours can be any level.  
General Elective courses cannot be in the field of Biology.



**B.S. Degree in Chemistry: Biochemistry**  
(122-123 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE..... 48-49**

\*Chemistry majors must take General Chemistry I - CHM 111&CHM 111L and General Chemistry II - CHM 112&CHM 112L to satisfy the core science requirement and MTH 204 to satisfy the core mathematics requirement.

**REQUIRED MATHEMATICS AND SCIENCE COURSES.....19**

MTH 104 Elementary Statistics (3)  
CHM 335 Organic Chemistry I (4)  
CHM 336 Organic Chemistry II (4)  
PHY 201/221 General Physics I (4)  
PHY 203/223 General Physics II (4)

**REQUIRED BIOLOGY COURSES .....20**

BIO 101 General Biology I (3)  
BIO 101L General Biology I Lab (1)  
BIO 102 General Biology II (3)  
BIO 102L General Biology II Lab (1)  
BIO 300/202 Cell Biology (medical & dental pre-req) or Human A&P I (pharmacy pre-req) (4)  
BIO 370 Intro to Microbiology (4)  
BIO 410/203 Genetics (medical & dental pre-req) or Human A&P II (pharmacy pre-req) (4)

**REQUIRED CHEMISTRY COURSES .....32-33**

CHM 321 Analytical Chemistry (4)  
CHM 331 Light and Matter (3)  
BIO/CHM 338 Biochemistry I (3)  
CHM 339 Biochemistry II (3)  
CHM 340 Biochemistry Lab (2)  
CHM 440 Biochemistry Seminar (1)  
CHM 400 Physical Chemistry for the Life Sciences (3)  
CHM 410 Bioinorganic Chemistry (3)  
CHM 420 Communicating Scientific Literature (3)  
CHM 430 Special Topics in Chemistry or PHY/S 300 Topics in Physical Science (3-4)  
CHM 450 Research Proposal Writing (1)  
CHM 460 Introduction to Research (3)

**UPPER-LEVEL GENERAL ELECTIVE..... 3**

Three (3) hours, the elective course must be 300-400 level and cannot be in the field of Chemistry or Biology.

PSY/CJ 305 Race and Ethnic Relations \*

PSY 403 Abnormal Psychology \*

PSY 406 Biopsychology\*

\*recommended for medical/dental/pharmacy school

## **B.S. Degree in Sport and Exercise Science: Pre-Athletic Training Concentration**

(120-121 Credit Hours)

This concentration prepares students for graduate programs in Athletic Training and/or Kinesiology. Certification in Athletic Training is attempted upon completion of a graduate degree.

### **BREWTON-PARKER COLLEGE SINGLE CORE..... 46-47**

\*SES majors may take BIO 101 and CHM 111 to satisfy the core science requirement.

\*SES majors must take PSY 201 General Psychology (3) to satisfy the core requirement for Social/Behavioral Sciences

\*PE 205 is waived for all SES majors obtaining a concentration in pre-athletic training.

This major meets the Pre-Athletic Training and/or Kinesiology requirements.

### **REQUIRED MATHEMATICS AND SCIENCE COURSES..... 21**

BIO 101 General Biology I (3)	CHM 111 General Chemistry I (3)
BIO 101-L General Biology I Lab (1)	CHM 111L General Chemistry I Lab (1)
BIO 202 Hum. Anatomy & Physiology I w/Lab (4)	MTH 104 Elementary Statistics (3)
BIO 203 Hum. Anatomy & Physiology II w/Lab (4)	MTH 111 Precalculus (3)
BIO 230 Medical Terminology (3)	PHY 201 General Physics I w/Lab (4)

### **REQUIRED SOCIAL SCIENCE COURSE .....3**

PSY 202 Human Growth & Development (3) OR PSY 403 Abnormal Psychology (3)

### **REQUIRED SPORT AND EXERCISE SCIENCE COURSES .....41**

HEA 211 First Aid, Safety & CPR (2)
HEA 300 Sport and Fitness Nutrition (3)
PE 207 Sports Officiating, 208 Team Sports or 209 Individual/Dual Sports (3)
PE 309 Prevention and Care of Exercise Related Injuries (3)
PE 310 Fitness and Research Testing (3)
PE 427 Motor Learning (3)
PE 450 Internship (3)
SES 100 Introduction to Exercise Science
SES 325 Strength Training Methods (3)
SES 410 Sport Biomechanics (3)
SES 451 Research Methods in Sport and Exercise Science (3)
SES 452 Sport and Exercise Science Seminar (3)
SES 420 Anatomical Kinesiology (3)
SES 425 Exercise Physiology (3)

### **UPPER-LEVEL SPORT AND EXERCISE SCIENCE ELECTIVES .....9**

PSY 313 Introduction to Sports Psychology (3)	SES 350 Sports Pharmacology (3)
PSY 406 Biopsychology (3)	SES 375 Exercise Prescrip. & Implementation (3)
PE 315 Wellness & Healthy Lifestyles (3)	SES 415 Physiological Aspects of Sports (3)
PE 350 Topics in Physical Education (3)	SES 435 Principles of Personal Training (3)
PE 410 Techniques of Coaching (3)	
SES 300 Exercise for Special Populations (3)	

\*All 9 hours of elective courses must be 300-400 level

**B.S. Degree in Sport and Exercise Science: Health and Human Performance Concentration**

(120-125 Credit Hours)

This concentration prepares students for non-pre-physical therapy fields such as Fitness Training, Strength, Nutrition and Conditioning Coaching, Health and Human Performance.

**BREWTON-PARKER COLLEGE SINGLE CORE ..... 47-48**

\*SES majors may take BIO 100/101 and CHM 105/111 to satisfy the core science requirement.

\*SES majors must take PSY 201 General Psychology (3) to satisfy the core requirements for Social/Behavioral Sciences

\*PE 205 is waived for students in the health and human performance concentration; however, incoming transfers that take BPC 105 must take PE 205.

This major does NOT meet Pre-Physical Therapy requirements.

**REQUIRED MATHEMATICS AND SCIENCE COURSES..... 14-18 Credits + 8 (core)**

\*BIO 100 Survey of Biology with Lab (4) OR BIO 101 General Biology with BIO 101-Lab (4)

\*BIO 210 Survey of Human Anatomy and Physiology w/Lab (4) OR BIO 202 & BIO 203 (8)

\*BIO 230 Medical Terminology (3)

\*CHM 105 Chemistry for the Health Sciences (4) OR CHM 111 General Chemistry w/Lab (4)

\*MTH 104 Elementary Statistics (3)

\*PHY/S 101 Introduction to Physical Sciences w/Lab (4)

**REQUIRED SPORT AND EXERCISE SCIENCE COURSES.....50**

HEA 211 *First Aid and CPR* (2)

HEA 300 *Sport and Fitness Nutrition* (3)

PE 207 *Sports Officiating* (3)

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 and Testing* (3)

PE 315 *Wellness and Healthy Lifestyles* (3)

PE 410 *Techniques of Coaching* (3)

PE 427 *Motor Learning* (3)

PE 450 *Internship* (3)

SES 100 *Introduction to Exercise Science* (3)

SES 325 *Strength Training Methods* (3)

SES 350 *Sports Pharmacology* (3)

SES 375 *Exercise Prescription & Implementation* (3)

SES 410 *Sport Biomechanics* (3)

SES 425 *Exercise Physiology* (3)

**UPPER-LEVEL ELECTIVES .....9**

SES 300 *Exercise for Special Populations* (3)

PSY 406 *Biopsychology* (3)

PSY 313 *Introduction to Sports Psychology* (3)

SES 415 *Physiological Aspects of Sports* (3)

SES 435 *Principles of Personal Training* (3)

SES 420 *Anatomical Kinesiology* (3)

SES 400 *Sport Ethics* (3)

\*All 9 hours of elective courses must be 300-400 level.

**B.S. Degree in Sport and Exercise Science: Pre-Physical Therapy Concentration**

(123-124 Credit Hours)

This concentration prepares students for graduate programs in Physical Therapy, Occupational Therapy, Athletic Training and/or Kinesiology.

**BREWTON-PARKER COLLEGE SINGLE CORE ..... 46-47**

\*SES majors may take BIO 101 and CHM 111 to satisfy the core science requirement.

\*SES majors must take PSY 201 Gen. Psych. (3) to satisfy the core requirements for Social/Behavioral Sciences

\*PE 205 is waived for all SES majors obtaining a concentration in pre-physical therapy.

This major meets the Pre-Physical Therapy requirements.

**REQUIRED MATHEMATICS AND SCIENCE COURSES..... 29 + 8 (core)**

- |  |                                       |
|--|---------------------------------------|
| BIO 101 General Biology I (3)                  | CHM 112 General Chemistry II (3)      |
| BIO 101-L General Biology I Lab (1)            | CHM 112L General Chemistry II Lab (1) |
| BIO 202 Hum. Anatomy & Physiology I w/Lab (4)  | MTH 104 Elementary Statistics (3)     |
| BIO 203 Hum. Anatomy & Physiology II w/Lab (4) | MTH 111 Precalculus (3)               |
| BIO 230 Medical Terminology (3)                | PHY 201 General Physics I w/Lab (4)   |
| CHM 111 General Chemistry I (3)                | PHY 203 General Physics II w/Lab (4)  |
| CHM 111L General Chemistry I Lab (1)           |                                       |

**REQUIRED SOCIAL SCIENCE COURSES .....6**

- PSY 202 Human Growth & Development (3)
- PSY 403 Abnormal Psychology (3)

**REQUIRED SPORT AND EXERCISE SCIENCE COURSES .....33**

- HEA 300 Sport and Fitness Nutrition (3)
- SES 425 Exercise Physiology (3)
- PE 309 Prevention and Care of Exercise Related Injuries (3)
- PE 427 Motor Learning (3)
- PE 310 Fitness and Research Testing (3)
- PE 450 Internship (3)
- SES 325 Strength Training Methods (3)
- SES 451 Research Methods in Sport and Exercise Science (3)
- SES 410 Sport Biomechanics (3)
- SES 452 Sport and Exercise Science Seminar (3)
- SES 420 Anatomical Kinesiology (3)

**UPPER-LEVEL SPORT AND EXERCISE SCIENCE ELECTIVES .....9**

- |   |   |
|---|---|
| SES 300 Exercise for Special Populations (3)  | PE 410 Techniques of Coaching (3)               |
| SES 350 Sports Pharmacology (3)               | SES 375 Exercise Prescrip. & Implementation (3) |
| PSY 313 Introduction to Sports Psychology (3) | SES 415 Physiological Aspects of Sports (3)     |
| PSY 406 Biopsychology (3)                     | PE 350 Topics in Physical Education (3)         |
| PE 315 Wellness & Healthy Lifestyles (3)      | SES 435 Principles of Personal Training (3)     |
- \*All 9 hours of elective courses must be 300-400 level.
- |  |   |
|--|---|
|  | PE 410 Techniques of Coaching (3)               |
|  | SES 375 Exercise Prescrip. & Implementation (3) |
|  | SES 415 Physiological Aspects of Sports (3)     |
|  | PE 350 Topics in Physical Education (3)         |
|  | SES 435 Principles of Personal Training (3)     |

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## School of Nursing

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### Nursing Faculty

Debra L. Bryarly, Associate Professor of Nursing, *Director of Nursing*

Brandi Jo Reynolds, Assistant Professor of Nursing

Kimra Tollefson, Assistant Professor of Nursing

Kimberly Warren, 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:

**GOAL 1:** Incorporate knowledge from the liberal education into practice as a nurse generalist.

**GOAL 2:** Apply nursing skills that represent the caring and professional nurse.

**GOAL 3:** Demonstrate critical thinking in decision-making and incorporate appropriate patient care technology in the provision of safe care.

**GOAL 4:** Collaborate with others while caring for individuals and the community.

**GOAL 5:** Demonstrate accountability for incorporating the standards of nursing into practice in the global community.

**GOAL 6:** Implement leadership strategies and evidence-based practice to improve the changing healthcare needs of diverse populations.

**GOAL 7:** Synthesize knowledge of healthcare policy, finance, and regulatory environments related to emerging issues in the avocation of professional nursing practice.

**B.S. Degree in Nursing**  
(126-127 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE ..... 48-49**

\* Pre-nursing students must take BIO 202/203\* to satisfy the core requirement of 8 hours of laboratory science and PSY 201\* to satisfy the core behavioral science requirement.

**REQUIRED MATHEMATICS AND BEHAVIORAL SCIENCE COURSES .....6**

- MTH 104 *Elementary Statistics* (3)
- PSY 202 *Human Growth & Development* (3)

**REQUIRED BIOLOGY COURSES .....12**

- BIO 101 *General Biology I* (3) \*\*
- BIO 101L *General Biology I Lab* (1)
- BIO 370 *Introduction to Microbiology* (4)
- CHM 105 *Chemistry for the Health Sciences* (4)

\*Student must earn a grade of C or higher in all required pre-nursing courses, including those that are part of the single core.

\*\*BIO 101 must be taken during year 1 as a prerequisite for BIO 202/203 in year 2.

Students must have a 3.0 cumulative GPA in order to enter the nursing program.

Students must earn 67 hours of the pre-nursing curriculum prior to entering 300-level nursing courses. Nursing students may need more than 4 semesters in order to achieve this; therefore, utilizing summer terms is highly recommended.

**REQUIRED NURSING COURSES ..... 60**

- NUR 311 *Health & Illness I: Foundations of Nursing* (4-6-6) \*\*\*
- NUR 312 *Professional Development I* (3)
- NUR 316 *Patho-Pharmacology I* (3)
- NUR 318 *Health Assessment & Skills* (2-3-3)
- NUR 321 *Health & Illness II: Nursing Across the Lifespan* (4-9-7)
- NUR 324 *Nursing Inquiry* (4)
- NUR 326 *Patho-Pharmacology II* (4)
- NUR 411 *Health & Illness III: Nursing with Diverse Populations* (3-15-8)
- NUR 412 *Professional Development II* (3)
- NUR 415 *Population Health I* (3-3-4)
- NUR 421 *Integration of Concepts & Pract.* (3-15-8)
- NUR 422 *Professional Development III* (3)
- NUR 425 *Population Health II* (3-3-4)

\*\*\*Clinical course credit hour explanation: courses with clinical/lab requirements have separate classroom and clinical hour allocations. The credit hours are written in a 3-digit format (classroom hours-clinical hours-total credits). For example, NUR 311 is a 6-credit course – 4 classroom hours-6 clinical hours- 6 total credit hours. Three clinical hours are equal to one credit hour.

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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)

Andrew Hollingsworth, Assistant Professor of Theology and Christian Philosophy

Billy L. Puckett, Assistant Professor of Theology and Ethics

Michael Steinmetz, Assistant Professor of Christian Studies

### Programs of study in Temple Baptist Theological Seminary Undergraduate Programs

Bachelor of Arts (B.A.) in Christian Studies  
(with concentrations in Missions • Pastoral 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

### Graduate Programs

Master of Arts (M.A.) in Ministry • Biblical & Theological Studies

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 overarching 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.



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.

### **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.

**B.A. Degree in Christian Studies**  
(120-121 Credit Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE ..... 48-49**

**REQUIRED CHRISTIAN STUDIES COURSES .....21**

- |  |   |
|--|---|
| CHR 101 Intro to Old Testament (3)       | CHR 220 World Religions (3)                     |
| CHR 102 Intro to New Testament (3)       | CHR 250 Formation for Ministry (3)              |
| CHR 200 Biblical Hermeneutics (3)        | CHR 490 Senior Seminar in Christian Studies (3) |
| CHR 210 History of Christian Thought (3) |   |

**ADDITIONAL BIBLICAL LANGUAGE REQUIREMENT .....3**

**REQUIRED BIBLE COURSES (WITH OPTIONS).....12**

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| CHR 305 The Writings (3)         | CHR 321 Gospel of John (3)            |
| CHR 314 Five Books of Moses (3)  | CHR 322 Acts and the Early Church (3) |
| CHR 315 Historical Books (3)     | CHR 323 Epistles of Paul (3)          |
| CHR 316 Israelite Prophets (3)   | CHR 324 General Epistles (3)          |
| CHR 317 Biblical Backgrounds (3) | CHR 326 Jesus of Nazareth (3)         |
| CHR 318 Dead Sea Scrolls (3)     | CHR 327 Apocalyptic Literature (3)    |
| CHR 320 Synoptic Gospels (3)     | GRE 301 Advanced Biblical Greek (3)   |

**REQUIRED THEOLOGICAL/HISTORICAL COURSES (WITH OPTIONS).....9**

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| CHR 300 Special Topics (3)           | CHR 414 Contemporary Theology (3)   |
| CHR/HIS 312 The Reformation (3)      | CHR 417 Christian Theology (3)      |
| CHR/MUS 357 Worship and Theology (3) | CHR 431 Baptist History (3)         |
| CHR/HIS/POL 361 Church and State (3) | CHR 432 Christianity in America (3) |
| CHR 412 Christian Ethics (3)         | CHR 434 History of Missions (3)     |
| CHR 413 Christian Philosophy (3)     |                                     |

**REQUIRED MINISTRY STUDIES COURSES (WITH OPTIONS) .....9**

- |   |  |
|---|--|
| CHR 260 Ministry Seminar (3)                | CHR 418 Christian Apologetics (3)              |
| CHR 340 Missions Practicum (3)              | CHR 453 Evangelism & Church Growth (3)         |
| CHR 351 Ministry of Care and Counseling (3) | CHR 454 Missions & Cross-Cultural Ministry (3) |
| CHR 352 Ministry of Preaching (3)           | CHR 455 Leadership & Conflict Management (3)   |
| CHR 353 Biblical and Servant Leadership (3) | CHR 456 Leadership and Women’s Ministry (3)    |
| CHR 355 Youth Ministry (3)                  | CHR 457 Leadership & Church Administration (3) |
| CHR 356 Church Administration (3)           | CHR 481 Internship in Ministry (3-6)           |

**GENERAL ELECTIVES .....21**

\*At least twelve (12) hours of elective courses must be 300-400 level.

**B.A. Degree in Christian Studies: Concentration in Missions**

(120-121 Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE ..... 48-49**

**REQUIRED CHRISTIAN STUDIES COURSES .....21**

- |  |   |
|--|---|
| CHR 101 Intro to Old Testament (3)       | CHR 220 World Religions (3)                     |
| CHR 102 Intro to New Testament (3)       | CHR 250 Formation for Ministry (3)              |
| CHR 200 Biblical Hermeneutics (3)        | CHR 490 Senior Seminar in Christian Studies (3) |
| CHR 210 History of Christian Thought (3) |   |

**ADDITIONAL BIBLICAL LANGUAGE REQUIREMENT .....3**

**REQUIRED BIBLE COURSES (WITH OPTIONS).....12**

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| CHR 305 The Writings (3)         | CHR 321 Gospel of John (3)            |
| CHR 314 Five Books of Moses (3)  | CHR 322 Acts and the Early Church (3) |
| CHR 315 Historical Books (3)     | CHR 323 Epistles of Paul (3)          |
| CHR 316 Israelite Prophets (3)   | CHR 324 General Epistles (3)          |
| CHR 317 Biblical Backgrounds (3) | CHR 326 Jesus of Nazareth (3)         |
| CHR 318 Dead Sea Scrolls (3)     | CHR 327 Apocalyptic Literature (3)    |
| CHR 320 Synoptic Gospels (3)     | GRE 301 Advanced Biblical Greek (3)   |

**REQUIRED THEOLOGICAL/HISTORICAL COURSES (WITH OPTIONS).....9**

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| CHR 300 Special Topics (3)           | CHR 414 Contemporary Theology (3)   |
| CHR/HIS 312 The Reformation (3)      | CHR 417 Christian Theology (3)      |
| CHR/MUS 357 Worship and Theology (3) | CHR 431 Baptist History (3)         |
| CHR/HIS/POL 361 Church and State (3) | CHR 432 Christianity in America (3) |
| CHR 412 Christian Ethics (3)         | CHR 434 History of Missions (3)     |
| CHR 413 Christian Philosophy (3)     |                                     |

**REQUIRED MINISTRY STUDIES COURSES (WITH OPTIONS) .....9**

- |   |  |
|---|--|
| CHR 260 Ministry Seminar (3)                | CHR 418 Christian Apologetics (3)              |
| CHR 340 Missions Practicum (3)              | CHR 453 Evangelism & Church Growth (3)         |
| CHR 351 Ministry of Care and Counseling (3) | CHR 454 Missions & Cross-Cultural Ministry (3) |
| CHR 352 Ministry of Preaching (3)           | CHR 455 Leadership & Conflict Management (3)   |
| CHR 353 Biblical and Servant Leadership (3) | CHR 456 Leadership and Women’s Ministry (3)    |
| CHR 355 Youth Ministry (3)                  | CHR 457 Leadership & Church Administration (3) |
| CHR 356 Church Administration (3)           | CHR 481 Internship in Ministry (3-6)           |

**MISSION CONCENTRATION COURSES ..... 6**

- |                                       |  |
|---------------------------------------|--|
| CHR 340 <i>Missions Practicum</i> (3) | CHR 434 <i>History of Missions</i> (3) |
|---------------------------------------|--|

**MISSION CONCENTRATION COURSES (WITH OPTIONS)..... 9**

- |   |   |
|---|---|
| CHR 322 <i>Acts and the Early Church</i> (3)    | CHR 454 <i>Missions &amp; Cross-Cultural Ministry</i> (3) |
| CHR 417 <i>Christian Theology</i> (3)           | CHR 481 <i>Internship in Ministry</i> (3-6)               |
| CHR 453 <i>Evangelism and Church Growth</i> (3) |   |

**GENERAL ELECTIVES ..... 6**

## B.A. Degree in Christian Studies: Concentration in Pastoral Ministry

(120-121 Hours)

**BREWTON-PARKER COLLEGE SINGLE CORE ..... 48-49**

**REQUIRED CHRISTIAN STUDIES COURSES..... 21**

CHR 101 Intro to Old Testament (3)	CHR 220 World Religions (3)
CHR 102 Intro to New Testament (3)	CHR 250 Formation for Ministry (3)
CHR 200 Biblical Hermeneutics (3)	CHR 490 Senior Seminar in Christian Studies (3)
CHR 210 History of Christian Thought (3)	

**ADDITIONAL BIBLICAL LANGUAGE REQUIREMENT..... 3**

**REQUIRED BIBLE COURSES (WITH OPTIONS) ..... 12**

CHR 305 The Writings (3)	CHR 321 Gospel of John (3)
CHR 314 Five Books of Moses (3)	CHR 322 Acts and the Early Church (3)
CHR 315 Historical Books (3)	CHR 323 Epistles of Paul (3)
CHR 316 Israelite Prophets (3)	CHR 324 General Epistles (3)
CHR 317 Biblical Backgrounds (3)	CHR 326 Jesus of Nazareth (3)
CHR 318 Dead Sea Scrolls (3)	CHR 327 Apocalyptic Literature (3)
CHR 320 Synoptic Gospels (3)	GRE 301 Advanced Biblical Greek (3)

**REQUIRED THEOLOGICAL/HISTORICAL COURSES (WITH OPTIONS) ..... 9**

CHR 300 Special Topics (3)	CHR 414 Contemporary Theology (3)
CHR/HIS 312 The Reformation (3)	CHR 417 Christian Theology (3)
CHR/MUS 357 Worship and Theology (3)	CHR 431 Baptist History (3)
CHR/HIS/POL 361 Church and State (3)	CHR 432 Christianity in America (3)
CHR 412 Christian Ethics (3)	CHR 434 History of Missions (3)
CHR 413 Christian Philosophy (3)	

**REQUIRED MINISTRY STUDIES COURSES (WITH OPTIONS)..... 9**

CHR 260 Ministry Seminar (3)	CHR 418 Christian Apologetics (3)
CHR 340 Missions Practicum (3)	CHR 453 Evangelism & Church Growth (3)
CHR 351 Ministry of Care and Counseling (3)	CHR 454 Missions & Cross-Cultural Ministry (3)
CHR 352 Ministry of Preaching (3)	CHR 455 Leadership & Conflict Management (3)
CHR 353 Biblical and Servant Leadership (3)	CHR 456 Leadership and Women's Ministry (3)
CHR 355 Youth Ministry (3)	CHR 457 Leadership & Church Administration (3)
CHR 356 Church Administration (3)	CHR 481 Internship in Ministry (3-6)

**PASTORAL MINISTRY CONCENTRATION COURSES ..... 3-6**

CHR 481 Internship in Ministry (3-6)

**PASTORAL MINISTRY CONCENTRATION COURSES (WITH OPTIONS)..... 9**

CHR 260 Ministry Seminar (3)	CHR/BUS 356 Church Administration (3)
CHR 351 Ministry of Care and Counseling (3)	CHR 453 Evangelism and Church Growth (3)
CHR 352 Ministry of Preaching (3)	CHR 455 Leadership-Conflict Mgt. (3)
CHR 353 Biblical and Servant Leadership (3)	CHR 456 Leadership & Women's Min. (3)
CHR 355 Youth Ministry (3)	CHR 457 Leadership-Church Admin. (3)

**GENERAL ELECTIVES ..... 6**

**Bachelor of Ministry Degree**  
(120-121 credit hours)

<b>BREWTON-PARKER COLLEGE SINGLE CORE.....</b>	<b>48-49</b>
<b>REQUIRED CHRISTIAN STUDIES COURSES.....</b>	<b>18</b>
CHR 101 <i>Intro to Old Testament</i> (3) <i>or</i> CHR 102 <i>Intro to New Testament</i> (3)	
CHR 200 <i>Biblical Hermeneutics</i> (3)	CHR 220 <i>World Religions</i> (3)
CHR 210 <i>History of Christian Thought</i> (3)	CHR 250 <i>Formation for Ministry</i> (3)
	CHR 490 <i>Senior Seminar in Christian Studies</i> (3)
<b>REQUIRED BIBLICAL STUDIES COURSES.....</b>	<b>6</b>
CHR 316 <i>Israelite Prophets</i> (3)	
CHR 322 <i>Acts and the Early Church</i> (3)	
<b>REQUIRED THEOLOGICAL/HISTORICAL COURSES.....</b>	<b>6</b>
CHR 412 <i>Christian Ethics</i> (3)	
CHR 417 <i>Christian Theology</i> (3)	
<b>REQUIRED MINISTRY COURSES.....</b>	<b>30</b>
CHR 351 <i>Ministry of Care and Counseling</i> (3)	CHR 454 <i>Missions &amp; Cross-Cultural Ministry</i> (3)
CHR 352 <i>Ministry of Preaching</i> (3)	CHR 455 <i>Leadership &amp; Conflict Management</i> (3)
CHR 353 <i>Biblical and Servant Leadership</i> (3)	CHR 456 <i>Leadership &amp; Women’s Ministry</i> (3)
CHR 355 <i>Youth Ministry</i> (3)	CHR 457 <i>Leadership &amp; Church Administration</i> (3)
CHR 453 <i>Evangelism and Church Growth</i> (3)	CHR 481 <i>Internship in Ministry</i> (3)
<b>GENERAL ELECTIVES.....</b>	<b>12</b>

**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 220 Hermeneutics (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 630 Hermeneutics and Biblical Interpretation (3)

**MINISTRY ELECTIVES.....15**

*(Students will choose 15 hours of ministry electives.)*

### 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 and Humanities in the Parker 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

Andrew Hollingsworth, Distance Education Program  
Online Instructional Design Specialist

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.

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## Office of Student Engagement and Success

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### Developmental and Institutional Studies

The Office of Student Engagement and Success oversees and coordinates developmental and institutional studies.

The sole developmental course offered by the college is Fundamentals of Algebra (BPC 099), a class that provides a review of basic arithmetic and algebraic skills necessary to succeed in the core curriculum and in major courses in most degree programs. The course addresses foundational competencies necessary for students to engage and be successful in college-level work. Students attend this class four days a week to achieve consistency and discipline. Enrollment in BPC 099 is determined by high school grade point average, SAT/ACT scores, and placement testing.

Institutional studies consist of three courses all designed to enhance the success of different types of students. The first is Student Success (BPC 100), 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 Study Skills for College and Career (BPC 101) for high school students taking college-level courses through the Georgia Dual Enrollment Program (GDEP), and Success for Non-Traditional and Transfer Students (BPC 105) for adult learners and students with prior college credit.

The Student Success Task Force, 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 students' learning experience and broaden their horizons.

### The Academic Success Center

#### The Mission

The purpose of the Academic Success Center (ASC) is to ensure that students are academically successful and equipped to achieve their educational goals. The ASC's mission is to encourage our campus-wide belief that “student success at BPC is everybody’s business.”

#### The Academic Success Center

The ASC is located in the Cook Building and offers tutoring in mathematics, the natural and behavioral sciences, the humanities, and more. The ASC also offers ESL Support, a testing center, group study and workshops. The ASC is open from 8:00 a.m.-7:00 p.m., M-Th and 8:00 a.m.-1:00 p.m. on Fridays. Weekend time at the ASC can be scheduled by appointment. Students taking classes online, as well as ESL students, may schedule an appointment with a tutor and can use supplemental instructional materials through the college's Learning Management System, “Brightspace.” Students are able to check the college website to request a tutor, check tutor schedules, and view dates of academic success workshops.

#### Academic Support

The ASC is dedicated to providing academic support for all students by fostering positive academic mindset, knowledge of resources, and belonging within the college learning community. To this end the ASC offers

student-centered services in tutoring, mentoring, testing, and academic workshops. Course instructors work closely with the ASC director, staff, and peer and professional tutors to assure that students are attending class and are fully engaged in completing their assignments and other aspects of the learning experience. The ASC also provides proctored and accommodated testing at the request of students, instructors, or the Office of Disability Services.

### **Tutoring**

The ASC provides free tutoring for all Brewton-Parker students, available either virtually or in-person on the Mount Vernon campus. The ASC offers tutoring in mathematics, the natural and behavioral sciences, the humanities, and more. The college also has a partnership with TutorMe.com, which provides live face-to-face tutoring 24/7 for students so that they can receive the assistance needed at the time it is needed. The tutoring sessions are free to students, and the service also includes free paper reviews for all college papers.

### **Workshops**

The ASC is pleased to offer virtual and in-person workshop opportunities to continue enhancing the academic skill set of every Brewton-Parker student.

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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
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 Management,</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>General 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 201 <i>Investigating Critical &amp; Contemporary Issues in Education</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 327 <i>Introduction to Differences in Learners</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/SCI 121 <i>Meteorology</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>Business Leadership</i> , MGT 333 <i>Human Resources Management</i> , MGT 435 <i>Entrepreneurship</i> .....	9 hours
Business Electives.....	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 <i>Form and Analysis</i> , MUS 303 <i>Orchestration and Instrumentation</i> , MUS 306 <i>Counterpoint</i> , MUS 331 <i>Beginning Conducting</i> , MUS 332 <i>Choral Conducting</i> , MUS 333 <i>Instrumental Conducting</i> , MUS 357 <i>Worship &amp; Theology</i> , MUS 410 <i>World Music</i> , or MUS 451 <i>Hymnology: A Singing Theology</i> .....	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 <i>General Psychology</i> .....	3 hours
PSY 220 <i>Careers, Ethics, and Professionalism</i> .....	3 hours
PSY 316 <i>Psychology and Christianity</i> .....	3 hours
RSM 200 <i>Introduction to Research</i> .....	3 hours

\*One course in each respective area (Mental Processes, Lifespan, Person and Situation) as identified in the degree plan..... 9 hours

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## Course Descriptions

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### 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

**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:** On demand

#### 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:** On demand

#### 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:** On demand

#### 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:** On demand

#### 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:** On demand

#### 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:** On demand

### **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:** On demand

## **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:** On demand

### **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:** BIO 101

**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:** BIO 101 & BIO 101-L or BIO 100 or  
CHM 105 or CHM 111

**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 or instructor approval

**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 101 and 102 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, 3.0 GPA, Junior or Senior status    **Availability:** On demand

### **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, 2.5 GPA, Junior or Senior status    **Availability:** On demand

## **Developmental and Institutional (BPC)**

### **BPC 099 Fundamentals of Algebra\***

This course provides a review of arithmetic and instruction in real numbers, algebraic expressions, linear equations, linear inequalities, exponents, polynomials, factoring, quadratic equations, rational expressions, equations containing rational expressions, and problem solving.

**Credit Hours:** 4    **Prerequisite:** None    **Availability:** On demand

*\*NOTE: Students achieving proficiency in BPC 099 receive the grade of “P” (Pass) and earn institutional credit for the course, entitling them to advance to college-level studies in mathematics. Students who attend a minimum of three fourths of class sessions and submit at least 75% of the course's major 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.*

*Any student adjudged an offender under the college’s “Academic Integrity” policy for an offense committed in this 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.*

### **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:** 3    **Prerequisite:** None

**Availability:** On demand

### **BPC 101 Study Skills for College and Career**

This course is designed to increase study efficiency by emphasizing improvement in motivation, concentration, and memory. Attention also is given to selected study skills, including time- management, listening, note-taking, reading comprehension and testing. In addition, students will learn best strategies for ACT/SAT preparation and for exploring college and career options.

**Credit Hours:** 3    **Prerequisite:** Admission to (GDEP) dual- enrollment program; enrollment is restricted to high school students. GDEP students completing this course who later matriculate at Brewton-Parker College may substitute this course for BPC 100.

**Availability:** On demand

### **BPC 105 Success for Non-Traditional and Transfer Students**

The course provides the non-residential student 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:** 2    **Prerequisite:** Non-traditional students and transfer students who transfer fewer than 24 credit-hours will take this course during their first term at the College.

**Availability:** On demand

### **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 or BPC 100

**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, BUS 101, MTH 102 and  
Sophomore status

**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 standing, minimum 2.0 GPA, reliable transportation, and approval of the internship coordinator.    **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   **Corequisite:** CHM 100 or instructor approval   **Availability:** On demand

### **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   **Corequisite:** CHM 111 or instructor approval   **Availability:** On demand

### **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   **Corequisite:** CHM 112L   **Availability:** On demand

### **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   **Corequisite:** CHM 112 or instructor approval   **Availability:** On demand

### **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 336 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 339, CHM 331, 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 331 and CHM 338

**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 440**

**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**

This course is a historical and theological survey of the Old Testament. Emphasis is placed on canonical formation, historical background, theological themes, redemptive history, and key interpretative issues.

**Credit Hours: 3 Prerequisite: None**

**Availability: On demand**

### **CHR 102 Introduction to the New Testament**

This course is a survey of the New Testament documents with particular attention to their historical setting, literary themes, and spiritual applications.

**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, 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:** 6 hours of CHR courses

**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 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:** 3    **Prerequisite:** CHR 210 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

**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**

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

**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 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 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 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**

This course will assist in developing biblical filters by which to shape worship practice. 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 210 or instructor approval

**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 210 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:** CHR 210 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 210 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 210 or instructor approval

**Availability:** On demand

### **CHR 417 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:** CHR 210 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 210 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 210 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 210 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 Internship in Ministry**

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 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 missions efforts. The course also will explore strategies for involving churches in missions 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 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

## **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 BUS 101 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 and BUS 101

**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

### **CIS 475 Seminar in Information Systems**

This course is an exploration of current issues and technological advances affecting the development, implementation, and management of information systems.

**Credit Hours:** 3    **Prerequisite:** Completion of two 300/400 level information systems courses

**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:** None

**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 Use**

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 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 or Co-requisite:** 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: Introduction**

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 Georgia Educator's Code of Ethics and other GaPSC requirements and expectations for those interested in a teaching career.

**Credit Hours:** 1    **Prerequisite:** 6 hours of EDU courses or instructor approval

**Availability:** On demand

### **EDU 115 Program Requirement V: Evaluation**

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 portfolios, participate in the capstone presentation, and experience a mock interview comprised of 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 474 and 475

**Availability:** On demand

### **EDU 201 Investigating Critical & Contemporary Issues in Education**

This course examines various aspects of the historical, philosophical, cultural, legal and ethical foundations of education as well as provides information relative to construction of electronic portfolios and education program transitions. Field experience process is learned through guided practice of online classroom observations.

**Credit Hours:** 3    **Prerequisite:** None

**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:** None

**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.

**Credit Hours:** 3    **Prerequisite:** Acceptance to the EPP

**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 303 and EDU 314

**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:** Acceptance to the EPP

**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 teach lessons, and reflection is required.

**Credit Hours:** 4    **Prerequisite:** EDU 314

**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:** None

**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 314, MTH 202 or 203, Science Core

**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:** None

**Availability:** On demand

### **EDU 327 Introduction to Differences in Learners (WI)**

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. Field experience is required.

**Credit Hours:** 3    **Prerequisite:** ENG 102

**Availability:** On demand

### **EDU 328 Middle Grades Methods II**

This course compliments EDU 312 and 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 303 and EDU 314 or instructor approval    **Availability:** On demand

### **EDU 334 Literature Survey**

This course is a survey of stories and poems that have educational and literary value with special attention to both classics and contemporary works, including exposure to literary types and trends taught in primary, elementary, and middle grades education.

**Credit Hours:** 3    **Prerequisite:** None    **Availability:** On demand

### **EDU 337 Teaching Exceptional Children (WI)**

This course is an introductory course which examines all areas of exceptionalities including the characteristics of exceptional students and the educational implications of these characteristics. An emphasis is placed on differentiating a lesson for exceptional learners. Field experience is required. A student must score a “B” or higher to meet certification requirements set forth by the GAPSC rule 505-2-.24 section 4-C.

**Credit Hours:** 3    **Prerequisite:** ENG 102    **Availability:** On demand

### **EDU 338 Principles of Positive Classroom Management**

This course is designed for education program teacher candidates to explore theories and the practical application of developmentally appropriate best practices in classroom management strategies.

**Credit Hours:** 3    **Prerequisite:** Acceptance to the EPP    **Availability:** On demand

### **EDU 341 The Teaching of Reading and Writing for Early Childhood Teachers**

This course is designed for education program teacher candidates to develop competency in the knowledge of methods of teaching reading and writing in alignment with the adopted Georgia curriculum requirements (P-8) with specific emphasis on the content areas Social Studies, Science, and Math.

**Credit Hours:** 3    **Prerequisite:** Acceptance to the EPP    **Availability:** On demand

### **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 303 and 314    **Availability:** On demand

### **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 303 and 314    **Availability:** On demand

### **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 303 and 314    **Availability:** On demand

### **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 303 and 314      **Availability:** On demand

### **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. **Corequisite(s):** EDU 413.

**Credit Hours:** 3      **Prerequisite:** Admission to Teacher Education Program and EDU 323      **Availability:** On demand

### **EDU 382 Essentials in Special Education 2**

This is part 2 of 2 required courses. 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. A 25-hour field experience with P-12 students is required in the course.

**Credit Hours:** 3      **Prerequisite:** Admission to Teacher Education Program      **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 includes a field component. **Corequisite(s):** EDU 384.

**Credit Hours:** 3      **Prerequisite:** Admission to Teacher Education Program and a minimum grade of "C" in EDU 337      **Availability:** On demand

### **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:** Admission to Teacher Education Program and a minimum grade of "C" in EDU 337      **Availability:** On demand

### **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. **Corequisite(s):** EDU 386.

**Credit Hours: 3**      **Prerequisite:** Admission to Teacher Education Program and a minimum grade of "C" in [EDU 337](#)      **Availability:** On demand

### **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. **Corequisite(s):** EDU 385.

**Credit Hours: 3**      **Prerequisite:** Admission to Teacher Education Program and a minimum grade of "C" in [EDU 337](#)      **Availability:** On demand

### **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:** None      **Availability:** On demand

### **EDU 405 Diagnostic and Prescriptive Reading Instruction**

This course is for early childhood and special education teacher candidates exploring reading skills, tools, and techniques for diagnosing reading strengths and weaknesses and reading prescriptions based on individual student needs. Field experience is required.

**Credit Hours: 3**      **Prerequisite:** EDU 341      **Availability:** On demand

### **EDU 413 Special Education Procedure and Law**

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 337      **Availability:** On demand

### **EDU 473 edTPA Preparation Course**

This course will guide teacher candidates in practicing and preparing for the performance assessment as mandated by the GA PSC, the edTPA. Candidates will study materials based on their chosen content area and will be provided opportunities to practice and obtain feedback from instructors. The course is for candidates needing to submit all portions of the edTPA, performance assessment, candidates seeking recertification, or certification-only candidates seeking initial certification.

**Credit Hours: 4**      **Prerequisite:** EDU 303 and 314      **Availability:** On demand

### **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:** None      **Availability:** On demand

### **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 Georgia approved requirements.      **Availability:** On demand

### **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**

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      **Availability:** On demand

### **EDU 479 Clinical Practice**

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      **Availability:** On demand

### **EDU 480 Clinical Practice**

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      **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 "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 200 Introduction to Literature**

This course is an introductory course that employs the critical and analytic skills acquired in college writing to investigate the nature, history, and purpose of literature in human culture. A wide sampling of texts of various genres across periods and national boundaries gives the student exposure to the best texts of literary art. Critical thinking skills are enhanced by introducing students to literary theory and criticism and having them perform critical analysis on texts they read.

**Credit Hours:** 3    **Prerequisite:** ENG 102

**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**

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**

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 (WI)**

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:** 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 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

## **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 (WI)**

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**

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:** None

**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:** None

**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 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:** Instructor Approval

**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

## **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

## **Library Orientation (LIB)**

### **LIB 000 Library and Information Resource Tutorial**

This is a tutorial that acquaints students with the basics of gathering information from the library in both print and electronic forms. Topics include an introduction to the Library of Congress Classification System, tips for finding items using the online catalog, and the use of full-text online databases. This tutorial carries no academic credit but is required for all transfer students admitted to a program of study at the college as a prerequisite for graduation. Students who successfully complete the tutorial during a registration period will receive a “P” grade, denoting fulfillment of this prerequisite. Students not completing the tutorial successfully will receive a “Y” grade. The grade “Y” carries no grade point penalty and denotes that a “P” grade has been deferred for one semester; students receiving a “Y” grade must repeat the tutorial in the next ensuing semester until the requirement is met.

**Credit Hours:** 0    **Prerequisite:** Transfer student

**Availability:** On demand

## **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 Business Leadership**

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

**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

**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 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:** MTH 102     **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 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 205     **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 205

**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**

This course is an introduction to biblical, theological, and philosophical foundations for music ministry as well as consideration of practical aspects such as administration, organization, time management, budgeting, staff relations, and training of volunteer leaders in the following areas: preschool/children's choir, senior adult choir, adult choir, praise team, instrumental music ministry, hand bells, scheduling, promotion, and planning.

**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**

This course is an introduction to Christian ministry through an integration of the theological, psychological, spiritual, social, 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:** 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:** 2    **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**

This course introduces the student to worship planning and facilitation, including backgrounds, animation, text support for congregational singing, and other visualization needs. A variety of software and hardware options suitable for nearly any worship setting will be discussed and utilized, with developing skills in using notation software "Finale."

**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**

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 assist the student in developing biblical filters by which to shape worship practice. 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:** ENG 102

**Availability:** Fall, Spring

### **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 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 to generational and cultural issues which impact the worship life of the church. Understanding cultural contexts is essential in leading diverse congregations in their worship expressions. Special attention will be given to practical ways to utilize a variety of vocal and instrumental groups in multi-generational worship.

**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 ministry setting. Supervision and guidance will be provided by the local minister of music and a faculty member. (Five-ten hours per week in the church setting are required, along with a weekly class meeting.)

**Credit Hours:** 1 **Prerequisite:** None

**Availability:** Fall, Spring

## **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-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.

**Credit Hours:** 6    **Prerequisite:** Admission to the School of Nursing

**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.

**Credit Hours:** 3    **Prerequisite:** Admission to the School of Nursing

**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.

**Credit Hours:** 7    **Prerequisite:** NUR 311, 312, 316, and 318

**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:** None

**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 evidenced 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.

**Credit Hours:** 8    **Prerequisite:** NUR 321, 324, and 326

**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.

**Credit Hours:** 4    **Prerequisite:** NUR 321, 324, and 326

**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.

**Credit Hours:** 8    **Prerequisite:** NUR 411, 412, and 415

**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.

**Credit Hours:** 4    **Prerequisite:** NUR 411, 412, and 415

**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:** BUS 101 or MTH 104

**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:** BUS 101

**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:** MTH 102

**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:** MTH 102

**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:** MTH 102 or higher

**Availability:** On demand

**PHY/S 121 Meteorology**

This course is an introduction to the study of the atmosphere, weather, and climate. Environmental concerns such as acid rain, climatic effects of carbon dioxide level, and stratospheric ozone shield will be discussed.

**Credit Hours:** 4    **Prerequisite:** MTH 102 or higher

**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, BIO 101, CHM 111, 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:** None

**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/

**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 General 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:** None

**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

**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

**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

**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

**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:** 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, 4 hours in BIO or CHM, or  
instructor approval

**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

**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 and Exercise Science (SES)**

\*(WI) denotes a Writing Intensive (WI) course

### **SES 100 Introduction to Exercise Science**

This course gives students an overview of the broad field of sport and exercise science. This course will prepare students to understand basic concepts in the field of sport and exercise science and how they apply to professional and graduate school endeavors.

**Credit Hours:** 3    **Prerequisite:** None

**Availability:** On demand

### **SES 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

### **SES 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

### **SES 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

### **SES 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:** SES 100    **Availability:** On demand

### **SES 400 Sports Ethics**

This course gives students an overview of modern ethical issues in sports.

**Credit Hours:** 3    **Prerequisite:** SES 375    **Availability:** On demand

### **SES 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:** 3    **Prerequisite:** BIO 202 or BIO 210 & PHY 201 or PHY/S 101    **Availability:** On demand

### **SES 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

### **SES 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

### **SES 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:** PE 309    **Availability:** On demand

### **SES 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:** SES 325    **Availability:** On demand

### **SES 451 Research Methods in Sport and Exercise Science**

This course gives students an opportunity to practice research methods in sport and exercise science 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

### **SES 452 Sports and Exercise Science Seminar**

This course gives students the tools to propose research studies in sport and exercise science. In addition, students will learn how to review and interpret scholarly research papers.

**Credit Hours:** 3    **Prerequisite:** SES 451    **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 Contemporary Issues 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 of Instructor Approval    **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 400 Leadership in Sport**

This course will examine the concept of leadership as it pertains to sports and other professions. Various leadership and management skills will be included with a focus on practical applications in a work environment. Theory and self-assessment strategies will be incorporated.

**Credit Hours:** 3      **Prerequisite:** MGT 131

**Availability:** On demand

### **SPM 409 Internship in Sport Management I**

This course allows student placement with a sport organization for a controlled learning experience with the student's career specialization area.

**Credit Hours:** 3      **Prerequisite:** Junior Standing, Minimum 2.0 GPA,  
Approval of Internship coordinator, reliable  
transportation

**Availability:** On demand

### **SPM 410 Internship in Sport Management II**

This course allows student placement with a sport organization for a controlled learning experience with the student's career specialization area. While it is suggested that a student complete a placement in a different organization/role than the placement in SPM 409, it is not necessary and is based upon instructor approval.

**Credit Hours:** 3      **Prerequisite:** SPM 409

**Availability:** On demand

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## Directory

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Division of Business  
Associate Provost for External Programs  
Textbook Coordinator  
Co-Chair, 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  
Assistant Provost 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

**Robert M. Brian** (2015), Professor of Liberal Studies  
Division of Humanities and Fine Arts  
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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 College of Nursing and Health Care Professions; D.N.P., Chamberlain University College of Nursing

**Roger C. Byrd** (2020), Associate Professor of Social Sciences  
Division of Education and Behavioral Sciences  
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 Humanities and Fine Arts  
B.A., M.A., Georgia Southern University

**Jerusha Jean Yoder Chauhan** (2019), Assistant Professor of English  
Division of Humanities and Fine Arts  
B.A., Brewton Parker College; M.A., Liberty University

**Adam N. Coker** (2019), Associate Professor of History and Christian Studies  
Division of Humanities 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 Humanities and Fine Arts  
Assistant Director of the Academic Success Center  
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

**Inna N. Edwards** (2018), Assistant Professor of Mathematics  
Division of Mathematics and Natural Sciences  
B.E., M.S. (Hydro-Aerodynamics), Saint Petersburg State Nautical Technical University (Saint Petersburg, Russia); M.S. (Mathematics), Georgia Southern 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

**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  
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 Humanities 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  
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

**Andrew Hollingsworth** (2022), Assistant Professor of Theology & Christian Philosophy  
Temple Baptist Theological Seminary  
Online Instructional Design Specialist, Office of External Programs  
B.A., Mississippi College; M.A., Th.M., Ph.D., New Orleans Baptist Theological Seminary

**Sampyo Hong** (2016), Professor of Physical Sciences  
Division of Mathematics and Natural Sciences  
B.S., Korea University; Ph.D., Kansas State University

**Lisa H. Kelley** (2021), Assistant Professor of Education (Part-Time)  
Division of Education and Behavioral Sciences  
B.S.Ed., M.Ed., Ed.S., Georgia Southern University; Ph.D., Capella University

**Deokhyo Kim** (2018), Instructor of Education  
Division of Education and Behavioral Sciences  
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 Humanities and Fine Arts  
Assistant Director of Library and Information Services  
Preliminary studies, University of Memphis; B.A., Excelsior College; M.S.I.S, University  
of North Texas, School of Library and Information Science; M.Hum., University of Dallas



**Grant C. Lilford** (2016), Professor of English  
Chair, Division of Humanities and Fine Arts  
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 Humanities and Fine Arts  
B.A., William Carey College; M.A., Ph.D., University of Mississippi

**Timothy E. Miller** (2021), Assistant Professor of History  
Division of Humanities and Fine Arts  
Curator, Brewton-Parker Historic Village  
Faculty Marshal  
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  
doctoral studies, Concordia University Chicago

**Candi L. Newton** (2023), Instructor of Nursing  
School of Nursing  
Practical Nursing Diploma, Southeastern Technical College; A.S.N., Abraham Baldwin  
Agricultural College; B.S.N., East Georgia State College; additional studies, Grand  
Canyon University College of Nursing and Health Care Professions

**Helene Peters** (2015), Professor of Biology  
Chair, 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  
Chair of the Faculty Assembly  
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

**Mark S. Quintanilla** (2023), Professor of History  
Division of Humanities and Fine Arts  
B.S., Wingate University; M.A., East Carolina University; Ph.D., Arizona State  
University; additional studies, Johns Hopkins University

**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 and Behavioral Sciences  
Certification Only Program Coordinator  
B.S.Ed., M.Ed., Ed.S., Georgia Southern University

**Brandi Jo Reynolds** (2021), Assistant Professor of Nursing  
School of Nursing  
Certificate in Imaging Science Services, Southeastern Technical College; A.A., East Georgia  
State College; A.S.N., B.S.N., South Georgia State College; M.S.N., Walden University

**C. Vance Rhoades** (1979-2021), Emeritus Professor of Psychology  
Division of Education and Behavioral Sciences  
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  
Chair, Division of Education and Behavioral Sciences  
Educator Preparation Program Coordinator  
Co-Chair, QEP Steering Committee  
B.A., B.Min., Brewton-Parker College; M.Ed., Troy University; Ph.D., Capella University

**John E. Shaffett** (2022), Assistant Professor of English and History  
Division of Humanities and Fine Arts  
Director of Library and Information Services  
B.A., M.A., Southeastern Louisiana University; M.L.I.S., Louisiana State University;  
Ph.D., Faulkner University

**William Franklin Sharpe** (2021), Assistant Professor of English  
Division of Humanities and Fine Arts  
Director of the Academic Success Center  
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 Humanities 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

**Jessica H. Stovall** (2022), Assistant Professor of Psychology  
Division of Education and Behavioral Sciences  
Associate Professional Counselor  
B.S., Williams Baptist College; M.A. in Counseling, additional doctoral studies, New  
Orleans Baptist Theological Seminary

**Kimra Tollefson** (2023), Assistant Professor of Nursing  
School of Nursing  
A.A.S., University of Alaska Fairbanks; A.D.N., Excelsior College; B.S.N., M.S.N.Ed.,  
additional doctoral studies, Walden University

**Kimberly Warren** (2023), Assistant Professor of Nursing  
School of Nursing  
B.S.N., Middle Georgia State University; M.S.N., South University

**David S. Wilson** (2012), Associate Professor of Church Music  
Division of Humanities 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]	LEROY 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
Counseling Center	Math & Natural Sciences Division
CONNOR COMMONS.....[4]	NEWTON BUILDING.....[26]
CONNER HALL.....[5]	Business Office
COOK BUILDING.....[6]	Campus Security
Academic Success Center	Human Resources
Health Center	PALMER BUILDING.....[27]
Housing	Admissions Office
Student Development	Financial Aid Office
Student Engagement & Success	PARKER BUILDING.....[28]
Writing 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-NEW LIBRARY.....[13]	Cafeteria (Eatery)
FRIENDSHIP HALL.....[14]	Garden Room
GATES HALL.....[15]	Game Room
Advancement & Alumni Office	Lakeside Grill
Institutional Effectiveness & Research	Post Office
Marketing Office	Presidential Dining Hall
President's Office	Presidential Conference Room
Provost's Office	Student Activities Office
Office of Disability Services	PRESIDENT'S HOME.....[32]
Registrar's Office	REDDING HALL.....[33]
HISTORIC VILLAGE.....[16]	ROLLER HALL.....[34]
HOLLIMAN-FOUNTAIN EDUCATION CENTER.....[17]	SALIBA CHAPEL.....[35]
Education & Behavioral Sciences Division	SALTER BUILDING.....[36]
School of Nursing	Christian Studies Department
JOHNSON HOUSE.....[18]	Temple Baptist Theological Seminary
JORDAN BUILDING.....[19]	SARA WILSON TYRE CHAPEL.....[37]
Business Division	THOMPSON HALL.....[38]
Computer Lab	
Dual-Enrollment Offices	
Esports Arena	
IT Services	

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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.