BREWTON-PARKER COLLEGE

Academic Catalog



2024 - 2025

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Notice

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.

A Message from the President



Dear students,

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

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

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

In His service,

Steven F. Echols

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

2024-2025 Academic Calendar

Fall 2024

August

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

September

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

October

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

November

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

December

1	Residence halls open at 1 p.m.
6	Last Day of Classes
9-12	Final Exams
13	Residence halls close at 1 p.m.

Winter 2024

December

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

Spring 2025

January

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

February

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

March

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

April

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

May

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

Summer 2025

May

12	Graduate Summer Session 1 classes begin
19	Summer Session1 & Full-Term classes begin
26	Memorial Day: all administrative offices are closed

June

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

July

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

August

15	Graduate Session 2 classes end

About the College

Our Mission

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

Our Vision

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

Our Core Values

Biblically-Centered Institution

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

Spiritual and Academic Transformation

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

Practical Application

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

Servant Leadership

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

Characteristic Excellence

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

Our Denominational Affiliation

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

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

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

Funding

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

Accreditation

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

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

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

Historical Timeline

1904: The Reverend John C. Brewton, pastor of the First Baptist Church in McRae, Georgia, and C.B. Parker, a member of Brewton's congregation and a Telfair County business leader, establish Union Baptist Institute (UBI) as a private boarding school. The Daniel and Telfair Baptist associations support UBI.

1905: UBI opens September 12 with 160 students and 7 teachers. The campus, built on property at the juxtaposition of Mount Vernon and Ailey in Montgomery County, consists of an academic hall, two dormitories, and a dining common. Dr. Brewton is the first president.

1912: Trustees rename the school Brewton-Parker Institute (BPI). William Anderson Mulloy serves as president.

1913: Ray E. Robertson is named president.

1916: Bunyan B. Smith assumes the school's presidency.

1917: Brewton-Parker earns accreditation from the Southern Association of Colleges and Schools (SACS).

1918: Dr. Brewton returns as BPI's president.

1919: Linton Stephens Barrett becomes president.

1922: Barrett proposes making BPI a junior college. Albert Martin Gates succeeds Barrett as president.

1923: BPI adds a college freshman class.

1927: With the addition of a sophomore class, BPI becomes Brewton-Parker Junior College.

1929: Brewton-Parker discontinues its elementary school.

1941: Gates resigns; he is followed as president by Robert Lee Robinson.

1946: Charles Thomas Ricks becomes president.

1948: Brewton-Parker drops all secondary education from its curriculum. The Georgia Baptist Convention assumes sole ownership of the College upon the offer of southeast Georgia's twenty-one Baptist associations.

1949: President Ricks resigns; Melvin Campbell succeeds him.

1953: Marion Archie Murray assumes the College's presidency.

1957: Brewton-Parker drops all tactical, vocational, and terminal classes, becoming an institution devoted to a liberal arts curriculum. Dr. Theodore (Ted) Phillips becomes president.

1962: SACS accredits Brewton-Parker as a junior college.

1978: Trustees officially adopt the name Brewton-Parker College (BPC).

1979: Dr. Starr Miller assumes the presidency upon Dr. Phillips' retirement.

1983: Dr. Miller proposes a Bachelor of Ministry degree program. Dr. Yulssus Lynn Holmes becomes president.

1984: SACS grants Brewton-Parker College candidacy status for the baccalaureate degree program.

1985: Brewton-Parker College graduates first senior class of twenty-two students.

1986: SACS recognizes Brewton-Parker College as a four-year institution on December 9.

1997: Dr. Holmes resigns; Dr. Miller returns as interim president.

1998: Trustees confirm Dr. David Robert Smith as Brewton-Parker College's fourteenth president.

2011: Dr. Smith resigns; Dr. Michel Saville Simoneaux is appointed Brewton-Parker College's fifteenth president.

2014: Dr. Simoneaux retires; Dr. Ergun Michael Caner is appointed Brewton-Parker College's sixteenth president.

2015: Dr. Caner resigns; Dr. Steven Franklin Echols is appointed Brewton-Parker College's seventeenth president.

Transnational Association of Christian Colleges and Schools (TRACS) grants Brewton-Parker College candidacy status for the baccalaureate degree program.

2017: The college voluntarily withdraws from membership with TRACS.

2021: The college is reaffirmed by SACSCOC during its decennial review.

2022: The college admits the first cohort into the nursing program.

2023: SACS recognizes Brewton-Parker College's ability to offer Master level programs. Brewton-Parker College opens Temple Baptist Theological Seminary and begins first cohort of students.

Office of Admissions

Undergraduate Admissions

The Office of Admissions is located in the Palmer Building and it can be contacted by telephone at (912) 583-2241, by mail at Brewton-Parker College, Admissions Office, P.O. Box 197, Mount Vernon, GA 30445, or by visiting our website (here).

Admissions Policy

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

General Information

Applicants 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. If applicable, applicants denied admission may appeal to the Admissions Committee, whose decision is final.

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

Priority Date
Fall semester – August 1
Spring semester – December 1
Summer semester—May 1

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

The College has the right to cancel admission prior to or following enrollment if the applicant becomes ineligible as determined by the adopted standards of the College. The College's entities for admissions determine the final acceptance or denial of each applicant. This decision may be appealed by the applicant under provisions set by the College and the Admissions Committee. Applicants may check their admissions status at apply.bpc.edu. Any applicant no longer interested in attending Brewton-Parker College may withdraw their application by submitting an Application Withdraw Form for the appropriate application type.

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

Regular Admission – an applicant is fully admitted into the College due to meeting the minimal criteria for admission.

Note: Applicant may be admitted for the term under a *provisional* basis if all required official final documentation, e.g., final high school transcript, has not been received by the College. Provisional admission is a full admission into the College; however, all documents must be received within thirty (30) days after the start of the term to maintain the privilege of continued enrollment. If a file is not completed with the required final documentation within the timeframe provided, the student runs risk of having their current registration terminated. Furthermore, the student may not register for the following semester, receive grades, or have transcripts issued.

Bridge Admissions – an applicant is conditionally admitted into the College and is placed into BPC's **S**tudents **O**btain **A**cademic **R**ewards (S.O.A.R.) Program. Only applicants evaluated as freshmen are eligible to be admitted into the College's SOAR Program. In example, freshmen applicants who have a calculated high school GPA of 2.0 - 2.29 or who have a calculated high school GPA less than 2.0 and are denied, but then are granted approval for admission through the Second-Chance Admission Process are eligible to be admitted into the College's SOAR Program. Transfer students, excluding Transfer Freshmen, are not eligible to be a part of the SOAR Program. A transfer student is only eligible for Regular Admissions.

Note: Bridge Admissions is not available to any Undergraduate External Programs applicant.

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

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

Traditional Undergraduate Admissions (Day Students)

Traditional Undergraduate Admissions (Day Students) is for applicants interested in attending the College after earning a high school diploma or a high school equivalency and plan to attend as a commuter or live on-campus in residential housing located on the main campus (Mount Vernon, GA). Some applicant types are eligible for online only coursework under traditional undergraduate admissions, e.g. Post-Baccalaureate (Second-Degree) Applicant, Transient Applicant.

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

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

All required admissions documents should be sent directly from an official verifiable source to admissions@bpc.edu. An official verifiable source is a credible and primary holder of the original record.

Additional admissions requirements may be required for applicants who did not graduate from a U.S. high school, attended an international college, or indicated that their native or birth language is not English.

Freshmen Applicants

Traditional Freshman: A traditional freshman applicant is a student who has not attended a college or university after earning their high school diploma or having earned a GED or diploma equivalent within the past five (5) years of their graduating class.

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

1) Submit a completed BPC Undergraduate Degree-Seeking Student Application for admission.
2) Have graduated from an accredited or approved high school or have earned a high school equivalency diploma.
    a. Required Documentation: Provide a copy of your high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of high school equivalency, GED, or HiSET test scores to the BPC Office of Admissions for evaluation.
3) Earn a 2.3 or higher HSGPA calculated on the grades of the seventeen (17) Carnegie units of core coursework. Suppose a student is providing an official copy of high school equivalency test scores (e.g., GED, HiSET) to the BPC Office of Admissions. In that case, a high school equivalency score report must reflect an overall satisfactory score of passing in each subject matter and an indication that a high school equivalency diploma was issued.

a. The 17 Carnegie units of core coursework comprise the following:
    i. MATHEMATICS: Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).
    ii. ENGLISH: Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
    iii. SCIENCE: Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science course (e.g., Anatomy).
    iv. SOCIAL SCIENCE: Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.
    v. FOREIGN LANGUAGE: Two (2) units of foreign language is optional.

4) If applicable, submit all official final college or university transcripts from all college, university, or technical college(s) attended. This includes students who may have participated in a Dual Enrollment Program while attending high school.

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

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

1) Submit a completed BPC Undergraduate Degree-Seeking Student Application for admission.
2) Have graduated from an accredited or approved high school or have earned a high school equivalency diploma.
3) Required Documentation: Provide an official final high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of high school equivalency (e.g., GED, HiSET) test scores to the BPC Office of Admissions for evaluation. If an applicant is providing an official copy of high school equivalency test scores (e.g., GED, HiSET) to the BPC Office of Admissions, the high school equivalency score report must reflect an overall satisfactory score of passing in each subject matter and an indication that a high school equivalency diploma was issued. In the case a high school transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be considered on a case-by-case basis.

Note: Adult/Non-traditional freshmen applicants are not bound to the calculated HSGPA requirement for admission, only proof of a high school diploma or equivalent is required for admission.

4) If applicable, submit all official final college or university transcripts from all college, university, or technical college(s) attended. This includes students who may have participated in a Dual Enrollment Program while attending high school.

SAT/ACT or Accuplacer test scores are no longer required for admission to BPC; however, test scores do assist in determining the student's academic potential. SAT/ACT test scores are only valid for five (5) years. Accuplacer scores are valid for one year.

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

Example of Accrediting Agencies

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

<u>Home School/Non-Accredited High School Freshman Applicant</u>

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

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

1) Submit a completed BPC Undergraduate Degree-Seeking Student Application for admissions.
2) Have graduated from a home school program/non-accredited high school.
    a. Required Documentation: Provide a copy of the school's course portfolio and transcript to be sent directly from the program administrator to the BPC Office of Admissions for evaluation. The portfolio and/or transcript must reflect the completion of the program. In the case a high school transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be considered on a case-by-case basis.

3) Earn a 2.3 or higher HSGPA calculated on the grades of the seventeen (17) Carnegie units of core coursework.
    a. The 17 Carnegie units of core coursework comprise of the following:
        i. MATHEMATICS: Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).
        ii. ENGLISH: Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
        iii. SCIENCE: Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science course (e.g., Anatomy).
        iv. SOCIAL SCIENCE: Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.
        v. FOREIGN LANGUAGE: Two (2) units of foreign language is optional.

Note: Adult/Non-traditional freshmen applicants are not bound to the calculated HSGPA requirement for admission. Only proof of completion of the home school or non-accredited high school program is required for admission.

SAT/ACT or Accuplacer test scores are no longer required for admission to BPC; however, test scores do assist in determining the student's academic potential. SAT/ACT test scores are only valid for five (5) years. Accuplacer scores are valid for one year.

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

<u>Transfer Applicants</u>

Students who have previously attended one or more colleges or university after high school graduation or after having earned a high school equivalency (e.g., GED or HiSET) and are enrolling at BPC for the first time are considered transfer students.

Students who are enrolled in and/or transferring from other institutions are reminded that they must report all previously earned credit and/or attempted college course work to BPC during the admissions process. Failure to report previous college attendance is considered sufficient cause for cancellation of the student's admission and/or registration and may result in any credits earned being forfeited. If a student mistakenly lists a college or university as being attended, but did not attend, the student is required to show proof of non-attendance from the institution.

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

1) Submit a completed BPC Undergraduate Degree-Seeking Student Application for admission.
2) Provide official transcripts from all college, university, or technical college(s) previously attended.
3) Hold a cumulative college GPA of 2.25 or better in all postsecondary coursework from the previously attended regionally accredited institutions. The student will be notified of coursework accepted into the College.
4) Be eligible to continue or return to previously attended postsecondary institution.

Transfer applicants who have less than 24 attempted GPA semester credit hours are considered a *Freshman Transfer* (see below).

Freshman Transfer: A freshman transfer applicant is a student who has attended a college or university after earning their high school diploma or having earned a diploma equivalent, (e.g., GED, HiSET) and has attempted fewer than 24 semester credit hours. To be eligible for freshman transfer admissions, applicants must meet the following criteria:

1) Submit a completed BPC Undergraduate Degree-Seeking Student Application for admission.
2) Have graduated from an accredited or approved high school or have earned a high school equivalency diploma.
    a. Required Documentation: Provide a copy of your high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of high school equivalency (e.g., GED, HiSET) test scores to the BPC Office of Admissions for evaluation.
3) Earn a 2.3 or higher HSGPA calculated on the grades of the seventeen (17) Carnegie units of core coursework. Suppose a student is providing an official copy of high school equivalency test scores (e.g., GED, HiSET) to the BPC Office of Admissions. In that case, the test scores report must reflect an overall satisfactory score of passing in each subject matter and an indication that a high school equivalency diploma was issued.
    a. The 17 Carnegie units of core coursework comprise the following:
        i. MATHEMATICS: Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).
        ii. ENGLISH: Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
        iii. SCIENCE: Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science course (e.g., Anatomy).
        iv. SOCIAL SCIENCE: Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.

v. FOREIGN LANGUAGE: Two (2) units of foreign language is optional.

4) Provide official transcripts from all college, university, or technical college(s) previously attended.
5) Be eligible to continue or return to previously attended postsecondary institution.

Note: Adult/Non-traditional freshmen applicants are not bound to the calculated HSGPA requirement for admission, only proof of a high school diploma or equivalent is required for admission.

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

International Applicant (F-1)

Applicants from countries other than the United States must meet the following requirements for admissions to BPC to attend as an F-1 classified student:

1) Submit a completed BPC International Degree-Seeking Student Application.
2) Present test scores that demonstrate proficiency in the English language.
    a. SAT Verbal score greater than or equal to 430.
    b. TOEFL iBT greater than or equal to 70 with sub-skills of at least 16.
    c. DuoLingo score of 95 or higher
    d. IELTS greater than or equal to 6.0 with sub-skill of at least 5.0.
    e. Accuplacer Reading score greater than or equal to 237; and a WritePlacer score greater than or equal to 4.
    f. Score a 3.5 or greater on the English Interview set up by the College.

Note: Students who are from an English-speaking country may have this requirement waived.

3) Present official secondary (high school) or post-secondary (college or university) transcripts, diplomas, certificates including grade reports and courses completed.
    a. Freshman category – must have a calculated final high school GPA of a 2.3 or better.
        i. Adult/Non-traditional freshmen must only show evidence of achieving a level of education equivalent to high school graduation in the United States.
    b. Transfer category—must have a calculated cumulative college GPA of a 2.25 or better.

Note(a): In the case a transfer applicant has less than 24 attempted GPA semester credit hours, the applicant then is considered a *Freshman Transfer* and will be evaluated under the Freshman category for International Applicants. All transcripts must still be submitted for evaluation.

Note(b): All non-U.S. school transcripts must have an official evaluation conducted by either

InCred, WES, or another NACES recognized evaluation agency. The evaluation must include a converted GPA to the U.S. GPA 4.0 scale on the evaluation transcript.

After admittance:

1) Submit all financial ability documents outlining the student's ability to pay all of BPC's year one expenses in full (at least $30,480). International students are not eligible for federal and state financial assistance. Institutional aid and scholarships may be calculated into the student's overall financial ability.
2) Submit Enrollment Deposit.
3) Obtain Form I-20 and F-1 Visa.

Note: Some students may not be required to obtain an F-1 Visa if they reside in a visa exempted country.

International students with Form I-20 who are transferring from a U.S. college into Brewton-Parker College are required to contact the postsecondary institution that issued the current Form I-20 to have the student's SEVIS record transferred over to Brewton-Parker College before the College is able to issue a new Form I-20. The SEVIS school code for Brewton-Parker College is: ATL214F00402000.

It is the policy of BPC not to issue any Certificate of Eligibility for Non-immigrant (F-1) student status (Form I-20) until all international student admission requirements have been met, financial ability has been determined sufficient, and an Enrollment Deposit ($200.00 USD) has been submitted. No Form I-20 will be issued within thirty (30) days prior to the date of registration unless approved by the PDSO and DSO. Therefore, international students are encouraged to have their admission file completed at least 60 days in advance of the start of their semester of entrance.

International students with Form I-20 are required to take a full course load (12 semester hours) spring and fall semester. International students are not permitted to register for a fully online schedule.

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

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

BPC has on-campus housing. Any student interested in on-campus housing must submit their Housing Application prior to their term of entry. Students assume responsibility for their own housing.

International Student Application Priority Deadline
Fall semester - July 1
Spring semester - November 15

Readmit

Readmit applicants were once enrolled at BPC, but have been absent for two or more terms (Summer semester included). Readmit applicants that want to be reinstated into the institution must submit the following:

1) Submit a completed BPC Undergraduate Degree-Seeking Student Application for admission.
2) Clear all holds and backpay with the College.

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

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

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

Post-Baccalaureate (Second-Degree) Applicant

An applicant who has a bachelor's degree and is seeking a second undergraduate degree. These applicants must meet regular admission requirements as follows:

1) Submit a completed BPC Post-Baccalaureate Student Application for admission.
2) Provide official final transcripts from the college or university where the degree was conferred.
    a. **Note:** International transcripts coming from an institution located outside of the U.S. must be evaluated by an evaluation agency to determine the degree conferred is equivalent to a U.S. baccalaureate degree, e.g., InCred, WES.

Post-Baccalaureate students are eligible to take online or in-person courses. All Post-Baccalaureate applications are managed by the Office of Admissions despite the mode of

instruction. Furthermore, the Office of Admissions will collaborate with the Office of the Registrar for course registration. Also, the student will be provided the proper onboarding seminar to guide the student in properly utilizing Brightspace (LMS) and other BPC electronic venues used for academic purposes.

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

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

Under special circumstances, the College will allow students to enroll as non-degree seeking students when they are taking courses to pursue some special interest or for self-enrichment and do not wish to work toward a degree at the College. These student types are not eligible for federal financial aid.

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 that does not require a prerequisite, 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 Brewton-Parker College coursework to degree-seeking status must first apply for full admission to the College, and provide any required supporting documentation, including all necessary transcripts.

Transient Applicant

Students who are regularly enrolled at another institution and who expect to return to that institution, but who desire to enroll temporarily at BPC.

The following admission requirements must be met by transient applicants:

1) Submit a completed BPC Transient Student Application for admission.
2) Submit a Letter of Transient Permission stating the student is in good academic standing at the home institution and be signed by either an Academic Dean or the Registrar. The letter must indicate that the student has permission to enroll at BPC for the term in which the student is applying and the course(s) the student is allowed to be registered for.

Note: Credit earned at BPC will be forwarded to the student's home institution upon completion of a transcript request. Transient students desiring to continue enrollment as transfer students must submit the Undergraduate Degree-Seeking Student Application and satisfactorily complete

all transfer requirements.

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

Auditor Applicant

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

These applicants must meet regular admission requirements as follows:

1) Submit a completed BPC Auditor Application for admission.
2) Be 18 years of age or older.

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

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

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

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

Post-Baccalaureate (Non-Degree) Applicant

An applicant who has a bachelor's degree and is seeking to meet a prerequisite for graduate programs or satisfy requirements for professional certification.

These applicants must meet regular admission requirements as follows:

1) Submit a completed BPC Post-Baccalaureate Student Application for admission.
2) Provide all official final transcripts from the college(s) or university attended.
    a. **Note:** International transcripts coming from an institution located outside of the U.S. must be evaluated by an evaluation agency to determine the degree conferred is equivalent to a U.S. baccalaureate degree, e.g., InCred, WES.

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

Teacher Certification Applicant

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

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

These applicants must meet regular admission requirements as follows:

1) Submit a completed BPC Post Baccalaureate Student Application for admission.
2) Provide official final transcripts from all regionally accredited institutions attended.
3) Evidence of degree conferred from the institution the applicant has graduated.
4) Eligibility to return from sending institution.
5) Cumulative GPA of 2.5 or higher
6) Obtain approval by the Director of Student Teaching/Certification to participate in the program.

Internship through the Teacher Certification Program

1) Be under contract to a school system in a full-time capacity in the appropriate field.
2) Have completed any additional course requirements as indicated in transcript evaluation.
3) Request from local school system that Brewton-Parker College conduct the internship
4) Enroll in EDU 476 and EDU 477 consecutively.
5) Possess an overall minimum GPA of 2.5 and a minimum GPA of 2.5 in major field courses.
6) Possess a provisional certificate from the Georgia Department of Education in the appropriate field.
7) Complete the form titled "Verification of Liability Insurance."
8) Provide clear background check.
9) Provide passing scores on state mandated tests.

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

III. Information Regarding Special Applicants for Traditional Undergraduate Admissions

Persons 65 Years of Age or Older Applicant

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

Military Veteran or Dependent

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

Nonimmigrant Class Applicant

Nonimmigrant class individuals are those who are currently in the United States legally under a primary purpose other than pursuing a post-secondary education. Nonimmigrants may, incidental

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

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

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

These applicants must meet the following additional admittance requirements if they did not graduate from a U.S. high school, attend a U.S. college, or indicate that their native or birth language is English:

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

Note: Students who are from an English-speaking country may have this requirement waived.

2) Present translated transcripts of official secondary (high school) or post-secondary (college or university) transcripts, diplomas, certificates including grade reports and courses completed.

Note: All non-U.S. school transcripts must have an official evaluation conducted by an approved agency, e.g. InCred. The evaluation must have a converted GPA to the U.S. GPA 4.0 scale listed on the evaluation transcript.

<u>Foreign Applicant (non-U.S. Citizen who lives in home country [outside the U.S.])</u>

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

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

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

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

These applicants must meet the following additional admittance requirements if they did not graduate from a U.S. high school, attend a U.S. college, or indicate that their native or birth language is English:

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

Note: Students who are from an English-speaking country may have this requirement waived.

2) Present translated transcripts of official secondary (high school) or post-secondary (college or university) transcripts, diplomas, certificates including grade reports and courses completed.

Note: All non-U.S. school transcripts must have an official evaluation conducted by an approved agency, e.g. InCred. The translation must have a published converted GPA to the U.S. GPA 4.0 scale on the evaluation transcript.

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

IV. Additional Traditional Undergraduate Admissions Information after Admittance

Enrollment Deposit

Upon admittance into the institution, applicants who plan to attend classes on-campus are required to submit an enrollment deposit of $200 to the College to secure the applicant's enrollment. Non-Degree Seeking Applicants will not submit an enrollment deposit, rather they will submit a Statement of Intent specific to their applicant type.

Mandatory Events - Future Baron Days and New Student Orientation

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

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

Non-Degree Seeking applicants are not be required to attend Future Baron Day. Rather, these applicants will be guided through the registration process with the Registrar.

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

Non-Degree Seeking Applicants will have a separate on-boarding process led by the Office of Admissions to ensure the student knows how to navigate the academic culture and technology of BPC.

Housing

Applicants who are admitted and deposited into the College and wish to reside on campus will need to complete the On-Campus Housing Application during the admissions process. Applicants are ultimately responsible for their living arrangements.

If a student falls in one of the following areas, the student may not be required to live on-campus: 1) Students who are classified as a Junior as defined by the College Catalog; 2) Student

resides with their parents, a legal guardian, or spouse within 50 miles of the Mount Vernon campus; 3) Students are 21 or older as of the first day of classes during the term in which they desire to live off campus. If one of these is met, please contact the Director of Campus Life by emailing bpchousing@bpc.edu.

IV. Appeals Process: Second-Chance Admissions

Applicants who are denied admission into the College as an undergraduate have the right to appeal the decision made by the Office of Admissions. Non-degree seeking applicants are not allowed to appeal an admission decision. The applicant is required to provided evidence of college readiness by providing a letter of personal statement, letters of recommendation from professional/community members, and qualifying test scores (e.g., SAT, ACT, Accuplacer) that demonstrate the student's academic aptitude.

The Personal Letter should include the following:

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

The Letter of Recommendation needs to be from professional sources and one letter must come from an academic member such as a teacher. The letter(s) should include the following:

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

Test scores should demonstrate a promising academic aptitude. The following scores are recommended:

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

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

Admissions for Undergraduate External Programs

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

Distance Education Program (Online Learning)

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

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

All required admissions documents should be sent to admissions@bpc.edu, unless otherwise instructed.

Disclaimer: International students, meaning they are attending an SEVP-certified school as an F-1 classified student, are not permitted to be fully online and must adhere to the U.S. Department of Homeland Security (DHS) policies for F-1 Visa Students. Therefore, International students with Form I-20 are not eligible to participate in the fully-online Distance Education Program (Online Learning), unless approved by SEVP. *Additional note: The International Student category does not encompass individuals who are considered other nonimmigrant statuses, foreign applicant, or undocumented.*

Applicants who did not graduate from a U.S. high school, attend a U.S. college, or indicate that their native or birth language is English must prove English proficiency by one of the following measures:

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

This requirement may be waived if the student comes from an English-speaking country or is participating in a degree program that is being taught in the student's native tongue.

I. Distance Education Programs (Online Learning) Admissions Requirements and Enrollment Categories

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

Freshmen Applicants

Traditional Freshman: A traditional freshman applicant is a student who has not attended a college or university after earning their high school diploma or having earned a diploma equivalent (e.g., GED, HiSET) within the past five (5) years of their graduating class.

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

1) Submit a completed BPC Online Degree-Seeking Student Application for admission.
2) Have graduated from an accredited or approved high school or have earned a high school equivalency diploma.
    a. Required Documentation: Provide a copy of high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of high school equivalency (e.g., GED, HiSET) test scores to the BPC Office of Admissions for evaluation.
3) Earn a 2.0 or higher HSGPA calculated on the grades of the seventeen (17) Carnegie units of core coursework. If a student is providing an official copy of high school equivalency test scores (e.g., GED, HiSET) to the BPC Office of Admissions, then the test scores report must reflect an overall satisfactory score of passing in each subject matter and an indication that a high school equivalency diploma was issued.
    a. The 17 Carnegie units of core coursework comprise of the following:
        i. MATHEMATICS: Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).
        ii. ENGLISH: Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
        iii. SCIENCE: Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science course (e.g., Anatomy).
        iv. SOCIAL SCIENCE: Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.
        v. FOREIGN LANGUAGE: Two (2) units of foreign language is optional.
4) If applicable, submit all official final college or university transcripts from all college, university, or technical college(s) attended. This includes students who may have

participated in a Dual Enrollment Program while attending high school.

Adult, Non-Traditional Freshman: A non-traditional freshman applicant is a student who has not attended a college or university after high school graduation or after having earned a diploma equivalency (e.g., GED, HiSET) more than five (5) years of their graduating class year.

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

1) Submit a completed BPC Online Degree-Seeking Student Application for admission.
2) Have graduated from an accredited or approved high school or have earned a high school equivalency diploma (e.g., GED, HiSET).
    a. Required Documentation: Provide a copy of high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of a high school equivalency test scores (e.g., GED, HiSET) to the BPC Office of Admissions for evaluation. If an applicant is providing an official copy of high school equivalency test scores (e.g., GED, HiSET) to the BPC Office of Admissions, the high school equivalency score report must reflect an overall satisfactory score of passing in each subject matter and an indication that a high school equivalency diploma was issued. In the case a high school transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be considered on a case-by-case basis.

Note: Adult/Non-traditional applicant freshmen are not bound to the calculated HSGPA requirement for admission, only proof of a high school diploma or equivalent is required for admission.

3) If applicable, submit all official final college or university transcripts from all college, university, or technical college(s) attended. This includes students who may have participated in a Dual Enrollment Program while attending high school.

SAT/ACT or Accuplacer test scores are no longer required for admission to BPC; however, test scores do assist in determining the student's academic potential. SAT/ACT test scores are only valid for five (5) years. Accuplacer scores are valid for one year.

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

Examples Accrediting Agencies

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

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

Home School/Non-Accredited High School Freshman Applicant

An applicant who has completed high school graduate requirements under a home school program or graduated from a non-accredited high school may be considered for admissions.

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

1) Submit a completed BPC Online Degree-Seeking Student Application for admissions.
2) Have graduated from a home school/non-accredited high school program.
    a. Required Documentation: Provide a copy of the school's course portfolio or transcript to be sent directly from the program administrator to the BPC Office of Admissions for evaluation. The portfolio and/or transcript must reflect the completion of the program. In the case a high school transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be considered on a case-by-case basis.
3) Earn a 2.0 or higher HSGPA calculated on the grades of the seventeen (17) Carnegie units of core coursework.
    a. The 17 Carnegie units of core coursework comprise of the following:
        i. MATHEMATICS: Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).
        ii. ENGLISH: Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
        iii. SCIENCE: Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science course (e.g., Anatomy).
        iv. SOCIAL SCIENCE: Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.
        v. FOREIGN LANGUAGE: Two (2) units of foreign language is optional.

Note: Adult/Non-traditional freshmen applicants are not bound to the calculated HSGPA requirement for admission. Only proof of completion of the home school or non-accredited high school program is required for admission.

SAT/ACT or Accuplacer test scores are no longer required for admission to BPC; however, test scores do assist in determining the student's academic potential. SAT/ACT test scores are only valid for five (5) years. Accuplacer scores are valid for one year.

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

Transfer Applicants

Students who have previously attended one or more colleges or university after high school graduation or having earned a high school equivalency (e.g., GED or HiSET) and are enrolling at BPC for the first time are considered transfer students.

Students who are enrolled in and/or transferring from other institutions are reminded that they must report all previously earned credit and/or attempted college course work to BPC during the admissions process. Failure to report previous college attendance is considered sufficient cause for cancellation of the student's admission and/or registration and may result in any credits earned being forfeited. If a student mistakenly lists a college or university as being attended, but did not attend, the student is required to show proof of non-attendance from the institution.

The following minimum requirements must be met for a student with 24 or more attempted GPA semester credit hours:

1) Submit a completed BPC Online Degree-Seeking Student Application for admission.
2) Provide official transcripts from all college, university, or technical college(s) previously attended.
3) Hold a cumulative college GPA of 2.25 or better in all postsecondary coursework from the previously attended regionally accredited institutions. The student will be notified of coursework accepted into the College.
4) Be eligible to continue or return to previously attended postsecondary institution.

Transfer applicants who have less than 24 attempted GPA semester credit hours are considered a *Freshman Transfer* (see below).

Freshman Transfer: A freshman transfer applicant is a student who has attended a college or university after earning their high school diploma or a diploma equivalency (e.g., GED, HiSET), and has attempted fewer than 24 semester credit hours. To be eligible for freshman transfer admissions, applicants must meet the following criteria:

1) Submit a completed BPC Online Degree-Seeking Student Application for admission.
2) Have graduated from an accredited or approved high school or have earned a high school equivalency diploma.
    a. Required Documentation: Provide a copy of your high school transcript to be sent directly from the high school to the BPC Office of Admissions for evaluation; or provide an official copy of high school equivalency (e.g., GED, HiSET) to the BPC Office of Admissions for evaluation.
3) Earn a 2.0 or higher HSGPA calculated on the grades of the seventeen (17) Carnegie units of core coursework. In the case, a student is providing an official copy of high school equivalency test scores (e.g., GED, HiSET) the test scores report must reflect an overall satisfactory score of passing in each subject matter and an indication that a high school equivalency diploma was issued.
    a. The 17 Carnegie units of core coursework comprise the following:
        i. MATHEMATICS: Four (4) units of mathematics, including Algebra I, Algebra II, Geometry, and a fourth math that is at the level of Math 3 or higher (e.g., Trigonometry, Pre-calculus, Calculus).
        ii. ENGLISH: Four (4) units of English that have as their emphasis grammar and usage, literature (e.g., American, English, World Literatures), and advanced composition skills.
        iii. SCIENCE: Four (4) units of science, including one unit of Biology, one unit of Physical Science or Physics, one unit of Chemistry, Earth Systems, Environmental Science, and one unit of an advanced placement science course (e.g., Anatomy).
        iv. SOCIAL SCIENCE: Three (3) units of social science, with at least one course focusing on United States studies and one course focusing on world studies.
        v. FOREIGN LANGUAGE: Two (2) units of foreign language is optional.
4) Provide official transcripts from all college, university, or technical college(s) previously attended.
5) Be eligible to continue or return to previously attended postsecondary institution.

Note: Adult/Non-traditional freshmen students are not bound to the calculated HSGPA requirement for admission, only proof of a high school diploma or equivalent is required for admission.

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

<u>Readmit</u>

Readmit applicants were once enrolled at BPC, but have been absent for two or more terms (Summer semester included). Readmit applicants that want to be reinstated into the institution must submit the following:

1) Submit a completed BPC Online Degree-Seeking Application for admission.
2) Clear all holds and backpay with the College.

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

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

II. Georgia Dual Enrollment Program

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

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

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

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

All required admissions documents are to be submitted to gdep@bpc.edu.

Dual Enrollment applicants must meet the following admission requirements:

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

Funding Eligibility Requirements

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

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

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."

Under the Dual Enrollment Program this population of applicants are housed. The students are selected by the National Guard Youth Challenge Program Administrators to participate in the program. The applicants are required to adhere to the National Guard Youth Challenge Program criteria in order to participate in the Georgia Dual Enrollment Program (above).

III. Prison Education Program

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

and affordable means to earn a degree in preparation for their release. Currently we offer programs for two institutions within the Georgia Department of Corrections – the Wheeler Correctional Facility in the county just west of the college's Mount Vernon campus, and Johnson State Prison in Wrightsville, an hour north of the college.

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

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

1) Submit a completed BPC Prison Program Student Application for admission.
2) Have graduated from an accredited or approved high school or have earned a high school equivalency diploma (e.g., GED, HiSET).
    a. Required Documentation: Provide a copy of high school transcript to be sent directly from the high school to the Coordinator of Prison Programs or provide an official copy of high school equivalency test scores to the Coordinator of Prison Programs. If an applicant is providing an official copy of high school equivalency test scores (e.g., GED, HiSET) to the Coordinator of Prison Programs, the high school equivalency score report must reflect an overall satisfactory score of passing in each subject matter and an indication that a high school equivalency diploma was issued. In the case a high school transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be considered on a case-by-case basis.
3) If applicable, submit all official college or university transcripts from all college, university, or technical college(s) attended.

IV. Georgia Baptist Bible Institute Program

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

Adult, Non-Traditional Applicant: An adult/non-traditional applicant is a student who has earned a high school diploma or equivalent more than five (5) years of their graduating class year.

The following minimum requirements must be met for a student to be considered for admittance into the GBBI Program which is intended to launch students toward a degree:

<u>Adult, Non-Traditional Applicant</u>

1) Submit a completed BPC Georgia Baptist Bible Institute Student Application for

admission.

2) Holds a high school diploma or a diploma of equivalence.
    a. Required Documentation: Provide a copy of a final high school transcript to be sent directly from the high school to the Office of Admissions for evaluation; or provide an official copy of high school equivalency test scores (e.g., GED, HiSET) to the Office of Admissions for evaluation. If an applicant is providing an official copy of high school equivalency test scores (e.g., GED, HiSET) to the Office of Admissions, the high school equivalency score report must reflect an overall satisfactory score of passing in each subject matter and an indication that a high school equivalency diploma was issued. In the case a transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be considered on a case-by-case basis.
3) If applicable, submit all official college or university transcripts from all college, university, or technical college(s) attended.

Note: Adult/Non-traditional students are not bound to the minimum calculated HSGPA requirement. Only proof of a high school diploma or equivalent is required for admission to this program.

Readmit

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

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

Auditor Applicant

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

1) Submit a completed BPC Georgia Baptist Bible Institute Application for admission.
2) Be an Adult/Non-traditional aged student.

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

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

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

V. Information Regarding Special Applicants for Admissions for External Programs

Persons 65 Years of Age or Older Applicant

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

Military Veteran or Dependent

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

Law Enforcement

Applicants who are active law enforcement or dependents of an active law enforcement officer are eligible for tuition reduction when pursuing a degree via the College's Online Programs. Evidence must be submitted to the Admissions of Distance Education Programs (Online Learning) during the admission process. It is the responsibility of the applicant to provide evidence so that the discount may be applied to the student's account.

Nonimmigrant Class Applicant

Nonimmigrant class individuals are those who are currently in the United States legally under a primary purpose other than pursuing a post-secondary education. Nonimmigrants may, incidental to their primary purpose, attend the school of their choice either part-time or full-time, however, they are subjected to the College's policies regarding tuition and fees and other policies pertaining to nonimmigrants. Also, nonimmigrants must abide by the rules of their current status

and cannot extend their stay in the United States for the purposes of completing a program of study or a degree. Spouses and children who derive their status from that of the principal may not remain in the United States beyond the period approved for the principal in order to continue school. In most cases, children lose their derivative status at the age of 21 and must apply for a change of status to F-1 if they wish to remain in the United States to continue their course of study.

Nonimmigrant students are not eligible for federal or state financial aid. This includes not being eligible for the Federal Work Study program. Nonimmigrants may be eligible for institutional aid.

These applicants must meet the additional admittance requirements, if they did not graduate from a U.S. high school, attend a U.S. college, or indicate that their native or birth language is English:

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

Note: Students who are from an English-speaking country may have this requirement waived or if they are participating in a program that is teaching in the applicant's native tongue, e.g., Spanish-speaking GBBI instructional site.

2) Present translated transcripts of all official secondary (high school) or post-secondary (college or university) transcripts, diplomas, certificates including grade reports and courses completed.

Note: all non-U.S. school transcripts must have an official evaluation conducted by an approved agency, e.g. InCred. The evaluation must have a published converted GPA to the U.S. GPA 4.0 scale on the evaluation transcript.

<u>Foreign Applicant (non-U.S. Citizen who lives in home country [outside the U.S.])</u>

Foreign applicants not located in the United States, but wish to attended Brewton-Parker College, are eligible to apply to the Distance Education Program (Online Learning). However, these applicants are not eligible for federal or state financial aid. This includes not being eligible for the Federal Work Study program. These applicants may be eligible for institutional aid if the institution deems appropriate.

These applicants must meet the additional admittance requirement, if they did not graduate from a U.S. high school, attend a U.S. college, or indicate that their native or birth language is English:

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

Note: Students who are from an English-speaking country or if they are participating in a program that is teaching in the applicant's native tongue, e.g., Spanish-speaking GBBI instructional site, may have this requirement waived.

2) Present translated transcripts of all official secondary (high school) or post-secondary (college or university) transcripts, diplomas, certificates including grade reports and courses completed.

Note: All non-U.S. school transcripts must have an official evaluation conducted by an approved agency, e.g. InCred. The evaluation must have a published converted GPA to the U.S. GPA 4.0 scale on the evaluation transcript.

<u>Undocumented Applicant (an applicant born outside the U.S., not a U.S. citizen or legal resident and currently resides in the U.S.)</u>

Undocumented individuals are eligible to attend Brewton-Parker College under the Distance Education Program (Online Learning) and Georgia Baptist Bible Institute. These applicants are not eligible for federal or state financial aid. This includes not being eligible for the Federal Work Study program. These applicants may be eligible for institutional aid if the institution deems appropriate.

These applicants must meet the additional admittance requirement, if they did not graduate from a U.S. high school, attend a U.S. college, or indicate that their native or birth language is English:

1) Present test scores that demonstrate proficiency in the English language.
    a. SAT Verbal score greater than or equal to 430.
    b. TOEFL iBT greater than or equal to 70 with sub-skills of at least 16.
    c. DuoLingo score of 95 or higher
    d. IELTS greater than or equal to 6.0 with sub-skill of at least 5.0.
    e. Accuplacer Reading score greater than or equal to 237; and a WritePlacer score

greater than or equal to 4 or higher.

f. Score a 3.5 or greater on the English Interview set up by the College.

Note: Students who are from an English-speaking country or if they are participating in a program that is teaching in the applicant's native tongue, e.g., Spanish-speaking GBBI instructional site, may have this requirement waived.

2) Present official secondary (high school) or post-secondary (college or university) transcripts, diplomas, certificates including grade reports and courses completed.

Note: all non-U.S. school transcripts must have an official evaluation conducted by an approved agency, e.g. InCred. The evaluation must have a published converted GPA to the U.S. GPA 4.0 scale on the evaluation transcript.

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

Statement of Intent

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

Mandatory Event - New Student Orientation

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

VII. Appeals Process- Denied Applicants

Applicants who are denied admission into the College have the right to appeal the decision made by the Office of Admissions. Non-degree seeking applicants are not allowed to appeal an admission decision.

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

The Personal Letter should include the following:

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

The Letter of Recommendation needs to be from professional sources and one letter must come from an academic member such as a teacher. The letter(s) should include the following:

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

Test scores should demonstrate a promising academic aptitude. The following scores are recommended:

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

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

Undergraduate Applicants Seeking Credit from Non-Traditional Sources

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

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

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

College Credit by Examination

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

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

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

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

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

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

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

College Credit for Military Education

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

Military experience credit should be appropriate to the degree programs offered at BPC.

College Credit for Law Enforcement Education

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

Graduate Admissions

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

All required admissions documents should be sent to admissions@bpc.edu.

Admissions Policy

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

Disclaimer: International students, meaning they are attending a SEVP-certified school as an F-1 classified student, are not permitted to be fully online and must adhere to the U.S. Department of Homeland Security (DHS) policies for F-1 Visa Students. Therefore, International students with Form I-20 are not eligible to participate in the fully-online Distance Education Program (Online Learning), unless approved by SEVP. *Additional note: The International Student category does not encompass individuals who are considered other nonimmigrant statuses, foreign applicant, or undocumented.*

Applicants from who did not graduate from a U.S. high school, attend a U.S. college, or indicate that their native or birth language is English must prove English proficiency by one of the following measures:

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

This requirement may be waived if the student comes from an English-speaking country or is

participating in a degree program that is being taught in the student's native tongue, e.g., Spanish-speaking Seminary Program.

General Information

Each applicant must submit the appropriate application form with a $35 non-refundable fee. All required documents must be official, coming directly from the issuing institution to the College. Once a student's admission file is completed, it will be reviewed, and an admission decision will be made within approximately two (2) weeks. Applicants are encouraged to apply or update prior applications as well provide all supporting documentation in advance of the term's priority dates. An application is valid for the semester for which it is submitted. Applications submitted after the priority date may be considered, but in general, late applicants will be processed and, if admitted, enrolled in the next semester open to them after the admissions priority date has passed.

Priority Date(s)

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

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

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

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

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

Types of Graduate Admission Decisions

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

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

Note: Applicants may be admitted for the term that they apply for under a *provisional* basis if all required official final documentation, e.g., final college transcript, has not been received by the College. Provisional admission is a full admission into the College; however, all documents must be received within thirty (30) days after the start of the student's term, sub-term, or session of enrollment at Brewton-Parker College to maintain the privilege of continued enrollment. If a file is not completed with the required final documentation within the timeframe provided, the student runs risk of having their current registration terminated. Furthermore, the student may not register for the following semester, receive grades, or have transcripts issued.

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

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

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

Graduate Admissions Enrollment Categories

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

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

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

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

Graduate Admissions by Division

Temple Baptist Theological Seminary Admissions

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

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

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

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

Applicants who attend an international institution and are seeking *Provisional Admission* into TBTS may be required to submit their school transcripts to World Education Services (WES), InCred or other approved NACES recognized agencies to determine if the applicant's baccalaureate-level coursework is equivalent to U.S. baccalaureate-level coursework/degree.

All required admissions documents should be sent to admissions@bpc.edu. An applicant may check their admissions status at apply.tbts.bpc.edu or their applicable language portal.

<u>First-time Graduate</u>

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

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

3) Provide official final college transcripts from all college, university, or technical college(s) previously attended. In the case a transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be considered on a case-by-case basis.
4) Must have an undergraduate cumulative college GPA of 2.0 or higher to pursue the M.A.M; a 2.5 or higher to pursue the M.A.B.T.S.
5) Submit a Statement of Salvation Experience and Commitment to Christian Ministry.
6) Provide one Endorsement from a Pastor or Church Leader
7) Provide two Personal and/or Professional References

Note: More information on provisional acceptance is below.

Transfer Graduate

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

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

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

3) Provide official final college transcripts from all college, university, or technical college(s) previously attended. In the case a transcript cannot be obtained due to the age of the record or the record is destroyed, admission will be considered on a case-by-case basis.
4) Must have an undergraduate cumulative college GPA of 2.0 or higher to pursue the M.A.M; a 2.5 or higher to pursue the M.A.B.T.S.
5) Be eligible to continue or return to sending institution.
6) Submit a Statement of Salvation Experience and Commitment to Christian Ministry.
7) Provide one Endorsement from a Pastor or Church Leader
8) Provide two Personal and/or Professional References

Note: More information on provisional acceptance is below.

Students who are not considered to be in good academic standing at prior institution(s) will be considered on a case-by-case basis.

Readmit Graduate

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

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

Conferred Baccalaureate Degrees from Non-Accredited

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

Accrediting Agencies

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

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

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

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

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

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

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

C. The criteria for provisional admittance include these elements:

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

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

Graduate Admissions Requirements and Enrollment Categories (Non-Degree Seeking)

<u>Auditor Applicant</u>

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

These applicants must meet regular admission requirements as follows:

1) Submit a completed Auditor Application [Graduate Non-Degree/Non-Credit Seeking] Application for admission.
2) Be 18 years of age or older.
3) Submit evidence of have earned a high school diploma or an equivalency (e.g., GED, HiSET).

The College will consider the acceptance of auditors only when their enrollment will cause no hardship or inconvenience to the institution or the regularly scheduled students. An auditor may or may not, as he/she wishes, participate in all activities of the course including taking examinations and submitting of papers for evaluation. Regular matriculation fees will be charged

for courses that are audited. An application for admission must be filed with the Office of Admissions prior to the opening of the semester for which the auditor plans to enroll. Financial aid will not pay for audited courses.

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

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

Information Regarding Special Applicants for Graduate Admissions

Military Veteran or Dependent

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

Nonimmigrant Class Applicant

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

If in the case, a Nonimmigrant leaves the U.S. due to expired time, the student may continue in a fully-online graduate program, if their graduate program is offered fully-online.

Nonimmigrant students are not eligible for federal or state financial aid. This includes not being eligible for the Federal Work Study program. Nonimmigrants may be eligible for institutional aid.

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

Foreign applicants not located in the United States are eligible to apply to a fully-online graduate program, however, these applicants are not eligible for federal or state financial aid. This includes not being eligible for the Federal Work Study program. These applicants may be eligible for institutional aid if the institution deems appropriate.

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

Undocumented individuals are eligible to attend a graduate program under any graduate degree-seeking categories, as long as they meet the qualification of the student-type described by which they are applying to the College under.

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

Additional Graduate Admissions Information After Admission

Statement of Intent

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

Mandatory Event - New Student Orientation

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

Tuition and Fees

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

Fees

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Materials Fee

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

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

Other Course Fees

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

Library Fees

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

Late Payment or Interest Fees

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

Collection Cost

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

Expenses

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

*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.

Business Office

Payments

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

Returned Checks

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

Payment Policies

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

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

- 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.

<u>Students with an unpaid balance at the end of the second week of classes may face:</u>

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

Cancellation of enrollment and denial of college services does not excuse students from paying their remaining balances. Students are charged for damage, breakage, or loss of college property, including library materials. 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.

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

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

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

Refunds

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

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

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

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

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

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

Meal Plans

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

Guests

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

Other Regulations

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

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

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

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

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

Registration/Withdrawal

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

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

Day Student Classifications

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

Health and Accident Insurance

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

Minimum Balance Policy

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

Office of Financial Aid

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. Georgia residency documentation may also be requested.

Preference/Deadline Dates

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

A completed financial aid file includes the following:

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

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

Determination of Financial Aid

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

Award Procedures

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

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

Calculation of Financial Need

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

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

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

Withdrawal from the College and Return of Title IV Funds

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

Keeping the Financial Aid Office Informed

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

Satisfactory Academic Progress

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

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

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

Minimum SAP Requirements*

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

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

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

To regain your eligibility, you may:

- Attend school full-time, using your own resources, until you achieve the cumulative GPA prescribed for your grade level and/or meet the 70% pace requirement (completion rate), under the Satisfactory Academic Progress Policy.

- Attend school part-time, using your own resources, until you achieve the cumulative GPA prescribed for your grade level and/or meet the 70% pace requirement (completion rate), under the Satisfactory Academic Progress Policy.

- Appeal to the SAP Committee if you can document that there were circumstances beyond your control that contributed to your low GPA and/or being below the required 70% pace (completion of attempted hours.)**.** Letters of appeal should identify the reasons you were not successful academically and what steps you have taken so that you can now be successful.

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

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

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.

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

SAP Suspension Appeal Process

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

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

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

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

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

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

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

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

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

Available Financial Aid

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

Federal Pell Grant

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

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

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Federal Work-Study

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

Georgia Tuition Equalization Grant (GTEG)

The State of Georgia provides a grant to Georgia citizens who attend private colleges in Georgia. The amount of the grant is determined by the state legislature. Eligible students must enroll for a minimum of 12 academic hours. The Georgia Scholarship/Grant Application (GSFAPPS) must be completed online at www.GAfutures.org. 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. Georgia residency documentation must be provided to the Financial Aid Office. Additional information regarding the HOPE Scholarship may be obtained in the Financial Aid Office or through the Georgia Student Finance Commission in Atlanta.

Zell Miller Scholarship

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

Institutional Scholarships and Grants

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

Federal Direct Loan Program

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

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

Annual and Aggregate Loan Limits

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

Dependent Status Maximum Federal Stafford Loan

Annual Limits	Subsidized	Total (Subsidized & Unsubsidized)
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

Annual Limits	Subsidized	Total (Subsidized & Unsubsidized)
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
Aggregate Limits	**Subsidized**	**Total (Subsidized & Unsubsidized)**
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

Student Life

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

Orientation

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

Services

Disability Support Services

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

Disability support services are provided through the Office of the Provost, located in Gates Hall. Requests for accommodation should be directed to the Provost via email at <justin.russell@bpc.edu> 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. Live support is accessible by phone at (912) 583-3119.

Student Enrichment Center

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

Dining Services

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

Post Office

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

Mentor Program

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

Organizations and Societies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Chapel

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

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

Guidelines for Behavior During Chapel Programs:

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

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

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

Motor Vehicles

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

Student Rights and Responsibilities

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.

Section 504 Accommodation Policy

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

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

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

The Initial Conference

Disability support services are provided through the Office of the Provost (also serving as the Office of Disability Services), located on the first floor of Gates Hall at 201 David-Eliza Fountain Circle at the front of campus. Requests for accommodation should be directed to the Provost via email at justin.russell@bpc.edu 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	Alternate Section 504 & Civil Rights Compliance Officer
Justin E. Russell, Provost Office: Gates Hall, 1st Floor 201 David-Eliza Fountain Circle Mount Vernon, GA 30445 Email: justin.russell@bpc.edu Phone (W) 912-583-3108	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 Phone (W) 912-583-3286

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

1. All complaints must be written, dated, signed by complainant, and filed with the "Section 504 & Civil Rights Compliance Officer" of the College.

2. Initially upon receipt of a complaint the officer will conduct a preliminary investigation to gather and preserve available evidence, including relevant party and witness statements, photographs, videos, emails, texts, social media artifacts, and other documents or things.

3. The officer also will conduct informal efforts to resolve the complaint through interactive conversation with the complainant, defendant, witnesses, or others, or through informal mediation.

4. If the complaint cannot be resolved informally within five (5) calendar days, then the officer will schedule a meeting of the standing Grievance Committee to hear and decide the matter no later than ten (10) calendar days from the date the officer received the complaint.

5. All parties will be notified in writing of the date, time, and place of the meeting.

6. Complainant will be invited to state the nature of the alleged discrimination before the Grievance Committee and answer any questions the members may want to ask.

7. Any party to the proceeding has the right to present direct testimony through witnesses and/or any other relevant evidence in support of the party's allegations or defense.

8. All parties will be given written notice of the Grievance Committee's decision within five (5) calendar days following the meeting, including the basis for the decision.

9. Within seven (7) days of Complainant's receipt of written notice of an adverse decision by the Grievance Committee, the parties may file an appeal with the standing College Appeals Committee. Like the original complaint, the parties should submit an appeal to the Provost or the alternate if the Provost is the subject of the complaint. See procedures for non-academic appeals to the College Appeals Committee at pages 69-71 of the Academic Catalog, published at [http://www.bpc.edu > Home > Registrar > 2021-2022 Catalog].

10. The officer will schedule a meeting for the College Appeals Committee to hear and decide the appeal no later than five (5) calendar days from the date the officer received the appeal.

11. All parties will be notified in writing of the date, time, and place of the appeal hearing before the College Appeals Committee.

12. In an appeal before the College Appeals Committee, each party will be accorded the same rights (described in Procedures 5-8 above) as were available when appearing before the Grievance Committee.

13. All parties will be given written notice of the College Appeals Committee's decision within five (5) calendar days following its decision, including the basis for the decision.

14. Except upon presentation of new evidence unavailable at the time of the appeal, the decision of the College Appeals Committee will be final and not subject to review by college officials.

15. The College will take steps to prevent recurrence of any discrimination and to correct discriminatory effects on the complainant and others, if appropriate.

16. Publication of the above procedures will be made to all students and employees of Brewton-Parker College.

Student Responsibilities

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

1. That all students, by the very fact that they have chosen Brewton-Parker College, thereby accept the standard of personal conduct which the College considers fundamental to group living and the educational process.

2. That all students assume personal responsibility for the honor of the College as an institution and agree to live in accordance with its standards. Disciplinary actions for rule violations are outlined in the Student Handbook. It is the responsibility of all students to become familiar with this information and to conduct themselves in accordance with the standards of Brewton-Parker College.

3. That whenever students demonstrate, in the judgment of the administration or faculty or its properly authorized committees, that they are unwilling or unable to demonstrate and maintain the Biblical standards of the College in academics or citizenship, or whenever students are found to be uncooperative members of the student body, or when the College feels it can do no more for the students, their period of

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

4. The College reserves the right to require withdrawal of students whose scholarship is not satisfactory, and those who are not regularly attending classes for which they are registered, or those who for any other reason are regarded as not conducting themselves in accord with biblical behavioral and relationship standards. Students who withdraw in good standing may return the next semester without formal readmission. Those who leave on probation are readmitted on probation.

5. Students are permitted to keep or operate vehicles on the campus; however, students are required to register the vehicles with the Student Development Office, drive slowly and carefully, and operate the vehicle in accordance with specific regulations stated in the Student Handbook.

Academic Standards

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

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

Withdrawing from the College

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

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

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

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

Changing Registration for Winter, Summer, and Other Short Terms

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

Student Load

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

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

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

Grading System

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

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

Changes in Grades

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

Grade Point Average

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

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

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

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

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

Grade Reports

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

Classification of Students

Freshmen: 0-29 credit hours
Sophomores: 30-59 credit hours
Juniors: 60-89 credit hours
Seniors: 90-plus credit hours
Full-time enrollment is at least 12 semester hours of coursework; part-time is fewer than 12 hours.

Student Honors

Dean's List

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

Awards

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

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

Honors

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

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

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

Uniform Attendance Policy

Engagement and Active Participation

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

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

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

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

Required Attendance for In-seat Classes

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

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

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

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

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

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

Required Engagement for Web-Based Classes

For web-enhanced or online classes, because participation in the learning experience takes place in the virtual environment, absence from the residential campus, under the "Group Absences" policy or otherwise, does not count as excused absence. For such classes, failure to 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, SEC staff may consider a recommendation of administrative withdrawal (from one or more classes or from the college) as a necessary further intervention to preserve the integrity of the educational environment.

Attendance Record

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

Group Absences

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

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

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

Grade Forgiveness

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

Academic Warning, Probation, Suspension, and Exclusion

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

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

* "Credit Hours Calculated" does not include courses numbered under 100.

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

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

   First failure: exclusion for one calendar year before eligible to return
   Second failure: exclusion for two calendar years before eligible to return
   Third failure: permanent exclusion

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

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

Directed Independent Study

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

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

Transient Credit

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

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

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

Evaluating and Awarding Transfer Credit

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

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

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

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

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

Transfer Credit Policy for Associate's Degree Holders

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

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

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

Temple Baptist Theological Seminary Graduate Credit Hour Transfer Policies

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

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

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

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

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

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

C. Undergraduate Advanced Standing for Graduate Programs

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

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

Credit from Non-Traditional Sources

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

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

Academic Integrity

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

What is Academic Dishonesty?

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

Plagiarism

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

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

- Word-for-word copying of another person's ideas, words, theories, data, etc. without quoting and/or proper acknowledgement
- Interspersing your own words here and there while in essence still copying another's work
- Paraphrasing or rewriting another's work, yet still using that person's idea or theory without acknowledgement
- Fabricating, inventing, or counterfeiting sources
- Submitting someone else's work as your own, whether that work was obtained via theft, purchase, or gift
- Neglecting quotation marks on material that is otherwise acknowledged
- Omitting citations or incorrectly citing others' work, including using citations in the paper but not on the citation page or vice versa

Self-Plagiarism

Self-plagiarism occurs when you submit for credit an assignment which you have previously submitted for credit without permission to do so.

Examples include, but are not limited to:

- Using the same research paper, essay, project, or any other type of written assignment for more than one class

- Submitting work completed in a previous semester when retaking a class unless given specific permission
- Copying lab results, data, etc. from one study into another without redoing the experiment

Inappropriate Assistance

Inappropriate assistance occurs when students give or receive assistance that has not been authorized in connection with any academic work. Students should assume that any assistance on assignments, exams, quizzes, lab work, etc. is unauthorized unless the instructor has approved it.

Examples of prohibited actions include, but are not limited to:

- Transmitting, receiving, or attempting to transmit or receive, or in some other form obtaining information or answers during an exam, quiz, lab, exercise, or other non-written assignment (copying written assignments without attribution is considered plagiarism)
- Knowingly allowing another student to copy your work
- Distributing exam/quiz questions or information about exam/quiz questions
- Unless specifically allowed by the instructor, even mere possession in sight or within easy reach of a cell phone, smart watch, or other similar device during an exam or other assignment
- Giving or receiving answers to an exam or an in-class assignment that is scheduled for another time
- Completing for others or allowing others to complete for you all or part of an assignment
- Submitting as a group assignment work which was prepared by less than all of the members of that group. It is the responsibility of all students to inform an instructor of the lack of participation of any group member.
- Using non-scholarly sources to complete an assignment for credit when instructed to use only scholarly resources. Scholarly sources are those written by academics or professionals in a field. The research is generally peer-reviewed and printed in academic journals, books, and conference publications. Non-scholarly sources inform the public and include things such as news sources, non-refereed journals, magazines, and most web pages. If you are unsure about the merit of a source, ask your instructor.

Lying/Falsification

Offering false information with regard to your performance in academic work is academically dishonest and in opposition to the Christian life.

Examples of lying and/or falsification include, but are not limited to:

- Giving false reasons for failure to complete an academic assignment or attend class
- Falsifying the results of laboratory work or other data
- Altering academic work after it has been submitted
- Altering grades, lab work, or attendance records
- Falsely signing another person as present when he/she is absent in a class
- Taking a test for another student
- Signing a false name on a piece of academic work
- Falsifying or purposely omitting information and evidence in an appeal of an academic integrity violation. (Note that lying about and/or omitting information pertinent to an appeal will result in the charge of an

additional violation of the academic integrity policy.)

Complicity

Complicity occurs when a student, whether through action or inaction, knowingly encourages, induces, facilitates, or solicits another student to commit an academic integrity violation. The level of offense and appropriate sanction for complicity will be determined by the Provost in consultation with the College Appeals Committee.

Examples of complicity include, but are not limited to:

- Having knowledge of another student's violation or plan to commit a violation and failing to report it to the instructor or to the Provost
- Soliciting or encouraging another student to commit or participate in a violation
- Participating with another or with a group in planning the commission of a violation, whether or not the plan is carried out

Violation Penalties and Procedures

What happens if an instructor suspects that a student has violated the Academic Integrity Policy

1. The instructor will notify the Provost in writing within seven calendar days of discovery of the violation.
2. The student will receive official notification of the allegation from the Provost via e-mail.
3. Immediately upon notification by the Provost, a student must contact the Student Enrichment Center (SEC) to discuss the violation and whether or not there is a basis for an appeal (off campus students may complete this step via phone call, Skype, Google Meet, or other virtual meeting software). Students failing to contact the SEC within five calendar days from the Provost's notification will be deemed to have accepted responsibility for the stated violation and waived their right of appeal.
4. Students who contact the SEC either must (a) inform that office of their acceptance of responsibility for alleged violations, or (b) file an appeal. Students who elect neither option within five calendar days from the Provost's notification will be deemed to have accepted responsibility for the stated violation and waived their right of appeal.
5. Upon acceptance of responsibility or denial of an appeal, students must complete Academic Integrity (AI) Training and also will receive an administrative sanction based on point accumulation. Students who notify the SEC of their acceptance of responsibility must complete AI Training within five calendar days of that notice. Students who waive their right of appeal through non-response or failure to act must complete AI Training within five calendar days following expiration of the appeal deadline. Students whose timely appeal is denied must complete AI Training within five calendar days of the Provost's notice of denial.

What is required to complete Academic Integrity Training?

All students (except those being dismissed) are required to complete AI Training upon acceptance of an allegation or denial of an appeal. AI Training consists of three steps:

Step 1: Write "Your Story"
For guidelines to writing your story, please visit www.bpc.edu/AcademicIntegrity

Step 2: Complete your online Academic Integrity Training Module

The AI Training Module must be completed through the Student Enrichment Center (SEC) before the deadline stated in the official notification. Students failing to complete the module by the stated deadline will be assessed a $50 fine and suspended from class attendance with unexcused absences until the module has been completed. Off campus students may make arrangements to complete the module via Skype, Google Meet, or other virtual meeting software).

Step 3: Rewrite "Your Story"

For guidelines to writing your story, please visit www.bpc.edu/AcademicIntegrity

*The SEC, in conjunction with the Provost, retain the right to modify the Academic Integrity Training to better address the offense.

How are Administrative Sanctions imposed?

The goal of the following guidelines is to create a consistent approach to disciplinary actions resulting from academic misconduct. The points system is transparent and objective, allowing faculty and students to be aware of likely sanctions that will occur in a given situation while still allowing for professional judgement by our administrators.

Brewton-Parker College Academic Integrity Sanction Rubric

The following violation levels are assigned to specific types of violations of the Brewton-Parker College Academic Integrity Policy. If a violation occurs that is not specifically provided for below, then any sanctions will be based on the most similar type of violation that exists in this rubric. All violations will be considered a single violation regardless of the timeframe in which they occur. If a student commits more than one type of violation in a single act, his sanction will be based on the highest violation level applicable. Each submitted act will be considered a single violation. **Sanction points are cumulative over the length of the student's tenure at Brewton-Parker College.**

Violation Levels

Blue Violation – 0.0 sanction points

- Plagiarism such as no citations or inaccurate citations in work done for a course in which the plagiarized material constitutes less than 10% of the assignment (first offense only).
- Unauthorized collaboration on or providing answers for homework assignments constituting less than 10% of the assignments (first offense only).
- Use of any other materials or resources that are not authorized by the instructor in completing any assignment, not including exams and quizzes, which has a value of less than 10% of the overall course grade (first offense only).

Yellow Violation – 0.5 sanction point for each violation

- Copying from or viewing another student's work during an examination or quiz.
- Using any materials or resources that are not authorized by the instructor for use during a quiz or examination or in completing any assignment having a value equal to or greater than 10% of the course grade, or a second offense.
- Collaborating during an examination or quiz with any other person by giving or receiving information or even attempting to do so without specific permission from the instructor.
- Collaborating or providing answers on laboratory work or other in-class work when instructed to work independently.
- Unauthorized collaboration on or providing answers for homework assignments constituting 10% or more of the assignment, or less than 10% of the assignment on a second offense.
- Plagiarism of any kind when that plagiarism constitutes less than 10% of the assignment and is a second offense, or when that plagiarism constitutes 10% or more of the assignment.
- Self-plagiarism: submitting without specific permission of the instructor work that has been previously submitted by the same student for credit in another course or a previous offering of the same course.
- Falsification of attendance and/or participation in an assignment.
- Lying or falsification as described in the policy.

Orange Violation – 1.0 sanction point for each violation

- Buying, selling, or otherwise obtaining or providing information about an examination or assignment not yet administered. Note than an offer or request to obtain information without actual exchange of information is still dishonest and a violation of the academic integrity policy.
- Substituting for another person or permitting any other person to substitute for oneself to take an examination, quiz, or any other assignment.
- Submitting altered or falsified data for internships.
- Any violation of the Academic Integrity Policy in your capstone course, senior seminar, or degree-culminating courses or projects.

Red Violation – 3.0 sanction points for each violation

- Altering grades or official records.
- Falsifying or signing another person's name on any academically-related college form or document.
- Sabotaging another student's work.

II. Sanctions

All sanctions are in addition to completion of the Academic Integrity Training assigned by the Student Enrichment Center.

Sanction Points = 0.0: The student will receive a maximum point deduction of 20 points as decided by the instructor and/or he may be required to resubmit the assignment.

Sanction Points = 0.5: For work for a course, the instructor shall give the test or assignment an immediate zero (0) which then will be averaged into the course grade. If the violation occurred on work without a grading component, the faculty member will require that the work be redone. If that involves missing a stated deadline, the stated late penalty will apply.

Sanction Points = 1.0: The student immediately will receive a course grade of XF and will be dropped from the roster of the course.

After three (3) blue or yellow violations, a student will be placed on academic probation. The period of probation will begin immediately upon a student's acceptance of responsibility for a third such violation or upon notice of denial of a timely appeal; it will extend for the remainder of the semester in which the violation occurred plus the next semester of enrollment thereafter. This probation carries a stipulation that the student must earn at least a 2.0 GPA during the next semester of enrollment. A notation will be added to the student's transcript indicating academic probation "for violation of the Academic Integrity policy," which may be removed upon the student's fulfillment of the same conditions specified in Section III below for removal of an "X" grade. Note: students on academic probation or suspension are prohibited from representing the College in extracurricular activities or holding office in any extracurricular student organization. Any question of what constitutes "representing the college" or "extracurricular activities or organizations" will be resolved by the Provost. If a student is found guilty of committing another academic integrity violation after being placed on academic probation, the student will be immediately and permanently expelled.

Sanction Points = 3.0+: The student will be immediately and permanently expelled.

Note: For offenses not specifically mentioned in this rubric, faculty members may confer with the Provost and propose a description of the offense and the level of sanctions. The Provost will review the proposed offense and sanction for consistency with existing offenses and sanctions. If a faculty member and the Provost disagree over a particular offense or sanction, the Provost will make the determination with advice and counsel from the College Appeals Committee. In the event of a conflict between a course syllabus and the Academic Integrity Policy, the policy and rubric shall take precedence.

In addition, upon proof by clear and convincing evidence of complicity and pursuant to notice and fair opportunity for a hearing before the College Appeals Committee, offenders not enrolled at the time of the offense, either at the college or in the class where the offense was committed, may be subject to revocation of academic credit, grades, and degrees or other credentials already conferred.

III. Removal of the "X"

After two semesters at the college following the imposition of a penalty with no student conduct or academic integrity infractions, a student may request to have the X removed from the transcript. In order to have the X removed from the transcript, a student should complete the X-Removal Form in the Registrar's Office (note that the grade of F will remain). Any student qualified to have an X removed, but who transfers or otherwise leaves the college before submitting an X-Removal Form, may do so after leaving the college. **The X will automatically be removed from the transcript of any student who graduates from BPC.**

Policy Regarding AI Usage At BPC

Introduction

Artificial Intelligence (AI) is a rapidly developing technology with seemingly limitless potential and there are multiple AI tools presently available with many more developments occurring daily. However, like most tools, this advancement can be used for either good or bad in relation to our pursuit of knowledge and advanced education. According to Proverbs 11:3: "The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity" Therefore, to ensure that AI is used both ethically and responsibly, Brewton-Parker College has adopted the following guidelines governing the use of AI in our academic settings.

Policy

- The use of AI is prohibited on assignments, exams, quizzes, lab work, etc. unless the instructor has explicitly approved AI for that specific assignment. This includes using AI to generate text, translate languages, write code, answer questions, or perform other functions in lieu of original student work product.
- Since proper research relies upon citations in order for others to conduct follow-up studies and since we are not presently able adequately to fact-check the source of AI content, AI will not be accepted as a credible resource.
- All Instructors affiliated with Brewton-Parker College are required to utilize both Brightspace and Turnitin. Should an instructor still require a hard copy submission he/she may do so, but the student must still upload the work to Brightspace.
- Students must submit relevant assignments inside the Brightspace platform. Upon submission to Brightspace, the work will be checked for the percentage of AI influence in an assignment.
- Should a student's work return a score of 20% or higher on the approved Turnitin AI checker, the instructor reserves the right to refer the student automatically for an academic integrity violation. Instructors should perform due diligence prior to submitting the student for an academic integrity violation by cross-checking the AI percentage in another program. He/she may utilize *GPTZero* or *Winston AI* to generate comparative reports. Additional best practices include but are not limited to having a direct conversation with the student regarding the assignment, comparing the student's response to the student's previously demonstrated level of work, and consideration of the student's overall classroom engagement. For language learning courses requiring responses in a language other than English, instructors should use

Copyleaks to verify or eliminate any suspicion of AI usage.

- Students who violate this policy will be subject to disciplinary action as prescribed in the Academic Integrity Policy.

Additional Notes of Emphasis

- Since AI is a presently and continually changing tool, the policy is subject to review and revision at any point and should not be considered finite as emerging iterations of AI are unknown at the publication of this policy. Therefore, Brewton-Parker College reserves the right to modify the policy without prior notice based upon new evidence presented in an attempt to circumvent the intent to maintain academic integrity.
- This policy is intended to address AI which is primarily designed for language generation (like *ChatGPT*) and does not specifically apply to language correction AI tools (like *Grammarly* and *Microsoft Editor*) or to citation generation AI tools (like *MyBib* and *Landmark Citation Machine*). However, students should exercise caution when utilizing either AI based language correction or AI based citation generation as these tools can generate incorrect information. When using language correction AI tools, students may be asked to present rough drafts or show proof of changes and corrections suggested by such AI tools. Failure to produce a clear student generated product, even as a rough draft, may be grounds for a violation regarding academic integrity as there is no way to prove the student was paramount in the creation of the product.

Student Rights and Appeals

What rights do students have?

If an instructor alleges a student's involvement in academic misconduct, students have the right to a fair process including:

1. The right to be notified: Students will receive notification of the allegation after an instructor reports it to the Provost. The instructor is not required to notify the student(s) before making this report.
2. The right to receive a copy of the documentation or other evidence supporting the allegation.
3. The right to be heard: Students have the right to appeal an alleged violation of the academic integrity policy.

Students do not have the ability to:

1. Appeal the severity of the imposed sanctions: All sanctions are imposed based on cumulative points and the Academic Integrity Sanctions Rubric.
2. Appeal violations due to intention: Students should accept responsibility if their actions violated the academic integrity policy, regardless of whether or not the violation was "intentional."
3. Appeal violations based on ignorance: Arguments of "I didn't know" are irrelevant, as students are afforded numerous opportunities to undergo academic integrity training. Students also are responsible for reading and understanding the terms of their course syllabi and any policies published in the academic catalog.
4. Bring legal representation to any appeals committee meeting.

How does the appeals process work?

Students who wish to appeal an academic integrity violation must do so within **five** calendar days of the Provost's written notice or risk waiving their right to appeal. For further details, see paragraphs three and four above under "Violation Penalties and Procedures."

In order to appeal the allegation,

1. A student must submit a written letter of appeal to the Provost. Students may ask the Student Enrichment Center for assistance in crafting their letter of appeal.
2. Upon receipt of an appeals letter, the Provost will acknowledge its receipt with a copy to the instructor. The instructor will have the opportunity to write a letter of response, of which the student will receive a copy.
3. Both letters will be forwarded to the College Appeals Committee, who will meet to consider all facts presented in both letters. If a majority of the members or the chair of the committee feels as though any party needs to be present at an appeal meeting, then both parties will be afforded the opportunity to appear. The individuals will not be required to discuss the violation or the appeal in front of one another. The committee will deliberate in closed session. All decisions are made by majority vote unless otherwise provided by the *Bylaws* of the college.

Suggestions for your letter of appeal:

1. Be focused and clear. Present the truth and facts as you know them. Appeals letters should be based on one of the following simple premises:

a. "I didn't cheat or give/receive inappropriate assistance."
b. "I didn't commit plagiarism."
c. "I didn't lie or provide false information."
d. "I didn't commit the violation alleged."
e. "The work constituted less than 10% of the assignment or less than 10% of the overall course grade."

2. Stick to information that is relevant to the incident rather than including your life story and past examples of your character. Good people make bad decisions all the time, so your character is not in question. Rather, the only question is whether you violated the BPC Academic Integrity Policy.
3. Do not be confrontational, rude, or insulting to the professor or college. Such action is more likely to hurt than help you.
4. Remember that the College Appeals Committee is not a legal hearing but simply an opportunity for you to tell the truth and report the facts. The Committee is not bound by the same procedural or evidentiary rules as courts of law.
5. Alleged violators may not be represented by legal counsel or any type of advocate at an Appeals Committee hearing.

The College Appeals Committee

Does	Does Not
● Review the facts as presented by both the instructor and the student ● Use the evidence to determine whether it is more likely than not that a policy violation occurred and the alleged offender committed it	● Decide or change academic integrity sanctions ● Dismiss cases based on your character, past experiences, or intentions

Student Rights & Grade Appeal Procedures

Students have the right to appeal final course grades after they have been posted in the college's official gradebook, MyWeb. The College utilizes both an informal and a formal process for grade appeals.

Procedure for Informal Resolution

1. The student should first discuss the matter directly with the instructor and make a reasonable effort to resolve the issue. The student must begin such an informal resolution process within **seven** calendar days of the release of final course grades.
2. If the student is uncomfortable trying to resolve the issue directly with the instructor, the student should request informal resolution by the Division Chair. If the instructor is the Division Chair, then the student should request informal resolution by the Provost. This step must begin within **seven** calendar days of the release of final course grades. The Division Chair nor the Provost plays a decision-making role; rather, he or she facilitates a resolution when possible.

Procedure for Formal Resolution

If no resolution is reached with the instructor, a student may initiate a formal appeal with the Provost.

1. In order to complete a formal grade appeal, a student must submit a Grade Appeal Form to the Provost within **seven** calendar days of the close of the informal resolution process. Students may ask the SEC professional staff for assistance in completing their appeal (not peer tutors).
2. Upon receipt of an appeal, the Provost will acknowledge its receipt with a copy to the instructor. The instructor will have the opportunity to write a letter of response, of which the student will receive a copy.
3. Both letters will be forwarded to the College Appeals Committee, who will meet to consider all facts presented in both letters. If the committee feels as though any party needs to be present at an appeal meeting, then both parties will be afforded the opportunity to appear. The individuals will not be required to discuss the appeal in front of one another. The committee will deliberate in closed session. All decisions are made by majority vote unless otherwise noted.

The Grade Appeal Form serves to remind students that an appeal must contain the following information:

1. The course number, name, instructor, and the letter grade which the student is appealing;
2. The basis for the student's appeal;
3. A statement of the remedy the student is seeking;
4. Evidence to support the basis for appeal, such as, but not limited to
    a. Syllabus information
    b. Assignment instructions
    c. Assignment evaluations
    d. Evidence of student attempts to contact an instructor outside of the classroom prior to the grade appeal
    e. Information on when and with whom the student attempted an informal resolution.
5. Incomplete Grade Appeal Forms will be returned to the student to be corrected before being forwarded to the College Appeals Committee.

Student Rights & Non-Academic Appeal Procedures

The College Appeals Committee also will hear appeals of disciplinary, financial, and other matters designated by the President. [Appeals of persons denied admission to the College will be dealt with by the Admissions Committee.]

Appeals of non-academic matters are a safeguard against errors or unfairness. Students may appeal the determination of responsibility, the sanction(s) imposed, or both. A written letter of appeal must be submitted to the Provost within **seven** calendar days of the time the student was notified of the action. Appeals must be based on one or more of the following:

1. Significant new information not available at the time of the original decision
2. Evidence that the person who made the original decision
    a. Refused to hear all witnesses brought forward by the student,
    b. Applied rules not actually in effect,
    c. Did not give fair process to the student,
    d. Did not follow the rules as set in place in the Brewton-Parker College Student Handbook and Academic Catalog,
    e. Made a decision that is contrary to or disregarded entirely the evidence that was presented, or
    f. Made a decision that was biased.

3. Evidence that the action taken was excessive for the charge made against the student

General Policies Regarding Academic Integrity and Other Appeals

In counting the deadlines specified in the Academic Integrity and Appeals policies "calendar days" shall include official college holidays, breaks, and weekends; however, if the last day of a deadline falls on one of these, then the delay will be extended to the next work day (Mon.-Fri). The Provost shall have discretion to waive or extend any such deadline under circumstances that warrant an exception.

Within seven calendar days from notice of an adverse decision by the College Appeals Committee and upon presentation of new evidence unavailable at the time of the appeal, an aggrieved student may petition the Provost for further review and/or for a rehearing of the committee's decision. Such petition must be in writing and submitted to the Provost by email. Upon receipt of a petition for final review, the Provost has full discretion to grant or deny the request, amend or vacate the committee's decision, or remand the case for further consideration by the committee. Such review or rehearing is a discretionary appeal of last resort, after which a student has no further recourse under Brewton-Parker College policy.

After all avenues of redress afforded by the College's published policies and procedures have been exhausted, if a student feels that a fair and reasonable resolution was not achieved, students hereby also are advised of their right to file a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). A copy of the "GNPEC Authorized School Complaint Form" may be found on the agency's web site at http://gnpec.org.

Academic Bankruptcy

Students who have earned very poor grades in one term of attendance due to extreme personal or financial difficulties may petition the College Appeals Committee for Academic Bankruptcy status for that one term. The bankruptcy term will be so designated on students' permanent records. Work attempted during that term will not be considered in calculating grade point averages at Brewton-Parker College, but it will remain on the permanent record. Students are cautioned that many colleges and universities will not honor another institution's bankruptcy policy, nor may certain medical, law, or graduate institutions.

1. At any point in students' college careers while enrolled at Brewton-Parker College students may request Academic Bankruptcy for one term of attendance.
2. The request will be made to the College Appeals Committee.
3. The burden is on the student to demonstrate to the College Appeals Committee that the particular term for which bankruptcy is petitioned was an extraordinary case.
4. If the College Appeals Committee approves the petition for bankruptcy, students forfeit credit for all courses in which they enrolled that term, and grades for that term are not used in computing the grade point averages, although they do remain on the permanent record. The permanent record will indicate clearly that Academic Bankruptcy was granted.
5. If students have been issued notification of academic suspension, Academic Bankruptcy cannot be claimed until fulfillment of the suspension and such students are again enrolled at Brewton-Parker College.
6. Once bankruptcy status has been granted, the action is irreversible.

Office of the Registrar

Requirements for Graduation

In order to receive a degree, a student must apply for graduation when he/she completes degree requirements. Brewton-Parker College confers degrees, grants diplomas, and annotates transcripts to reflect degrees earned at the end of each semester.

One annual graduation ceremony is held at the end of spring semester on the main campus. Participants are those who have or will have completed their degrees during that academic year [fall, spring, winter, and summer]. In order to be eligible to participate as a summer graduate, the student must be pre-registered for all remaining classes in the summer semester and **have satisfied all financial obligations to the college**.

The graduation fee is applied per term. The student who does not complete all graduation requirements in the term indicated on the graduation application must re-apply. Students will incur a graduation fee each time they reapply. Students applying for more than one degree must pay the fee for each application. There will be an additional $50 charge added to the original graduation fee. Students who will earn more than one degree in the same term or academic year will pay an additional $30 fee for the second diploma and tassel. Students who get one degree in an academic year and another degree in another academic year will pay the graduation fee for each year. Brewton-Parker College schedules commencement exercises only once per academic year at the end of the spring semester. Students completing all requirements for graduation in August or December may participate in the next following commencement but also may request prior to the ceremony a transcript that reflects their degree completion and a diploma.

To receive the **associate's degree** from Brewton-Parker College, a student must meet the following requirements:

1. Complete a minimum of 60 semester hours credit in college work.
2. Maintain a minimum grade point average of 2.0 (a "C" average) on all work submitted for graduation.
3. Complete a prescribed or approved curriculum.
4. Complete at least 25% of the credit hours at Brewton-Parker College with at least a 2.0 grade point average.
5. Satisfactory completion of Chapel and other non-academic requirements.
6. Submission of a Graduation Application to the Office of the Registrar by the first day of classes in Session 2 of the semester in which all degree requirements will be met (please refer to the "Academic Calendar" in the Academic Catalog).
7. Approval by the faculty for graduation.
8. Discharge of all financial obligations to the college.

To receive the **bachelor's degree** from Brewton-Parker College, a student must meet the following requirements:

1. Complete all general education requirements for the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Ministry, Bachelor of Music, or Bachelor of Science degree.

2. Complete all course requirements in an approved major field of study or in a concentration, including at least two courses designated as writing intensive (WI) courses. Majors and concentrations vary with respect to requirements of specific courses and total hours.

3. Complete the last 30 semester hours of credit at Brewton-Parker College

4. Complete at least 25% of the credit hours of the approved program of study requirements at Brewton-Parker College

5. Complete at least 42 semester hours in courses numbered 300 or above (junior- and senior- level credit)

6. Maintain a 2.0 cumulative grade point average in all college work; for all courses in the approved program of study, inclusive of any required allied courses; and for all upper-level courses (300 or above) in a major, concentration, minor, or in the B.A. degree in general studies. NOTE: individual programs of study are at liberty to require a higher cumulative grade point average; please refer to specific requirements of degree programs elsewhere in this catalog.

7. Satisfactory completion of Chapel and other non-academic requirements.

8. Submission of a Graduation Application to the Office of the Registrar by the first day of classes in Session 2 of the semester in which all degree requirements will be met (please refer to the "academic calendar" in the Academic Catalog).

9. Approval by the faculty for graduation.

10. Discharge of all financial obligations to the college.

To receive the **master's degree** from Brewton-Parker College/Temple Baptist Theological Seminary, a student must meet the following requirements:

1. Complete all education requirements as required by the Brewton-Parker catalog.
2. Completion of program with a cumulative 2.5 grade point average.
3. Completion of each required core course with a minimum grade of C range or higher.
4. Minimum of 33% of the program must be completed at BPC.
5. Program time limit is four years.

Requirements for Majors, Minors, Concentrations, and for the B.A. in General Studies

A major field of study or a concentration consists of at least 30 semester hours of coursework in a specified discipline, together with any required courses in allied disciplines, and must include at least two courses designated as writing intensive (WI) courses. For a minor field of study, no fewer than 15 semester hours nor more than 21 hours may be required.

At least 18 semester hours in junior- or senior-level courses must be included in a major field of study or in a concentration, and at least nine such upper-level hours must comprise a minor field of study. However, individual divisions or departments may include more than these minimum upper- level requirements.

Courses in which grades below "C" have been earned may not be used to meet requirements either for a major or minor field of study or for a concentration, including required allied courses and core courses that directly relate to a major, minor, or concentration of study. Nor may such grades be used in the B.A. degree in general studies to satisfy the required minimum number of junior- and senior-level credits required for a bachelor's degree.

Specific requirements for majors and concentrations are listed elsewhere in this catalog under degree program requirements in each academic division. Requirements for minors are listed in a separate section immediately preceding the course descriptions.

Office of the Registrar
Record Retention Policy

Brewton-Parker College requires that some specific types of records be retained for specific periods of time and in designated official repositories. The schedules attached to this policy list these records and the time of required retention for the Brewton-Parker College Registrar's Office for students with enrollment history. The Brewton-Parker College Registrar's Office is committed to effective records retention to preserve its history, ensure that critical records are available to meet business needs, comply with legal requirements, optimize the use of space, and minimize the cost of record retention.

Record	**Collegix**	**Paper**	**Other**
Academic Actions [dismissal, warnings, *etc*.]	Permanent	5	None
Application for admission		5	None
Application for graduation		1	None
Audits		1	None
Class lists	Permanent	None	None
Class schedules by term, student	Permanent	1	None
Correspondence, individual		5	None
Course changes [drop/add]	Permanent	2	None
Credit by examination reports		5	None
Credit/no credit approvals		1	None
Curriculum substitutions, individual		5	None
FERPA documents, individual			Google Drive
Grade changes, individual	Permanent	5	None
Grade reports, individual	Permanent	1	None
Grade reports, by class	Permanent	2	None
Graduation authorizations	None	5	None
Graduation lists	Permanent	2	None
Holds [academic, business, chapel, *etc*.]	Until released	None	None
International/immigration documents	None	5	None
Military documents [DD 214s]	None	5	None
Name change authorizations	None	5	None
Personal data information forms	None	1	None
Registration documentation	Permanent	1	None
Transcript requests	None	1	None
Transcripts sent	Permanent	1	None
Transcripts [academic records]	Permanent	Permanent	Microfiche, Digital
Transfer credit evaluations	Permanent	5	None
Withdrawal authorizations	None	2	None

Academic Programs

Degree Programs

Associate of Arts

The Associate of Arts degree program offers a two-year degree considered a threshold credential for workforce development in many standard professional settings. It serves not only as a gateway to entry-level employment in many fields, but also as a foundation for one of the following four-year degrees at Brewton-Parker College or at any other senior institution.

Associate of Science

The Associate of Science degree program offers a two-year degree as a threshold credential for workforce development in many standard professional settings, especially in the allied health professions, such as nursing and health and human performance. It serves not only as a gateway to entry-level employment in many fields, but also as a foundation for one of the following four-year degrees at Brewton-Parker College or at any other senior institution.

Bachelor of Arts

The Bachelor of the Arts degree program affords students greater flexibility in exploring diverse subjects comprising the traditional liberal arts and sciences. In addition to a major field of study, students also will complete a breadth of coursework in the humanities, the social and natural sciences, and language and fine arts, equipping them not only for productive life and work, but also for graduate and professional studies.

Bachelor of Business Administration

The Bachelor of Business Administration degree combines study of both the liberal and the practical arts in a focused professional degree program designed to equip students for problem solving and strategic planning in the global marketplace of commerce, products, and services. From the rigors of accounting to the creativity of entrepreneurship, students will explore the diverse aspects of effective administration in the fast-paced environment of modern business.

Bachelor of Ministry

The Bachelor of Ministry degree affords students preparing for Christian service in diverse mission fields a solid foundation in biblical, doctrinal, historical, and practical studies. Students will explore the scriptural mandate for meeting people at the point of their need both physically and spiritually by discharging our responsibility as ambassadors for Christ to fulfill the Great Commission.

Bachelor of Music

Learning the theory, practice, and performance of both vocal and instrumental sacred music not only presents learning outcomes that lead toward mastery of an academic discipline centuries old, but also connects the present culture to the history and tradition of the church, one of the preeminent institutions of civilizations both western and global. The Bachelor of Music will prepare students for work as musicians in churches, elementary and secondary schools, and colleges and universities (whether faith-based or not), and for many other opportunities of service throughout the music industry.

Bachelor of Science

The Bachelor of Science degree is similar to the Bachelor of Arts degree but requires a more focused specialization in a major field of study to the greater breadth of a general education. Students typically will explore subject areas more technical or procedural in nature that encourage detailed analysis over the broader critical approach to problem solving preferred in the liberal arts. From ecosystems to educational systems students will learn effective stewardship of both the natural and human resources that are the cornerstones of productive society.

Master of Arts

The Master of Arts degree is a graduate-level degree offered in the Temple Baptist Theological Seminary of Brewton-Parker College, an educational unit in which we also offer bachelor's-level degrees in Christian studies and ministry. Students may choose from three master's degrees currently available, one a 30-credit-hour degree in ministry (M.A.M.) one a 48-credit-hour degree in biblical and theological studies (M.A.B.T.S) and the third a 36-credit hour degree in biblical proclamation (M.A.B.P).

The M.A.M. degree provides students with an introductory biblical and theological framework that adheres to the Baptist Faith and Message 2000 and equips students for effective ministry in a wide variety of settings through selected biblical and ministry courses. The M.A.B.T.S. degree is a research focused program that adheres to *The Baptist Faith and Message 2000* with the purpose of augmenting biblical preaching and teaching in the church or general ministry, teaching in a Christian school, or preparing the student for pursuit of advanced degrees. The student will work in concert with an adviser to focus the curriculum toward a specific end goal. The M.A.B.P. degree provides students with a biblical and theological framework that adheres to the Baptist Faith and Message 2000 and equips students for effective preaching within the Church.

Degree Requirements

General requirements for associate's, bachelor's, and master's degrees are located in the programs of study section of this catalog. Requirements specific to each degree and major are recorded under the heading for that major. Applicable degree requirements are those in the catalog at the time of original enrollment. Students who are readmitted following an interruption in their enrollment for more than one continuous calendar year from the time of last enrollment will be governed by the academic catalog in effect at the time of their re-enrollment. For a more detailed explanation of catalog policy and determination of degree requirements please refer to the "Notice" on page 9 of this catalog immediately following the "Table of Contents."

Degree Programs, Majors, and Concentrations

Associate of Arts
General Studies
Business Administration
Criminal Justice
Education
Psychology
Christian Studies

Associate of Science
Allied Health

Bachelor of Arts
Christian Studies
with concentrations in:
› Missions
› Pastoral Ministry

English
General Studies
History
Criminal Justice
Psychology
Music

Bachelor of Business Administration
with majors in:
› Accounting
› Computer Information Systems
› General Business
› Management
› Marketing

Bachelor of Ministry

Bachelor of Music
Worship Studies

Master of Arts
Ministry
Biblical & Theological Studies
Biblical Proclamation

Bachelor of Science
Biology
with concentrations in:
› Forensic Science
› Health Professions
Nursing
Psychology
Early Childhood Education (P-5)
Middle Grades Education (4-8)
with concentrations in:
› Social Studies
› Language Arts
› Mathematics
› Science
Secondary Ed.-English (6-12)
Secondary Ed.-Science (6-12)
with a concentration in:
› Chemistry
Music Education (P-12)
Special Education General Curriculum (P-12)
Sport Management (starts SP24)
Kinesiology
with concentrations in:
› Pre-Athletic Training
› Pre-Physical Therapy
› Exercise Science
Chemistry
with a concentration in:
›Biochemistry

Minors

Accounting
American Studies
Biology
Business Administration
Chemistry
Christian Leadership
Christian Studies
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 Student Enrichment Center (SEC) or through TutorMe.com and also attend one workshop hosted by the SEC. For detailed information about these requirements students should consult the course syllabus upon registering for a WI course. Failure to meet the writing studio and workshop requirements for a WI course will result in assignment of an "I" (incomplete) grade for the semester, which must be removed before the end of the next ensuing semester by completion of these requirements. By academic policy failure timely to remove an "I" grade results in automatic conversion of the grade to "F," after which students would have to retake the whole course.

By requiring all students to complete the freshman writing sequence, followed by at least two WI courses within their discipline, and finally a discipline-specific capstone course, the college promotes development in all disciplines of increasingly critical writing skills in a continuous sequence from initial matriculation to graduation. The courses designated as writing intensive for each major field of study are listed in the table below and also will be identified as "WI" in the degree programs and course descriptions following.

Program	Writing Intensive (WI) Courses
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 337 Teaching Exceptional Children EDU 413 Education Procedures and Law
Psychology	PSY 220 Careers, Ethics, and Professionalism PSY 404 Counseling Psychology
English	ENG 306 Shakespeare: Comedies, Romances, & Poems ENG 307 Shakespeare: Histories & Tragedies ENG 330 Writing in the Workplace ENG 322 Advanced Composition

Christian Studies	CHR 200 Biblical Hermeneutics One of the upper-level Bible book study courses offered in the spring semester (to be selected by the division prior to the start of the semester)
Music	MUS/CHR 357 Worship and Theology MUS 410 World Music
History	HIS/CHR 312 The Reformation Any required European history course
General Studies	Any two WI courses from those designated above in the other major fields of study
Kinesiology	HEA 300 Sport and Fitness Nutrition PE 309 Prevention and Care of Injuries
Nursing (begins in the Junior year)	NUR 324 Nursing Inquiry
Sport Management	

General Education and Single Core Goals

The Core Learning Goals apply to all Brewton-Parker College graduates. Each student must demonstrate competence in the overall knowledge, skills, and values associated with a Christian liberal arts institution, in addition to the specialized knowledge, skills, and values associated with a particular program of study. As both the B.A. and A.A. degrees in General Studies do not require the development of specialized knowledge, they are governed by the core learning outcomes. In completing the Brewton-Parker College Single Core, a successful student will achieve the following goals:

GOAL 1: Students will demonstrate integrity and respect for self and others in all academic, athletic, career, and other interactions at Brewton-Parker College.

GOAL 2: Students will develop critical and creative thinking skills.

GOAL 3: Students will write, read, speak, and listen logically, clearly, and precisely.

GOAL 4: Students will demonstrate numeracy, scientific literacy, and technical competence.

GOAL 5: Students will develop an understanding and appreciation of human artistic expression.

GOAL 6: Students will develop an understanding of the history of civilizations and of the forces shaping contemporary society.

The College operates on a three-year assessment cycle for program learning outcomes that support the core learning goals. These learning outcomes are housed in the college's assessment planning documents.

Brewton Parker College Core Requirements

Area A1 – Communication Skills, Rhetoric, and Literature			
ENG 101	Writing and Rhetoric	3	
ENG 102	Rhetoric and Literature	3	
Area A2 – Quantitative Skills			
Choose 1: **Check major and degree requirements*	MTH 101 Quantitative Reasoning MTH 102 – College Algebra MTH 104 – Elementary Statistics MTH 111 - Precalculus *Other recognized Math courses may transfer* ***Students should consult their degree plan for appropriate Math.** It is recommended that non-science majors take MTH 101	3	
Area B – Institutional Requirements			
Assigned 1:	BPC 100, 101, 105	1	
Choose 1:	CHR 100 – Introduction to Biblical Worldview CHR 110 – Biblical Foundations *Students may take CHR 101 or CHR 102 with Division Chair approval	3	
Choose 1:	CHR 101 or CHR 102	3	
Choose 1:	PE 205 - Principles of Wellness HEA 211 - First Aid, Safety, and CPR (required for SES and SPM majors) *Other recognized Health/Wellness courses may transfer*	2	
Area C – Humanities & Fine Arts & Culture			
Choose 1:	ENG 201, 202, 203, 204, 205, 206, 215 MUS 221, 222	3	
Choose 1:	ART 200 ENG 105 ML/CUL 201 MUS 205, 221, 222, 321, 410 MUS-CC 160/260 or MUS-WE 161/261 (Must take 3 semesters) **Any Approved Foreign Language Course*	3	
Area D – Sciences			
Choose 1:	BIO 100 or 101 plus 101L, 102 plus 102/L, 150, 202, 210 CHM 100 plus 100L,105 or 111 plus 111L, 112 plus 112L GEOL 101, 102, 201 PHY 201/221, 203/223, 260 PHY/S 101, 111 **It is recommended that non-science majors take:** BIO 100, BIO 150, BIO 210, CHM 100, CHM 105, PHY/S 101, PHY/S 111	4	
Area E – History & Social Sciences			
Choose 1:	HIS 151 or 152	3	
Choose 1:	CHR 210 HIS 151, HIS 152, HIS 202, HIS 203	3	
Choose 1:	CJ 100 CHR 220 ECON 105 or ECON 205 (for business majors) HIS 204 GEO 201 POL 202 PSY 201	3	
*Students with one semester credit each in US History and American Government from a regionally accredited institution automatically fulfill Brewton-Parker's 6-hour history requirements in Area E. Students transferring only one of US History or American Government will receive credit for one 3-hour History requirement in Area E and are required to take World Civilization (HIS 151 or HIS 152) at Brewton-Parker.			
Area F – Core Elective			
Choose 1:	*Take any other course from areas C-E or another CHR course from Area B* B.A. students must have at least 1 ML/CUL or Foreign Language *Students can satisfy this requirement in Area C	3-4	

Division of Business

Faculty Members

Karl L. Hay, Assistant Professor of Computer Information Systems, *Division Chair*

E. Lynn Addison, Associate Professor of Business

Nicole G. Shepard, Associate Professor of Business

Toni Banks, Assistant Professor of Business

Heather Hooks, Assistant Professor of Business

Aris Knight, Assistant Professor of Business (Part-Time)

Tara Fletcher, Instructor of Business

Programs of Study in the Division of Business

Associate of Arts (A.A.)
Bachelor of Business Administration
(B.B.A.), with majors in:
Accounting · Computer Information Systems · General Business · Management · Marketing

Brewton-Parker College's Division of Business works within the institution's mission of offering an undergraduate education that is committed to academic excellence. Faculty members in the Division of Business uphold the College's historical tenets of connecting the liberal arts with the Christian faith to recognize the goal of nurturing and developing the whole student in a caring, Christian community. The mission of the division is to collaboratively deliver innovative learning experiences, promote active learning, and develop future business leaders for the global community.

The Division of Business faculty is proud to offer two degrees: an Associate of Arts in Business Administration and a comprehensive Bachelor of Business Administration (BBA) program designed to meet the needs and aspirations of a variety of students through its fundamental core classes and four majors: Accounting, Computer Information Systems, General Business, and Management. The General Business major offers the most flexibility, allowing students to get a solid business foundation with a concentration in any academic division. The other majors are tailored to more specific disciplines in business. Moreover, the BBA may be pursued not only at the college's Mount Vernon campus but also online. We also offer many of our business courses online and web-enhanced.

Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents. Overarching learning goals for each program are described below.

Goal 1 of the General Business program and for all business majors is for successful graduates to possess effective and professional communication skills.

Goal 2 of the General Business program and for all business majors is for successful graduates to be competent and effective decision-makers.

Goal 3 of the General Business program and for all business majors is for successful graduates to be socially responsible citizens.

Goal 4 of the General Business program and for all business majors is for successful graduates to be proficient in the use of current business technology.

In addition to meeting the overall goals of the business program, students within each concentration will also pursue the following goals:

Goal 1 of the Accounting program is for successful graduates to be knowledgeable about basic accounting functions.

Goal 2 of the Accounting program is for successful graduates to be able to use quantitative data to promote ethical and sound business decisions.

Goal 1 of the Computer Information Systems program is for successful students to be able to critically analyze scenarios and make recommendations regarding the ethical and strategic use of information technology.

Goal 2 of the Computer Information Systems program is that successful students will demonstrate the appropriate use, structure, and application of the systems development life cycle (SDLC) in real-life business IT scenarios.

Goal 3 of the Computer Information Systems program is that successful students will be competent in various career fields in the information technology industry.

Goal 1 of the Management program is for successful graduates to be competent and effective managers.

Goal 2 of the Management program is for successful graduates to be socially responsible citizens.

Goal 1 of the Marketing program is for successful graduates to be competent and effective marketing professionals.

Goal 2 of the Marketing program is for successful graduates to understand the impact of marketing decisions.

A.A. Degree in Business Administration

ASSOCIATE OF ARTS IN BUSINESS ADMINISTRATION						
Total Hours: 60						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Core Elective [Area F]	3
OPTION	PE 205 or HEA 211 [Area B]	2				
	TOTAL	**15**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
ACCT 201	Financial Accounting	3		ACCT 202	Managerial Acocunting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	TOTAL	**16**			**TOTAL**	**14**

B.B.A. Degree in Accounting

BACHELOR OF BUSINESS ADMINISTRATION IN ACCOUNTING						
Total hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Core Elective [Area F]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	TOTAL	**15**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
ACCT 201	Financial Accounting	3		ACCT 202	Managerial Accounting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	TOTAL	**16**			**TOTAL**	**14**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
ACCT 301	Intermediate Accounting I	3		ACCT 302	Intermediate Accounting II	3
ACCT 306	Accounting Information Systems	3		ACCT 401	Auditing	3
MKT 300	Principles of Marketing	3		BUS 210	Business Statistics	3
BUS 330	Writing in the Workplace	3		BUS 357	International Business	3
MGT 331	Principles of Management	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
ACCT 303	Intermediate Accounting III	3		ACCT 407	Nonprofit Accounting	3
ACCT 404	Business Income Tax	3		BUS 453	Business Strategy	3
BUS 451	Managerial Finance	3		BUS 499	Internship	3
OPTION	General Elective	3		OPTION	MGT 431 or MGT 434	3
OPTION	General Elective	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**

B.B.A. Degree in Computer Information Systems

BACHELOR OF BUSINESS ADMINISTRATION IN COMPUTER INFORMATION SYSTEMS						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Core Elective [Area F]	3
OPTION	PE 205 or HEA 211 [Area B]	2				
	TOTAL	**15**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
ACCT 201	Financial Accounting [Major]	3		ACCT 202	Managerial Accounting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	TOTAL	**16**			**TOTAL**	**14**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CIS 200	Foundations of Information Systems	3		BUS 210	Business Statistics	3
MKT 300	Principles of Marketing	3		CIS 301	Networking Fundamentals	3
BUS 330	Writing in the Workplace	3		CIS 312	Program Design and Development	3
MGT 331	Principles of Management	3		CIS 335	Principles of Management	3
OPTION	ACCT 306, BUS 350, MGT 377, MGT 434, CJ 410	3		BUS 357	International Business	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CIS 362	Systems Analysis and Design	3		CIS 423	Database Programming	3
CIS 411	Object-Oriented Programming	3		BUS 453	Business Strategy	3
CIS 421	Relational Database Design & Implementation	3		BUS 499	Internship	3
BUS 451	Managerial Finance	3		OPTION	General Elective	3
OPTION	ACCT 306, BUS 350, MGT 377, MGT 434, CJ 410	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**

B.B.A. Degree in General Business

BACHELOR OF BUSINESS ADMINISTRATION IN GENERAL BUSINESS						
Total hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Core Elective [Area F]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	TOTAL	**15**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
ACCT 201	Financial Accounting	3		ACCT 202	Managerial Accounting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	TOTAL	**16**			**TOTAL**	**14**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
BUS 330	Writing in the Workplace	3		BUS 210	Business Statistics	3
MGT 331	Principles of Management	3		BUS 357	International Business	3
MKT 300	Principles of Marketing	3		OPTION	BUS 310, 350, 370, 390	3
OPTION	Business Elective	3		OPTION	UL Business Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
BUS 451	Managerial Finance	3		BUS 453	Business Strategy	3
OPTION	MGT 377, MGT 431, MGT 434	3		BUS 499	Internship	3
OPTION	UL Business Elective	3		CIS 335	Management Information Systems	3
OPTION	UL Business Elective	3		OPTION	UL Business Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**

B.B.A. Degree in Management

BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT						
Total hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Core Elective [Area F]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	TOTAL	**15**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
ACCT 201	Financial Accounting	3		ACCT 202	Managerial Accounting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	TOTAL	**16**			**TOTAL**	**14**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MKT 300	Principles of Marketing	3		BUS 210	Business Statistics	3
BUS 330	Writing in the Workplace	3		MGT 333	Human Resources Management	3
MGT 331	Principles of Management	3		MGT 341	Leadership in Organizations	3
MGT 377	Project Management	3		BUS 357	International Business	3
OPTION	General Elective	3		MGT 431	Organizational Behavior	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
BUS 370	Organizational Change	3		CIS 335	Management Information Systems	3
MGT 435	Entrepreneurship	3		MGT 434	Operations Management	3
BUS 451	Managerial Finance	3		BUS 453	Business Strategy	3
BUS 499	Internship	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**

B.B.A. Degree in Marketing

BACHELOR OF BUSINESS ADMINISTRATION IN MARKETING						
Total hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BUS 100	Business Concepts	3
BUS 101	Fundamentals of Computer Applications	3		MTH 101	Quantitative Skills [Area A2]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Core Elective [Area F]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	TOTAL	**15**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
ACCT 201	Financial Accounting	3		ACCT 202	Managerial Accounting	3
ECON 205	Principles of Macroeconomics [Area E]	3		ECON 206	Principles of Microeconomics	3
OPTION	CHR 101/CHR 102 [Area B]	3		BUS 250	Legal Environment of Business	3
OPTION	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	General Elective	2
	TOTAL	**16**			**TOTAL**	**14**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MKT 300	Principles of Marketing	3		BUS 210	Business Statistics	3
BUS 330	Writing in the Workplace	3		MKT 310	Buyer Behavior	3
MGT 331	Principles of Management	3		MKT 320	Advertising	3
OPTION	General Elective	3		BUS 357	International Business	3
OPTION	General Elective	3		MKT 410	Business-to-Business Marketing	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MKT 330	Brand Management	3		MKT 420	Social Media Marketing	3
MKT 340	Principles of Professional Sales	3		MKT 430	Direct & Interactive Marketing	3
MKT 400	Marketing Metric & Analysis	3		MKT 450	Marketing Strategy	3
BUS 451	Managerial Finance	3		BUS 453	Business Strategy	3
OPTION	General Elective	3		BUS 499	Internship	3
	TOTAL	**15**			**TOTAL**	**15**

Division of Christian Studies and Fine Arts

Christian Studies Faculty Members

Mark W. Gregory, Professor of Old Testament, *Dean*

Steven F. Echols, Professor of Leadership

Byron Esley Edens, Professor of Preaching and Christian Ministry

Jerry L. Ray, Professor of New Testament (Part-Time)

Billy L. Puckett, Assistant Professor of Theology and Ethics

Michael Steinmetz, Assistant Professor of Christian Studies

Fine Arts Faculty Members

Matthew D. Haley, Associate Professor of Music

David S. Wilson, Associate Professor of Church Music

Programs of Study in the Division of Christian Studies

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

Bachelor of Arts (B.A.) in Christian Studies (with concentrations in Missions · Pastoral Ministry · Worship Ministry)

Bachelor of Ministry (B. Min)

Georgia Baptist Bible Institute (GBBI) – select Christian studies courses offered at local associational sites in articulation with the Georgia Baptist Mission Board (GBMB)

Accelerated B.A. + M.Div. program in articulation with the New Orleans Baptist Theological Seminary

Programs of Study in the Division of Fine Arts

Bachelor of Arts (B.A.) in Music Bachelor of Music (B. Mus.) for Worship Arts

The Division of Christian Studies and Fine Arts is rooted firmly in a strong Christian and liberal arts tradition committed to the discovery of truth in the world in which we live. Studies in language, history, the creative arts, and human culture will prepare students for a more abundant life through vocational fulfillment and Christian service.

The division has designed academic programs to serve a variety of students and their vocational pursuits. Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents. Overarching learning goals for each program are described below.

The goals of the **undergraduate Christian studies programs** are for students to:

GOAL 1: Be able to describe and interpret the Bible.
GOAL 2: Possess Christian character and habits that reflect a desire for discipleship and service to the Great Commission.

Georgia Baptist Bible Institute Program

The Georgia Baptist Bible Institute (GBBI) program is jointly administered by the college under an agreement with its sponsoring denominational convention, the Georgia Baptist Mission Board (GBMB). Under the agreement the college offers select Christian Studies and ministry courses to non-traditional-aged students (25 years old or above) at GBBI Center locations established by the GBMB.

Students may take the courses as continuing education classes toward certificates conferred by the GBMB, or they may opt to complete the classes for course credit conferred by the college. Students exercising this second option may complete the first 30 hours of coursework very inexpensively, after which they may apply that credit toward a four-year degree, primarily in the college's online Bachelor of Arts program in Christian studies.

The goals of the **Music programs** are for students to:

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. in Christian Studies

(60-61 credit hours)

CORE ……. see new core as approved February 24

Area		
A1	ENG 101 & ENG 102	6
A2	MTH 101	3
B1	BPC 100 (or 101, 105) (assigned based upon status of entry)	1
B2	CHR 100 or CHR 110, or CHR 101 and CHR 102	3
B3	CHR 101 or CHR 102	3
B4	PE 205 or HEA 211	2
C1	choice of ENG or MUS	3
C2	ML/CUL 201 (recommended GRE or HEB)	3
D	choice of BIO, CHM, GEOL, PHY (see recommendations in core sheet)	4
E1	HIS 151 or 152	3
E2	CHR 210 (maybe change number to 310?)	3
E3	CHR 220	3
F	Any other course from C-E	3
	Total from Core:	40-41

Required AA Christian Core

CHR 200 Hermeneutics	**3**
CHR 250 Formation for Ministry	3
CHR 270 Christian Theology	3

Two Bible Course (see list) **6**

CHR 305 The Writings (3)
CHR 314 Five Books of Moses (3)
CHR 315 Historical Books (3)
CHR 316 Israelite Prophets (3)
CHR 317 Biblical Backgrounds (3)
CHR 318 Dead Sea Scrolls (3)
CHR 320 Synoptic Gospels (3)
CHR 321 Gospel of John (3)
CHR 322 Acts and the Early Church (3)
CHR 323 Epistles of Paul (3)
CHR 324 General Epistles (3)
CHR 326 Jesus of Nazareth (3)
CHR 327 Apocalyptic Literature (3)
GRE 601-604 Greek 1-4 (3 each)
HEB 601-604 Hebrew 1-4 (3 each)

* Graduate seminary courses may be used to fulfill this requirement

O**ne Ministry Courses (see list)** **3**

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

* Graduate seminary courses may be used to fulfill this requirement

General Elective **2**

Total of all courses: **60-61**

B.A. Degree in Christian Studies

BACHELOR OF ARTS IN CHRISTIAN STUDIES						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CHR 102	Intro to New Testament [Area B]	3
CHR 101	Introduction to Old Testament [Area B]	3		CHR 210	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Lab Science [Area D]	4
OPTION	PE 205 or HEA 211 [Area B]	2				
	TOTAL	**15**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CHR 200	Biblical Hermeneutics	3		CHR 270	Christian Theology	3
GRE/HEB 1	Core Elective [Area F]	3		GRE/HEB 2	Additional Biblical Language	3
CHR 250	Formation for Ministry	3		OPTION	Required Ministry	3
CHR 220	Social Science Course [Area E]	3		OPTION	Required Bible	3
OPTION	Literature [Area C]	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	Required Theological/Historical	3		OPTION	Required Theological/Historical	3
OPTION	Required Ministry	3		OPTION	Required Ministry	3
OPTION	Required Bible	3		OPTION	Required Bible	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CHR 412	Christian Ethics	3		CHR 490	Senior Seminar in Christian Studies	3
OPTION	Required Bible	3		OPTION	General Elective	3
OPTION	Required Theological/Historical	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	TOTAL	**15**			**TOTAL**	**14**

BIBLE COURSE OPTIONS	
CHR 305	CHR 321
CHR 314	CHR 322
CHR 315	CHR 323
CHR 316	CHR 324
CHR 317	CHR 326
CHR 318	CHR 327
CHR 320	GRE 301

THEOLOGICAL COURSE OPTIONS	
CHR 300	CHR 413
CHR/HIS 312	CHR 414
CHR 328	CHR 431
CHR/MUS 357	CHR 432
CHR/HIS 361	CHR 434

MINISTRY COURSE OPTIONS	
CHR 260	CHR 418
CHR 340	CHR 453
CHR 351	CHR 454
CHR 352	CHR 455
CHR 353	CHR 456
CHR 355	CHR 457
CHR 356	CHR 481

B.A. Degree in Christian Studies Concentration in Missions

BACHELOR OF ARTS IN CHRISTIAN STUDIES: MISSIONS						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CHR 102	Intro to New Testament [Area B]	3
CHR 101	Introduction to Old Testament [Area B]	3		CHR 210	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Lab Science [Area D]	4
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2				
	TOTAL	**15**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CHR 200	Biblical Hermeneutics	3		CHR 270	Christian Theology	3
GRE/HEB 1	Core Elective [Area F]	3		GRE/HEB 2	Additional Biblical Language	3
CHR 250	Formation for Ministry	3		OPTION	Required Ministry	3
CHR 220	Social Science Course [Area E]	3		OPTION	Required Bible	3
OPTION	Literature [Area C]	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CHR340	Mission Practicum	3		CHR434	History of Missions	3
OPTION	Required Ministry	3		OPTION	Required Ministry	3
OPTION	Required Bible	3		OPTION	Required Bible	3
OPTION	Required Theological/Historical	3		OPTION	Required Theological/Historical	3
OPTION	Missions Concentration Course	3		OPTION	Missions Concentration Course	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CHR 412	Christian Ethics	3		CHR 490	Senior Seminar in Christian Studies	3
OPTION	Required Bible	3		OPTION	General Elective	3
OPTION	Required Theological/Historical	3		OPTION	General Elective	3
OPTION	Missions Concentration Course	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	TOTAL	**15**			**TOTAL**	**14**

*Courses taken in fulfillment of the Mission Concentration cannot count toward the fulfillment of the Required Ministry Studies Courses and vice versa.

BIBLE COURSE OPTIONS	
CHR 305	CHR 321
CHR 314	CHR 322
CHR 315	CHR 323
CHR 316	CHR 324
CHR 317	CHR 326
CHR 318	CHR 327
CHR 320	GRE 301

THEOLOGICAL COURSE OPTIONS	
CHR 300	CHR 413
CHR/HIS 312	CHR 414
CHR 328	CHR 431
CHR/MUS 357	CHR 432
CHR/HIS 361	CHR 434

MINISTRY COURSE OPTIONS	
CHR 260	CHR 453
CHR 351	CHR 454
CHR 352	CHR 455
CHR 353	CHR 456
CHR 355	CHR 457
CHR 356	CHR 481
CHR 418	CHR 484

MISSION COURSE OPTIONS	
CHR 322	CHR 454
CHR 417	CHR 481
CHR 484	CHR 453
*CHR340 or CHR596	*CHR434 or CHR 565

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

BACHELOR OF ARTS IN CHRISTIAN STUDIES: PASTORAL MINISTRY						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CHR 102	Intro to New Testament [Area B]	3
CHR 101	Introduction to Old Testament [Area B]	3		CHR 210	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Lab Science [Area D]	4
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2				
	TOTAL	**15**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CHR 200	Biblical Hermeneutics	3		CHR 270	Christian Theology	3
GRE/HEB 1	Core Elective [Area F]	3		GRE/HEB 2	Additional Biblical Language	3
CHR 250	Formation for Ministry	3		OPTION	Required Ministry	3
CHR 220	Social Science Course [Area E]	3		OPTION	Required Bible	3
OPTION	Literature [Area C]	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CHR 481	Ministry Internship	3		OPTION	Required Theological/Historical	3
OPTION	Required Theological/Historical	3		OPTION	Required Ministry	3
OPTION	Required Ministry	3		OPTION	Required Bible	3
OPTION	Required Bible	3		OPTION	Pastoral Ministry Concentration	3
OPTION	General Elective	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CHR 412	Christian Ethics	3		CHR 490	Senior Seminar in Christian Studies	3
OPTION	Required Bible	3		OPTION	Pastoral Ministry Concentration	3
OPTION	Required Theological/Historical	3		OPTION	General Elective	3
OPTION	Pastoral Ministry Concentration	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	TOTAL	**15**			**TOTAL**	**14**

BIBLE COURSE OPTIONS	
CHR 305	CHR 321
CHR 314	CHR 322
CHR 315	CHR 323
CHR 316	CHR 324
CHR 317	CHR 326
CHR 318	CHR 327
CHR 320	GRE 301

THEOLOGICAL COURSE OPTIONS	
CHR 300	CHR 413
CHR/HIS 312	CHR 414
CHR	CHR 431
CHR/MUS 357	CHR 432
CHR/HIS/POL 361	CHR 434
CHR 412	

MINISTRY COURSE OPTIONS	
CHR 260	CHR 418
CHR 340	CHR 453
CHR 351	CHR 454
CHR 352	CHR 455
CHR 353	CHR 456
CHR 355	CHR 457
CHR 356	CHR 481

PASTORAL MINISTRY COURSE OPTIONS	
CHR 260	CHR 418
CHR 351	CHR 453
CHR 352	CHR 455
CHR 353	CHR 456
CHR 355	CHR 457
CHR 356	

B.A. Degree in Christian Studies, Worship Ministry Concentration
(120-121 Credit Hours)

CORE..... 40-41

REQUIRED CHRISTIAN STUDIES COURSES 24

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 412 Christian Ethics (3)
CHR 270 Christian Theology (3)

ADDITIONAL BIBLICAL LANGUAGE REQUIREMENT..... 3

REQUIRED BIBLE COURSES (WITH OPTIONS) 9

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)
HEB or GRE Advanced Courses in sequence (3)
* Graduate seminary courses may be used to fulfill this requirement

REQUIRED THEOLOGICAL/HISTORICAL COURSES (WITH OPTIONS) 9

CHR 300 Special Topics (3)
CHR 328 Christian Spirituality: A Theological Perspective
CHR 414 Contemporary Theology (3)
CHR/HIS 312 The Reformation (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 434 History of Missions (3)
CHR 413 Christian Philosophy (3)
* Graduate seminary courses may be used to fulfill this requirement

REQUIRED MINISTRY STUDIES COURSES (WITH OPTIONS)..... 6

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)
* Graduate seminary courses may be used to fulfill this requirement
Special Note: 18 hours required for Concentration – next two sections.

WORSHIP MINISTRY CONCENTRATION COURSES..... 3

MUS 455 Church Music Internship (3)
* CHR ??? (TBTS Graduate) Worship Internship may substitute

WORSHIP MINISTRY CONCENTRATION COURSES (WITH OPTIONS)..... 15

MUS 200 Introduction to Church Music and Worship (3)
MUS 300 Ministerial Formations for Music and Worship (3)
MUS 320 Technology for Music and Worship
MUS/CHR 357 Worship and Theology (3)
MUS 401 Revitalizing Corporate Worship
MUS 411 Generational and Cultural Music and Worship
CHR 354 Worship and Music History

* Graduate seminary courses may be used to fulfill this requirement

GENERAL ELECTIVES 12

B.A. Degree in Ministry

(120-121 credit hours)

BREWTON-PARKER COLLEGE SINGLE CORE..... 40-41

REQUIRED CHRISTIAN STUDIES COURSES.....24

CHR 101 Intro to Old Testament (3)
CHR 102 Intro to New Testament (3)
CHR 200 Biblical Hermeneutics (3)
CHR 220 World Religions (3)
CHR 250 Formation for Ministry (3)
CHR 270 Christian Theology
CHR 412 Christian Ethics (3)
CHR 490 Senior Seminar in Christian Studies (3)

REQUIRED BIBLICAL COURSES (WITH OPTIONS - choose 4 courses) 12

CHR 305 The Writings (3)
CHR 314 Five Books of Moses (3)
CHR 315 Historical Books (3)
CHR 316 Israelite Prophets (3)
CHR 317 Biblical Backgrounds (3)
CHR 318 Dead Sea Scrolls (3)
CHR 320 Synoptic Gospels (3)
CHR 321 Gospel of John (3)
CHR 322 Acts and the Early Church (3)
CHR 323 Epistles of Paul (3)
CHR 324 General Epistles (3)
CHR 326 Jesus of Nazareth (3)
CHR 327 Apocalyptic Literature (3)
GRE 601-604 Greek 1-4 (3 each)
HEB 601-604 Hebrew 1-4 (3 each)
* Graduate seminary courses may be used to fulfill this requirement

REQUIRED THEOLOGICAL/HISTORICAL COURSES (WITH OPTIONS - choose 3 courses) 9

CHR 300 Special Topics (3)
CHR 328 Christian Spirituality: A Theological Perspective
CHR/HIS 312 The Reformation (3)
CHR/MUS 357 Worship and Theology (3)
CHR/HIS/POL 361 Church and State (3)
CHR 413 Christian Philosophy (3)
CHR 414 Contemporary Theology (3)
CHR 431 Baptist History (3)
CHR 432 Christianity in America (3)
CHR 434 History of Missions (3)
* Graduate seminary courses may be used to fulfill this requirement

REQUIRED MINISTRY CONCENTRATION COURSE……..…… 3

CHR 481 Ministry Internship (3) (graduate CHR 596 may be substituted)

REQUIRED MINISTRY COURSES (WITH OPTIONS - choose 6 courses) 18

CHR 260 Ministry Seminar (3)
CHR 351 Ministry of Care and Counseling (3)
CHR 352 Ministry of Preaching (3)
CHR 353 Biblical and Servant Leadership (3)
CHR 355 Youth Ministry (3)
CHR 356 Church Administration (3)
CHR 418 Christian Apologetics (3)
CHR 453 Evangelism & Church Growth (3)
CHR 454 Missions & Cross-Cultural Ministry (3)
CHR 455 Leadership & Conflict Management (3)
CHR 456 Leadership and Women's Ministry (3)
CHR 457 Leadership & Church Administration (3)
CHR 484 Internship in Ministry II (3)
* Graduate seminary courses may be used to fulfill this requirement

GENERAL ELECTIVES.....15

Total: ……...…….121

B.A. Degree in Music

BACHELOR OF ARTS IN MUSIC						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		MUS 103	Tonal Harmony and Practice 3	4
MUS 101	Tonal Harmony and Practice 1	4		OPTION	History Course 2 [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	PE 205 or HEA 211 [Area B]	2
OPTION	HIS 151 or HIS 152 [Area E]	3		MUS 121	Diction for Modern Language Vocal only	1
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-A	Secondary Applied Lesson	1		MUS-A	Secondary Applied Lesson	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1		MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1
MUS-CC/WE 001	Secondary Ensemble	0		MUS-CC/WE 002	Secondary Ensemble	0
	TOTAL	**17**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MUS 201	Tonal Harmony and Practice 3	4		MUS 203	Tonal Harmony 4 and Practice	4
MUS 221/222	Literature [Area C]	3		PHY 260	Lab Science [Area D]	4
OPTION	Quantitative Skills [Area A2]	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Social Science Course [Area E]	3		MUS-A	Primary Applied Lesson	1
MUS-A	Primary Applied Lesson	1		MUS-A	Secondary Applied Lesson	1
MUS-A	Secondary Applied Lesson	1		MUS-CC/WE	Performing Ensemble	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1		LANGUAGE	Core Elective [Area F]	3
	TOTAL	**16**			**TOTAL**	**17**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MUS 301	Form and Analysis	3		OPTION	General Elective	3
MUS 320	Technology for Music and Worship	3		OPTION	General Elective	3
MUS 334/335	Keyboard Accomp. or Fundamentals of Jazz	1		MUS 410	World Music	3
MUS	Music Elective	3		MUS	Music Elective	3
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-CC/WE	Performing Ensemble	1		MUS-CC/WE	Performing Ensemble	1
	TOTAL	**12**			**TOTAL**	**14**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
MUS	Music Elective	3		MUS	Music Elective	3
OPTION	General Elective	3		MUS	Music Elective	3
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-CC/WE	Performing Ensemble	1		MUS-CC/WE	Performing Ensemble	1
	TOTAL	**14**			**TOTAL**	**14**

Bachelor of Music Degree for Worship Arts

BACHELOR OF MUSIC FOR WORSHIP ARTS						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		MUS 103	Tonal Harmony and Practice 3	4
MUS 101	Tonal Harmony and Practice 1	4		OPTION	History Course 2 [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	PE 205 or HEA 211 [Area B]	2
OPTION	HIS 151 or HIS 152 [Area E]	3		MUS 121	Diction for Modern Language Vocal only	1
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-A	Secondary Applied Lesson	1		MUS-A	Secondary Applied Lesson	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1		MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1
MUS-CC/WE 001	Secondary Ensemble	0		MUS-CC/WE 002	Secondary Ensemble	0
	TOTAL	**17**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MUS 201	Tonal Harmony and Practice 3	4		MUS 203	Tonal Harmony 4 and Practice	4
MUS 222	Literature [Area C]	3		MUS 410	Core Elective [Area F]	3
OPTION	Quantitative Skills [Area A2]	3		PHY 260	Lab Science [Area D]	4
OPTION	Social Science Course [Area E]	3		OPTION	CHR 101/CHR 102 [Area B]	3
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-A	Secondary Applied Lesson	1		MUS-A	Secondary Applied Lesson	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1		MUS-CC/WE	Performing Ensemble	1
	TOTAL	**16**			**TOTAL**	**17**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MUS 200	Introduction to Church Music and Worship	3		OPTION	Church Music Elective	3
MUS 301	Form and Analysis	3		MUS 306	Counterpoint	3
MUS 334 or 335	Keyboard Accomp. or Fundamentals of Jazz	1		MUS-A	Primary Applied Lesson	1
MUS-A	Primary Applied Lesson	1		MUS-CC/WE	Performing Ensemble	1
MUS-CC/WE	Performing Ensemble	1		MUS 332/333	Choral or Instrumental Conducting	3
MUS 331	Beginning Conducting	3		OPTION	General Elective	2
OPTION	General Elective	3				
	TOTAL	**15**			**TOTAL**	**13**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	Church Music Elective	3		OPTION	Church Music Elective	3
MUS 303	Orchestration	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	Church Music Elective	3
MUS 320	Technology for Music and Worship	3		MUS 455	Church Music Internship	1
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-CC/WE	Performing Ensemble	1		MUS-CC/WE	Performing Ensemble	1
	TOTAL	**14**			**TOTAL**	**12**

Division of Education, Behavioral Sciences & Humanities

Education Faculty Members

Beverly S. Faircloth, Assistant Professor of Education, *Division Chair*

Barbara A. Reid, Associate Professor of Education

Justin E. Russell, Assistant Professor of Education and Psychology

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

Deokhyo Kim, Instructor of Education

Behavioral Sciences Faculty Members

C. Vance Rhoades, Emeritus Professor of Psychology

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

Carl Anthony Wardlaw, Jr. Assistant Professor of Psychology

Humanities Faculty Members

Jerusha J. Yoder Chauhan, Assistant Professor of English, *Assistant Division Chair*

Grant C. Lilford, Professor of English

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

Megan Shae Carter, Assistant Professor of English

Christian S. Dickinson, Assistant Professor of English

Christopher D. Kirk, Assistant Professor of English

G. Hunter Kennedy, Assistant Professor of History

Timothy E. Miller, Assistant Professor of History

John E. Shaffett, Assistant Professor of English and History

William Franklin Sharpe, Assistant Professor of English

Programs of study in the Division of Education, Behavioral Sciences, & Humanities

Associate of Arts (A.A.) in Criminal Justice · Education · General Studies ·Psychology

Bachelor of Arts (B.A.) in Criminal Justice · English · General Studies · History · Psychology

Bachelor of Science (B.S.) in Early Childhood Education (P-5) Middle Grades Education (4-8), with concentrations in:

Social Studies · Language Arts · Mathematics · Science

Secondary Education-English (6-12) · Secondary Education-Science/Chemistry (6-12) Music Education (P-12) · Special Education General Curriculum (P-12)

Psychology · Sport Management

The Division of Education, Behavioral Sciences, and Humanities offers an undergraduate education embedded within the College's mission and core values. Through blending liberal arts with the Christian faith, faculty members provide high-quality instruction coupled with a wide range of experiences to guide students in attaining and applying academic knowledge, skills, dispositions, theoretical perspectives, historical trends, and current research in their chosen fields. Studies in language, history, the creative arts, and human culture will prepare students for a more abundant life through vocational fulfillment and Christian service.

The 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.

Humanities has designed academic programs to serve a variety of students and their vocational pursuits. Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents. Overarching learning goals for each program are described below.

Goal 1 of the English program is that successful graduates will have a deep knowledge of language and literature.

Goal 2 of the English program is that successful graduates will master the steps of the writing process.

Goal 3 of the English program is that successful graduates will develop critical thinking skills for use in literature review and research.

Goal 1 of the History program is that successful graduates will possess an understanding of the chronology of history.

Goal 2 of the History program is that successful graduates will be able to explain the causes and historical significances of historical events.

Goal 3 of the History program is that successful graduates will obtain and refine historical research skills through analysis of primary sources relevant to the period.

Goal 4 of the History program is that successful graduates will integrate the historical skills and content knowledge by coherently discussing key events and figures in written and/or oral form.

A.A. Degree in Criminal Justice

ASSOCIATE OF ARTS IN CRIMINAL JUSTICE						
Total hours: 60						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CJ 100	Introduction to Criminal Justice [Area F]	3
PSY 201	Social Science Course [Area E]	3		RSM 200	Introduction to Research	3
OPTION	Lab Science [Area D]	4		OPTION*	Fine Art, Language, or Culture [Area C]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3				
	TOTAL	**16**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	Literature [Area C]	3		POL 202	American Government	3
OPTION	History Course 2 [Area E]	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Quantitative Skills [Area A2]	3		OPTION	Any criminal justice course	3
OPTION	CJ 204 or CJ 212	3		OPTION	Any criminal justice course	3
OPTION	Any criminal justice course	3		OPTION	General Elective	2
	TOTAL	**15**			**TOTAL**	**14**

Notes: Students pursuing a Bachelor of Arts must take at least one foreign language course during the course of their study. The language may be used to satisfy area C or F in the core.

A.A. Degree in Education

ASSOCIATE OF ARTS IN EDUCATION						
Total Hrs: 60						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
INSTITUTIONAL	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		PSY 201	Social Science Course [Area E]	3
EDU 221	Exploring Teaching and Learning	3		EDU 211	Introduction to Learner Differences and Classroom Management	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	Lab Science [Area D]	4				
	TOTAL	**16**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 338	Principles of Positive Classroom Management	3		EDU 111	Program Requirement I: Ethics and Pre-certification	1
EDU 323	Technology, Assessment, and Data Analysis	3		EDU 337	Teaching Exceptional Children (WI)	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION*	PSY 202, 302, 303, 306, 357	3		OPTION	Literature [Area C]	3
OPTION	History Course 2 [Area E]	3		OPTION	Core Elective [Area F]	3
				OPTION	General Elective	1
	TOTAL	**15**			**TOTAL**	**14**

***Recommendations:**

PSY 202 for early childhood educators
PSY 303, 306, or 357 for middle grades, secondary, or music educators (K-12) PSY 302, 306, or 357 for those working in the field of special education

A.A. Degree in General Studies

ASSOCIATE OF ARTS IN GENERAL STUDIES						
Total Hrs: 60						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		OPTION	Social Science Course [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Lab Science [Area D]	4
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	History Course 2 [Area E]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	TOTAL	**15**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	Literature [Area C]	3		OPTION	Core Elective [Area F]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	TOTAL	**15**			**TOTAL**	**14**

NOTES: The number of general electives required does not necessarily have to follow the number listed in the degree plan. However, students must earn 60 credit hours total and must have at least a cumulative 2.0 GPA.

A.A. Degree in Psychology

ASSOCIATE OF ARTS IN PSYCHOLOGY						
Total Hours: 60						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		RSM 200	Introduction to Research	3
PSY 201	Social Science Course [Area E]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION*	Fine Art, Language, or Culture [Area C]	3
OPTION	CHR 100/CHR110 [Area B]	3				
	TOTAL	**16**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
PSY 220	Careers, Ethics, and Professionalism	3		OPTION	Core Elective [Area F]	2
PSY 316	Psychology and Christianity	3		OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	CJ/PSY 204, 212, 305, 313, 320, 321, 402, 410, 425	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	PSY 306, 357, 403, 408, or CJ 412	3
OPTION	Any CJ or PSY class	3		OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3
	TOTAL	**15**			**TOTAL**	**14**

Notes: Students pursuing a Bachelor of Arts must take at least one foreign language course during the course of their study. The language may be used to satisfy area C or F in the core.

B.A. Degree in Criminal Justice

BACHELOR OF ARTS IN CRIMINAL JUSTICE						
Total hours: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CJ 100	Introduction to Criminal Justice [Area F]	3
PSY 201	Social Science Course [Area E]	3		RSM 200	Introduction to Research	3
OPTION	Lab Science [Area D]	4		OPTION*	Fine Art, Language, or Culture [Area C]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3				
	TOTAL	**16**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	Literature [Area C]	3		POL 202	American Government	3
CJ 209	Ethics in Criminal Justice	3		CJ 205	Introduction to Police Administration	3
CJ 204	Deviant Behavior	3		CJ 207	Criminal Law and Procedure	3
CJ 208	Crisis Management Communication	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Quantitative Skills [Area A2]	3		OPTION	History Course 2 [Area E]	3
	TOTAL	**15**			**TOTAL**	**15**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CJ 212	Social Problems	3		RSM 300	Advanced Research	3
CJ 206	Introduction to Corrections	3		CJ 305	Race and Ethnic Relations	3
OPTION	CJ 315, 350, 351, 421, 430	3		CJ 320	Community Reentry	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	UL General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
PSY 404	Counseling Psychology	3		PSY 401	Personality Theory	3
CJ 410	Cybercrime	3		PSY 403	Abnormal Psychology	3
CJ 412	Criminology	3		OPTION	CJ 315, 350, 351, 421, 425, 430	3
CJ 420	Public Administration	3		OPTION	CJ 409 or RSM 400	3
OPTION	UL General Elective	3		OPTION	General Elective	2
	TOTAL	**15**			**TOTAL**	**14**

Notes: Students pursuing a Bachelor of Arts must take at least one foreign language course during the course of their study. The language may be used to satisfy area C or F in the core.

B.A. Degree in General Studies

BACHELOR OF ARTS IN GENERAL STUDIES						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		OPTION	Social Science Course [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Lab Science [Area D]	4
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	History Course 2 [Area E]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	TOTAL	**15**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	Literature [Area C]	3		OPTION	Core Elective [Area F]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	TOTAL	**15**			**TOTAL**	**14**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	Additional Foreign Language	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
OPTION	General Elective (300 or 400 level)	3		OPTION	General Elective (300 or 400 level)	3
	TOTAL	**15**			**TOTAL**	**15**

NOTES: Students in the BA in General Studies must take two foreign language classes. The number of general electives required does not necessarily have to follow the number listed in the degree plan. However, students must earn 120 credit hours total and must have a minimum of 42-credit hours in upper-level classes (300- or 400-level). Students must earn at least a C in the upper-level elective classes for them to count towards degree completion.

B.A. Degree in English

BACHELOR OF ARTS IN ENGLISH						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		OPTION	Social Science Course [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Lab Science [Area D]	4
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	History Course 2 [Area E]	3
FOREIGN LANGUAGE	Fine Art, Language, or Culture [Area C]	3				
	TOTAL	**15**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
ENG 203	Literature [Area C]	3		ENG 204	Survey of British Literature II	3
ENG 205	Survey of American Literature I	3		ENG 206	Survey of American Literature II	3
OPTION	CHR 101/CHR 102 [Area B]	3		FOREIGN LANGUAGE	Core Elective [Area F]	3
OPTION	General Elective	3		OPTION	ENG 306 or 307	3
OPTION	General Elective	3		OPTION	General Elective	2
	TOTAL	**15**			**TOTAL**	**14**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
ENG 322	Advanced Composition	3		ENG 314	Introduction to Critical Theory	3
OPTION	ENG 201, 410, 412	3		OPTION	ENG 413, 417, 431	3
OPTION	ENG 202, 215, 315, 319, 340, 440	3		OPTION	ENG 310, 312, 313, 375, 430	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
ENG 497	Senior Capstone I	3		ENG 498	Senior Capstone II	3
ENG 401	History of the English Language	3		OPTION	ENG 409, 434	3
OPTION	ENG 432, 433	3		OPTION	English Elective (300-400)	3
OPTION	General Elective	3		OPTION	General Elective (300-400 level)	3
OPTION	English Elective (300-400)	3		OPTION	General Elective (300-400 level)	3
	TOTAL	**15**			**TOTAL**	**15**

NOTES: Students in the BA in English must take two foreign language classes even if they are not completed as part of the core. The number of general electives required does not necessarily have to follow the number listed in the degree plan. However, students must earn 120 credit hours total and must have a minimum of 42-credit hours in upper-level classes (300- or 400-level).

Beginning their junior year, students may take ENG 316: Creative Writing Practicum (Oracle) (1 credit hour) for three semesters to fulfill the requirement for one of the English electives.

B.A. Degree in History

BACHELOR OF ARTS IN HISTORY						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		HIS 151 or 152	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Social Science Course [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Lab Science [Area D]	4
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
Foreign Language	Fine Art, Language, or Culture [Area C]	3				
	TOTAL	**15**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
HIS 202	United States to 1877	3		HIS 203	United States 1877 to the Present	3
OPTION	CHR 101/CHR 102 [Area B]	3		Foreign Language	Core Elective [Area F]	3
OPTION	Literature [Area C]	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	TOTAL	**15**			**TOTAL**	**14**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	HIS 312, 318, 322	3		OPTION	HIS 305, 326, 352, 431	3
OPTION	HIS 331, 360, 365, 370, 375, 391, 395, 425	3		OPTION	History Elective (300-400 level)	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	History Elective (300-400 level)	3		HIS 490	Senior Seminar	3
OPTION	History Elective (300-400 level)	3		OPTION	History Elective (300-400 level)	3
OPTION	General Elective (300-400 level)	3		OPTION	General Elective (300-400 level)	3
OPTION	General Elective (300-400 level)	3		OPTION	General Elective (300-400 level)	3
OPTION	General Elective (300-400 level)	3		OPTION	General Elective (300-400 level)	3
	TOTAL	**15**			**TOTAL**	**15**

NOTES: Students in the BA in History must take two foreign language classes even if they are not completed as part of the core. The number of general electives required does not necessarily have to follow the number listed in the degree plan. However, students must earn 120 credit hours total and must have a minimum of 42-credit hours in upper-level classes (300- or 400-level).

B.A. Degree in Psychology

BACHELOR OF ARTS IN PSYCHOLOGY						
Total Hours: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		RSM 200	Introduction to Research	3
PSY 201	Social Science Course [Area E]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		OPTION	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION*	Fine Art, Language, or Culture [Area C]	3
OPTION	CHR 100/CHR110 [Area B]	3				
	TOTAL	**16**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
PSY 220	Careers, Ethics, and Professionalism	3		OPTION	Core Elective [Area F]	3
PSY 316	Psychology and Christianity	3		OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	PSY 306, 357, 403, 408, or CJ 412	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3		OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3
	TOTAL	**15**			**TOTAL**	**15**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
PSY 401	Personality Theory	3		OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3
PSY 404	Counseling Psychology	3		OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3		OPTION	PSY 306, 357, 403, 408, or CJ 412	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3		OPTION	General Elective	3
OPTION	PSY 306, 357, 403, 408, or CJ 412	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3		PSY 409	Internship	3
OPTION	PSY 306, 357, 403, 408, or CJ 412	3		OPTION	General Elective	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3		OPTION	General Elective	3
OPTION	UL General Elective	3		OPTION	General Elective	3
OPTION	UL General Elective	3		OPTION	General Elective	2
	TOTAL	**15**			**TOTAL**	**14**

Notes: Students pursuing a Bachelor of Arts must take at least one foreign language course during the course of their study. The language may be used to satisfy area C or F in the core.
If students choose 300- or 400-level classes for all CJ/PSY options, the general electives may be any level. Students must complete 42 hours of upper-level classes in order to graduate.
PSY 480 may be used to satisfy any of the CJ/PSY optional areas.

B.S. Degree in Early Childhood Education

BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION						
Total hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
INSTITUTIONAL	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		PSY 201	Social Science Course [Area E]	3
EDU 221	Exploring Teaching and Learning	3		EDU 211	Introduction to Learning Differences and Classroom Management	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	Lab Science [Area D]	4				
	TOTAL	**16**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 338	Principles of Positive Classroom Management	3		EDU 111	Program Requirement I: Ethics and Pre-certification	1
PSY 202	Human Growth and Development	3		EDU 337	Teaching Exceptional Children (WI)	3
EDU 323	Technology, Assessment, and Data Analysis	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Literature [Area C]	3
OPTION	History Course 2 [Area E]	3		OPTION	Core Elective [Area F]	3
				OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**16**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MTH 202	Foundations in Math for K-8 Teachers	3		PHY/S 102	Earth Science	3
EDU 303	Field Practicum I	3		EDU 334	Literature Methods	3
EDU 314	Curriculum and Instruction for all Learners	3		EDU 321	Language Arts and Social Studies Methods	4
EDU 341	Foundations of Reading Instruction I	3		EDU 413	Education Procedures and Law (WI)	3
OPTION	General Elective	3		EDU 405	Foundations of Reading Instruction II	3
	TOTAL	**15**			**TOTAL**	**16**
SENIOR YEAR						
DEPT	**COURSE NAME**			**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 324	Early Childhood Math and Science Methods	4		EDU 115	Program Requirement II: Certification and Career Success	1
EDU 406	Foundations of Reading Instruction III	3		EDU 474	Senior Seminar	3
OPTION	General Elective	3		EDU 478	Clinical Practice: Planning and Procedures	3
OPTION	General Elective	3		EDU 479	Clinical Practice: Management and Discipline	3
OPTION	General Elective	1		EDU 480	Clinical Practice: Professionalism and Ethics	3
	TOTAL	**14**			**TOTAL**	**13**

B.S. Degree in Middle Grades Education

BACHELOR OF SCIENCE IN MIDDLE GRADES EDUCATION						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
INSTITUTIONAL	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		PSY 201	Social Science Course [Area E]	3
EDU 221	Exploring Teaching and Learning	3		EDU 211	Introduction to Learning Differences and Classroom Management	3
OPTION	Lab Science [Area D]	4		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR 110 [Area B]	3				
		16			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 338	Principles of Positive Classroom Management	3		EDU 111	Program Requirement I: Ethics and Pre-certification	1
EDU 323	Technology, Assessment, and Data Analysis	3		EDU 337	Teaching Exceptional Children (WI)	3
OPTION	PSY 303, 306, 357	3		OPTION	Literature [Area C]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Core Elective [Area F]	3
OPTION	History Course 2 [Area E]	3		OPTION	CHR 101/CHR 102 [Area B]	3
				OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**16**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 303	Field Practicum I	3		EDU 312	Middle Grades Methods I	4
EDU 314	Curriculum and Instruction for Learners	3		EDU 339	Principles of Reading Instruction	3
OPTION	Middle Grades Area Content	3		EDU 413	Education Procedures and Law (WI)	3
OPTION	Middle Grades Area Content	3		OPTION	Middle Grades Area Content	3
OPTION	Middle Grades Area Content	3		OPTION	Middle Grades Area Content	3
	TOTAL	**15**			**TOTAL**	**16**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 328	Middle Grades Methods II	4		EDU 115	Program Requirement II: Certification and Career Success	1
OPTION	Middle Grades Area Content	3		EDU 474	Senior Seminar	3
OPTION	Middle Grades Area Content	3		EDU 478	Clinical Practice: Planning and Procedures	3
OPTION	Middle Grades Area Content	3		EDU 479	Clinical Practice: Management and Discipline	3
OPTION	General Elective*	1		EDU 480	Clinical Practice: Professionalism and Ethics	3
	TOTAL	**14**			**TOTAL**	**13**

*Students only have to earn an additional credit hour in general electives if they did not earn 120 cumulative hours. Students who choose to concentrate in math and science may not require this hour due to the numerous 4-credit hour courses in the content area.

CONCENTRATIONS

Students must choose **two** content areas:

Social Studies - 12 hrs
POL 202 American Government (3)
HIS Electives (9)

Mathematics - 12 hrs
MTH 202 Foundations for K-8 Teachers (3)
MTH Electives (9 hrs)

English -12 hrs
EDU 334 Literature Survey (3)
ENG 322 Advanced Composition (3)
ENG Electives (6)

Science - 12 hrs
PHY/S 102 Earth Science (3)
BIO, CHM, GEOL, PHY, PHY/S (9)

B. S. Degree in Music Education

BACHELOR OF SCIENCE IN MUSIC EDUCATION						
Total Hrs: 128						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		MUS 103	Tonal Harmony and Practice 2	4
MUS 101	Tonal Harmony and Practice 1	4		PSY 201	Social Science Course [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	Quantitative Skills [Area A2]	3
EDU 221`	Exploring Teaching and Learning	3		MUS 121	Diction for Modern Language (Vocalists only)	1
MUS-A	Primary Applied Lesson [Area F]	1		MUS-A	Primary Applied Lesson [Area F]	1
MUS-A	Secondary Applied Lesson [Area F]	1		MUS-A	Secondary Applied Lesson	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1		MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1
MUS-CC/WE 001	Secondary Ensemble	0		MUS-CC/WE 002	Secondary Ensemble	0
	TOTAL	**17**			**TOTAL**	**16-17**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MUS 201	Tonal Harmony and Practice 3	4		MUS 203	Tonal Harmony and Practice 4	4
MUS 221/222	Literature [Area C]	3		OPTION	History Course 2 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		PHY 260	Lab Science [Area D]	4
OPTION	HIS 151 or HIS 152 [Area E]	3		EDU 211	Introduction to Learning Differences & Classroom Management	3
MUS-A	Primary Applied Lesson	1		MUS-A	Primary Applied Lesson	1
MUS-A	Secondary Applied Lesson	1		MUS-A	Secondary Applied Lesson	1
MUS-CC/WE	Fine Art, Language, or Culture [Area C]	1		MUS-CC/WE	Performing Ensemble	1
OPTION	CHR 101/CHR 102 [Area B]	3		EDU 111	Program Requirement I: Ethics and Pre-certification	1
	TOTAL	**18**			**TOTAL**	**18**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MUS 301	Form and Analysis	3		EDU 339	Principles of Reading Instruction	3
MUS 334 or 335	Major Elective (Instrumentalists Only)	0-1		MUS-A	Primary Applied Lesson	1
MUS-A	Primary Applied Lesson	1		MUS-CC/WE	Performing Ensemble	1
MUS-CC/WE	Performing Ensemble	1		EDU 337	Teaching Exceptional Children (WI)	3
MUS 331	Beginning Conducting	3		MUS 332/333	Choral or Instrumental Conducting	3
MUS 243	Brass and Woodwind Methods	1		MUS 303	Orchestration	3
MUS 341	Elementary Music Methods	3		EDU 413	Education Procedures and Law (WI)	3
EDU 338	Principles of Positive Classroom Management	3				
	TOTAL	**15-16**			**TOTAL**	**17**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MUS 410	World Music (WI)	3		EDU 115	Program Requirement II: Certification and Career Success	1
MUS 342	Secondary Music Methods	3		EDU 474	Senior Seminar	3
MUS 320	Technology for Music	3		EDU 478	Clinical Practice: Planning and Procedures	3
MUS-A	Primary Applied Lesson	1		EDU 479	Clinical Practice: Management and Discipline	3
MUS-CC/WE	Performing Ensemble	1		EDU 480	Clinical Practice: Professionalism and Ethics	3
MUS 244	String and Percussion Methods	1		MUS-A	Primary Applied Lesson	1
	TOTAL	**12**			**TOTAL**	**14**

B.S. Degree - Major in Secondary Chemistry Education

BACHELOR OF SCIENCE IN SECONDARY CHEMISTRY EDUCATION						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CHM 112 & 112L	Core Elective [Area F]	4
EDU 221	Exploring Teaching and Learning	3		MTH 102/111	Quantitative Skills [Area A2]	3
CHM 111 & 111L	Lab Science [Area D]	4		PSY 201	Social Science Course [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		EDU 211	Introduction to Learning Differences and Classroom Management	3
OPTION	CHR 100/CHR110 [Area B]	3				
	TOTAL	**16**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 323	Technology, Assessment, and Data Analysis	3		EDU 111	Program Requirement I: Ethics and Pre-certification	3
EDU 338	Principles of Positive Classroom Management	3		EDU 337	Teaching Exceptional Children (WI)	3
BIO 101 & 101L	General Biology I with Lab	4		OPTION	Literature [Area C]	1
OPTION	PSY 303, 306, 357	3		OPTION	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	CHR 101/CHR 102 [Area B]	3
				OPTION	Fine Art, Language, or Culture [Area C]	3
	TOTAL	**16**			**TOTAL**	**16**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CHM 335	Organic Chemistry I	4		CHM 321	Analytical Chemistry (WI)	4
CHM 338	Biochemistry I	3		EDU 339	Principles of Reading Instruction	3
EDU 303	Field Practicum I	3		EDU 315	Secondary Curriculum & Methods (6-8)	4
EDU 314	Curriculum and Instruction for Learners	3		EDU 413	Education Procedures and Law (WI)	3
	TOTAL	**13**			**TOTAL**	**14**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 329	Secondary Curriculum and Methods (9-12)	4		EDU 115	Program Requirement II: Certification and Career Success	1
CHM 331	Light and Matter	3		EDU 474	Senior Seminar	3
OPTION	General Elective	3		EDU 478	Clinical Practice: Planning and Procedures	3
OPTION	General Elective	3		EDU 479	Clinical Practice: Management and Discipline	3
OPTION	General Elective	3		EDU 480	Clinical Practice: Professionalism and Ethics	3
	TOTAL	**16**			**TOTAL**	**13**

B.S. Degree - Major in Secondary English Education

BACHELOR OF SCIENCE IN SECONDARY ENGLISH EDUCATION						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		PSY 201	Social Science Course [Area E]	3
EDU 221	Exploring Teaching and Learning	3		EDU 211	Introduction to Learning Differences and Classroom Management	3
OPTION	Lab Science [Area D]	4		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR110 [Area B]	3				
	TOTAL	**16**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 338	Principles of Positive Classroom Management	3		EDU 111	Program Requirement I: Ethics and Pre-certification	1
EDU 323	Technology, Assessment, and Data Analysis	3		EDU 337	Teaching Exceptional Children (WI)	3
OPTION	Literature [Area C]	3		OPTION	Core Elective [Area F]	3
OPTION	PSY 303, 306, 357	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	History Course 2 [Area E]	3
				OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**16**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 303	Field Practicum I	3		EDU 339	Principles of Reading Instruction	3
EDU 314	Curriculum and Instruction for Learners	3		EDU 413	Education Procedures and Law (WI)	3
OPTION	ENG 322, 330 (WI)	3		EDU 315	Secondary Curriculum and Methods (6-8)	4
OPTION	ENG 310, 312, 313,375, 430	3		OPTION	ENG 306, 307 (WI)	3
OPTION	ENG 314, 401	3		OPTION	ENG 202,315,319,340,409, 434, 440,ML/SP 215	3
	TOTAL	**15**			**TOTAL**	**16**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 329	Secondary Curriculum and Methods (9-12)	4		EDU 115	Program Requirement II: Certification and Career Success	1
OPTION	ENG 201, 407, 410, 412 / 413, 431 / 432, 433	3		EDU 474	Senior Seminar	3
OPTION**	General Elective	3		EDU 478	Clinical Practice: Planning and Procedures	3
OPTION**	General Elective	3		EDU 479	Clinical Practice: Management and Discipline	3
OPTION**	General Elective	1		EDU 480	Clinical Practice: Professionalism and Ethics	3
	TOTAL	**14**			**TOTAL**	**13**

NOTES:

**** Students do not have to take four distinct elective classes; they simply must earn a total of 120 credit hours. If a student takes a 4-hour elective and two 3-hour electives, s/he has still earned the 10 credit hours needed in this semester.**

B. S. Degree in Special Education

BACHELOR OF SCIENCE IN SPECIAL EDUCATION						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
INSTITUTIONAL	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		PSY 201	Social Science Course [Area E]	3
EDU 221	Exploring Teaching and Learning	3		EDU 211	Introduction to Learning Differences and Classroom Management	3
OPTION	Lab Science [Area D]	4		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Quantitative Skills [Area A2]	3
OPTION	CHR 100/CHR110 [Area B]	3				
	TOTAL	**16**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 338	Principles of Positive Classroom Management	3		EDU 111	Program Requirement I: Ethics and Pre-certification	1
EDU 323	Technology, Assessment, and Data Analysis	3		EDU 337	Teaching Exceptional Children (WI)	3
OPTION	PSY 302, 306, 357	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Literature [Area C]	3
OPTION	History Course 2 [Area E]	3		OPTION	Core Elective [Area F]	3
				OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**16**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 341	Foundations of Reading Instruction I	3		EDU 405	Foundations of Reading Instruction II	3
MTH 202	Foundations of Math for K-8 Teachers	3		EDU 384	SPED P-5 Practicum	3
EDU 381	Essentials of Special Education I	3		EDU 382	Essentials of Special Education II	3
EDU 303	Field Practicum I	3		EDU 383	Instructional/Behavior Management Methods P-5	3
EDU 314	Curriculum and Instruction for Learners	3		EDU 413	Education Procedures and Law (WI)	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
EDU 385	Instructional/Behavior Management Methods 6-12	3		EDU 115	Program Requirement II: Certification and Career Success	1
EDU 386	SPED 6-12 Practicum	3		EDU 474	Senior Seminar	3
EDU 406	Foundations of Reading Instruction III	3		EDU 478	Clinical Practice: Planning and Procedures	3
OPTION	General Elective	3		EDU 479	Clinical Practice: Management and Discipline	3
OPTION	General Elective	3		EDU 480	Clinical Practice: Professionalism and Ethics	3
	TOTAL	**15**			**TOTAL**	**13**

B.S. Degree in Psychology

BACHELOR OF SCIENCE IN PSYCHOLOGY						
Total Hours: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		RSM 200	Introduction to Research	3
PSY 201	Social Science Course [Area E]	3		OPTION	History Course 2 [Area E]	3
OPTION	Lab Science [Area D]	4		MTH 104	Quantitative Skills [Area A2]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Fine Art, Language, or Culture [Area C]	3
OPTION	CHR 100/CHR110 [Area B]	3				
	TOTAL	**16**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
PSY 220	Careers, Ethics, and Professionalism	3		OPTION	Core Elective [Area F]	3
PSY 316	Psychology and Christianity	3		OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	PSY 306, 357, 403, 408, or CJ 412	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3		OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3
	TOTAL	**15**			**TOTAL**	**15**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
BIO 230	Medical Terminology	3		RSM 300	Advanced Research	3
PSY 401	Personality Theory	3		OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
PSY 404	Counseling Psychology	3		OPTION	PSY 306, 357, 403, 408, or CJ 412	3
OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3		OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
OPTION	PSY 306, 357, 403, 408, or CJ 412	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3		OPTION	PSY 409 Internship or RSM 400 Reseach Practicum	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3		PSY 406	Biopsychology	3
OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3		OPTION	PSY 204, 212, 305, 313, 320, 321, 402, 410, or CJ 425	3
OPTION	PSY 202, 301, 302, 303, 309, or CJ 421	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	2
	TOTAL	**15**			**TOTAL**	**14**

Notes: Students must complete 42 hours of upper-level classes in order to graduate.
PSY 480 may be used to satisfy any of the CJ/PSY optional areas.

B.S. Degree in Sport Management

BACHELOR OF SCIENCE IN SPORT MANAGEMENT						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		SPM 101	Introduction to Sport Management	3
HEA 211*	PE 205 or HEA 211 [Area B]	2		OPTION	HIS 151 or HIS 152 [Area E]	3
PSY 201	Social Science Course [Area E]	3		OPTION	Quantitative Skills [Area A2]	3
OPTION	Lab Science [Area D]	4		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	TOTAL	**16**			**TOTAL**	**15**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
SPM 102	Introduction to Sport Finance	3		BUS 100	Business Concepts	3
RSM 200	Introduction to Research	3		PSY 313	Introduction to Sport Psychology	3
SPM 200	Ethics in Sport Management	3		OPTION	CHR 101/CHR 102 [Area B]	3
PE 410	Techniques of Coaching	3		OPTION	Literature [Area C]	3
OPTION	History Course 2 [Area E]	3		OPTION	Core Elective [Area F]	3
	TOTAL	**15**			**TOTAL**	**15**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
PSY 360	Psychology of Leadership	3		MGT 341	Leadership in Organizations	3
SPM 300	Event and Facility Management	3		SPM 304	Event and Facility Management Practicum II	1
SPM 303	Event and Facility Management Practicum I	1		SPM 310	Sport Law	3
SPM 350	Sport Communication	3		SPM 409	Internship in Sport Management I	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3				
	TOTAL	**16**			**TOTAL**	**13**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
SPM 330	Sport Marketing	3		SPM 411	Internship in Sport Management III	3
SPM 410	Internship in Sport Management II	3		OPTION	UL General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
OPTION	General Elective	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**15**

Division of Mathematics and Natural Sciences

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
Caleb Hightower, Assistant Professor of Mathematics

Programs of study in the Division of Mathematics and Natural Sciences

Associate of Science (A.S.) in Allied Health

Bachelor of Science (B.S.) in Biology (with concentrations in Forensic Science · Health Professions)

Chemistry (with a concentration in Biochemistry)

Kinesiology (with concentrations in ·Pre-Athletic Training · Pre-Physical Therapy · Health and Human Performance)

The purpose of the Division of Mathematics & Natural Sciences is to help students understand the design of God's creation through the study of the natural sciences. The core courses in this division are a part of the general education courses required for all students. The division teaches the contrast between data and opinion, as well as the difference between data and interpretation of data. It also aims to develop the student's analytical thinking skills, focusing on the application of mathematics and natural sciences to practical problems. Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents.

The overarching goals of the **biology** and **chemistry** programs are for students to:

GOAL 1: Critique the complexity, order and truth in science and mathematics.
GOAL 2: Prepare for a career path in science and mathematics.

The overarching goals of the **kinesiology** program are for students to:

GOAL 1: Possess foundations and skills necessary for problem-solving in kinesiology. **GOAL 2**: Be prepared for professional graduate programs and career paths in sport medicine or sport and kinesiology.
GOAL 3: Possess a Christian worldview of ethics as it relates to the field of s kinesiology.

B.S. Degree in Biology: Forensic Science Concentration

BACHELOR OF SCIENCE IN BIOLOGY: FORENSIC SCIENCE						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 102	Core Elective [Area F]	3
BIO 101	Lab Science [Area D]	3		BIO 102L	General Biology II Lab	1
BIO 101L	Lab Science [Area D]	1		CHM 112	General Chemistry II	3
CHM 111	General Chemistry I	3		CHM 112L	General Chemistry II Lab	1
CHM 111L	General Chemistry I Lab	1		OPTION	CHR 100/CHR110 [Area B]	3
MTH 102	Quantitative Skills [Area A2]	3				
	TOTAL	**15**			**TOTAL**	**14**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
PSY 201	Social Science Course [Area E]	3		MTH 104	Elementary Statistics	3
BIO 327	Forensic Biology	4		OPTION	CHR 101/CHR 102 [Area B]	3
CHM 335	Organic Chemistry I	4		OPTION	History Course 2 [Area E]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Fine Art, Language, or Culture [Area C]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Literature [Area C]	3
	TOTAL	**16**			**TOTAL**	**15**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MTH 111	Precalculus	3		MTH 204	Calculus	4
CHM 338	Biochemistry I	3		PSY 403	Abnormal Psychology	3
CJ 207	Criminal Law and Procedure	3		BIO 210	Survey of Anatomy & Physiology	4
BIO 410	Genetics	4		CHM 321	Analytical Chemistry	4
OPTION	General Elective	1				
	TOTAL	**14**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
BIO 430	Studies in Biology I	3		BIO 431	Studies in Biology II	3
CJ 410	Cybercrime	3		PSY 406	Biopsychology	3
PHY 201	General Physics I	4		PHY 203	General Physics II	4
CJ 412	Criminology	3		BIO 428	Forensic DNA Analysis	5
OPTION	General Elective	3				
	TOTAL	**16**			**TOTAL**	**15**

B.S. Degree in Biology: Health Professions Concentration

BACHELOR OF SCIENCE IN BIOLOGY: HEALTH PROFESSIONS						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 102	Core Elective [Area F]	3
BIO 101	Lab Science [Area D]	3		BIO 102L	General Biology II Lab	1
BIO 101L	Lab Science [Area D]	1		CHM 112	General Chemistry II	3
CHM 111	General Chemistry I	3		CHM 112L	General Chemistry II Lab	1
CHM 111L	General Chemistry I Lab	1		OPTION	CHR 100/CHR110 [Area B]	3
MTH 102	Quantitative Skills [Area A2]	3		OPTION	HIS 151 or HIS 152 [Area E]	3
	TOTAL	**15**			**TOTAL**	**17**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
PSY 201	Social Science Course [Area E]	3		BIO 203	Human Anatomy & Physiology II	4
BIO 202	Human Anatomy & Physiology I	4		CHM 336	Organic Chemistry II	4
CHM 335	Organic Chemistry I	4		OPTION	History Course 2 [Area E]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	Fine Art, Language, or Culture [Area C]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	Literature [Area C]	3
	TOTAL	**16**			**TOTAL**	**17**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MTH 111	Precalculus	3		CHM 321	Analytical Chemistry	4
BIO 230	Medical Terminology	3		MTH 204	Calculus I	4
CHM 338	Biochemistry I	3		BIO 370	Introduction to Microbiology	4
BIO 410	Genetics	4		OPTION	Required UL BIO Elective	3
	TOTAL	**13**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MTH 104	Elementary Statistics	3		BIO 300	Cell Biology	4
BIO 430	Studies in Biology I	3		BIO 431	Studies in Biology II	3
PHY 201	General Physics I	4		PHY 203	General Physics II	4
OPTION	Required UL BIO Elective	3		OPTION	UL PSY class (prefer PSY 403,406)	3
	TOTAL	**13**			**TOTAL**	**14**

B.S. Degree in Chemistry: Biochemistry

BACHELOR OF SCIENCE IN CHEMISTRY: BIOCHEMISTRY						
Total Hrs: 122						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 102	Core Elective [Area F]	3
BIO 101	Lab Science [Area D]	3		BIO 102L	General Biology II Lab	1
BIO 101L	Lab Science [Area D]	1		CHM 112	General Chemistry II	3
CHM 111	General Chemistry I	3		CHM 112L	General Chemistry II Lab	1
CHM 111L	General Chemistry I Lab	1		OPTION	CHR 100/CHR110 [Area B]	3
MTH 102	Quantitative Skills [Area A2]	3		PSY 201	Social Science Course [Area E]	3
	TOTAL	**15**			**TOTAL**	**17**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CHM 335	Organic Chemistry I	4		CHM 336	Organic Chemistry II	4
CHM 331	Light and Matter	3		OPTION	Literature [Area C]	3
MTH 111	Precalculus	3		OPTION	CHR 101/CHR 102 [Area B]	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	History Course 2 [Area E]	3
PE 205	PE 205 or HEA 211 [Area B]	2		OPTION	Fine Art, Language, or Culture [Area C]	3
	TOTAL	**15**			**TOTAL**	**16**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MTH 204	Calculus I	4		PHY 203	General Physics II	4
PHY 201	General Physics I	4		CHM 339	Biochemistry II	3
CHM 338	Biochemistry I	3		CHM 340	Biochemistry Lab	2
CHM 440	Biochemistry Seminar	1		CHM 321	Analytical Chemistry	4
OPTION	BIO 202, 410	4		OPTION	BIO 203, 300	4
	TOTAL	**16**			**TOTAL**	**17**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
CHM 400	Physical Chemistry for the Life Sciences	3		CHM 410	Bioinorganic Chemistry	3
CHM 450	Research Proposal Writing	1		CHM 460	Introduction to Research	3
CHM 430	Special Topics in Chemistry (or Physics)	3		CHM 420	Communicating Scientific Literature	3
MTH 104	Elementary Statistics	3		BIO 370	Introduction to Microbiology	4
OPTION	PSY class (300-400 level)	3				
	TOTAL	**13**			**TOTAL**	**13**

B.S. Degree in Kinesiology: Pre-Athletic Training Concentration

BACHELOR OF SCIENCE IN KINESIOLOGY: PRE-ATHLETIC TRAINING						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		PSY 201	Social Science Course [Area E]	3
MTH 102	Quantitative Skills [Area A2]	3		BIO 230	Medical Terminology	3
KINS 100	Introduction to Sport & Exercise Science	3		BIO 101	Core Elective [Area F]	3
CHM 111	Lab Science [Area D]	3		BIO 101L	Core Elective	1
CHM 111L	Lab Science [Area D]	1		OPTION	CHR 100/CHR110 [Area B]	3
	TOTAL	**14**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
MTH 111	Precalculus	3		MTH 104	Elementary Statistics	3
BIO 202	Human Anatomy & Physiology I	4		BIO 203	Human Anatomy & Physiology II	4
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	History Course 2 [Area E]	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3				
	TOTAL	**16**			**TOTAL**	**13**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
PHY 201	General Physics I	4		KINS 375	Exercise Prescription & Implementation	3
PE 427	Motor Learning	3		KINS 325	Strength Training Methods	3
PE 309	Prevention and Care of Exercise Related Injuri	3		PE 310	Fitness and Research Testing	3
OPTION	PSY 202, 403	3		HEA 300	Sport and Fitness Nutrition	3
OPTION	PE 207, 208 or 209	3		OPTION	PE/PSY/KINS Elective	3
	TOTAL	**16**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
HEA 211	First Aid, Safety, and CPR [Area B]	2		KINS 410	Sport Biomechanics	4
KINS 425	Exercise Physiology	3		KINS 420	Anatomical Kinesiology	3
KINS 451	Research Methods in Kinesiology	3		KINS 452	Kinesiology Seminar	3
PE 450	Internship with a certified AT	3		OPTION	PE/PSY/KINS Elective (300-400 level)	3
OPTION	PE/PSY/KINS Elective (300-400 level)	3		OPTION	General Elective	3
	TOTAL	**14**			**TOTAL**	**16**

B.S. Degree in Kinesiology: Exercise Science

BACHELOR OF SCIENCE IN KINESIOLOGY: EXERCISE SCIENCE						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 230	Medical Terminology	3
BIO 100	Lab Science [Area D]	4		PHY/S 101	Introduction to the Physical Sciences	4
PSY 201	Social Science Course [Area E]	3		MTH 102	Quantitative Skills [Area A2]	3
HEA 211	PE 205 or HEA 211 [Area B]	2		OPTION	CHR 100/CHR110 [Area B]	3
OPTION	Fine Art, Language, or Culture [Area C]	3				
	TOTAL	**16**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
BIO 210	Survey of Anatomy and Physiology	4		CHM 105	Core Elective [Area F]	4
PE 207	Sports Officiating	3		HEA 300	Sport and Fitness Nutrition	3
KINS 100	Introduction to Exercise Science	3		MTH 104	Elementary Statistics	3
OPTION	HIS 151 or HIS 152 [Area E]	3		OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	History Course 2 [Area E]	3
	TOTAL	**16**			**TOTAL**	**16**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
PE 208	Team Sports	3		PE 209	Individual/Dual Sports	3
PE 309	Prevention and Care of Exercise Related Injuries	3		PE 310	Fitness and Research Testing	3
PE 315	Wellness and Healthy Lifestyles	3		KINS 325	Strength Training Methods	3
PE 427	Motor Learning	3		OPTION	KINS/PE/PSY Elective	3
OPTION	General Elective	1				
	TOTAL	**13**			**TOTAL**	**12**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
PE 410	Techniques of Coaching	3		KINS 375	Exercise Prescription & Implementation	3
PE 450	Internship	3		KINS 410	Sport Biomechanics	4
KINS 350	Sports Pharmacology	3		OPTION	KINS/PE/PSY Elective (300-400 level)	3
KINS 425	Exercise Physiology	3		OPTION	KINS/PE/PSY Elective (300-400 level)	3
OPTION	KINS/PE/PSY Elective	3		OPTION	General Elective	3
	TOTAL	**15**			**TOTAL**	**16**

B.S. Degree in Kinesiology: Pre-Physical Therapy Concentration

BACHELOR OF SCIENCE IN KINESIOLOGY: PRE-PHYSICAL THERAPY						
Total Hrs: 120						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		CHM 112	General Chemistry II [Area F]	3
BIO 101	Lab Science [Area D]	3		CHM 112L	General Chemistry II Lab	1
BIO 101L	Lab Science [Area D]	1		BIO 230	Medical Terminology	3
CHM 111	General Chemistry I	3		PSY 201	Social Science Course [Area E]	3
CHM 111L	General Chemistry I Lab	1		OPTION	CHR 100/CHR110 [Area B]	3
MTH 102	Quantitative Skills [Area A2]	3				
	TOTAL	**15**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
BIO 202	Human Anatomy & Physiology I	4		BIO 203	Human Anatomy & Physiology II	4
PE 310	Fitness Research and Testing	3		HEA 300	Sport and Fitness Nutrition	3
OPTION	HIS 151 or HIS 152 [Area E]	3		PSY 202	Human Growth & Development	3
OPTION	Fine Art, Language, or Culture [Area C]	3		OPTION	Literature [Area C]	3
OPTION	CHR 101/CHR 102 [Area B]	3		OPTION	History Course 2 [Area E]	3
	TOTAL	**16**			**TOTAL**	**16**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
KINS 425	Exercise Physiology	3		MTH 104	Elementary Statistics	3
PE 309	Prevention and Care of Athletic Injuries	3		KINS 325	Strength Training Methods	3
MTH 111	Precalculus	3		KINS 420	Anatomical Kinesiology	3
OPTION	Upper level KINS/PE/PSY Elective	3		PSY 403	Abnormal Psychology	3
OPTION	Upper level KINS/PE/PSY Elective	3		OPTION	General Elective	1
	TOTAL	**15**			**TOTAL**	**13**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
KINS 451	Research Methods in Kinesiology	3		KINS 452	Kinesiology Seminar	3
PHY 201	General Physics I	4		KINS 410	Sport Biomechanics	4
PE 450	Internship	3		PHY 203	General Physics II	4
PE 427	Motor Learning	3		OPTION	Upper level KINS/PE/PSY Elective	3
HEA 211	First Aid, Safety, and CPR [Area B]	2				
	TOTAL	**15**			**TOTAL**	**14**

School of Nursing

Nursing Faculty

Debra L. Bryarly, Associate Professor of Nursing, *Director of Nursing*
Donna Jean Braddy Assistant Professor of Nursing
Candi Newton, Instructor of Nursing

Program of study in the School of Nursing

Bachelor of Science (B.S.) in Nursing

Compassionate, caring, empathetic, organized, versatile, perceptive, interpretive: these are all characteristics of the nursing profession. Becoming a nurse means not only learning to focus on the care of individual patients but also being trained to provide all-inclusive care to families and the community.

In concert with Brewton-Parker College's mission, the School of Nursing is committed to provide nursing education through the application of biblical truth to promote the formation of graduates who engage in evidence-based practice, lifelong learning, and servant leadership through the development of clinical reasoning, professional nursing skills, and Christian values.

The purpose of the nursing program is to prepare graduates who have the knowledge and skills to provide patient-centered holistic care that is safe, compassionate, honoring to Christ, and that meets the healthcare needs of diverse populations.

Brewton Parker's School of Nursing builds our philosophy of nursing by defining the basic concepts that comprise the discipline and science of nursing in accordance with the core values of Brewton Parker College (BPC). These concepts regarding human beings, health, nursing, and the environment are the cornerstone of what we believe nursing should encompass.

Admission into Brewton-Parker College does not guarantee admission into the nursing program. A cumulative 3.0 GPA and no less than a 'C' in all 67 hrs. of the pre-nursing program. An essay describing the desire to become a professional nurse, completion of all designated core courses prior to entry into the nursing program, and completion of the Test of Essential Academic Skills (TEAS exam) at the proficient level are required for entry into the nursing program.

Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents. The overarching goals of the nursing program are for students to:

End-of-Program Student Learning Outcomes

At the end of the program:	
GOAL 1: Nursing graduates will possess disciplinary content knowledge	
	1. Incorporate knowledge from the liberal arts education into practice as a nurse generalist.
GOAL 2: Nursing graduates will work safely and effectively as novice nurses	
	2. Apply nursing skills that represent the caring and professional nurse.
	3. Demonstrate critical thinking in decision-making and incorporate appropriate patient care technology in the provision of safe care.
GOAL 3: Nursing graduates will work effectively as a member of the interdisciplinary team in the healthcare community	
	4. Collaborate with others while caring for individuals and the community.
	5. Demonstrate accountability for incorporating the standards of nursing into practice in the global community.
GOAL 4: Nursing graduates will connect classroom knowledge and leadership strategies to the healthcare environment	
	6. Implement leadership strategies and evidence-based practice to improve the changing healthcare needs of diverse populations.
	7. Synthesize knowledge of healthcare policy, finance, and regulatory environments related to emerging issues in the advocacy of professional nursing practice.

A.S. Degree in Allied Health

ASSOCIATE OF SCIENCE IN ALLIED HEALTH						
Total Hrs: 62						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 101	Core Elective [Area F]	3
CHM 105	Lab Science [Area D]	4		BIO 101L	Core Elective [Area F]	1
MTH 101 or 102	Quantitative Skills [Area A2]	3		PSY 201	Social Science Course [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	CHR 101/CHR 102 [Area B]	3
	TOTAL	**16**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
BIO 202	Human Anatomy and Physiology I	4		BIO 203	Human Anatomy and Physiology II	4
MTH 104	Elementary Statistics	3		BIO 370	Introduction to Microbiology	4
OPTION	Literature [Area C]	3		PSY 202	Human Growth and Development	3
OPTION	Fine Art, Language, or Culture [Area C]	3		BIO 230	Medical Terminology	3
OPTION	History Course 2 [Area E]	3				
	TOTAL	**16**			**TOTAL**	**14**

B.S. Degree in Nursing

BACHELOR OF SCIENCE IN NURSING						
Total Hrs: 122						
FRESHMAN YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
Institutional Course	Student Success [Area B]	1		ENG 102	Rhetoric and Literature [Area A1]	3
ENG 101	Writing and Rhetoric [Area A1]	3		BIO 101	Core Elective [Area F]	3
CHM 105	Lab Science [Area D]	4		BIO 101L	Biology I Lab	1
MTH 101 or 102	Quantitative Skills [Area A2]	3		PSY 201	Social Science Course [Area E]	3
OPTION	CHR 100/CHR110 [Area B]	3		OPTION	HIS 151 or HIS 152 [Area E]	3
OPTION	PE 205 or HEA 211 [Area B]	2		OPTION	CHR 101/CHR 102 [Area B]	3
	TOTAL	**16**			**TOTAL**	**16**
SOPHOMORE YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
BIO 202	Human Anatomy and Physiology I	4		BIO 203	Human Anatomy and Physiology II	4
MTH 104	Elementary Statistics	3		BIO 370	Introduction to Microbiology	4
OPTION	Literature [Area C]	3		PSY 202	Human Growth and Development	3
OPTION	Fine Art, Language, or Culture [Area C]	3		BIO 230	Medical Terminology	3
OPTION	History Course 2 [Area E]	3				
	TOTAL	**16**			**TOTAL**	**14**
JUNIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
NUR 311	Health & Illness I: Foundations of Nursing	6		NUR 321	Health & Illness II: Nursing Across the Lifespan	7
NUR 312	Professional Development I	3		NUR 324	Nursing Inquiry	4
NUR 316	Patho-Pharmacology I	3		NUR 326	Patho-Pharmacology II	4
NUR 318	Health Assessment and Skills	3				
	TOTAL	**15**			**TOTAL**	**15**
SENIOR YEAR						
DEPT	**COURSE NAME**	**CREDIT HRS**		**DEPT**	**COURSE NAME**	**CREDIT HRS**
NUR 411	Health & Illness III: Nursing with Diverse Pop	8		NUR 421	Integration of Concepts and Practicum	8
NUR 412	Professional Development II	3		NUR 422	Professional Development III	3
NUR 415	Population Health I	4		NUR 425	Population Health II	4
	TOTAL	**15**			**TOTAL**	**15**

Temple Baptist Theological Seminary

Christian Studies Faculty Members

Mark W. Gregory, Professor of Old Testament, *Dean*

Steven F. Echols, Professor of Leadership

Byron Esley Edens, Professor of Preaching and Christian Ministry

Jerry L. Ray, Professor of New Testament (Part-Time)

Billy L. Puckett, Assistant Professor of Theology and Ethics

Michael Steinmetz, Assistant Professor of Christian Studies

Programs of study in Temple Baptist Theological Seminary
Graduate Programs

Master of Arts (M.A.) in Ministry · Biblical & Theological Studies ·Biblical Proclamation · Worship Ministry

Temple Baptist Theological Seminary is a division of Brewton-Parker College that provides undergraduate- and graduate-level biblical, theological, and ministry education and training for pastors, ministers, and others who wish to be prepared to serve Christ in the local church and through other ministries.

Each academic program has learning outcomes specific to the academic major, which are housed in the college's assessment planning documents.

The **Master of Arts in Ministry** seeks for program graduates to:

GOAL 1: Have a base level of biblical and theological knowledge that can translate in a variety of ministry application settings.

The **Master of Arts in Biblical and Theological Studies** aims for program graduates to:

GOAL 1: Have advanced knowledge of biblical and theological studies for the purpose of enhancing biblical preaching and teaching.

GOAL 2: Be prepared for further theological studies.

The **Master of Arts in Biblical Proclamation** aims for program graduates to:

GOAL 1: Demonstrate knowledge of the Old Testament and New Testament books and content, the historical framework of the biblical period, important theological emphases, as well as an understanding of scholarly critical issues from a conservative biblical perspective.

GOAL 2: Exhibit competency in the skills of hermeneutics and homiletics.

GOAL 3: Display an understanding of the function of biblical preaching in the context of church health and growth.

Master of Arts Degree in Biblical and Theological Studies

(48 Credit Hours)

REQUIRED COURSES…….....15

CHR 500 Old Testament Introduction and Interpretation (3)
CHR 530 New Testament Introduction and Interpretation (3)
CHR 601 Systematic Theology I (3)
CHR 602 Systematic Theology II (3)
CHR 620 Hermeneutics and Biblical Interpretation (3)

LANGUAGE COURSES (SUBSTITUTIONS ALLOWED WITH CONCENTRATION) 12

HEB 601 Hebrew I (3)
HEB 602 Hebrew II (3)
GRE 601 Greek I (3)
GRE 602 Greek II (3)

BIBLICAL/THEOLOGICAL COURSES (WITH OPTIONS) …….....18

Biblical Electives
Theological Electives
Additional Language Electives
Ministry Electives (if transferred in from M.A.M)

REQUIRED THESIS…….....3

Master of Arts Degree in Ministry

(30 Credit Hours)

REQUIRED COURSES…….....15

CHR 500 Old Testament Introduction and Interpretation (3)
CHR 530 New Testament Introduction and Interpretation (3)
CHR 601 Systematic Theology I (3)
CHR 602 Systematic Theology II (3)
CHR 620 Hermeneutics and Biblical Interpretation (3)

MINISTRY ELECTIVES…….....15

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

Master of Arts Degree in Biblical Proclamation

(36 Credit Hours)

REQUIRED COURSES…….....15

CHR 500 Old Testament Introduction and Interpretation (3)
CHR 530 New Testament Introduction and Interpretation (3)
CHR 601 Systematic Theology I (3)
CHR 602 Systematic Theology II (3)
CHR 620 Hermeneutics and Biblical Interpretation (3)
CHR 570 Homiletics and Expository Preaching (3)

MINISTRY ELECTIVES…….....18

(Students will choose 12 hours of preaching/teaching courses)
CHR 650 Preaching and Teaching the Old Testament Narratives (3)
CHR 651 Preaching and Teaching the Old Testament Prophets (3)
CHR 652 Preaching and Teaching the Old Testament Wisdom Literature (3)
CHR 655 Preaching and Teaching the Gospels (3)
CHR 656 Preaching and Teaching the Book of Acts (3)
CHR 657 Preaching and Teaching the Pauline Epistles (3)
CHR 659 Innovative Preaching and Teaching (3)

Two courses – Free electives (students are encouraged but not required to take Hebrew I and Greek I)

Master of Arts Degree in Worship Ministry

(33 Credit Hours)

REQUIRED COURSES…….....15

CHR 500 Old Testament Introduction and Interpretation (3)
CHR 530 New Testament Introduction and Interpretation (3)
CHR 601 Systematic Theology I (3)
CHR 602 Systematic Theology II (3)
CHR 620 Hermeneutics and Biblical Interpretation (3)

REQUIRED ELECTIVES…….....18

(Students will choose 15 hours of preaching/teaching courses)
CHRW/MUS 500History of Christian Worship and Song (3)
CHRW/MUS 520 Worship Leadership (3)
CHRW/MUS 540 Technology and Media in Worship (3)
CHRW/MUS 560 Worship and Discipleship (3)
CHRW/MUS 580 Worship Internship (3)
CHRW/MUS 600 Worship Theology for Contemporary Ministry (3)
CHRW/MUS 620 Songwriting for Worship (3)

Free electives (students are encouraged but not required to take Hebrew I and Greek I) (3)

Accelerated B.A. + M.Div. Program with New Orleans Baptist Theological Seminary

Students majoring in Christian Studies (B.A.), Ministry (B.Min.), or Worship Studies (B.Mus.) and planning to attend seminary upon graduating may earn advanced standing while at Brewton-Parker toward a graduate-level master of divinity degree (M.Div.) through the college's partnership with the New Orleans Baptist Theological Seminary (NOBTS).

This accelerated M.Div. program affords students an opportunity to earn a graduate seminary degree faster, based on their undergraduate studies, while saving money in the process. Students qualifying for the program may earn up to 25% of their M.Div. credits for NOBTS at no additional cost. For example, students pursuing the standard 84-hour M.Div. degree at NOBTS may earn 21 of those credits during their undergraduate studies at BPC and even more in the many M.Div. programs requiring additional hours in specializations such as Christian Apologetics, Pastoral Ministry, or Church Planting. Advanced placement in biblical languages (Greek and Hebrew) also is available.

Eligible Courses

The following table lists eligible Brewton-Parker courses that NOBTS has agreed to accept as graduate-level equivalent courses in the accelerated M.Div. program.

Brewton-Parker College Qualifying Courses	Accelerated M.Div. NOBTS Courses
Six hours of Old Testament, 3 of which must come from CHR 101 *Introduction to the Old Testament*	OTEN 5300 *Exploring the Old Testament*
Six hours of New Testament, 3 of which must come from CHR 102 *Introduction to the New Testament*	NTEN 5300 *Exploring the New Testament*
CHR 200 *Biblical Hermeneutics*	BSHM 5310 *Introduction to Biblical Hermeneutics*
CHR/HIS 312 *The Reformation*	HIST 5200 *History of Christianity: Ref. to Modern*
CHR 317 *Biblical Backgrounds*	BBBW 5200 *Encountering the Biblical World*
CHR 350 *Formation for Ministry*	PATH 5331 *Pastoral Ministry* or PATH 5333 *Christian Ministry*
CHR 351 *Ministry of Care and Counseling*	COUN 5202 *Counseling in Ministry*
CHR 412 *Christian Ethics*	ETHC 5300 *Christian Ethics*
CHR 413 *Christian Philosophy*	PHIL 5300 *Philosophy of Religion*
CHR 431 *Baptist History*	HIST 5223 *Baptist Heritage*
CHR 434 *History of Missions*	MISS 5300 *Christian Missions*
CHR 453 *Evangelism and Church Growth*	EVAN 5250 *Church Evangelism*
CHR 457 *Leadership and Church Administration*	CEAM 6320 *Church Leadership & Administration*
CHR 481 *Internship in Ministry*	EVAN 5230 *Supervised Ministry I*
CHR 210 *History of Christian Thought* or CHR 300 *Special Topics in Biblical/Theological Studies* (*RE History of Christianity*)	HIST 5300 *History of Christianity: Early to Medieval*
Six hours of Theology, 3 of which must come from CHR 417 *Christian Theology*	THEO 5300 *Systematic Theology 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. 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. On Brewton-Parker's campus please consult your faculty advisor or inquire at the Division of Christian Studies in the Salter Building.

Office of External Programs

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
Alleluia Community School
Bacon County High School
Coastal Plains Charter High School
Crisp Academy
East Laurens High School
Fort Gordon-Youth Challenge Program
Fort Stewart-Youth Challenge Program
Fullington Academy
Henry County High School
Holy Ground Baptist Academy
Hopewell Academy
LaFayette Christian
Montgomery County High School
North Georgia Christian Academy
Pinewood Christian Academy
Robert Toombs Christian Academy
Tattnall County High School
Telfair County High School
Tiftarea Academy
Toombs County High School
Treutlen County High School
Veritas Academy
Vidalia Compr. High School
Vidalia Heritage Academy
Westminster Schools of Augusta
Westfield Schools
Westwood School
Wheeler County High School

Office of Online Learning

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.

The Student Enrichment Center

The SEC Mission/Location

Aligned with the mission of the college the Student Enrichment Center (SEC) serves as a clearinghouse of supplemental services and resources designed to equip the whole student for success not only in the classroom through achievement of educational goals, but also for lifelong learning, physical and mental health, and spiritual formation. The SEC coordinates faculty, staff, and offices across campus to promote a shared commitment to success for all students.

The SEC is housed primarily in the Cook Building (#6 on the campus map) next to the Phillips Student Center and also is accessible virtually through the SEC page on the college website (at **bpc.edu/SEC**). A full staff of professionals with offices in Cook are prepared to meet your educational needs. In addition, the SEC offers mental health counseling through the Counseling Center located in the Parker Building (Building #28, Room 118) and counseling annexes in the Holliman-Fountain Education Center (Building #17, Room 121) and the Cadle Building (Building #3).

The SEC administers both the institutional studies program in the core curriculum, as well as the following services and resources.

Institutional Studies (Student Success)

A key component of a student's transition to college-level learning is an introductory course in student success that forms part of the core curriculum all students are required to complete. Whether you are a traditional student in your first semester of college or a non-traditional or transfer student with fewer than 24 credit hours, the college offers a success course through the SEC tailored to your particular needs.

The first is *Student Success* (BPC 100) for traditional students, a coordinated introduction of the skills needed not only for success in the classroom, but also in interpersonal relations, community engagement, and in key aspects of adult life, including health and fitness, diet, personal finances, and spiritual formation.

Similar in design, but different in perspective, the college also offers *Success for Non-Traditional and Transfer Students* (BPC 105), designed for adult learners and students with prior college credit who must balance their pursuit of educational goals with outside responsibilities such as family, career, and other demands.

The SEC staff, together with faculty in the humanities, the sciences, and other disciplines, as well as with subject experts in the community, endeavor to provide an engaging sequence of topics intended to enhance learning for all students and to broaden their horizons.

Academic Advisement & Career Counseling

Upon admission to Brewton-Parker, first-year students are enrolled in freshman learning communities of approximately 25 students each categorized by a common meta-major (a cluster of similar or related majors and programs).

Two academic advising and career specialists, together with a student success coach, staff a central advising office within the SEC to provide all freshman and sophomore students with close monitoring of progress, academic coaching and follow-up as needed, and timely intervention when necessary to help students address challenges and remain on track to degree completion.

Our career specialists also serve as counselors to help identify and connect students' professional goals with appropriate pathways and majors, as well as to offer career workshops, facilitate career inventories, and assist students with searches for part-time jobs and internships.

Tutoring and Study Groups

With a professional tutor on staff and a corps of 10-15 peer tutors the SEC provides no-cost tutoring for all Brewton-Parker students, available either in-person or virtually on the Mount Vernon campus, and either one-on-one or in small-group study sessions. The SEC offers tutoring in mathematics, the natural and behavioral sciences, the humanities, Christian studies, business, student success, and more. The college also has a partnership with *TutorMe.com*, which provides live face-to-face tutoring 24/7 on a virtual platform so that students can receive the assistance needed after office hours or when available. The tutoring service also includes review of college papers or other assignments presented reasonably in advance of submission for evaluation by the instructor.

Writing Studio and Lab

First-year students needing additional help in completing the initial course in the required freshman writing sequence – *Writing and Rhetoric* (ENG 101) – may be referred for placement in the *Developmental Writing Lab* (ENG 101L), a one-hour practicum that provides individualized instruction in grammar, syntax, vocabulary, and other components of basic writing skills.

In addition, after completing the freshman writing sequence in the core curriculum, all students are required for graduation to complete two "Writing Intensive" (WI) courses and a discipline-specific capstone course in their major field of study. WI courses require a minimum of 3,000 words of original composition valued at 20% or more of the final course grade, together with a required one-on-one tutoring session and a writing workshop.

Through its Writing Studio and professional staff the SEC provides both the venue and the academic coaching necessary to complete these requirements.

Mental Health Counseling

Brewton-Parker's commitment to whole-student development as part of its institutional mission encompasses mental health as a key component of the college experience for all students. To satisfy that commitment the SEC includes a dedicated Counseling Center located in Room 118 of the Parker Building (next door to Cook), as well as two counseling annexes: one in the Cadle Building (through the college's partnership with *Road to Success*) and also in Room 221 of the Holliman-Fountain Education Center (through a supplemental agreement with psychology faculty member Jessica H. Stovall). Students may schedule appointments confidentially through the "Counselling" tab on the website (at **bpc.edu/SEC**).

Proctored & Accommodated Testing

For students qualified as "individuals with a disability" under a Section 504 Plan issued by the Office of Disability Services, the SEC provides proctored, extended-time, or other forms of accommodated testing in an isolated or small-group setting as suggested by the specified disabilities. Students or their course instructors may schedule such testing through the "Testing" tab on the website (at **bpc.edu/SEC**).

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Academic Integrity Training

Students adjudged to have violated the college's Academic Integrity policy may be required to complete one or more academic integrity training modules as part of their sanctions. The SEC staff administers and monitors these modules through the Brightspace learning management system (LMS) and certifies to the Provost when students have successfully completed all requirements of the assigned module(s).

Minors

Accounting (18 hours)

ACCT 301 *Intermediate Accounting I*, ACCT 302 *Intermediate Accounting II*, or ACCT 303 *Intermediate Accounting III* ..... 3 hours

ACCT 306 *Accounting Information Systems* ..... 3 hours

ACCT 401 *Auditing* or ACCT 407 *Nonprofit Accounting* ..... 3 hours

Business Electives ..... 9 hours

American Studies (18 hours)

ENG 431 *Studies in Colonial and 19th Century American Literature* ..... 3 hours

HIS 360 *The American Revolution*, HIS 365 *The American Civil War and Reconstruction*, HIS 375 *The Native Americans*, or HIS 391 *United States 1932 to the Present* ..... 9 hours

CHR 432 *Christianity in America* ..... 3 hours

POL/CHR/HIS 361 *Church and State in America*,
POL 202 *American Government*,
POL/HIS 331 *American Foreign Policy*,
ENG 205 *Survey of American Literature I*,
ENG 206 *Survey of American Literature II*,
ENG 319 *African-American Literature*,
ENG 433 *Studies in 20th Century American Literature*,
HIS 370 *African-American History*,
HIS 425 *The American South*,
CJ/POL 350 *Constitutional Law I*, or
CJ/POL 351 *Constitutional Law II* ..... 3 hours

Biology (19-20 hours)

BIO 101 *General Biology I* ..... 4 hours

BIO 102 *General Biology II* ..... 4 hours

Any 200-level BIO course .... 3-4 hours

Any 300-level BIO course ..... 4 hours

BIO 410 *Genetics* ..... 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 *General Chemistry I* ..... 4 hours

CHM 112 *General Chemistry II* ..... 4 hours
CHM 335 *Organic Chemistry I* ..... 4 hours
CHM 336 *Organic Chemistry II* ..... 4 hours
CHM 338 *Biochemistry* ..... 3 hours

Christian Leadership (18 hours)

CHR 250 *Formation for Ministry* ..... 3 hours
CHR 412 *Christian Ethics* ..... 3 hours
CHR 351 *Ministry of Care and Counseling,*
CHR 353 *Biblical and Servant Leadership,*
CHR 453 *Evangelism and Church Growth,*
CHR 455 *Leadership and Conflict Manageent,*
CHR 456 *Leadership and Women's Ministry*, or
CHR 457 *Leadership and Church Administration* ..... 12 hours

Christian Studies (21 hours)

CHR 101 *Introduction to the Old Testament* or CHR 102 *Introduction to the New Testament* (the other to be taken as core) ..... 3 hours
CHR 200 *Biblical Hermeneutics* ..... 3 hours
CHR 210 *History of Christian Thought* ..... 3 hours
CHR 220 *World Religions* ..... 3 hours
Christian Studies Electives (any CHR course numbered 300 or higher) ..... 9 hours

Coaching (18 hours)

HEA 300 *Sport and Fitness Nutrition* ..... 3 hours
PE 410 *Techniques of Coaching* ..... 3 hours
PE 450 *Internship* ..... 3 hours
PE 207 *Sports Officiating*, PE 208 *Team Sports*,
or PE 209 *Individual/Dual Sports* ..... 6 hours
PE 427 *Motor Learning* ..... 3 hours

Computer Information Systems (18 hours)

CIS 200 *Foundation of Information Systems,*
CIS 301 *Networking Fundamentals,*
CIS 312 *Program Design and Development,*
CIS 362 *Systems Analysis and Design,*
CIS 411 *Object Oriented Programming,*
CIS 421 *Relational Database Design and Implementation,*
CIS 423 *Database Programming,*
CIS 475 *Seminar in Information Systems,* or
MGT 377 *Project Management* ..... 12 hours

Business Electives ..... 6 hours

Creative Arts (18 hours)

ART 101 *Drawing I* or ART 208 *Ceramics I* .....3 hours

ART 200 *Art Appreciation*.....3 hours

ENG 105 *Fundamentals of Writing Fiction and Poetry*.....3 hours

Any three of the following (to include other creative courses in Art or English with the permission of the advisor):
ART 102 *Drawing II,*
ART 209 *Ceramics II,*
ENG 322 *Advanced Composition,*
ENG 350 *Selected Topics in Creative Writing* ..... 9 hours

Creative Writing (18 hours)

ENG 105 *Fundamentals of Writing Fiction and Poetry*.....3 hours

ENG 220 *Advanced Techniques in Writing* .....3 hours

Any three of the following:.....9 hours

ENG 310 *Studies in Poetry*
ENG 312 *Studies in the Novel*
ENG 313 Studies in Dramatic Literature
ENG 322 *Advanced Composition*
ENG 350 *Selected Topics in Creative Writing*
ENG 380 *Creative Non-Fiction* **or**
ENG 460 *Senior Thesis –Writing Phase*

Any other ENG course.....3 hours

Criminal Justice (21 hours)

POL 202 *American Government* (3), or

PSY 201 *Introduction to Psychology* (3) *

*Whichever was not taken in the Optional Core.

CJ 100 *Introduction to Criminal Justice* (3)

CJ/PSY 204 *Deviant Behavior* or CJ/PSY 212 *Social Problems* (3)

RSM 200 *Introduction to Research (3)*

Two additional courses with the CJ prefix, one of which must be upper-level (6)

Education (18 hours)

EDU 201 *Investigating Critical & Contemporary Issues in Education* .....3 hours

EDU 221 *Exploring Teaching and Learning*.....3 hours

EDU 323 *Technology, Assessment, and Data Analysis for Educators*.....3 hours

EDU 337 *Teaching Exceptional Children* .....3 hours

Select one of the following: .....3 hours

PSY 306 *Learning and Cognition*
PSY 357 *Educational Psychology*

English (18 hours)

ENG 201-202 *Survey of World Literature I* and *II* *OR*
ENG 203-204 *Survey of British Literature I* and *II* *OR*
ENG 205-206 *Survey of American Literature I* and *II*.....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 *Chemistry for the Health Sciences*
CHM 111 *General Chemistry I,* or CHM 112 *General Chemistry II*..... .. 3-4 hours

GEOL 101 *Physical Geology*, GEOL 102 *Historical Geology*,
GEOL 201 *Oceanography,* PHY/SCI 101 *Intro to the Physical Sciences*,
PHY/SCI 102 *Earth Science*, PHY/SCI 111 *Astronomy*,
PHY 201 *General Physics I,*
PHY 221 *General Physics I with calculus*, or
PHY 203 *General Physics II,* PHY 223 *General Physics II with calculus*.....4 hours

BIO 202 *Anatomy and Physiology I*, BIO 203 *Anatomy and Physiology II,*
PSY 202 *Human Growth & Development*.....4 hours

PSY 406 *Biopsychology*, HEA 330 *Contemporary Health Issues*,
BIO 425 *Topics in Biology,* MTH 301 *Foundations of Geometry*.....9 hours

History (18 hours)

HIS 202 *United States to 1877*.....3 hours

HIS 203 *United States 1877 to Present* .....3 hours

Any HIS course 300 level or above .....12 hours

Management (18 hours)

BUS 100 *Business Concepts*, MGT 331 *Principles of Management*.....6 hours
MGT 377 *Project Management*, MGT 341 *Leadership in Organizations*,
MGT 333 *Human Resources Management*, MGT 435 *Entrepreneurship*.....9 hours
Business Electives.....3 hours

Music (21 hours) *

MUS 101 *Tonal Harmony 1 & Practice*.....4 hours

MUS 103 *Tonal Harmony 2 & Practice*.....4 hours

Applied music lessons.....2 hours

MUS-CC 160 or MUS-WE 160.....2 hours

MUS 301 *Form and Analysis,* MUS 303 *Orchestration and Instrumentation,*
MUS 306 *Counterpoint,* MUS 331 *Beginning Conducting,*
MUS 332 *Choral Conducting,* MUS 333 *Instrumental Conducting,*
MUS/CHR 357 *Worship & Theology,* MUS 410 *World Music,* or MUS 451
Hymnology: A Singing Theology .....9 hours

*Students who choose to minor in music must take MUS 205 *Music Appreciation* for their Fine Arts elective.

Psychology (21 hours)

PSY 201 *Introduction to Psychology* ..... 3 hours
PSY 220 *Careers, Ethics, and Professionalism* ..... 3 hours
PSY 316 *Psychology and Christianity* ..... 3 hours
RSM 200 *Introduction to Research* ..... 3 hours

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

Course Descriptions

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:** Fall

ACCT 302 Intermediate Accounting II
This course is a study of accounting theory and practice as applied to current liabilities, long term debt, contributed capital, revenue recognition, leases, accounting errors and changes, and pensions.
Credit Hours: 3 **Prerequisite:** ACCT 301 **Availability:** Spring

ACCT 303 Intermediate Accounting III
This course is an in-depth coverage of intermediate accounting principles introduced in BUS 301 and 302, allowing students to gain a fuller understanding of complex topics.
Credit Hours: 3 **Prerequisite:** ACCT 302 **Availability:** Fall

ACCT 306 Accounting Information Systems
This course teaches the applications of accounting software including a commercial accounting package, small business package, fixed asset manager and cost manager.
Credit Hours: 3 **Prerequisite:** ACCT 202 **Availability:** Fall

ACCT 401 Auditing (WI)
This course teaches auditing functions and practices, with an emphasis on professional responsibilities, audit applications, internal control, legal liability and audit reports.
Credit Hours: 3 **Prerequisite:** ACCT 301 and ENG 102 **Availability:** Spring

ACCT 404 Business Income Tax
This course is the study of federal income tax law with emphasis on its application to corporate and partnership taxpayers.
Credit Hours: 3 **Prerequisite:** ACCT 202 **Availability:** Fall

ACCT 407 Nonprofit Accounting
This course is the study of accounting principles and practices as applied to state and local governments and nonprofit organizations.
Credit Hours: 3 **Prerequisite:** ACCT 202 **Availability:** Spring

Art (ART)

ART 101 Drawing I
This course is a basic introduction to drawing materials including pencil, charcoal, crayon, pen and ink concentrating on still life, drawing from nature, and study of basic principles of art. Weekly labs required.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

ART 102 Drawing II
This course teaches varied approaches to drawing the figure, developing a visual vocabulary, and building hand-eye coordination. The same basic materials are used as in ART 101 plus wash and watercolor. Weekly labs required.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

ART 200 Art Appreciation
Students will gain the critical and analytical skills necessary to understand the importance of the visual arts in the breadth of human experience. Topics will include art history, aesthetics, methods of production, and the elements of art. Students will come to understand the relationship of both artistic skills and knowledge to the successful development of civilization.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

ART 208 Ceramics I
This course is an introduction to the manipulation of clay, including hand-building, wheel- throwing, glazing, and firing. Weekly labs required.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

ART 209 Ceramics II
This course is a more in-depth exploration of the clay medium, including hand-building, wheel- throwing, and kiln-operation. Students will attempt to create a coherent series of pieces that will be an integral part of the annual exhibit.
Credit Hours: 3 **Prerequisite:** ART 208 or instructor approval **Availability:** On demand

ART 211 Art History I
A survey of the history of art from prehistory to the Renaissance.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

ART 212 Art History II
A survey of the history of art from Renaissance to the Contemporary.
Credit Hours: 3 **Prerequisite:** ART 211 or instructor approval **Availability:** On demand

ART/COM 413 Media Publication
This course is a hands-on class that involves work in cover art, visual adaptations, brochures and iconography in publishing and cinema. The students will be actively involved in production and advertising in both on-campus literary journals and dramatic endeavors.
Credit Hours: 3 **Prerequisite:** Junior/Senior status or instructor approval **Availability:** On demand

Biology (BIO)

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

BIO 100 Survey of Biology

This course is an introduction to the major concepts in biology: What is life? Studies include the importance of cells, DNA, genes, biodiversity and the roles of organisms in ecosystems. This is a general education course for non-science majors.

Credit Hours: 4 **Prerequisite:** None **Availability:** Spring

BIO 101 General Biology I

This course is the first part of a two-semester course sequence that covers an introduction to the general concepts that form our current understanding of the molecular and cellular basis of life. Emphasis will be given to chemical concepts and to structure and function of the cell, its metabolism, its DNA and chromosome structure, and of the mechanism of heredity, basic recombinant DNA technology, gene regulation, molecular genetics, transcription, and translation. This course is a requirement for all biology majors.

***Note**: Students failing to earn course credit for the lecture must retake that course in the next semester or term for which the student registers until course credit is earned.*

Credit Hours: 3 **Prerequisite:** None **Corequisite:** BIO 101L **Availability:** Fall

BIO 101L General Biology I-Lab

This course is a laboratory course, with emphasis placed on basic biological chemistry, cell structure and function, metabolism, energy transformation, genetics, and microscope techniques. This course is a requirement for all biology majors.

***Note**: Students failing to earn course credit for the lecture must retake that course in the next semester or term for which the student registers until course credit is earned.*

Credit Hours: 1 **Prerequisite:** None **Availability:** Fall
Corequisite: BIO 101 or instructor approval

BIO 102 General Biology II

This course is the second part of a two-semester course sequence in biology. Diversity of life, plant and animal form and structure, animal systems, and ecology are covered. This course is a requirement for all biology majors.

***Note**: Students failing to earn course credit for the lecture must retake that course in the next semester or term for which the student registers until course credit is earned.*

Credit Hours: 3 **Prerequisite:** BIO 101 or instructor approval **Availability:** Spring
Corequisite: BIO 102L

BIO 102L General Biology II-Lab

This course is a laboratory course with emphasis placed on organisms, biodiversity, plant and animal systems, ecology, and microscope observations and dissections. This course is a requirement for all biology majors.

***Note**: Students failing to earn course credit for the lecture must retake that course in the next semester or term for which the student registers until course credit is earned.*

Credit Hours: 1 **Prerequisite:** BIO 101L or instructor approval **Availability:** Spring
Corequisite: BIO 102 or instructor approval

BIO 150 Environmental Science

This course is a presentation of the diverse issues related to the environment. Mechanisms of ecosystems, food production, natural resources, air and water quality, waste disposal and management, and other topics are discussed. The social, political, and economic aspects of man's interaction with the natural environment are considered. This course may be taken as a Core Curriculum lab science.

Credit Hours: 4 **Prerequisite:** None **Availability:** Spring

BIO 202 Human Anatomy and Physiology I
This course is an introduction to biological processes and terminology, followed by an integrated study of the structure and function of the human body including tissues, integumentary, skeletal, muscular, and somatic nervous systems.
Credit Hours: 4 **Prerequisite:** 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, **Availability:** On demand
3.0 GPA, Junior or Senior status

BIO 451 Biology Internship
This course is tailored to meet the needs of the student involved, by allowing him/her to work with and shadow a professional in one of the biology professions.
Credit Hours: 1-3 **Prerequisite:** BIO 102, Biology Major or department approval, **Availability:** On demand
2.5 GPA, Junior or Senior status

Student Success (BPC)

BPC 100 Student Success
This course is designed as a first-semester, freshman year experience course to assist students with the successful transition from high school to college. Students will be introduced to academic skills associated with a liberal arts education. This interactive and engaging course will include; but will not be limited to topics such as: test taking strategies, listening and critical thinking skills, reading and writing for college, time management, and effective note taking. The course will further introduce career exploration and a teaching segment on "how to manage student debt and repaying student loans". Additionally, students will explore the history of Brewton-Parker College, the distinctive of a Christian college experience, and campus life opportunities and services.
Credit Hours: 1 **Prerequisite:** None **Availability:** On demand

BPC 105 Success for Non-Traditional and Transfer Students
The course provides the transfer students and students pursuing a degree in a non-traditional format with strategies for succeeding academically while balancing outside responsibilities such as family, work, and/or other demands typically found among the non-traditional population. Topics include efficient study habits, getting financial help, use of campus Internet, and support writing papers and taking tests. Students will also receive a general orientation to the College and, for those taking the course at an off-campus site, a general overview of the programs offered at that site.
Credit Hours: 1 **Prerequisite:** Non-traditional students and transfer students **Availability:** On demand
who transfer fewer than 24 credit-hours will take this course during their first term at the College.

Business (BUS)

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

BUS 100 Business Concepts

This course is a survey of the development and nature of our business system and an introduction to the purposes and concepts of the major business functions, including accounting, finance, human resource management, marketing, and production.

Credit Hours: 3 **Prerequisite:** BUS 101 **Availability:** On demand

BUS 101 Fundamentals of Computer Applications

This course is an introduction to computer terminology, computer operating systems, word processing, spreadsheets, databases, and presentation software.

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

BUS 210 Business Statistics

In this course learners are introduced to business statistics and the need for quantitative analysis in business, basic procedures in problem-solving, and the sources and types of data used in the enterprise. Each lesson will include defining and formulating problems, instruction on the statistical method, analysis of data, and use of results to make decisions.

Credit Hours: 3 **Prerequisite:** BUS 100 **Availability:** On demand

BUS/CHR 230 Professional Ethics

This course is a study of contemporary ethical issues in various professions. Relevant issues for students anticipating careers in fields such as business, psychology, and education will be explored from a Christian perspective.

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

BUS 250 Legal Environment of Business

The legal and regulatory environment of business, emphasizing why legal duties are placed on the business community and how managers should appropriately respond to them. Covers legal institutions, constitutional law, common law, and public law, partnership, joint ventures, corporations, including professional and legal responsibility, and substantive law in contracts, business organizations, and agencies. A brief introduction to employment law matters is included.

Credit Hours: 3 **Prerequisite:** BUS 100 **Availability:** On demand

BUS 310 Women & Men in Management

This course provides a comprehensive survey and review of the literature on gender and organizations. It includes coverage of how race and ethnicity, sexual orientation, gender identify and expression, and generational differences intersect with gender in the workplace. The text explores important issues like the gender pay gap, stereotypes and biases, sexual harassment in the workplace, work-life balance, and practical strategies for creating inclusive cultures.

Credit Hours: 3 **Prerequisite:** BUS 330 and MGT 331 **Availability:** On demand

BUS/ENG 330 Writing in the Workplace (WI)

This course applies rhetorical strategies learned in ENG 101 and 102 to the situated practice of business and professional writing. Students craft documents for specific audiences in various professional genres and present their work using different platforms and media.

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

BUS 350 Topics in Business (WI)
This course is a study of selected topics in business and may be taken twice toward graduation credit.
Credit Hours: 3 **Prerequisite:** Completion of all 100 and 200-level business courses required for a business degree plus 9 hours of upper- level business courses and ENG 102 **Availability:** On demand

BUS 357 International Business
This course is an analysis of international business environments (culture, politics and economics) and the conduct of traditional business functions.
Credit Hours: 3 **Prerequisite:** ECON 205 **Availability:** Spring

BUS 370 Organizational Change
This course covers the organizational resilience, adaptability, and agility required to gain new prominence in today's business world. Students learn the theory behind and research actual instances of methods for institutionalizing change within an organization.
Credit Hours: 3 **Prerequisite:** BUS 330 and MGT 331 **Availability:** On demand

BUS 390 Cultural Intelligence
This course will prepare today's students to be effective leaders in their professional lives by helping them hone their cultural intelligence as it is vital to working inter- and intra-culturally in today's global economy. Students will gain a unique ability to identify, recognize, and acknowledge the differences and similarities that exist between and among cultural groups and systems.
Credit Hours: 3 **Prerequisite:** BUS 330 and MGT 331 **Availability:** On demand

BUS 451 Managerial Finance
This course includes financial management techniques and policies for financial analysis and planning, working capital management, capital budgeting and long-term financing.
Credit Hours: 3 **Prerequisite:** ACCT 202 **Availability:** Fall

BUS 453 Business Strategy
This course is a capstone course to develop decision-making skills at the top management level and to encompass all management functions in their environmental, political, and social context.
Credit Hours: 3 **Prerequisite:** MKT 300, MGT 331, and BUS 451 **Availability:** Spring

BUS 499 Internship
This course is an individually designed work experience in an approved business or organization.
*A student may complete two internships in different semesters and different businesses for up to 6 hours of credit.
Credit Hours: 3 **Prerequisite:** Advisor Approval **Availability:** On demand

Chemistry (CHM)

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

CHM 100 Chemistry and the Modern World
This course is an introductory course designed specifically for non-science majors. This course introduces chemical concepts at an approachable level and links these concepts to relevant real-world topics and modern issues. An understanding of general mathematics is suggested, but the course does not focus heavily on math.

Topics include chemistry and the environment, chemistry of fuel and energy, and chemistry of human health. This course does not count as a science course for science majors.
Credit Hours: 3 **Prerequisite:** None **Corequisite:** CHM 100L **Availability:** On demand

CHM 100L Chemistry and the Modern World Lab
This lab course is an introductory course designed specifically for non-science majors. The lab course covers basic laboratory safety and practical lab skills related to topics in modern times. Topics include lab safety, chemical measurements and reactions, and laboratory applications to modern day topics. This course is intended to be taken with CHM 100, or as a stand-alone lab course for non-science majors. This course does not count as a lab science course for science majors.

Credit Hours: 1 **Prerequisite:** None **Availability:** On demand
Corequisite: CHM 100 or instructor approval

CHM 105 Chemistry for the Health Sciences
This course is an introductory course designed for pre-nursing, sports and exercise science, and related majors. This course provides a broad survey of chemical topics relevant to those pursuing careers in the health sciences. Topics include units of measurement, chemical structure, moles and stoichiometry, organic chemistry, and biochemistry. A general knowledge of mathematics is needed for calculating dosages and dilutions, preparing solutions, and using conversion factors. This course is not intended for natural science majors or those desiring to attend professional school in a medical field.
Credit Hours: 4 **Prerequisite:** None **Availability:** On demand

CHM 111 General Chemistry I
This course includes the fundamental principles and qualitative aspects of general inorganic chemistry. Topics discussed include the study of chemical stoichiometry, atomic theory, chemical bonding, and kinetic molecular theory.
Credit Hours: 3 **Prerequisite:** None **Corequisite:** CHM 111L **Availability:** On demand

CHM 111L General Chemistry I Lab
This course includes the fundamental principles and qualitative aspects of general inorganic chemistry. Topics discussed include the study of chemical stoichiometry, atomic theory, chemical bonding, and kinetic molecular theory.
Credit Hours: 1 **Prerequisite:** None
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 **Availability:** On demand
Corequisite: CHM 112 or instructor approval

CHM 321 Analytical Chemistry (WI)
This course is designed for the qualitative and quantitative analysis of chemical substances. Volumetric, spectrophotometer, electrochemical, chromatographic techniques will be discussed and utilized. The theory and practice of using modern analytical equipment such as ultraviolet/visible spectroscopy (UV/VIS), mass spectroscopy (MS), nuclear magnetic resonance (NMR), infrared spectroscopy (IR), and electrophoresis will be studied through experimental and simulated methods.
Credit Hours: 4 **Prerequisite:** CHM 112 and ENG 102 **Availability:** On demand

CHM 331 Light and Matter
This course centers around the study of the interaction of light with matter. Topics covered will be rotational, vibrational, and electronic spectroscopies. Upon completion of this course, students will be able to: 1. Understand the theory of spectroscopic methods. 2. Apply understanding of theory to solve problems and interpret real spectra.
Credit Hours: 3 **Prerequisite:** CHM 112 **Availability:** On demand

CHM 335 Organic Chemistry I
This is the first course in the study of the compounds of carbon. This course includes the study of structure, mechanisms, synthesis and reactions of organic compounds.
Credit Hours: 4 **Prerequisite:** CHM 112 **Availability:** On demand

CHM 336 Organic Chemistry II
This course is a continuation of CHM 335.
Credit Hours: 4 **Prerequisite:** CHM 335 **Availability:** On demand

CHM/BIO 338 Biochemistry I
This course introduces molecules of biological importance. Topics include the chemistry of carbohydrates, lipids, proteins, nucleic acids, and enzymes including their structure, physical, and chemical properties. This course may count as both biology elective and as hours toward the chemistry minor. Upon completion of this course, students will be able to 1. Understand the structure, physical, and chemical properties of lipids, carbohydrates, proteins, and nucleic acids. 2. Understand the role of each of these categories of biomolecules and how their physical and chemical properties relate to their function.
Credit Hours: 3 **Prerequisite:** CHM 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 336, or PHY 203 **Availability:** On demand

CHM 410 Bioinorganic Chemistry

This course involves the theories of bonding, group theory, and molecular symmetry with application to metal-containing biomolecules. Topics covered include atomic structure and simple bonding theory, molecular symmetry, group theory, molecular orbitals, coordination chemistry and basic reactivity, electronic spectra of inorganic molecules, and bioinorganic molecules. Upon completion of this course, students will be able to: 1. Understand and apply molecular symmetry and group theory. 2. Draw and predict bonding of inorganic molecules using group theory and molecular orbitals. 3. Apply knowledge of coordination chemistry and molecular orbital theory to determine/understand mechanisms of inorganic molecules involved in biochemical reactions.

Credit Hours: 3 **Prerequisite:** CHM 336 **Availability:** On demand

CHM 420 Communicating Scientific Literature

This course focuses on learning how to effectively communicate science, in particular related to scientific literature and research. Topics covered include reviewing literature in both brief and expansive formats, critically analyzing research papers, appropriately referencing sources, and presenting scientific data and papers. Upon completion of this course, students will be able to: 1. Analyze a scientific paper, including both written and verbal discussions. 2. Prepare scientific presentations on both short (2-10 minutes) and long (>10 minutes) time limits. 3. Present analysis of scientific literature to different audiences (a group of scientists versus a group of high school students).

Credit Hours: 3 **Prerequisite:** CHM 336 Suggested to take while enrolled in CHM 450. **Availability:** On demand

CHM 430 Special Topics in Chemistry

CHM 430 is a series of courses covering varied special topics in chemistry. This course serves as an introduction of the field of nuclear and radiochemistry. Topics covered include nuclear structure, nuclear decay, decay kinetics, analytical methods, f-block chemistry, and applications. Upon completion of this course, students will be able to 1. Understand the processes of nuclear decay and describe the kinetics of nuclear processes. 2. Understand the chemistry of the f-block elements. 3. Relate the theory of nuclear and radiochemistry to real life examples and applications.

Credit Hours: 3 **Prerequisite:** CHM 112, PHY 203 **Availability:** On demand

CHM 440 Biochemistry Seminar

This is a seminar course where a topic related to the interest of the students in the department will be investigated, researched, and presented on by students. The analysis and presentation skills from this seminar will serve as the basis for students preparing to do their senior research in CHM 450 and CHM 460. Upon completion of this course, students will be able to: 1. Research and analyze a given topic related to biochemistry and the sciences in general. 2. Develop and design a presentation regarding a biochemical topic. 3. Analyze presentations given by other students, provide feedback, and start/participate in discussions.

Credit Hours: 1 Prerequisite: None Availability: On demand

CHM 450 Research Proposal Writing
This course focuses on learning how to effectively write and critique research proposals and is intended for chemistry students preparing to take CHM 460. The research proposal developed in this course will serve as the basis for the student's research project in CHM 460. Upon completion of this course, students will be able to: 1. Understand the components, formatting, and expectations for an NIH style research proposal. 2. Develop a research proposal for a senior undergraduate level research project. 3. Analyze research proposals and provide feedback.
Credit Hours: 1 **Prerequisite:** CHM 336 **Availability:** On demand

CHM 460 Introduction to Research
This course is designed to introduce students to working in a research laboratory environment. Students will undertake an original course of research based on their proposal developed in CHM 450. Students will present their results at an open, conference style seminar at the end of the semester. Upon completion of this course, students will be able to: 1. Handle themselves safely and responsibly in a research laboratory. 2. Independently develop, carry out, and troubleshoot experiments to test a hypothesis. 3. Analyze, interpret, and present results of scientific experiments.
Credit Hours: 3 **Prerequisite:** CHM 420, CHM 450 **Availability:** On demand

Christian Studies (CHR)
***(WI) denotes a Writing Intensive (WI) course**

CHR 100 Introduction to Biblical Worldview
This course introduces students to the concept of worldview in general and the components of a biblical worldview focusing on major biblical themes in the Old and New Testaments, including creation, fall, covenant, law, incarnation, redemption, and restoration. The implications of a biblical worldview and the application of biblical themes on the totality of life will be explored, specifically academic studies and vocational pursuits.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

CHR 101 Introduction to the Old Testament
The course introduces students to God's redemptive story as presented in the Old Testament. Emphasis will be given to: reading through the OT in selected portions; a review of major historical movements; a broad overview of the content of the OT books with special attention to theological concepts including salvation and anticipation of the Gospel.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 102 Introduction to the New Testament
The course introduces students to God's specific redemptive activity as presented in the New Testament. Emphasis will be given to reading through the NT in selected portions; a broad overview of the Gospels, Acts and subsequent NT writings; with special attention to theological concepts, the development of the NT church, and the significance of the Gospel.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 110 Biblical Foundations
The course equips students with functional biblical skills and knowledge concerning the inspired nature of scripture; an introduction and exploration of the contents and basic themes of the scriptures, including a specific focus upon God's redemptive actions and the Gospel; an introduction to the foundation of the Church, and a survey of the Biblical Worldview implications.
Credit Hours: 3 **Prerequisite: None** **Availability:** On demand

CHR 200 Biblical Hermeneutics (WI)
This course is an introduction to the principles and practice of interpreting the Bible. This course examines the methodology involved in arriving at the meaning and application of scriptural texts.
Credit Hours: 3 **Prerequisite:** CHR 101, 102, or instructor approval and ENG 102 **Availability:** On demand

CHR 210 History of Christian Thought
This course is an introductory study of the thought and impact of key individuals and movements from the beginning of Christianity to the present.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 220 World Religions
This course is a survey of the major living world religions with an emphasis upon their beliefs, practices, and diverse expressions. The study of Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam constitute the main focus of the course.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR/BUS 230 Professional Ethics
This course is a study of contemporary ethical issues in various professions. Relevant issues for students anticipating careers in fields such as business, psychology, and education will be explored from a Christian perspective.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 240 Christian Worldview
This course is a study of worldview concepts in general and the content of the Christian worldview specifically. The primary focus is on the biblical themes of creation, fall, redemption, and their various implications with respect to the whole of life, including its spiritual, educational, aesthetic, vocational, and family-life dimensions, among others.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 250 Formation for Ministry
This course is an introduction to Christian ministry through an integration of the theological, psychological, spiritual, social, ethical, and functional dimensions of ministry through the local church. Attention is given to identifying and clarifying the call to ministry and to exploring the necessary preparations for effective ministry.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 260 Ministry Seminar
This course is a study of the integration of the practical and theological components of ministry- related vocations. Detailed consideration is given to attaining competency in carrying out the practical aspects of ministry, such as funerals, weddings, hospital visits, baptisms, the Lord's Supper, among other facets of church ministry.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 270 Christian Theology
This course is an introduction to biblical doctrines, including revelation, God, creation, humanity, sin, Christ, the Holy Spirit, salvation, sanctification, the church, and last things.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 300 Special Topics in Biblical/Theological Studies
This course is an in-depth study of special topics in the disciplines of biblical or theological studies. Examples include one particular biblical book, a theological theme or sub-discipline, or a specific theological movement in church history.
Credit Hours: 3 **Prerequisite:** CHR 270 or instructor approval **Availability:** On demand

CHR 305 The Writings
This course is an introduction to the study of the writings comprising Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon. Emphasis is given to these biblical texts, their interpretations, theological themes, and the various critical issues involved in their interpretation.
Credit Hours: 3 **Prerequisite:** CHR 200 or instructor approval **Availability:** On demand

CHR/HIS 312 The Reformation (WI)
This course is a study of the Protestant Reformation with emphasis upon its influence on political, cultural, and economic life in Europe.
Credit Hours: 3 **Prerequisite:** HIS 151 **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 328 Christian Spirituality: A Theological Perspective
This course explores Christian spirituality from a theological perspective. The course examines various traditions of Christian spirituality throughout church history along with classical devotional writings.
Credit Hours: 3 **Prerequisite:** CHR 270 or ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, ENG 206, and Approval of TBTS Dean **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 historical development of Christian worship with attention given to the role of music. A comparison of worship patterns and styles past and present and consideration of planning services of worship is included.
Credit Hours: 3 **Prerequisite:** 6 hours of CHR courses **Availability:** On demand

CHR 355 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 explore and correlate Christian doctrine to the practice of Worship and Worship Leadership. It will assist the student in developing biblical filters and principles to guide and shape the worship experience of the Church. Importantly, understanding a "Christocentric" approach to worship will provide the future worship leader a biblical and practical way to determine music appropriateness and substantiation of applicable ministries.
Credit Hours: 3 **Prerequisite:** CHR 270 or instructor approval **Availability:** On demand

CHR/HIS/POL 361 Church and State in America
This course explores the history of the relationship between religion and the state in the United States. It will survey the European and early American origins of the First Amendment; religion- state interaction in American political history; the evolution of Modern American constitutional law governing religion-state relations and the current debate over law, religion and public life.
Credit Hours: 3 **Prerequisite:** CHR 270 or instructor approval **Availability:** On demand

CHR 412 Christian Ethics
This course is a study of the ethical principles of the Christian faith and how they are to be applied to contemporary problems.
Credit Hours: 3 **Prerequisite:** 6 hours of CHR courses or instructor approval **Availability:** On demand

CHR 413 Christian Philosophy
This course is a study of basic issues with respect to philosophical and theological reasoning, including such vital matters as the concept of worldview, faith, reason, theodicy, and revelation, among others.
Credit Hours: 3 **Prerequisite:** CHR 270 or instructor approval **Availability:** On demand

CHR 414 Contemporary Theology
This course is a study of significant persons, movements, and trends in theology from the era of the Enlightenment to the contemporary scene.
Credit Hours: 3 **Prerequisite:** CHR 270 or instructor approval **Availability:** On demand

CHR 418 Christian Apologetics
A study of approaches to Christian apologetics designed to equip students to defend the Christian faith. The course incorporates a study of content and methods used to defend Christian truths and beliefs in the midst of a global and religiously pluralistic culture.
Credit Hours: 3 **Prerequisite:** CHR 250 or instructor approval **Availability:** On demand

CHR 431 Baptist History
This course is a study of the formation, development, and interpretation of Baptists in general with special consideration given to Southern Baptists.
Credit Hours: 3 **Prerequisite:** CHR 270 or instructor approval **Availability:** On demand

CHR 432 Christianity in America
This course is a study of the history of Christianity in America from the beginning of the European settlement of North America until the present. Special emphasis will be given to identifying and analyzing major religious movements, such as the Great Awakenings, revivalism, the mission movement, liberalism, neo-orthodoxy, fundamentalism, and evangelicalism.
Credit Hours: 3 **Prerequisite:** CHR 270 or instructor approval **Availability:** On demand

CHR 434 History of Missions
This course is a study of the historical development and leading personalities, movements, issues, and events of Christian world mission from the early church era to the present.
Credit Hours: 3 **Prerequisite:** CHR 270 or instructor approval **Availability:** On demand

CHR 453 Evangelism and Church Growth
This course is a study of the evangelistic mission of the church, including its goals and strategies from a decidedly biblical perspective. In addition, a global analysis of the church growth movement's history and methodology is pursued.
Credit Hours: 3 **Prerequisite:** CHR 250 or instructor approval **Availability:** On demand

CHR 454 Missions and Cross-Cultural Ministry
This course is an in-depth study of cross-cultural missions with particular attention given to identifying barriers and bridges to the Christian gospel. Issues surrounding current missions' methodologies and the transcultural communication of Christian truths are also emphasized.
Credit Hours: 3 **Prerequisite:** CHR 250 or instructor approval **Availability:** On demand

CHR 455 Leadership and Conflict Management
This course is a study of contemporary models and biblical conflict management strategies with respect to analyzing sources and resolving conflicts that arise in the local church while leading it toward its specific mission. Detailed attention is given to staff/staff, staff/member, and member/member relations.
Credit Hours: 3 **Prerequisite:** CHR 250 or instructor approval **Availability:** On demand

CHR 456 Leadership and Women's Ministry
This course is a study of contemporary models and biblical leadership strategies with respect to implementing and leading women's ministry programs in the local church. Particular attention is given to proposing, developing, and putting a women's ministry project into service through a local church.
Credit Hours: 3 **Prerequisite:** CHR 250 or instructor approval **Availability:** On demand

CHR 457 Leadership and Church Administration
This course is a study of contemporary models and specific business administration practices in the local church. Particular attention is given to the development of competent leadership skills with respect to the economic and functional areas of church life.
Credit Hours: 3 **Prerequisite:** CHR 250 or instructor approval **Availability:** On demand

CHR 481Ministry Internship I
This course is a supervised internship in ministry in a local church or other approved setting that provides experience in the practice of ministry.
Credit Hours: 3 **Prerequisite:** CHR 250 or instructor approval **Availability:** On demand

CHR 484 Ministry Internship II
This course is the second in a sequence for a supervised internship in ministry in a local church or other approved setting that provides experience in the practice of ministry. Upon successful completion of this course, students will be able to: Identify and describe professional job responsibilities associated with their internship setting. Apply knowledge and skills gained in the classroom to their internship setting. Perform duties under the supervision of an internship facilitator. Evaluate the professional strengths and weaknesses of their internship supervisor and agency. Evaluate their own professional and personal strengths and weaknesses in relation to their anticipated career.
Credit Hours: 3 **Prerequisite:** CHR 481 or instructor approval **Availability:** On demand

CHR 490 Senior Seminar in Christian Studies
This course is a capstone seminar required of students in the Bachelor of Arts in Christian Studies and the Bachelor of Ministry degree programs. The course is designed to provide opportunities for further reflection upon various areas of Christian scholarship through assigned readings, article presentations, and directed research.
Credit Hours: 3 **Prerequisite:** Instructor approval **Availability:** On demand

CHR 500 Old Testament Introduction and Interpretation
This course introduces the books of the Old Testament with emphasis on the composition, content, theology, history, and interpretation of each. The course provides a thorough examination of current theological and critical issues.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 505 The Pentateuch
This course presents a study of the five books of the Torah and God's activity in relationship with the world and His redemptive plan for Israel and ultimately for humanity. Attention is given to the historical nature and context of the Pentateuchal narratives, the formation of the Mosaic law, and the initial development of the nation of Israel before the time of the conquest.
Credit Hours: 3 **Prerequisite:** CHR 500 **Availability:** On demand

CHR 510 The Major Prophets
This course presents an in-depth exploration of the books of Isaiah, Jeremiah and Lamentations, Ezekiel, and Daniel. Attention is given to the historical contexts of the prophets and their times, the prophetic messages, theological themes, and the important messianic and eschatological themes presented. A consideration will be given to the interpretation and exposition of selected texts.
Credit Hours: 3 **Prerequisite:** CHR 500 **Availability:** On demand

CHR 515 The Minor Prophets
This course presents an in-depth, book-by-book exploration of the minor prophets in the broad span of their historical context. Attention is given to the significant theological themes of each, together with interpretation and exposition of selected texts.
Credit Hours: 3 **Prerequisite:** CHR 500 **Availability:** On demand

CHR 530 New Testament Introduction and Interpretation
This course introduces the books of the New Testament with attention to their composition, content, theology, history, and interpretation. Current theological and critical issues are examined.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 535 The Synoptic Gospels
This course presents a study of the first three gospels in the New Testament, focusing on the historical, literary, and theological character of Matthew, Mark, and Luke, and examining their many parallel traditions while highlighting the distinctiveness of each gospel. Key hermeneutical and critical issues are engaged. The application of the synoptic gospels to contemporary teaching and preaching is also a major consideration of the course.
Credit Hours: 3 **Prerequisite:** CHR 530 **Availability:** On demand

CHR 540 The Pauline Letters
This course examines the epistles of Paul in the New Testament, focusing on the content of the Pauline literature with attention given to historical issues, literary themes, theological ideas, and hermeneutical questions pertinent to the corpus. Key critical issues in Pauline scholarship are engaged. The application of Paul's letters to contemporary teaching and preaching is also a major consideration of the course.
Credit Hours: 3 **Prerequisite:** CHR 530 **Availability:** On demand

CHR 545 The Johannine Literature
This course presents a study of the books ascribed to John in the New Testament. Students will examine the five documents traditionally attributed to the Apostle John – the gospel, three epistles, and Revelation – by focusing upon their content and related issues of authorship, composition, genre, audience, themes, and theology. Key hermeneutical and critical questions are engaged. The application of the Johannine corpus to contemporary teaching and preaching is also a major consideration of the course.
Credit Hours: 3 **Prerequisite:** CHR 530 **Availability:** On demand

CHR 550 Church History
This course presents an introduction to the history of Christianity from the events of the New Testament to the dawn of the Reformation. In addition to the lives and contributions of selected individuals, this course will survey the development of Christian theology and ecclesiastical institutions and their importance on the world stage during the periods of late antiquity and the Middle Ages.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 551 History of the Reformation
This course examines the key figures, events, and confessional documents of the Protestant Reformation in Germany, Switzerland, and England. While antecedents of the Reformation and later expression of Protestantism will be discussed, the focus of the course will be the historical period 1517-1648.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 552 Baptist History
This course examines the history, polity, and doctrinal distinctives of Baptists in continental Europe, England, and North America from the sixteenth century to the present. This will include the historical development of various Baptist churches, associations, and denominations in the United States with emphasis on Southern Baptists.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 560 Evangelism
This course presents a study of the nature and practice of evangelism and its biblical and theological foundation, including development of the personal skill of evangelism. Students will examine various characteristics of non-Christians and explore methods to reach them with the gospel. The course includes an overview of the development of evangelism in the local church, including methods for equipping and mobilizing the local church to engage in evangelism.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 565 Missions and the Global Church
This course examines the biblical and theological basis for the mission of the church in the context of a historical overview, including the work of various coordinated groups or denominations. Students will survey current trends with regard to the proliferation of church-based international mission's efforts. The course also will explore strategies for involving churches in mission's mobilization and partnerships with the global church in order to fulfill the Great Commission.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 570 Homiletics and Expository Preaching
This is a practical course that surveys various approaches to teaching and preaching God's word with an emphasis on expository preaching. The course equips the student to move from appropriate interpretation of a biblical text to preparation and delivery in a teaching or sermon format with practical application of the content.
Credit Hours: 3 **Prerequisite:** CHR 620 **Availability:** On demand

CHR 575 Ministry Leadership
The purpose of this course is to explore leadership styles and principles from a ministerial perspective. Students will examine and analyze profiles from biblical, historic, and contemporary personalities and the history of leadership in the local church setting. Students also will evaluate current emerging trends in leadership from the perspective of involvement in a local church or parachurch organization.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 580 Church Revitalization
This course will survey approaches and strategies for reinvigorating a plateaued church. A number of important emphases will be explored, including developing a churchwide prayer effort, understanding the function of leadership in revitalization, incorporating evangelism strategies, and understanding the context of the ministry setting.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 585 Church Planting
The course will identify and explore historical trends and current approaches to church planting. Attention is given to the significance of ministry context in planting a church, the development of leadership, the necessity of support systems, and the balance of ministerial responsibilities and familial obligations.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 590 The Bivocational Minister
The course will focus on the unique challenges of the bivocational minister regarding effective ministry while maintaining a healthy balance of family life and other vocational demands. Attention will be given to developing supportive leadership to fulfill the ministry needs of the church.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 593 Current Ministry Issues
The course will prioritize and analyze the intersection of selected current cultural trends and practical theological applications within the church and general ministry. Examples of topics for consideration include theological integrity in the face of changing moral standards such as gender and sexuality issues, conflict management, integration of legal requirements into ministry, and others. The course will approach these topics from a distinctly biblical worldview.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 594 Women's Ministry
The course provides an overview of the various facets of Women's Ministry in the local church. Attention is given to the biblical perspectives on the roles of women in family and church, with an examination of strategies for supporting women and equipping them to serve.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 596 Ministry Internship
This course provides opportunities for students to complete supervised internships within a local church or Christian ministry. The student will work with and be accountable to a qualified supervisor at the church and a BPC faculty member in learning and implementing specific ministry tasks and fulfilling prescribed goals. In addition to practical field experience, the student will complete reading assignments, as well as reports, interactive discussions, and other qualitative measures.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 601 Systematic Theology I
Systematic Theology I covers the issues of theological methodology and the doctrines of revelation, God, humanity, and sin. The course examines current and critical issues in the above doctrines from numerous perspectives, highlighting the importance of theology to serve the needs of church and ministry.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 602 Systematic Theology II
Systematic Theology II examines the doctrines of Christ, salvation, the Holy Spirit, the church, and last things. The course examines current and critical issues in the above doctrines from numerous perspectives, highlighting the importance of theology to serve the needs of church and ministry.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 605 Doctrine of the Trinity
This course is an in-depth biblical, historical, and philosophical investigation to the doctrine of the Trinity, with a focus on understanding and applying the doctrine in various ministerial and academic contexts.
Credit Hours: 3 **Prerequisite:** CHR 601 and CHR 602 or instructor approval **Availability:** On demand

CHR 620 Hermeneutics and Biblical Interpretation
The course provides a definition of hermeneutics and the necessity of this important discipline. It includes an overview of historical and modern hermeneutical approaches to biblical texts and explores the significance of interpretive principles from a literal, grammatical, and historical framework. Attention will be given to the various types of genres that are found in the Bible and the implications for interpretation.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 640 Apologetics
This course examines the theological and philosophical rationale for the existence of God, His creation of the universe, the providential revelation of truth and morality in the scriptures, and His provision of a necessary redemptive plan through Christ. Attention is given to the inspirational nature of scripture and a defense of its inerrancy and infallibility.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CHR 650 Preaching and Teaching the Old Testament Narratives
An in-depth study of biblical and expository methods of preaching the Old Testament narratives, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the Old Testament genre of narrative. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.
Credit Hours: 3 **Prerequisite:** CHR 570 **Availability:** On demand

CHR 651 Preaching and Teaching the Old Testament Prophets
An in-depth study of biblical and expository methods of preaching the Old Testament prophets, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the Old Testament genre of prophecy. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.
Credit Hours: 3 **Prerequisite:** CHR 570 **Availability:** On demand

CHR 652 Preaching and Teaching the Old Testament Wisdom Literature
An in-depth study of biblical and expository methods of preaching the Old Testament Wisdom Literature, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the Old Testament Wisdom Genre. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.
Credit Hours: 3 **Prerequisite:** CHR 570 **Availability:** On demand

CHR 655 Preaching and Teaching the Gospels
An in-depth study of biblical and expository methods of preaching the Gospels, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the narrative form of the Gospel accounts. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.
Credit Hours: 3 **Prerequisite:** CHR 570 **Availability:** On demand

CHR 656 Preaching and Teaching the Book of Acts
An in-depth study of biblical and expository methods of preaching the book of Acts, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the book of Acts. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.
Credit Hours: 3 **Prerequisite:** CHR 570 **Availability:** On demand

CHR 657 Preaching and Teaching the Letters of Paul
An in-depth study of biblical and expository methods of preaching the Letters of Paul, with particular attention to the literal, grammatical, and historical hermeneutic and its application within the Letters. Attention will be given to major theological themes of the Pauline letters. The course prepares the student for implementing a personal process from interpretation and exposition to application in a sermon or teaching environment.
Credit Hours: 3 **Prerequisite:** CHR 570 **Availability:** On demand

CHR 659 Innovative Preaching and Teaching
This is a practical course that surveys creative and innovative approaches for teaching and preaching God's word with an emphasis on expository preaching. The course equips the student to move from appropriate interpretation of a biblical text to preparation and delivery in a teaching or sermon format with practical application of the content.
Credit Hours: 3 **Prerequisite:** CHR 570 **Availability:** On demand

CHR 670 Research Thesis
Students in the program with a required thesis for graduation will be responsible for completion of a scholarly paper with an emphasis on a unique contribution to an approved area of research. The student will be guided by an assigned committee.
Credit Hours: 3 **Prerequisite:** Completion of all coursework **Availability:** On demand

Christian Worship (CHRW)

CHRW / MUS 500 History of Christian Worship and Song
This course is designed to prepare Worship Leaders by broadening their knowledge of the history of Christian Worship, including liturgical, traditional and contemporary forms that are used in Christian Worship Services. Students will develop a deeper appreciation for current worship practice and musical selections.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

CHRW / MUS 520 Worship Leadership
This course will explore the preparation and presentation of musical, technical, and administrative elements in modern worship. Students will investigate the appropriate musical, spiritual, technical, ethical, and interpersonal skills needed within the worship ministry context. Facilitating effective rehearsal methods and team building skills will be addressed as well.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

CHRW / MUS 540 Technology and Media in Worship
This course looks at the biblical foundations and the practical use of technology in corporate worship. The course will prepare leaders to communicate the Gospel through sound, lighting, visuals, and multi-media forms. The course includes hands-on planning and developing of worship services using modern technology.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

CHRW / MUS 560 Worship and Discipleship
In this course the student will develop ministry formation skills and implement a worship discipleship curriculum for the local church. Students will spiritually equip a group of participants within the local church through designing and teaching a worship curriculum or through leading small groups in worship evangelism and missions. A field mentor will be available to the student throughout the process of the course to guide the process.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

CHRW / MUS 580 Worship Internship
This course will engage students in practical and current ministerial issues. The student will be required to participate in a local church ministry throughout the semester/session under the supervision of a designated mentor to fulfill a worship ministry project or assigned role.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

CHRW / MUS 600 Worship Theology for Contemporary Ministry
The course examines biblical, historical, and practical issues regarding theologies of Christian worship. The student will explore the hermeneutical foundations for understanding corporate and personal worship practices and how it equips worship leaders in contemporary ministry contexts.

CHRW / MUS 620 Songwriting for Worship
The course will examine the various necessary components of the creative process of Christian songwriting as it pertains to preparation, execution, performance, and congregational application through worship. Attention will be given to theological, ministry, and practical integration of these components to render authentic worship songwriting that will glorify God in worship.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

Computer Information Systems (CIS)

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

CIS 200 Foundations of Information Systems (WI)
This course is designed to provide students with a foundational knowledge of various information systems. These systems are used by organizations for supporting customers, and they serve as the information foundation of many business functions ranging from marketing, human resources, accounting, and finance. Students will learn the role of information technology and systems in practice, and how these can be leveraged to create and sustain competitive advantage. Topics covered in this course include information systems and technology terminology, computer history, data representation, data storage concepts, fundamentals of information processing, information systems infrastructure, and business intelligence. Students will also conduct a career exploration in the field of information systems.
Credit Hours: 3 **Prerequisite:** BUS 100 and ENG 102 **Availability:** Fall

CIS 301 Networking Fundamentals
This course introduces networking technologies and prepares students to take CompTia's vendor neutral Network+ exam. This course covers a wide range of material about networking, including local area networks, wide area networks, protocols, topologies, transmission media, and security.
Credit Hours: 3 **Prerequisite:** CIS 200 **Availability:** On demand

CIS 312 Program Design and Development
This course presents an introduction to computational thinking, problem-solving, and programming concepts needed for those that develop user applications. An emphasis is placed on developing structured logic, debugging, and using tools to develop software solutions within a business context.
Credit Hours: 3 **Prerequisite:** CIS 200 **Availability:** On demand

CIS 335 Management Information Systems
This course includes the design and implementation of information and decision systems and their effect on organizations.
Credit Hours: 3 **Prerequisite:** BUS 100 **Availability:** On demand

CIS 362 System Analysis and Design
This course studies the application of tools and techniques modeled from business environments. It is an analysis of data flow, data structure, process flow, file design, input and output, and model construction. Current methodologies utilizing object orientation and maturation concepts are introduced.
Credit Hours: 3 **Prerequisite:** CIS 312 **Availability:** On demand

CIS 411 Object Oriented Programming
This course is an introduction to problem-solving strategies and methods in object-oriented programming. It highlights basic control structures, data types, arithmetic and logical operations. The course includes implementation of subroutines, functions, pointers, templates, classes and objects, inheritance, polymorphism, and encapsulation.
Credit Hours: 3 **Prerequisite:** CIS 312 **Availability:** On demand

CIS 421 Relational Database Design and Implementation
This course emphasizes the development of a conceptual model into a relational data model. Business rules for entity-relationship diagrams and data models are developed. Principles of data normalization and translation of these principles into a database design are introduced. Hands-on experience with simple data structures is an integral part of the course.
Credit Hours: 3 **Prerequisite:** CIS 312 **Availability:** On demand

CIS 423 Database Programming
This course is an introduction to database programming using SQL. Topics covered include basic SQL syntax, JOINS, group functions, DML, DDL and views.
Credit Hours: 3 **Prerequisite:** CIS 421 **Availability:** On demand

Criminal Justice (CJ)

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

CJ 100 Introduction to Criminal Justice
The purpose of this course is to expose the learners to introductory-level essential elements of the criminal justice system and to introduce critical thinking skills on ethical and public policy levels as related to the study of Criminal Justice.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CJ/PSY 204 Deviant Behavior
This course is an examination of deviant behavior, including crime, drug abuse, sexual deviance, and mental illness. A cross-cultural examination of these aspects of deviant behavior will also be utilized in order to understand deviant behavior within various cultural and institutional contexts.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CJ 205 Introduction to Police Administration
This course is a study of police management practices in America, including personnel management, budgeting, program planning, and relationships among the police department, the courts and the correction industries.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CJ 206 Introduction to Corrections
This course is a study of the history and evolution of corrections, the law and the correctional process, the rights of convicted criminals, types of criminals, correctional ideologies, and alternatives to incarceration.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CJ 207 Criminal Law & Procedure
This course is a survey course of the substantive and procedural criminal law in the United States, focusing particularly on the law of Georgia.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CJ 208 Crisis Management Communications
This course examines the variables involved in crisis planning, communication and management. Appropriate consideration will be given to organizational vulnerabilities, environmental threats, and stakeholder influences involving law enforcement agencies.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

CJ 209 Ethics in Criminal Justice (WI)
This course discusses ethical philosophies and issues pertaining to the various professions in the criminal justice system. It includes ethical issues emanating from constitutional conflict with public protection and individual rights, civil liberties, and correctional policies.
Credit Hours: 3 **Prerequisite:** 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 105 Survey of Economics
This course is a survey of basic micro- and macroeconomic economic concepts with applications to public policy issues. Concepts such as supply and demand, inflation, unemployment, measurement of an economy's income, and aggregate supply and demand are covered. The knowledge of these basic economic principles is then used to explore current economic issues, including the role of personal finance and the impact of individuals' financial decisions on the economy.
Credit Hours: 3 **Prerequisite or Co-requisite:** None **Availability:** On demand

ECON 205 Principles of Macroeconomics
This course is a study of the overall economy. It includes an introduction to macroeconomic concepts and applies them to aggregate economic activity. Models of GDP, theories of savings and investments, and concepts of supply and demand are associated with fiscal and monetary policy. Students will analyze the implications of policy and discover issues associated with maintaining aggregate economic stability. Theories on international trade, inflation, and unemployment are also covered.
Credit Hours: 3 **Prerequisite 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: Ethics and Pre-Certification
This course is designed to introduce the *potential* teacher candidate to the program of study and the expectations associated with obtaining a degree from Brewton-Parker College and licensure from the Georgia Professional Standards Commission (GaPSC). The course will focus on the 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 II: Certification and Career Success
This course is designed as a capstone experience for teacher candidates to display their readiness for career success as a professional educator. Teacher candidates will finalize 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 211 Introduction to Learning Differences and Classroom Management
This course is designed to equip future teachers with a fundamental understanding of the differences in the changing demographics of today's society and the implications that these may have for teaching and learning. Topics include differences in culture, religion, learning styles, learning abilities, socioeconomic status, language, ethnicity, gender, and other differences as well as effective classroom management techniques to foster a positive learning environment for all students. Field experience is required.
Credit Hours: 3 **Prerequisite:** 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 315 Secondary Curriculum & Methods
A course designed for secondary education teacher candidates with the primary focus on 6-12 curriculum and teaching strategies based on state and national standards. Lesson planning with assessment and classroom management are included. Field experience with observation, planning and teaching lessons, and reflection is required.
Credit Hours: 4 **Prerequisite:** EDU 111 **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 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 329 Secondary Curriculum and Methods (9-12)
A course designed for secondary education teacher candidates with the primary focus on 9-12 curriculum and teaching strategies based on state and national standards. Lesson planning with assessment and classroom management are included. Field experience with observation, planning and teaching lessons, and reflection is required.
Credit Hours: 3 **Prerequisite:** EDU 111 **Availability:** On demand

EDU 334 Literature Methods
Throughout this course, students focus on research-based methods to develop lessons that are developmentally and age appropriate using a variety of age-appropriate literature in primary, elementary, and middle grades. Education to meet the needs of diverse learners. Upon successful completion of the course students will be able to

1. Create two strategies (lessons) related to the development of fundamental reading skills using selected age and developmentally appropriate literary text and appropriate literature standards from www.georgiastandards.org
2. Design instructional strategies to meet the unique needs of learners based on ability, achievement, and learning style for a variety of learners.
3. Design age and grade appropriate assessment to evaluate strategies.

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 339 Principles of Reading Instruction
This course provides a scientifically based foundation in the cognitive, sociocultural, linguistic, and motivational influences on reading for content area teachers. Concepts of word recognition, phonology, phonics, morphology, fluency, vocabulary, and comprehension are presented. Connections to written expression, discourse writing, and special populations in varied contexts are explored.
Credit Hours: 3 **Prerequisite:** Acceptance to the EPP **Availability:** On demand

EDU 341 Foundations of Reading Instruction I
This course, for early childhood and special education teacher candidates, prepares teachers for the teaching of reading in the early elementary years (PK-2nd grade). Topics include phonemic awareness, phonics instruction, word recognition strategies, beginning comprehension strategies, children's literature appropriate for PK-2nd gr students, an introduction to children's writing and the writing process, and assessing and evaluating literacy development in the early years.
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.
Credit Hours: 3 **Prerequisite:** Admission to Teacher Education Program and EDU 323 **Availability:** On demand
Corequisite(s): EDU 413.

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 Foundation of Reading Instruction II
This course, for early childhood and special education teacher candidates, prepares teachers for the teaching of reading in the late elementary years (3rd-5th grade.) Topics include: comprehension strategies integrating reading instruction in content area classes, techniques for diagnosing reading strengths, weaknesses, identifying and correcting reading problems at the elementary level, children's literature appropriate for 3rd-5th grade students, and writing skills and processes appropriate for elementary students.
Credit Hours: 3 **Prerequisite:** EDU 341 **Availability:** On demand

EDU 406 Foundation of Reading Instruction III
This course, for early childhood and special education teacher candidates, prepares teachers for the teaching of reading in the late elementary years (3rd-5th grade.) Topics include: comprehension strategies integrating reading instruction in content area classes, techniques for diagnosing reading strengths, weaknesses, identifying and correcting reading problems at the elementary level, children's literature appropriate for 3rd-5th grade students, and writing skills and processes appropriate for elementary students. Field experience will be based on GaDOE ELA Standards as well as TKES professional standards.
Credit Hours: 3 **Prerequisite:** EDU 405 **Availability:** Fall

EDU 413 Special Education Procedures and Law (WI)
In this course, teacher candidates will learn how procedures and laws govern the education of students with special needs. Topics include the IEP process, assessing P-5 student needs, the continuum of placements and services, family systems, professional and ethical practices, instructional planning, and collaboration. The use of technology is required.
Credit Hours: 3 **Prerequisite:** EDU 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: Planning and Procedures
Clinical Practice is arranged in approved School Partner sites and the candidate is required to spend all day in the participating school. The candidate is provided an opportunity to study the total school curriculum and larger community.
Credit Hours: 3 **Prerequisite:** Candidates must meet all EPP requirements **Availability:** On demand

EDU 479 Clinical Practice: Management and Discipline
Clinical Practice is arranged in approved School Partner sites and the candidate is required to spend all day in the participating school. The candidate is provided an opportunity to study the total school curriculum and larger community.
Credit Hours: 3 **Prerequisite:** Candidates must meet all EPP requirements **Availability:** On demand

EDU 480 Clinical Practice: Professionalism and Ethics
Clinical Practice is arranged in approved School Partner sites and the candidate is required to spend all day in the participating school. The candidate is provided an opportunity to study the total school curriculum and larger community.
Credit Hours: 3 **Prerequisite:** Candidates must meet all EPP requirements **Availability:** On demand

English (ENG)

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

Depending on initial placement, all degree-seeking students admitted to the college must register during their first semester either in Writing and Rhetoric (ENG 101), along with the Developmental Writing Lab (ENG 101L), if required, or Rhetoric and Literature (ENG 102), the core writing sequence in English language studies. In each ensuing semester, students must advance to the next course in sequence until completing ENG 101 and 102 with proficiency grades of A, B, or C. Students failing to earn a proficiency grade in ENG 101 or 102 must repeat the course in the next ensuing semester without interruption until course credit is earned for all courses in sequence.

ENG 101 Writing and Rhetoric*

This course develops the competence in critical thinking and writing essential for college-level reasoning and expression across all disciplines. Students develop critical appraisal and argument, demonstrate mechanical and grammatical proficiency, and read model texts from different genres and rhetorical contexts. These activities allow students to read and write expository texts in order to improve coherence, logic, and clarity. The course is preparatory for English 102, in which students will apply these fundamental skills to scholarly and literary research and writing.

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

ENG 101L Developmental Writing Lab*

This course is a laboratory course designed to help students develop efficient writing skills for college through individualized instruction in grammar, syntax, and vocabulary. Students will be required to enroll in the writing lab in conjunction with English 101 if they do not meet the writing requirements for unconditional admission to the college or if they are referred for additional assistance by an evaluator during the admissions process. Any student receiving a “D”, “F”, or "Y" for ENG 101 also must enroll in the writing lab upon repeating the class in the next ensuing semester. Students may take the writing lab for credit up to three times. Subsequent attempts may be required, but will not receive course credit. Students who do not meet the writing requirements for unconditional admission to the college will automatically enroll in this course in conjunction with English 101.

Credit Hours: 1 **Prerequisite:** None **Availability:** On demand

ENG 102 Rhetoric and Literature*

This course reinforces, enhances, and applies the fundamental skills learned in ENG 101. It develops these skills toward the analysis of rhetoric in literary texts and the application of rhetorical skills in an extended research project. It emphasizes the importance of research ethics and of dialectic as a means of discerning truth through research and investigation.

Credit Hours: 3 **Prerequisite:** ENG 101 **Availability:** On demand

**NOTE: Earning the grade A, B, or C in ENG 101 or 102 suffices for academic credit and entitles the student to advance to the next class in the core English sequence. Students who attend a minimum of three fourths of class sessions and submit at least 75% of the course's major writing assignments who are failing to achieve such proficiency will receive a Y grade, which carries no grade point penalty and denotes that a credit grade has been deferred for one semester. Students receiving a Y may not count the course toward athletic eligibility and must repeat the course in the next ensuing semester until credit is earned. Students who receive a grade of D or F in these classes will be required to repeat the course.*

Students required to take the Developmental Writing Lab (ENG 101L) with ENG 101 will receive one (1) hour of general elective credit upon earning a proficiency grade of A, B, or C, or a Y, D, or F grade should they fail to achieve such proficiency. Note also that students administratively withdrawn for cause from either ENG 101 or 101L may be withdrawn from both.

Any student adjudged an offender under the College's "Academic Integrity" policy for an offense committed in any such class, and who thereby earns an F in the class, either by grade average or through application of the policy, will receive such F instead of the Y otherwise available.

ENG 105 Fundamentals of Writing Fiction and Poetry
This course explores the fundamental nature of literature, both poetry and fiction, and the writing process. Students will examine a wide variety of poetry and prose. There will be discussions of student work both in class and in conference with the instructor.
Credit Hours: 3 **Prerequisite:** ENG 101 or instructor approval **Availability:** On demand

ENG 201 Survey of World Literature I
This course is a survey of the great works of world literature, stressing the development of ideas from ancient times through the Renaissance and exploring the cultural traditions that built the modern world. Employing the critical and analytical skills acquired in college writing, the course is designed to develop a student's knowledge and appreciation of literature as a reflection of the humanities.
Credit Hours: 3 **Prerequisite:** ENG 102 **Availability:** On demand

ENG 202 Survey of World Literature II
This course is a survey of the great works of world literature, stressing the development of ideas from the neoclassical period to the present. Employing the critical and analytical skills acquired in college writing, the course is designed to develop a student's knowledge and appreciation of literature as a reflection of the humanities.
Credit Hours: 3 **Prerequisite:** ENG 102 **Availability:** On demand

ENG 203 Survey of British Literature I
This course is a survey of the works of British literature from Old English beginnings through the Age of Enlightenment. Employing the critical and analytical skills acquired in College writing, the course is designed to acquaint students with the British literary heritage and provide them with a standard literature course.
Credit Hours: 3 **Prerequisite:** ENG 102 **Availability:** On demand

ENG 204 Survey of British Literature II
This course is a survey of the works of British literature from the Romantic period to the present. Employing the critical and analytical skills acquired in college writing, the course is designed to acquaint students with the British literary heritage and provide them with a standard literature course.
Credit Hours: 3 **Prerequisite:** ENG 102 **Availability:** On demand

ENG 205 Survey of American Literature I
This course is a survey of the works of American literature from the earliest Colonial period to the end of the Civil War. Employing the critical and analytical skills acquired in college writing, the course is designed to acquaint students with our nation's literary heritage and to provide them with a standard literature course.
Credit Hours: 3 **Prerequisite:** ENG 102 **Availability:** On demand

ENG 206 Survey of American Literature II
This course is a survey of the works of American literature from after the Civil War to the present. Employing the critical and analytical skills acquired in college writing, the course is designed to acquaint students with our nation's literary heritage and to provide them with a standard literature course.
Credit Hours: 3 **Prerequisite:** ENG 102 **Availability:** On demand

ENG/ML/SP 215 Hispanic Literature
This course is a survey of Hispanic literature from its beginnings to modern times. The course is offered in a dual-language format that is designed to enhance vocabulary and increase awareness of literary, idiomatic, and descriptive powers of the language. It is also a course for non-Spanish speakers who wish to know something of the rich Hispanic literary heritage, and the course employs the critical and analytical skills acquired in college writing.
Credit Hours: 3 **Prerequisite:** ENG 102 or instructor approval **Availability:** On demand

ENG 220 Advanced Techniques in Writing
This course will act as an intermediate workshop, designed to further enhance each student's poetic and fictive voice. The course reviews and reinforces fundamental principles of poesy and fictional composition. Writers will write longer and more complex exercises and completed projects. This course will prepare writing students for advanced workshops in a variety of creative writing forms– poetry, short story, novel writing, and creative non-fiction.
Credit Hours: 3 **Prerequisite:** ENG 105 **Availability:** On demand

ENG 306 Shakespeare: Comedies, Romances, and Poems (WI)
This course provides the student with a through overview of the comedies, late romances, sonnets, and narrative poems of William Shakespeare. Appropriate critical and historical material will also be covered.
Credit Hours: 3 **Prerequisite:** One 200-level literature course or instructor approval **Availability:** On demand

ENG 307 Shakespeare: Histories and Tragedies (WI)
This course provides the student with a through overview of the history plays and tragedies of William Shakespeare. Appropriate critical and historical material will also be covered.
Credit Hours: 3 **Prerequisite:** One 200-level literature course or instructor approval **Availability:** On demand

ENG 310 Studies in Poetry
This is a course variable topics course providing an in-depth study of prosody, some particular genre such as the lyric, epic, sonnet, or some particular topic such as war, journeys, love, nature, marriage, and death. The topic will vary. The course may be repeated with a change of content up to a maximum of 6 credit hours.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 312 Studies in the Novel
This course is a variable topics course providing an in-depth study of the novel either by period, topic, or author. The course may be repeated with a change of content up to a maximum of 6 credit hours.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 313 Studies in Dramatic Literature
This course is a variable topics course providing an in-depth study of the texts of plays either by period, topic, genre (within the dramatic form), or author. The course may be repeated with a change of course content.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 314 Introduction to Critical Theory
This course is a survey of major theories about the nature and function of literature. All majors planning to attend graduate school in English should take this course.
Credit Hours: 3 **Prerequisite:** One 200-level literature course and ENG 102 **Availability:** On demand

ENG 315 Women in Literature
This course is a critical and thematic study of literature by or about women. It is a variable-content course which may include fiction, poetry, or drama, British, American, or World Literature.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 316 Creative Writing Practicum (*Oracle*)
This course features study and participation in the process of creating, editing, publishing, advertising, and managing the student magazine, *Oracle.* It requires attendance and participation in weekly staff meetings in order to meet minimal standards. (The course may be repeated for up to 3 hours credit.)
Credit Hours: 1 **Prerequisite:** None **Availability:** On demand

ENG 319 African American Literature
This course examines significant works by African American writers from the eighteenth century to the present.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG/COM 322 Advanced Composition (WI)
This course is an intensive study and practice of various expository methods and persuasive writing. This course is a requirement for all capstone projects.
Credit Hours: 3 **Prerequisite:** One 200-level literature course and ENG 102 **Availability:** On demand

ENG/BUS 330 Writing in the Workplace (WI)
This course applies rhetorical strategies learned in ENG 101 and 102 to the situated practice of business and professional writing. Students craft documents for specific audiences in various professional genres and present their work using different platforms and media.
Credit Hours: 3 **Prerequisite:** One 200-level literature course and ENG 102 **Availability:** On demand

ENG 340 Seminar in World Literature
This course is a seminar in various areas of world literature.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 350 Selected Topics in Creative Writing
This course is a study of selected topics in creative writing.
Credit Hours: 3 **Prerequisite:** Instructor approval **Availability:** On demand

ENG 375 Novel Workshop
The course is a workshop style course, designed for advanced fiction students who want to focus on the creation of a novel. A brief history of the novel, theories of writing, including openings, genre, dramatic scene making, and so on are covered. Primary focus will be on the creation of and/or the completion of a novel, including writing, peer review, and suggestions for revision. A brief investigation into the business of writing will include discussions of publication, agents, and promotion.
Credit Hours: 3 **Prerequisite:** ENG 105 and 220 **Availability:** On demand

ENG 380 Creative Non-Fiction
This workshop-style course provides advanced students with the opportunity to apply their writing skills in non-fiction prose genres, such as journalism and scientific writing. It emphasizes research techniques and refines dramatic expression so as to engage an audience.
Credit Hours: 3 **Prerequisite:** ENG 220 or instructor approval **Availability:** On demand

ENG 401 History of the English Language
This course includes the origin and development of the English language, including present grammatical forms, principles of sound change, and growth of the English vocabulary.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 407 The Bible as Literature
This course is a study of the literary dimensions of the English Bible. Major emphasis is upon literary themes, types, personalities, and incidents of the Old and New Testaments.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 409 Southern Literature
This course is an examination of poetry, fiction, drama, and oral history/nonfiction prose by southern authors from the Colonial Period to the present, with an emphasis upon the Southern Renaissance (1920-1965).
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 410 Studies in Medieval Literature
This course explores significant medieval texts and their role in the development of literature in English.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 412 Renaissance and Reformation Literature
This course discusses specific topics in British non-dramatic literature of sixteenth- and seventeenth- centuries.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 413 Studies in Restoration and 18th-Century British Literature
This course includes topics to be chosen from the literature of 1660 to 1800.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 417 Studies in Nineteenth – Century British Literature
A survey of authors from the long 19th century. This course will cover works from the major authors of the period in the genres of poetry, prose, and the novel. Course may be taken to fulfil historical distribution requirement in British Literature from 1700-1900.
Credit Hours: 3 **Prerequisite:** ENG 101, 102 and a 200-level survey course **Availability:** On demand

ENG 419 Life and Writings of C. S. Lewis
The purpose of this course is to introduce the student to the Christian works of C. S. Lewis, to compare them with each other and sometimes with books by other writers, to discover the themes that make up the main body of his writing, and to consider the consistency of Lewis's works as a whole.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 420 Special Topics
This is an open topics course to allow for special exploration of topics that may not be a part of the standard curriculum.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

ENG 430 Critical Theory
This course is a continuation of the studies begun in ENG 314 with emphasis upon the history, tradition, and practical application of literary theory.
Credit Hours: 3 **Prerequisite:** ENG 314 or instructor approval **Availability:** On demand

ENG 431 Studies in Colonial and 19th-Century American Literature
This course includes topics to be chosen from the literature of the Settlement to 1900.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 432 Modernism and Post-Modernism
This course is a study of the international phenomena known as Modernism (ca. 1890-1965) and Post-Modernism (1965), as revealed through their impact upon world literature, music and the fine arts, history, human behavior, political and economic theory, business and consumerism, religion, philosophy, science, and technology, mass communication, film, ecology, war and peace, and popular culture. Specific areas addressed are left to the discretion of the instructor(s).
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 433 Studies in 20th Century American Literature
This course includes topics to be chosen from the literature of 1900 to the present.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 434 From the Mountains to the Sea: The Literature of Georgia
This course provides an examination of significant poetry, prose, and dramatic works by Georgia authors, with emphasis upon writings from the twentieth century.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 440 Topics in Global Anglophone Literature
This course focuses on specific topics or regions in literature in English outside the United States and Great Britain, specifically in the countries of the British Commonwealth. Based on faculty expertise and student interest, the course may focus on a particular region, such as Anglophone Africa or the Indian subcontinent, or a particular genre, such as settlement narratives from Canada, Australia, Southern Africa and New Zealand.
Credit Hours: 3 **Prerequisite:** One 200-level literature course **Availability:** On demand

ENG 450 English Internship
This course provides structured and supervised experience in career fields related to English. Internships may be with approved organizations, including but not limited to publishing, journalism, content writing, public relations, marketing, etc. Further guidelines may be obtained from supervising faculty member.
Credit Hours: 3 **Prerequisite:** JR or SR level status and English major **Availability:** On demand

ENG 497 Senior Capstone I
This course is the first in a senior level capstone sequence and is a requirement for English Majors. Through this course, students will conduct research for their capstone project through one-on-one guidance with a supervising faculty member. Subsequently, they will choose a topic, conduct research, and write a proposal. Students may select either a critical, scholarly, or creative-writing topic, but must demonstrate an awareness of rhetorical contexts in the construction of meaning in literary works. Research for creative-writing topics should be directed toward a theoretical approach for the creative work, while research for the critical/scholarly topic should focus on any or all elements of contemporary literary scholarship.
Credit Hours: 3 **Prerequisite:** Senior level students only **Availability:** Fall

ENG 498 Senior Capstone II
This course will be the second in the senior level capstone sequence. In this final semester, special emphasis will be on the composition, revision, and oral presentation of the capstone writing project begun in ENG 497. This course is designed to assess graduating seniors' ability to analyze and use an appropriate critical approach to a work. Whether students focus their capstone writing projects on a critical, scholarly, or creative-writing topic, students will demonstrate an awareness of rhetorical contexts in the construction of meaning in literary works.
Credit Hours: 3 **Prerequisite:** Senior level students only **Availability:** Spring

Geography (GEO)

GEO 201 World Geography
This is a study of man's relationship to his physical environment. A survey is made of human conditions around the world and effects upon man of climate, land forms, bodies of water, and mineral deposits.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

Geology (GEOL)

GEOL 101 Physical Geology
This course is a study of the origin, development, composition, and structure of planet Earth and of the processes modifying its interior and exterior. Field trips may be included in this course.
Credit Hours: 4 **Prerequisite:** None **Availability:** On demand
Co-requisite: 3 hours of college-level math

GEOL 102 Historical Geology
This course is a study of the geological history of the planet Earth. The geologic time scale, the fossil record, and methods of interpretation are considered. Field trips may be included in this course.
Credit Hours: 4 **Prerequisite:** None **Availability:** On demand
Co-requisite: 3 hours of college-level math

GEOL 201 Oceanography
This course is an introduction to the study of the origin and history of ocean basins and the chemical, physical, and geologic processes which occur therein. There is a required field trip during Spring Break or summer.
Credit Hours: 4 **Prerequisite:** GEOL 102 or BIO 102 **Availability:** On demand

Greek (GRE)

GRE 101 Elementary Biblical Greek I
This course is an intensive study of the grammar, syntax, and vocabulary of Hellenistic Greek as it relates to the translation and interpretation of the New Testament. This section will introduce Greek nouns, pronouns, adjectives, prepositions, and verbs.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

GRE 102 Elementary Biblical Greek II
This course is a continuation of the study of Hellenistic Greek grammar, syntax, and vocabulary. This section will focus upon Greek verbs and participles and will incorporate selected readings from the New Testament.
Credit Hours: 3 **Prerequisite:** GRE 101 **Availability:** On demand

GRE 201 Intermediate Biblical Greek
This course makes the transition from the rudiments of the Greek language learned in 101 and 102 to a fuller understanding of the grammar and its application in the exegesis of the New Testament. Numerous selections from a variety of New Testament documents will be translated and analyzed.
Credit Hours: 3 **Prerequisite:** GRE 102 **Availability:** On demand

GRE 301 Advanced Biblical Greek
This is an advanced study of Hellenistic Greek grammar and exegesis as it pertains to the New Testament. Numerous selections from the New Testament literature will be translated and analyzed.
Credit Hours: 3 **Prerequisite:** CHR 200 or instructor approval **Availability:** On demand

GRE 601 Greek I
This course presents an elementary study of the grammar, syntax, and vocabulary of biblical Greek. This course focuses upon the foundational components of the Greek language as it relates to the New Testament translation of selected New Testament texts is begun.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

GRE 602 Greek II
This course continues the study of elementary biblical Greek, focusing on the importance of Greek verbs and related parts of speech. Translation of selected New Testament texts is expanded. The textual apparatus of the Greek New Testament is also introduced.
Credit Hours: 3 **Prerequisite:** GRE 601 **Availability:** On demand

GRE 603 Greek III
This course presents an intermediate study of biblical Greek. This course further explores the intricacies of Greek syntax with regard to the interpretation of the New Testament. Selections from a variety of New Testament passages are translated and analyzed. Consideration also is given to the efficacy of Greek in preparation for teaching and preaching.
Credit Hours: 3 **Prerequisite:** GRE 602 **Availability:** On demand

GRE 604 Greek IV
This course presents an advanced study of biblical Greek. The translation, exegesis, and linguistic analysis of one or more New Testament documents is undertaken. Emphasis is given to the development of sound exegetical principles and to the application of careful exegesis in teaching and preaching.
Credit Hours: 3 **Prerequisite:** GRE 603 **Availability:** On demand

Health (HEA)

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

HEA 211 First Aid, Safety, and CPR
This course is designed to include specific details of injury and illness (such as fainting, epileptic seizures, poisoning, and anaphylactic shock as well as life-threatening emergencies). Students successfully completing course requirements will receive certification in First Aid and Cardiopulmonary Resuscitation (CPR).
Credit Hours: 2 **Prerequisite:** None **Availability:** On demand

HEA 300 Sport and Fitness Nutrition (WI)
This course is a review of basic nutritional principles related to general health with an emphasis on the application of these principles to physically active individuals with the intent of maximizing performance.
Credit Hours: 3 **Prerequisite:** ENG 102 **Availability:** On demand

HEA 302 Clinical Nutrition
This course is designed to introduce students to nutritional risk identification and evidence based nutritional care for diseased and special populations. By the end of this course students will be able to: •Identify nutritional risk factors for specific disease pathologies •Provide nutritional treatments to prevent disorders/diseases and to support signs and symptoms • Implement basic nutritional treatment plans for diseased/special populations.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

Hebrew (HEB)

HEB 101 Elementary Biblical Hebrew I
This course is a study of the basic elements of Old Testament Hebrew grammar and vocabulary designed to enable students to use essential linguistic tools.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

HEB 102 Elementary Biblical Hebrew II
This course is a review of the basic elements of Old Testament Hebrew grammar and an introductory study of Hebrew syntax and exegesis. Emphasis is given to equipping students to use language in the interpretation and exegesis of specific texts.
Credit Hours: 3 **Prerequisite:** HEB 101 or instructor approval **Availability:** On demand

HEB 201 Intermediate Biblical Hebrew
This course makes the transition from the rudiments of the Hebrew language learned in 101 and 102 to a fuller understanding of the grammar and its application in the exegesis of the Old Testament. Numerous selections from a variety of Old Testament documents will be translated and analyzed.
Credit Hours: 3 **Prerequisite:** HEB 102 **Availability:** On demand

HEB 601 Hebrew I
This course presents an introduction to the biblical Hebrew language with emphasis upon vocabulary, grammatical concepts, and an introduction to the Hebrew verbal system. The student will begin to read rudimentary biblical texts.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

HEB 602 Hebrew II
This course continues Hebrew I with a specific focus on the irregular verbs and syntactical concerns identified through reading biblical texts. The student will read more advanced biblical texts.
Credit Hours: 3 **Prerequisite:** HEB 601 **Availability:** On demand

HEB 603 Hebrew III
This course emphasizes more advanced syntax and grammatical concerns through inductive exploration of selected biblical texts. The student will begin to focus upon exegesis, utilizing acquired Hebrew language skills. **Credit Hours:** 3 **Prerequisite:** HEB 602
Availability: On demand

HEB 604 Hebrew IV
The focus of this course will be on continued syntactical and grammatical comprehension through in-depth analysis of selected biblical texts, with an expansion of exegetical concerns and an introduction to the textual critical apparatus.
Credit Hours: 3 **Prerequisite:** HEB 603 **Availability:** On demand

History (HIS)

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

HIS 151 World Civilizations I
Within the larger context of World Civilizations (Asia, Africa, Europe, the Middle East, the Americas, etc.), this course traces the unique development of Western civilization from Ancient Greece through the Protestant Reformation, focusing on the religious, political, economic, and cultural developments across this period.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

HIS 152 World Civilizations II
Within the larger context of World Civilizations (Asia, Africa, Europe, the Middle East, the Americas, etc.), this course traces the unique development of Western civilization from the Protestant Reformation to the 21st century, focusing on the religious, political, economic, and cultural developments across this period.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

HIS 200 Docent Experience
This course allows students to train and serve as docents at Brewton-Parker College's Historic Village and other exhibits.
Credit Hours: 1 **Prerequisite:** None **Availability:** On demand

HIS 202 United States to 1877
This course is a survey of the history of the United States from 1492 through 1877 with emphasis on the period from the end of the Colonial Era through the Civil War and Reconstruction. Particular attention is given to the history of Georgia in the same era.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

HIS 203 United States 1877 to the Present
This course is a survey of the history of the United States from the end of Reconstruction through the modern era. Particular attention is given to the history of Georgia in the same era.
Credit Hours: 3 **Prerequisite:** ENG 102 **Availability:** On demand

HIS 204 Constitutional History: The Creation of the United States Constitution
This course will provide an overview of the history and creation of the United States Constitution with emphasis on the Philadelphia Convention and the Constitution itself. Beginning with the Declaration of Independence and later the problems of the Articles of Confederation, this course will focus on the men, perspectives, and events of the Constitution and the Constitutional Convention through the onset of the New Republic.
Credit Hours: 3 **Prerequisite:** None **Availability:** Spring

HIS 305 The Middle Ages
This course will explore the historical development of Western Europe, the Byzantine Empire, and the Islamic Empire from the end of the Roman Empire through the Renaissance and Age of Exploration. Students will chart the political, religious, social, and economic contexts for each region separately, as well as together, to find similarities and differences.
Credit Hours: 3 **Prerequisite:** HIS 151 **Availability:** On demand

HIS/CHR 312 The Reformation
This course is a study of the Protestant Reformation with emphasis upon its influence on political, cultural, and economic life in Europe.
Credit Hours: 3 **Prerequisite:** HIS 151 **Availability:** On demand

HIS 318 Europe 1848-1918: Nationalism and Imperialism
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:** CHR 270 or instructor approval **Availability:** On demand

HIS 365 The American Civil War and Reconstruction
This course is a study of the forces which both divided and reunited the United States in the period from 1850-1877, with a concentration on the war (1861 – 1865) and its impact on the American nation.
Credit Hours: 3 **Prerequisite:** HIS 202 or instructor approval **Availability:** On demand

HIS 370 African-American History
This course is a thematic survey of the African American experience with a special emphasis on slavery, post-civil war adjustment, the Civil Rights movement, and the place of religion in the African-American community.
Credit Hours: 3 **Prerequisite:** HIS 202 and 203 **Availability:** On demand

HIS 375 The Native Americans
This course is a history of Native Americans from pre-Columbian times through the twentieth century.
Credit Hours: 3 **Prerequisite:** HIS 202 or 203 **Availability:** On demand

HIS 391 United States 1932 to the Present
This course is a study of American history from the New Deal to present times.
Credit Hours: 3 **Prerequisite:** HIS 203, 205, or instructor approval **Availability:** On demand

HIS 395 Public History in America
This course will serve as an introduction to Public History in America. Students will better understand particular aspects of American history related to the project; how different regions and peoples progressed, addressed adversity, and provided lasting legacies on their surroundings. Additionally, through a semester long project, it will teach the appropriate skills for creating and running public history exhibits. Skills will include historical research, public speaking, public relations, marketing, journalism, business management, and data assessment. **Credit Hours:** 3 **Prerequisite:** HIS 202, 203, or instructor approval **Availability:** On demand

HIS 409 Internship
This course provides structured and supervised experience in career fields related to history. Internships may be with historical museums, research facilities, and public agencies such as state and national historic parks, historical societies, archives, and business firms. This course is designed to afford an opportunity for the student to apply principles and theories in the workplace.
Credit Hours: 3 **Prerequisite:** Instructor approval **Availability:** On demand

HIS 425 The American South
This course is a study of the American South with emphasis on the unique aspects of the region's history as well as its impact on national affairs.
Credit Hours: 3 **Prerequisite:** HIS 202, 203, or 205 **Availability:** On demand

HIS 431 Islam and the West
This course involves the study of the Middle East with an emphasis on political, religious, and ethnic history from the origins of Islam until the modern day.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

HIS 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

Kinesiology (KINS)

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

KINS 100 Introduction to Exercise Science
This course gives students an overview of the broad field of Kinesiology. This course will prepare students to understand basic concepts in the field of Kinesiology and how they apply to professional and graduate school endeavors.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

KINS 300 Exercise for Special Populations
This course discusses exercise and physical activity for special populations including chronic diseases and disabilities that affect the ability to participate in typical physical activities and sports.
Credit Hours: 3 **Prerequisite:** ENG 101 & ENG 102 **Availability:** On demand

KINS 325 Strength Training Methods
This course gives students an overview of strength training methods and how they apply to different populations.
Credit Hours: 3 **Prerequisite:** BIO 202 or BIO 210 **Availability:** On demand

KINS 350 Sports Pharmacology
This course gives students an overview of how over-the-counter and prescription medications influence performance and health. The course also includes nutritional supplementation, ergogenic aids, and illicit black-market drugs and how they affect health, performance, and legal consequences.
Credit Hours: 3 **Prerequisite:** CHM 105 or CHM 111 **Availability:** On demand

KINS 375 Exercise Prescription and Implementation
This course is designed to introduce students to evidence-informed techniques for prescribing and implementing safe and effective physical fitness programs for a variety of populations across their lifespans. Students will have the knowledge to create programs that address the four components of physical fitness including cardiorespiratory, muscular, body composition, and flexibility.
Credit Hours: 3 **Prerequisite:** KINS 100 **Availability:** On demand

KINS 400 Sports Ethics
This course gives students an overview of modern ethical issues in sports.
Credit Hours: 3 **Prerequisite:** KINS 375 **Availability:** On demand

KINS 410 Sport Biomechanics
This course gives students an overview of how to apply human movement principles and physical laws to specific sports and sporting events. The course will review anatomy, physical laws, human movement, and biomechanical principles and how they apply to specific movements and sports.
Credit Hours: 4 **Prerequisite:** BIO 202 or BIO 210 & PHY 201 or PHY/S 101 **Availability:** On demand

KINS 415 Physiological Aspects of Sports
This course gives students an overview of how to apply exercise physiology to specific sports and sporting events. The course will review energy systems, different strength qualities, and biomechanics and apply them to specific sports.
Credit Hours: 3 **Prerequisite:** BIO 202 or BIO 210 **Availability:** On demand

KINS 420 Anatomical Kinesiology
This course gives students an overview of skeletal and muscular structure and how the skeleton and muscles contribute to human movement.
Credit Hours: 3 **Prerequisite:** BIO 202 or BIO 210 **Availability:** On demand

KINS 425 Exercise Physiology
The scientific principles and influences of physiology as it relates to exercise: including research and testing techniques related to work physiology.
Credit Hours: 3 **Prerequisite:** BIO 202 or BIO 210 **Availability:** On demand

KINS 435 Principles of Personal Training
This course gives students an overview of how to apply sport and exercise physiology to train people from different populations. This course prepares students to take the National Strength and Conditioning Association Certified Personal Trainer Exam.
Credit Hours: 3 **Prerequisite:** KINS 325 **Availability:** On demand

KINS 451 Research Methods in Kinesiology
This course gives students an opportunity to practice research methods in Kinesiology and prepares students to conduct research in a laboratory setting and graduate school level.
Credit Hours: 3 **Prerequisite:** MTH 104 **AND** BIO 230 **Availability:** On demand
AND Senior-level status or approval by Division Chair

KINS 452 Kinesiology Seminar
This course gives students the tools to propose research studies in Kinesiology. In addition, students will learn how to review and interpret scholarly research papers.
Credit Hours: 3 **Prerequisite:** KINS 451 **Availability:** On demand

Latin (LTN)

LTN 101 Elementary Latin I
An introduction to classical Latin to meet the needs of those students who desire a comprehensive introduction to Latin forms and syntax in a short period of time. This class will provide a quick introduction to Latin in one semester of concentrated study, leading to a second class (Elementary Latin II) in which selected classical and medieval texts, including the New Testament, are treated in depth. Students in Elementary Latin I will learn basic vocabulary as well as the rules for word formation, parts of speech, and sentence structure. The introduction of the subjunctive and some sophisticated constructions near the beginning of the course will permit reading of unaltered texts early in the term. There will be exercises and opportunity for students to practice translation. Selections will provide a consistent progression from the most basic grammar and forms to more complicated translations by the end of the first semester.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

LTN 102 Elementary Latin II
A continuation of classical Latin from Elementary Latin I to further meet the needs of those students who desire a more comprehensive understanding of Latin vocabulary and texts. This class will provide a deeper exploration of Latin in a second semester of more concentrated study that will include the text of the Latin New Testament. Students in Elementary Latin II will learn additional vocabulary as well as more complicated parts of Latin text. There will be more exercises and opportunity for students to practice translation. Selections will provide a consistent progression from elementary grammar and forms to more complicated translations by the end of the second semester.
Credit Hours: 3 **Prerequisite: LTN 101** **Availability:** Fall, Spring

LTN 201 Intermediate Latin I
A continuation of classical Latin from Latin 102: Elementary Latin II to further meet the needs of those students who desire a more comprehensive understanding of Latin vocabulary and texts. This class will provide a deeper exploration of Latin in a third semester of more concentrated study that will include original Latin texts such as Virgil's *Aeneas*, Cicero, Cato, et. al. Students in Intermediate Latin will learn intermediate vocabulary as well as more complicated parts of Latin text. There will be fewer exercises and more opportunity for students to practice translation of original Roman history, poetry, etc. Selections will provide a consistent progression from elementary grammar through intermediate translation by the end of semester.
Credit Hours: 3 **Prerequisite: LTN 101, LTN 102** **Availability:** Fall, Spring

LTN 202 Intermediate Latin II
A continuation of classical Latin from Latin 201: Intermediate Latin I to further meet the needs of those students who desire a more comprehensive understanding of Latin vocabulary and texts. This class will provide a deeper exploration of Latin in a fourth semester of more concentrated study that will include original Latin texts with the addition of medieval Latin texts such as Jerome, Augustine, Gregory of Tours, Bede, St. Boniface, etc. Students in Intermediate Latin will learn additional intermediate vocabulary as well as more complicated parts of Latin classical and medieval text. There will be fewer exercises and more opportunity for students to practice translation of original medieval authors in history, theology, poetry, etc. Selections will provide a consistent progression through intermediate translation by the end of semester.
Credit Hours: 3 **Prerequisite: LTN 101, LTN 102** **Availability:** Fall, Spring

Management (MGT)

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

MGT 331 Principles of Management
This course is the study of theory and practice of management: managerial functions, communications, leadership, decision theories, and organizational development and change.
Credit Hours: 3 **Prerequisite:** BUS 100 **Availability:** On demand

MGT 333 Human Resources Management
This course includes the principles and procedures for human resource planning and management, compensation and benefits, employee motivation and discipline, and safety and health requirements.
Credit Hours: 3 **Prerequisite:** BUS 100 **Availability:** On demand

MGT 341 Leadership in Organizations
This course is designed to introduce leadership theory and practice from a private perspective. Students will study the complexities of business leadership. The various leadership styles will be examined from a Christian and ethical perspective.
Credit Hours: 3 **Prerequisite:** MGT 331 or SPM 101 and BUS 100 **Availability:** On demand

MGT 377 Project Management
This course examines how technologies, project management tools, and modern techniques are applied. Topics include the triple constraint of project management (time, cost, scope), the project life cycle, project selection, project evaluation, work breakdown structure, and critical path.
Credit Hours: 3 **Prerequisite:** BUS 101 **Availability:** On demand

MGT 431 Organizational Behavior (WI)
This course is a study of human behavior in organizations, with an emphasis on such topics as motivations, leadership, job satisfaction, and group dynamics.
Credit Hours: 3 **Prerequisite:** MGT 331 and ENG 102 **Availability:** On demand

MGT 434 Operations Management
This course includes studies in concepts and techniques of managing operations of a production or service-oriented organization. Topics covered include: productivity, forecasting, product and service design, inventory, quality control, performance, measurement, planning, supply chain management, and scheduling.
Credit Hours: 3 **Prerequisite:** BUS 210 or MTH 104 **Availability:** On demand

MGT 435 Entrepreneurship
This course is a study of the procedures and requirements for initiating and managing a new business venture.
Credit Hours: 3 **Prerequisite:** MGT 331 **Availability:** On demand

Marketing (MKT)

MKT 300 Principles of Marketing
This course includes marketing fundamentals – products and services, distribution, pricing, and promotion and the planning and implementation of marketing strategies.
Credit Hours: 3 **Prerequisite:** BUS 100 **Availability:** Fall

MKT 310 Buyer Behavior
This course will give students a solid understanding of the perceptual, cognitive and emotional processes of consumers. Students will examine the consumer value framework and the influences affecting buyer behavior, including internal influences (perception and learning, personality and attitudes); external influences (including group, family, culture and microculture); as well as decision process models and outcomes of consumption. It will also cover social influences (reference groups, competition, and tipping points) in the context of business problems and ways to handle practical business problems, such as customer selection, customer complaints, loyalty programs, advertising, and more. The focus of the course is on the interconnectedness of buyer, seller, and society.
Credit Hours: 3 **Prerequisite:** MKT300 **Availability:** On Demand

MKT 320 Advertising
This course examines advertising as a business, as a marketing tool, as a creative process, and as a hybrid discipline which draws from both the arts and the sciences. The course is taught from a social as well as a managerial orientation. From a social perspective, emphasis is placed on the history of advertising, as well as current social, ethical, and legal issues. From a managerial perspective, students learn about the advertising process, including such topics as diagnostic evaluative research, concept development, creative and media strategy, and global issues.
Credit Hours: 3 **Prerequisite:** MKT300 **Availability:** On Demand

MKT 330 Brand Management

This course covers the building blocks and principles of branding and strategy, importance of brand equity and how to build and manage brand equity. What is a brand? How can a brand stay relevant? What is brand strategy? How are meaningful brands created? Why do some brands have greater longevity and loyalty? How to reach the target audience? This course will provide opportunities to understand the building blocks of a strong brand and apply strategies and techniques. Students will develop acumen and confidence in their strategic and analytical ability working with discussions, assignments, readings and problem solving. Students will develop enhanced strategic skills, conceptual, analytical and decision-making skills.

Credit Hours: 3 **Prerequisite:** MKT310 **Availability:** On Demand

MKT 340 Principles of Professional Sales (WI)

A significant strategy in business today is developing relationships with potential and existing customers and vendors. The job of developing and enriching these relationships generally falls on the sales force of an organization. This course will give you an understanding of what sales people do and help you develop skills necessary to "sell" everything from yourself in a job interview to the latest products and services from your employer.

Credit Hours: 3 **Prerequisite:** MKT310 & BUS 330 **Availability:** On Demand

MKT 400 Marketing Metrics and Analysis

The course teaches a numbers-based approach to understanding, structuring and presenting solutions for marketing challenges. Students apply basic economic, financial and accounting principles and best-practice marketing metrics to marketing problems, and also learn to evaluate and analyze marketing problems presented in the form of case studies. This course also includes an introduction to marketing careers and to tools to aid students in preparing for a successful career in marketing.

Credit Hours: 3 **Prerequisite:** MKT 300 and BUS 210/MTH 104 **Availability:** On Demand

MKT 420 Social Media Marketing

Social media marketing is changing the way companies of all sizes communicate with their customers. In the same way they use traditional media, marketers use social media to reach their customers efficiently and effectively. But they also use it to understand buyer behavior and gain insights into what customers are saying about brands. This course will cover social media applications such as blogging, online communities, social networking (e.g., Facebook and LinkedIn), WIKIs, rapid sharing systems (e.g., Twitter), podcasting (e.g., YouTube), and search engine marketing. Through experiential learning, the course will teach students how to apply the strategic planning process, return on investment criteria, and organizational governance issues to the broad spectrum of social media.

Credit Hours: 3 **Prerequisite:** MKT 310 and BUS 330 **Availability:** On Demand

MKT 430 Direct and Interactive Marketing

Direct Marketing is one of the fastest growing areas of marketing practice today. Direct marketing uses multiple channels (such as Internet, the telephone, mail, and mass media) to reach specifically targeted customers to elicit a response and create an immediate or eventual sale. Direct marketing is distinguished by its focus on targeting and by its emphasis on accountability for performance and impact on ROI. This course teaches students how to plan and execute effective direct marketing strategies. Students examine the role of information in testing, refining and evaluating a direct marketing program. They will also explore the regulatory environment, the challenge of protecting customer privacy, and global variations in the use and effectiveness of direct marketing programs.

Credit Hours: 3 **Prerequisite:** MKT 310 and BUS 330 **Availability:** On Demand

MKT 450 Marketing Strategy
This course focuses on marketing's role in creating, capturing, and sustaining customer value for an organization or business unit. Using the case method, students apply quantitative analysis and critical thinking skills to develop and implement marketing strategies to solve problems in a dynamic global environment. Working in teams, students learn how to manage marketing organizations and integrate marketing functions as they design, execute, evaluate, and present a strategic marketing plan. Students are encouraged to enroll in this course the first semester of their last year.
Credit Hours: 3 **Prerequisite:** MKT 310, BUS 330, and MKT 400 **Availability:** On Demand

Mathematics (MTH)

MTH 101 Quantitative Reasoning
This course is an option in Area A2 of the core curriculum and is not intended to supply sufficient algebraic background for students who intend to take precalculus or the calculus sequence for science majors. This course emphasizes quantitative skills, reasoning, processing information and understanding which conclusions can be reasonably determined. Topics include logic, basic probability, data analysis using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

MTH 102 College Algebra
Topics include solving equations, inequalities, and systems of equations; exponents; radicals; polynomial, inverse and rational functions and their graphs.
Credit Hours: 3 **Prerequisite:** Two years of high school mathematics and a minimum SAT score of 430 on the Math portion of the SAT, (or) a minimum score of 480 on the Math portion of the SAT, or successful completion of BPC 099 **Availability:** On demand

MTH 104 Elementary Statistics
This course includes descriptive statistics, an introduction to probability, confidence intervals, hypothesis testing, correlation and regression.
Credit Hours: 3 **Prerequisite: None** **Availability:** On demand

MTH 111 Precalculus
This course includes fundamental concepts of algebra, exponential, logarithmic, and trigonometric functions; analytic trigonometry; applications of trigonometry; vectors; and complex numbers.
Credit Hours: 3 **Prerequisite:** MTH 102 or instructor approval **Availability:** On demand

MTH 202 Foundations in Math for K-8 Teachers
This course is for elementary and middle grades education majors designed to help them connect mathematics and its application. Topics include problem solving, sets, whole numbers, integers number theory, rational numbers, real numbers, ratio, proportion, and percent.
Credit Hours: 3 **Prerequisite:** MTH 102 or higher **Availability:** On demand

MTH 203 Concepts in Math for K-8 Teachers
This course is for elementary and middle grades education majors designed to help them connect mathematics and its application. Topics include algebra, probability, data analysis, statistics, geometry, congruence, similarity, linear measure, area, and volume.
Credit Hours: 3 **Prerequisite:** MTH 102 or higher **Availability:** On demand

MTH 204 Calculus I
This course is a study of differential and integral calculus.
Credit Hours: 4 **Prerequisite:** MTH 111 or instructor approval **Availability:** On demand

MTH 301 Foundations of Geometry
This course is a study of measurement, plane and space figures, and other geometric concepts.
Credit Hours: 3 **Prerequisite:** MTH 101, or MTH 102 **Availability:** On demand

MTH 305 Calculus II
This course is a study of integral calculus, applications, and infinite series.
Credit Hours: 4 **Prerequisite:** MTH 204 **Availability:** On demand

MTH 330 Mathematical Statistics I
This course is an introduction to probability, distribution functions, and moment generating functions.
Credit Hours: 3 **Prerequisite:** MTH 305 **Availability:** On demand

MTH 331 Mathematical Statistics II
This course includes random sampling, presentation of data, confidence intervals, and tests of hypothesis.
Credit Hours: 3 **Prerequisite:** MTH 330 **Availability:** On demand

MTH 415 Modern Algebra
This course is an introduction to the study of the fundamental structure of algebra – sets, groups, rings and fields.
Credit Hours: 3 **Prerequisite:** MTH 305 **Availability:** On demand

Modern Languages (ML)

ML/CUL 201 Language and Culture I
This course explores the contributions and significance of the culture of a non-English speaking people. Topics include language, literature in translation (as well as shorter works in the language), art, music, architecture, language, and living patterns. Instruction is in English but includes foreign language instruction in conversation, and the rudiments of reading and writing the language. Note: Students must complete either ML/CUL 201 or a first-semester course in a foreign language to satisfy the "Foreign Language and Culture" core requirement.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

ML/CUL 202 Language and Culture II
Building on knowledge from ML/CUL 201, this course is a more in-depth study of the contributions and significance of the culture of a non-English speaking people. Students will gain intermediate conversational proficiency in the target language as necessary for basic business transactions, conversation, and travel. The course will also include the study of national geographies, cultural and political institutions, and landmarks of historic and cultural importance.
Credit Hours: 3 **Prerequisite:** ML/CUL 201 (for the same language) or instructor approval **Availability:** Fall, Spring

ML/FR 101 Elementary French I
This first sequence is offered for those who have fewer than two high school units in French. The fundamental objective is to introduce the student to basic elements of French: grammar, composition, translation, phonetics, conversation, and culture. The course emphasizes grammar, within a conversational framework, in order to build a solid foundation for further language acquisition.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

ML/FR 102 Elementary French II
This course is a continuation of ML/FR 101. For those who have passed ML/FR 101 or have two units of high school French. (Permission of instructor may also be obtained in special cases.).
The course reviews and reinforces the grammar learned in ML/FR 101, using a variety of readings and audio-visual resources to build vocabulary and other skills. It emphasizes French Media and Culture.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

ML/SP 101 Elementary Spanish I
This course is an introduction to the basic elements of the Spanish language, including reading, speaking and writing, and an introduction to Hispanic culture.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

ML/SP 102 Elementary Spanish II
This course is a review and continuation of the principles taught in ML/SP 101.
Credit Hours: 3 **Prerequisite:** ML/SP 101 or two units of high school Spanish or instructor approval **Availability:** Fall, Spring

ML/SP 201 Intermediate Spanish I
This course is a reinforcement of the concepts studied in Elementary Spanish. Emphasis is placed on amplification and enhancement of the skills necessary for conversation and composition.
Credit Hours: 3 **Prerequisite:** ML/SP 102 or instructor approval **Availability:** Fall, Spring

ML/SP 202 Intermediate Spanish II
This course is the application of the skills developed in ML/SP 201. Emphasis is placed upon increasing the ability to read, write, understand and speak the language.
Credit Hours: 3 **Prerequisite:** ML/SP 201 or instructor approval **Availability:** Fall, Spring

Music (MUS)
*(WI) denotes a Writing Intensive (WI) course

MUS 000 Student Recital Hour
This course is a performance laboratory required of all students enrolled in Primary Concentration Applied Music for two- or three-hours credit. The course will be graded on a pass/fail basis.
Credit Hours: 0 **Prerequisite:** None **Availability:** Fall, Spring

MUS 100 Rudiments of Music
This course is a survey of the basic materials of music, including pitch, rhythm, meter, intervals, scales, triads, and musical terminology. The course includes ear-training experience. This course does not apply to the music theory sequence requirement for graduation.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

MUS 101 Tonal Harmony 1 & Practice
This course is designed to equip the student with a thorough knowledge of the fundamentals of music theory in order to provide a foundation, which prepares the student for the study of harmony including an aural perception of scales, intervals, and chords. Additionally, this course is intended to expose the student to the basic rules of part-writing through written exercises and harmonic analysis.
Credit Hours: 4 **Prerequisite:** None **Availability:** Fall, Spring

MUS 103 Tonal Harmony 2 & Practice
This course is a continuation of MUS 101 and is designed to expand the student's knowledge of harmony through the study of secondary triads, augmented and diminished triads, seventh chords, melody and rhythm, secondary dominants, elementary modulation, and improvisation through the study and application of non-harmonic tones. This course also includes an advanced study of the aural perception of scales, intervals, and chords.
Credit Hours: 4 **Prerequisite:** MUS 101 **Availability:** Fall, Spring

MUS 121 Diction of Modern Languages
This course is a study of the pronunciation of the English, Italian, German and French languages through the use of the International Phonetic Alphabet, particularly as the sounds pertain to singing.
Credit Hours: 1 **Prerequisite:** None **Availability:** Fall, Spring

MUS 140 Guitar Technique for Worship Leading I
This course focuses on the basic understanding, practice, and application of guitar techniques used in contemporary worship leading. Students must supply their own guitar and be able to strum basic major and minor chords.
Credit Hours: 1 **Prerequisite:** None **Availability:** Fall, Spring

MUS 200 Introduction to Church Music and Worship
This course provides an overview of the music and worship ministry of the church as well as consideration of practical aspects such as administration, organization, time management, budgeting, staff relations, and training of volunteer leaders in needed areas of ministry:
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

MUS 201 Tonal Harmony 3 & Practice
This course is a continuation of MUS 103 and is designed to expose the student to advanced part- writing techniques through the study of modulation and altered chords. Composition of binary forms and improvisation are also included. The course also includes an advanced study of the aural perception of scales, intervals, and chords.
Credit Hours: 4 **Prerequisite:** MUS 103 **Availability:** Fall, Spring

MUS 203 Tonal Harmony 4 & Practice
This course is a continuation of MUS 201 and is designed to guide the student through the techniques of late 19th century and 20th century harmony and compositional practice including impressionism, primitivism, serialism, indeterminacy, and minimalism. Composition of representative forms is included. The course also includes an advanced study of the aural perception of scales, intervals, and chords.
Credit Hours: 4 **Prerequisite:** MUS 201 **Availability:** Fall, Spring

MUS 205 Music Appreciation
This course is designed to focus on perceptive listening to music for gaining an understanding of the nature of music, how it is created, and how it functions. In addition to Western European classical music, folk, religious, jazz, popular, ethnic, and world music are presented.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

MUS 221 Music History and Literature I
This is a study of music history and musical style from the ancient Greeks through the Middle Ages, Renaissance, and Baroque periods. Stylistic developments, musical forms, and contributions of representative composers are studied.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

MUS 222 Music History and Literature II
This course is a study of music history and musical style of the Baroque period through the twentieth century. Stylistic developments, musical forms, and contributions of representative composers are studied.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

MUS 240 Guitar Technique for Worship Leading II
This is a continuation of the understanding, practice, and application of guitar techniques used in contemporary worship leading.
Credit Hours: 1 **Prerequisite:** MUS 140 **Availability:** Fall, Spring

MUS 243 Brass and Woodwind Methods
This course introduces students to performance and teaching skills related to brass and woodwind instruments. The course covers common challenges for student instrumentalists, brass and woodwind pedagogy, instrument maintenance in school settings, and professional ethics in music education.
Credit Hours: 1 **Prerequisite:** MUS 103 **Availability:** On Demand

MUS 244 String and Percussion Methods
This course introduces students to performance and teaching skills related to string and percussion instruments. The course covers common challenges for student instrumentalists, string and percussion pedagogy, instrument maintenance in school settings, and professional ethics in music education.
Credit Hours: 1 **Prerequisite:** MUS 103 **Availability:** On Demand

MUS 300 Ministerial Formations for Music and Worship
The course is an introduction to Christian worship and music ministry through personal spiritual formation and integration of theological, ethical, and practical disciplines with an exploration of the call to ministry and the necessary preparations for effective ministry.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

MUS 301 Form and Analysis
This course is a study of the structure of musical composition through the analysis of specific works by composers of the Renaissance, Baroque, Classic, Romantic, and Twentieth Century periods.
Credit Hours: 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 and Worship
This course introduces the student to worship planning, facilitation, and implementation, emphasizing the technical aspects of music production, visual media presentation, and utilization of digital tools for leadership. A variety of software and hardware options suitable for nearly any worship setting will be discussed and utilized.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

MUS 321 Rock Music: Its History and Stylistic Development
Rock music is a course designed to familiarize the student with the history of Rock music. Prominent players and groups of each era will be covered, as well as sociological, economic and cultural factors that shaped the many styles of Rock music.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

MUS 331 Beginning Conducting
This course is an introduction to conducting patterns in both simple and compound meters and with a class laboratory experience.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

MUS 332 Choral Conducting
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
This course will explore and correlate Christian doctrine to the practice of Worship and Worship Leadership. It will assist the student in developing biblical filters and principles to guide and shape the worship experience of the Church. Importantly, understanding a "Christocentric" approach to worship will provide the future worship leader a biblical and practical way to determine music appropriateness and substantiation of applicable ministries.
Credit Hours: 3 **Prerequisite:** CHR 270 or instructor approval **Availability:** On demand

MUS 401 Revitalizing Corporate Worship
This course explores the opportunities and challenges of revitalizing Spirit-led worship in the context of the local church. Attention will be given to the process by which church leaders can engage and involve members in worship, and encourage and facilitate a deeper understanding of corporate worship within the local congregation. Field Observations in the local church are required.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

MUS 410 World Music (WI)
This is a course of study designed to increase the student's knowledge and understanding of world music. Repertoires to be studied include African, Asian, Indian, and Javanese music.
Credit Hours: 3 **Prerequisite:** ENG 102 **Availability:** On demand

MUS 411 Generational and Cultural Music in Worship
The course will focus attention on generational and cultural issues which impact the worship life of the church. Attention is given to models or examples of worship that seek to address a variety of Church worship experiences. Understanding cultural contexts and generational dynamics are essential in leading diverse and multigenerational congregations in their worship expressions.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

MUS 451 Hymnology: A Singing Theology
This course will research the historical and cultural influences of hymn development from ancient times to the present with special attention paid to Baptist life. The student will discover the value of hymns in the worship and devotional life of the church. This class will be exposed to biblical filters which will guide the student in determining theological appropriateness for use in worship, particularly in Baptist life.
Credit Hours: 3 **Prerequisite:** None **Availability:** Fall, Spring

MUS 455 Church Music Internship
This course is an opportunity for students to gain practical experience in a music or worship ministry setting. Supervision and guidance will be provided by the local minister/worship pastor of music and a faculty member. Successful assessment of completion will include assignments, reports of progress, and an evaluation from the on-site supervisor.
Credit Hours: 1 **Prerequisite:** None **Availability:** Fall, Spring

MUS / CHRW 500 History of Christian Worship and Song
This course is designed to prepare Worship Leaders by broadening their knowledge of the history of Christian Worship, including liturgical, traditional and contemporary forms that are used in Christian Worship Services. Students will develop a deeper appreciation for current worship practice and musical selections.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

MUS / CHRW 520 Worship Leadership
This course will explore the preparation and presentation of musical, technical, and administrative elements in modern worship. Students will investigate the appropriate musical, spiritual, technical, ethical, and interpersonal skills needed within the worship ministry context. Facilitating effective rehearsal methods and team building skills will be addressed as well.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

MUS / CHRW 540 Technology and Media in Worship
This course looks at the biblical foundations and the practical use of technology in corporate worship. The course will prepare leaders to communicate the Gospel through sound, lighting, visuals, and multi-media forms. The course includes hands-on planning and developing of worship services using modern technology.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

MUS / CHRW 560 Worship and Discipleship
In this course the student will develop ministry formation skills and implement a worship discipleship curriculum for the local church. Students will spiritually equip a group of participants within the local church through designing and teaching a worship curriculum or through leading small groups in worship evangelism and missions. A field mentor will be available to the student throughout the process of the course to guide the process.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

MUS / CHRW 580 Worship Internship
This course will engage students in practical and current ministerial issues. The student will be required to participate in a local church ministry throughout the semester/session under the supervision of a designated mentor to fulfill a worship ministry project or assigned role.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

MUS / CHRW 600 Worship Theology for Contemporary Ministry
The course examines biblical, historical, and practical issues regarding theologies of Christian worship. The student will explore the hermeneutical foundations for understanding corporate and personal worship practices and how it equips worship leaders in contemporary ministry contexts.

MUS / CHRW 620 Songwriting for Worship
The course will examine the various necessary components of the creative process of Christian songwriting as it pertains to preparation, execution, performance, and congregational application through worship. Attention will be given to theological, ministry, and practical integration of these components to render authentic worship songwriting that will glorify God in worship.
Credit Hours: 3 **Prerequisite:** Acceptance into MA Program or permission of Dean **Availability:** On demand

Ensembles and Choral Groups

MUS-BE 164/264/364/464 Brass Ensemble
This course is a performance ensemble that is a mixed brass chamber group – membership through invitation of director. (One 60-minute rehearsal per week.)
Credit Hours: 1-4 **Prerequisite:** Two semesters of each level **Availability:** Fall, Spring

MUS-CE 364/365/464/465 Chamber Ensemble
Students will form performing chamber music ensembles, such as a flute choir, saxophone quartet, trumpet ensemble, tuba/euphonium ensemble, woodwind quintet, brass quintet, percussion ensemble, or other mixed instrument group. Membership is by invitation of the instructor. This course does not fulfill the major ensemble degree requirement. (One 60- minute rehearsal per week.)
Credit Hours: 1 **Prerequisite:** Professor Invitation **Availability:** Fall, Spring

MUS-HB 163/263/363/463 Hand Bell Choir
This is an ensemble of ten to twelve ringers who rehearse and perform both sacred and secular music. The ensemble concretizes often and takes tours for the purpose of leading in worship and promoting Brewton-Parker College. There are two 90-minute rehearsals a week, and membership is open to any student of the College by audition.
Credit Hours: 1 **Prerequisite:** Audition; two semesters of each level **Availability:** Fall, Spring

MUS-CC 160/260/360/460 Concert Choir
This course is a mixed choir with membership open to students by audition. This group represents the College on many occasions during the year. (There are two ninety-minute rehearsals per week.)
Credit Hours: 1 **Prerequisite:** Audition; two semesters of each level **Availability:** Fall, Spring

MUS-CC 000-1/000-2 Concert Choir (for applied instrumental or keyboard majors)
Students taking eight semesters of instrumental lessons as their required applied major also are required to supplement these lessons with participation in the *Concert Choir* for two semesters. This is a non-credit graduation requirement for which students must register during two semesters. (There are two ninety-minute rehearsals per week.)
Credit Hours: 0 **Prerequisite:** Must be an applied instrumental major **Availability:** Fall, Spring

MUS-VT 162/262/362/462 Voices of Truth
Voices of Truth is an auditioned ensemble of ten to twelve students who travel, promoting Brewton-Parker College, and who lead worship for churches, Brewton-Parker chapel services, and community events.
Credit Hours: 1 **Prerequisite:** Audition; two semesters of each level **Availability:** Fall, Spring

MUS-WE 161/261/361/461 College Wind Ensemble
This course is a performance ensemble that plays a variety of music, including transcriptions, serious 20th century works, marches, and lighter selections. Several concerts are performed each year.
Credit Hours: 1 **Prerequisite:** Two semesters of each level **Availability:** Fall, Spring

MUS-WE 000-1/000-2 College Wind Ensemble (for applied voice majors)
Students taking eight semesters of voice lessons as their required applied major also are required to supplement these lessons with participation in the *College Wind Ensemble* for two semesters. This is a non-credit graduation requirement for which students must register during two semesters. (Several concerts are performed each year.)
Credit Hours: 0 **Prerequisite:** Must be an applied voice major **Availability:** Fall, Spring

*NOTE: with permission from the director non-music majors may participate in *Concert Choir* or the *College Wind Ensemble* on a non-credit basis as a co-curricular activity. The usual fee for auditing a class does not apply, and participation in one or both of these performance groups does not constitute part of the student's registration for classes.

Applied Music Courses

MUS-AB 153 Applied Brass I
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** None **Availability:** Fall, Spring

MUS-AB 253 Applied Brass II
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AB 153 twice **Availability:** Fall, Spring

MUS-AB 353 Applied Brass III
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AB 253 twice **Availability:** Fall, Spring

MUS-AB 453 Applied Brass IV
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AB 353 twice **Availability:** Fall, Spring

MUS-AK 151 Applied Keyboard/Piano/Organ I
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** None **Availability:** Fall, Spring

MUS-AK 251 Applied Keyboard/Piano/Organ II
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AK 151 twice **Availability:** Fall, Spring

MUS-AK 351 Applied Keyboard/Piano/Organ III
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AK 251 twice **Availability:** Fall, Spring

MUS-AK 451 Applied Keyboard/Piano/Organ IV
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AK 351 twice **Availability:** Fall, Spring

MUS-AP 154 Applied Percussion I
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** None **Availability:** Fall, Spring

MUS-AP 254 Applied Percussion II
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AP 154 twice **Availability:** Fall, Spring

MUS-AP 354 Applied Percussion III
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AP 254 twice **Availability:** Fall, Spring

MUS-AP 454 Applied Percussion IV
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AP 354 twice **Availability:** Fall, Spring

MUS-AS 152 Applied Strings I
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** None **Availability:** Fall, Spring

MUS-AS 252 Applied Strings II
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AS 152 twice **Availability:** Fall, Spring

MUS-AS 352 Applied Strings III
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AS 252 twice **Availability:** Fall, Spring

MUS-AS 452 Applied Strings IV
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AS 352 twice **Availability:** Fall, Spring

MUS-AV 150 Applied Voice I
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** None **Availability:** Fall, Spring

MUS-AV 250 Applied Voice II
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied. major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AV 150 twice **Availability:** Fall, Spring

MUS-AV 350 Applied Voice III
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AV 250 twice **Availability:** Fall, Spring

MUS-AV 450 Applied Voice IV
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AV 350 twice **Availability:** Fall, Spring

MUS-AW 155 Applied Woodwinds I
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** None **Availability:** Fall, Spring

MUS-AW 255 Applied Woodwinds II
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AW 155 twice **Availability:** Fall, Spring

MUS-AW 355 Applied Woodwinds III
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AW 255 twice **Availability:** Fall, Spring

MUS-AW 455 Applied Woodwinds IV
Students taking this course will schedule thirty minutes per week of applied lessons under the guidance of a member of the music faculty. Students taking this course as part of their applied major requirement may complete it for credit twice. Students may *not* complete both their applied major and secondary areas within the same course sequence.
Credit Hours: 1 **Prerequisite:** MUS-AW 355 twice **Availability:** Fall, Spring

Nursing (NUR)

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

NUR 311 Health and Illness I: Foundations of Nursing
Concepts basic to the art and science of nursing are introduced as a foundation for safe, quality patient care. Evidence-based principles of nursing and health promotion are integrated to prepare the student to meet the health-related needs of a patient. The nurse's role as a member of the interdisciplinary team will be examined.
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 **Availability:** On demand

PE 310 Fitness Research and Testing
This course is a survey, evaluation, and application of health-related fitness and physical education tests. Administration and critique of appropriate measures of content and skill performance and software for administrative and instructional programs are included.
Credit Hours: 3 **Prerequisite:** MTH 102 **Availability:** On demand

PE 315 Wellness and Healthy Lifestyles
Developing healthy lifestyles through health appraisal, fitness evaluation and individualized exercise prescriptions are covered in this course.
Credit Hours: 3 **Prerequisite:** ENG 102 **Availability:** On demand

PE 325 Sport and Fitness Management
Theories and practices related to the management of sport and exercise programs in community and corporate settings are covered in this course.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

PE 350 Topics in Physical Education
This course presents studies of selected topics in health and physical education not covered in regular catalog offerings and may be taken for graduation credit. Topics will vary from year to year, and students may repeat the course with different topics twice, or more with instructor approval.
Credit Hours: 3 **Prerequisite:** HEA 300 **Availability:** On demand

PE 410 Techniques of Coaching
This course includes the philosophies of coaching, leadership, teaching techniques, team organization, sports strategies, preparation for events, and prevention and care of athletic injuries.
Credit Hours: 3 **Prerequisite:** ENG 102 **Availability:** On demand

PE 427 Motor Learning
This course studies the current theories and principles explaining motor behavior and the psychological factors related to and affecting motor skill acquisition and performance. Topics include learning theories, information processing, motor control, state of the learner, nature of skills, and instructional considerations.
Credit Hours: 3 **Prerequisite:** BIO 202 or BIO 210 **Availability:** On demand

PE 450 Internship
This course is a supervised work experience designed to provide students practical learning experiences in fitness and wellness settings or in a coaching experience.
Credit Hours: 3 **Prerequisite:** Junior or Senior status and approval from Division Chair and Internship coordinator **Availability:** On demand

Physics (PHY)

PHY 201 General Physics I
This course is a study of the principles of physics with an emphasis on mechanics, heat, and wave.
Credit Hours: 4 **Prerequisite:** MTH 111 **Availability:** On demand

PHY 203 General Physics II
This course is a study of electricity, magnetism, and light.
Credit Hours: 4 **Prerequisite:** PHY 201 **Availability:** On demand

PHY 221 General Physics I with calculus
This course is a study of the principles of physics with an emphasis on mechanics, heat, and wave. Calculus is required in this course.
Credit Hours: 4 **Prerequisite:** MTH 204 **Availability:** On demand

PHY 223 General Physics II with calculus
This course is a study of electricity, magnetism, and light. Calculus is required in this course.
Credit Hours: 4 **Prerequisite:** MTH 305 **Availability:** On demand

PHY 260 The Physics of Music
This course is a physics course in which the principles of mechanics and wave motion are used to study the production of musical sounds and instruments which produce them.
Credit Hours: 4 **Prerequisite:** Any MTH course **Availability:** On demand

Physical Sciences (PHY/SCI)

PHY/S 101 Introduction to the Physical Sciences
This course is a survey, by lecture/discussion, of topics in Chemistry and Physics.
Credit Hours: 4 **Prerequisite:** None **Availability:** On demand

PHY/S 102 Earth Science
This course is an exploration, by lecture/discussion/experimentation, of the major concepts of Astronomy, Geology, and Meteorology. Wherever possible the material will be applied to Georgia.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

PHY/S 111 Astronomy
This course is a study of the structure and organization of the universe, including a consideration of the motions of its components, stellar evolution, and the instrumentation used by astronomers. Some labs will meet at night.
Credit Hours: 4 **Prerequisite:** None **Availability:** On demand

PHY/S 300 Topics in Physical Science
This course is a study of selected topics in physical science. The topics will vary.
Credit Hours: 3-4 **Prerequisite:** PHY/SCI 101, or BIO 100, or CHM 100, or instructor approval **Availability:** On demand

Political Science (POL)

POL 202 American Government
This course is a study of the theory and practice of the American political system at the national, state, and local levels. Some emphasis is given to the recent trends in government. Questions of national security, foreign policy, and civil liberties will be examined. This course satisfies state requirements concerning the United States and Georgia Constitutions.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

POL 203 International Politics
This course includes components and characteristics of the international political system; conflict and cooperation in international relations; and the changing nature of international political behavior.
Credit Hours: 3 **Prerequisite:** POL 202 **Availability:** On demand

POL 204 Comparative Politics
This course is a comparative analysis of existing structures, processes, and problems of political systems from a global perspective.
Credit Hours: 3 **Prerequisite:** POL 202 **Availability:** On demand

POL 205 Western Political Thought
This course is a survey of the development of Western political ideas, including the contributions of Ancient Greece, Rome, the church fathers, Renaissance and Reformation writers, liberalism, and contemporary political thinkers.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

POL 302 Congress and the Legislative Process
This course is an examination of the United States Congress, with emphasis on recruitment and composition, styles of representation, leadership, the role of interest groups and the executive in the legislative process, organization, and functions.
Credit Hours: 3 **Prerequisite:** POL 202 **Availability:** On demand

POL 309 State and Local Government
This course studies the organization and functions of state and local government in the United States, intergovernmental relations, administration, adjudication, and the organization and function of political parties on state and local levels.
Credit Hours: 3 **Prerequisite:** POL 202 **Availability:** On demand

POL/HIS 331 American Foreign Policy
This course studies institutions and procedures involved in formation and implementation of American foreign policy, with some consideration of important elements and strategies of American foreign policy from World War II to the present.
Credit Hours: 3 **Prerequisite:** POL 202 **Availability:** On demand

POL/CJ 350 Constitutional Law I: National and State Powers
This course studies the Constitution as it has evolved as a basic law by means of interpretation through Supreme Court decisions. Special emphasis is placed on major cases affecting the scope of state and federal powers, and individual rights.
Credit Hours: 3 **Prerequisite:** POL 202 **Availability:** On demand

POL/CJ 351 Constitutional Law II: Civil Rights and Liberties
This course reviews development of the Bill of Rights and political and civil liberties in the American constitutional system. It includes limitations on governmental powers with emphasis on freedom of speech, press, religion, and the rights of accused. Modern theories of constitutional interpretation surveyed.
Credit Hours: 3 **Prerequisite:** POL 202 **Availability:** On demand

POL/CHR/HIS 361 Church and State in America
This course explores the history of the relationship between religion and the state in the United States. It will survey the European and early American origins of the First Amendment; religion- state interaction in American political history; the evolution of modern American constitutional law governing religion-state relations and the current debate over law, religion and public life.
Credit Hours: 3 **Prerequisite:** CHR 270 or instructor approval **Availability:** On demand

POL/CJ 420 Public Administration
This course includes factors that shape and condition administrative institutions; formal organizational theory; and regulatory activities and administrative responsibility in a democratic society.
Credit Hours: 3 **Prerequisite:** POL 202 **Availability:** On demand

POL 421 Community and Organizational Leadership
This course includes studies of the concepts and processes of organizational leadership as related to academic, business, political, and human resource settings.
Credit Hours: 3 **Prerequisite:** CHR 101,102, COM 101, EDU 201, PE 206, POL 202, or PSY/ **Availability:** On demand

POL 470 Internship
This course is a supervised practical experience designed to give the student the opportunity to apply theoretical knowledge to the actual functioning of the government and/or political process.
Credit Hours: 1-6 **Prerequisite:** Sophomore status and completion of nine hours in Political Science **Availability:** On demand

POL 480 Topics in Political Science
This course is a study of selected topics in political science. The topic and number of credit hours will vary.
Credit Hours: Vary **Prerequisite:** POL 202 or instructor approval **Availability:** On demand

POL 490 Senior Seminar
This is a course that seeks to provide students the opportunity to integrate the concepts and theories of political science with Christian theology. Students will be challenged to confront and resolve key issues they will face as they seek to live out their biblical faith in their profession and in their civic and personal lives.
Credit Hours: 3 **Prerequisite:** Instructor's approval and completion of the Political Science Assessment Examination **Availability:** On demand

Psychology (PSY)

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

PSY 201 Introduction to Psychology
This course is a survey of the history, theories, methods, and data of psychology. Emphasis is placed on physiology, perception, learning, emotion, motivation, personality, measurement, and social behavior.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

PSY 202 Human Growth and Development
This course is a comprehensive coverage of the growth and development of the human organism from conception to death.
Credit Hours: 3 **Prerequisite:** PSY 201 **Availability:** On demand

PSY/CJ 204 Deviant Behavior
This course is a sociological examination of deviant behavior, including crime, drug abuse, sexual deviance and mental illness. A cross – cultural examination of these aspects of deviant behavior will also be utilized in order to understand deviant behavior within various cultural and institutional contexts.
Credit Hours: 3 **Prerequisite:** None **Availability:** On demand

PSY/CJ 212 Social Problems
This course is a study of both the general and special problems considered in the social and cultural setting in which they occur. The emphasis is on people and their behavior.
Credit Hours: 3 **Prerequisite:** PSY 201 **Availability:** On demand

PSY 220 Careers, Ethics, and Professionalism (WI)
This course provides a survey of the practice of psychology from an ethical and legal perspective. Consideration is given to such things as the rules of psychology associations and boards, ethics case studies, and professional practices. The course also explores the salient careers in the psychology world.
Credit Hours: 3 **Prerequisite:** 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 360 Psychology of Leadership
This course examines psychological theories and principles of effective leadership. The scope of material covers cognitive, emotional, and behavioral aspects of leadership, including personality traits, motivation, decision-making, and social influence. Learners will explore team dynamics, ethical issues, and cross-cultural leadership. The course emphasizes practical application through case studies and projects.
Credit Hours: 3 **Prerequisite:** PSY 201 and RSM 200 or instructor approval **Availability:** On demand

PSY 401 Personality Theory
This course is a study of the major theories of personality along with significant biographical commentary on the major personality theories.
Credit Hours: 3 **Prerequisite:** PSY 201 and RSM 200 **Availability:** On demand

PSY 402 Social Psychology
This course is a study of the person in society and its effect upon individual behavior. Topics included are social perception, attitudes, communication, attraction, modeling, prosocial, and antisocial behaviors. Emphasis is placed on the application of theory to the understanding of everyday life.
Credit Hours: 3 **Prerequisite:** PSY 201 and RSM 200 **Availability:** On demand

PSY 403 Abnormal Psychology
This course is an introduction to the study of behavioral disorders, their definition, classification, symptomology, and methods of therapeutic treatment.
Credit Hours: 3 **Prerequisite:** PSY 201 and RSM 200 **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 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 303 Event and Facility Management Practicum I
This one-hour practicum provides students with hands-on experience in event and facility management within the sports industry. Students will apply theoretical knowledge gained in previous courses to real-world scenarios, focusing on fundamental tasks and responsibilities.
Credit Hours: 3 Prerequisite: SPM 101 of Instructor Approval **Availability: On demand**
Corequisite: SPM 300

SPM 304 Event and Facility Management Practicum II
Course Description: This one-hour practicum builds upon the experience gained in Practicum I, providing students with continued hands-on experience in event and facility management within the sports industry. Students will apply theoretical knowledge gained in previous courses to real-world scenarios, focusing on fundamental tasks and responsibilities.
Credit Hours: 3 Prerequisite: SPM 303 Availability: On demand

SPM 310 Sport Law
This course will focus on the intersection of sports and law, with topics such as agency, amateurism, intellectual property and contract drafting/disputes under examination. The goal is to provide students with an understanding of how Sports Law is both a combination of other areas of law applied to the business of sports and also its own unique area of the law with precedent formed outside of courts of law.
Credit Hours: 3 **Prerequisite:** SPM 101 and BUS 250 or Instructor Approval **Availability:** On demand

SPM 330 Intro to Sport Marketing
This course investigates principles and processes in sport marketing and sales. This course focuses on research and development, sport promotion, sport sponsorship, advertising, merchandising, and distribution of sporting goods.
Credit Hours: 3 **Prerequisite:** MKT300 **Availability:** On demand

SPM 350 Sport Communication
This course offers instruction, analysis, and training in the principles and practice of public relations in sports organizations. Emphasis is on media relations and skills essential for sports communication professionals, including handling media interactions across platforms, problems, crises, and integration of positive communications strategies with strategic goals of sports organizations.
Credit Hours: 3 **Prerequisite:** MKT300 **Availability:** On demand

SPM 409 Internship in Sport Management I
This first internship course in the series provides students with hands-on experience in a professional sport management setting. Students will complete a supervised internship in one of several specialized areas, such as adaptive sports management, athletic administration, fundraising, coaching, marketing, digital content creation, event management, sponsorship, analytics, sport law, media, merchandising, tourism, journalism, sports psychology, ticket sales, or youth development. The internship requires 120 hours of on-site work, complemented by reflective assignments and a final presentation.
Credit Hours: 3 **Prerequisite:** Junior Standing, Minimum 2.0 GPA, **Availability:** On demand
Approval of Internship coordinator, reliable transportation

SPM 410 Internship in Sport Management II
Building on the foundation of SPM 409, this second internship course offers students another opportunity to gain professional experience in the sport management field. Students will complete a 120-hour supervised internship in a specialized area distinct from their first internship. Focus areas may include adaptive sports management, athletic administration, fundraising, coaching, marketing, digital content creation, event management, sponsorship, analytics, sport law, media, merchandising, tourism, journalism, sports psychology, ticket sales, or youth development. The course includes reflective assignments and a final presentation.
Credit Hours: 3 **Prerequisite:** SPM 409 or instructor approval. **Availability:** On demand
Students must select a focus area different from their two previous internships.

SPM 411 Internship in Sport Management III
This final internship course in the series allows students to round out their practical experience in sport management. Students will undertake a 120-hour supervised internship in a specialized area different from their previous two internships. Options include adaptive sports management, athletic administration, fundraising, coaching, marketing, digital content creation, event management, sponsorship, analytics, sport law, media, merchandising, tourism, journalism, sports psychology, ticket sales, youth development, or another approved focus area. The course involves reflective assignments and a comprehensive final presentation synthesizing all internship experiences.
Credit Hours: 3 **Prerequisite:** SPM 409 or instructor approval. **Availability:** On demand
Students must select a focus area different from their two previous internships.

Directory

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Deokhyo Kim	Registrar

Resident Faculty
(2024-2025)

E. Lynn Addison (2011), Associate Professor of Business
Division of Business
Associate Provost for External Programs
Consultant QEP Steering Committee
B.A., Brewton-Parker College; Executive M.B.A., Troy University; Ed.S., University of West Georgia at Carrollton

Toni Banks (2019), Assistant Professor of Business
Division of Business
Vice President for Institutional Effectiveness and Research
Preliminary studies, Shorter College; B.B.A., M.B.A., Valdosta State University; M.A.T., Middle Georgia State University

J. Keith Barr (1986), Assistant Professor of Physical Education and Health & Wellness
Division of Mathematics and Natural Sciences
B.S.Ed., M.Ed., Ed.S., Georgia Southern University

Donna Jean Braddy (2024), Associate Professor of Nursing
School of Nursing
A.S.N., Middle Georgia College; B.S.N., Augusta University; M.S.N, Regis University

Robert M. Brian (2015-2024), Professor of Liberal Studies (ret.)
Division of Education, Behavioral Sciences, and Humanities
Provost Emeritus
B.A., Louisiana State University; M.A., University of New Orleans; J.D., Louisiana State University Paul M. Hebert Law Center

Debra Lynn Bryarly (2021), Associate Professor of Nursing
Director, School of Nursing (Nurse Administrator)
A.S.N., Solano Community College; A.A., Los Angeles Baptist College; B.S.N., M.S.N, Grand Canyon University; D.N.P., Chamberlain University College of Nursing

Roger C. Byrd (2020), Associate Professor of Social Sciences
Division of Education, Behavioral Sciences, and Humanities
Prison Program Director
Director of Development and Alumni Relations (2005-2008)
A.A., B.S., Brewton-Parker College; M.P.A, Ed.D., Valdosta State University; M.S. in Criminal Justice, additional studies in leadership communication, Georgia Southern University; Graduate Certificate in Cyber Crime, Armstrong Atlantic State University; Graduate Certificate in Digital and Social Media, Kennesaw State University

Megan Shae Carter (2023), Assistant Professor of English
Division of Education, Behavioral Sciences, and Humanities
B.A., M.A., Georgia Southern University

Jerusha Jean Yoder Chauhan (2019), Assistant Professor of English
Division of Education, Behavioral Sciences, and Humanities
Assistant Chair of Education, Behavioral Sciences, and Humanities
Instructional Technology Lead for the QEP
B.A., Brewton Parker College; M.A., Liberty University

Adam N. Coker (2019), Associate Professor of History and Christian Studies
Division of Education, Behavioral Sciences, and Humanities
Division of Christian Studies and Fine Arts
B.M.Ed., Jacksonville State University; M.Div., The Southern Baptist Theological Seminary; Ph.D., University of Exeter (U.K.)

Christian S. Dickinson (2021), Assistant Professor of English
Division of Education, Behavioral Sciences, and Humanities
A.A., Florida State Community College at Jacksonville; B.A., University of North Florida; M.A., Florida State University; Ph.D., Baylor University

Steven F. Echols (2015), Professor of Leadership
Temple Baptist Theological Seminary
President
B.A., Mercer University; M.Div., Ph.D., additional studies in educational ministry, New Orleans Baptist Theological Seminary; D.Min., Beeson Divinity School, Samford University; M.A. (Public and Private Management), Birmingham-Southern College

Byron Esley Edens (2022), Professor of Preaching and Christian Ministry
Temple Baptist Theological Seminary
Vice President of Online Learning
A.A., Midlands Technical College; A.C.E., B.A., University of South Carolina; M.Div., D.Min., New Orleans Baptist Theological Seminary; Ph.D. (Leadership), Carolina University; additional graduate studies in applied management and decision sciences in information technology, Walden University

Micah Wade Eller (2022), Assistant Professor of Chemistry
Division of Mathematics and Natural Sciences
B.S., Tennessee Technological University; Ph.D., Emory University

Rachel Kozlowski Eller (2020), Assistant Professor of Chemistry
Division of Mathematics and Natural Sciences
Instrumentation Specialist
B.S., Campbell University; Ph.D., Emory University

Beverly Faircloth (2024), Assistant Professor of Education
Division of Education, Behavioral Sciences, and Humanities
A.A., Brewton-Parker College; B.S.Ed. University of Georgia, M.Ed., Central Michigan University; Ed.D., Walden University

Tara T. Fletcher (2020), Instructor of Business
Division of Business
Assistant Registrar
Faculty Athletics Representative, NAIA, NCCAA
B.S., additional graduate studies, University of Alabama; additional studies, University of Tennessee at Chattanooga; M.B.A., DeVry University, Keller Graduate School of Management

Mark W. Gregory (2022), Professor of Old Testament
Dean, Temple Baptist Theological Seminary
Division Chair Christian Studies and Fine Arts
B.S., Mississippi State University; M.Div., Midwestern Baptist Theological Seminary; Ph.D., The Southern Baptist Theological Seminary

Matthew D. Haley (2016), Associate Professor of Music
Division of Christian Studies and Fine Arts
B.Mus., University of Texas at Austin; M.Mus., University of Louisville; D.M.A., University of North Texas

Justine M. Hardy (2023), Assistant Professor of Biology and Exercise Science
Division of Mathematics and Natural Sciences
B.S., M.S., Georgia Southern University; Ph.D. (Leadership–Health Science), University of the Cumberlands

Karl L. Hay (2022), Assistant Professor of Computer Information Systems
Chair, Division of Business
Associate for Church Relations
Preliminary studies, Florida State University and Palm Beach Atlantic College; B.S., Brewton-Parker College; M.B.A., Georgia College and State University; additional studies in computer information systems, Strayer University and Georgia Institute of Technology

Bobby Caleb Hightower (2024), Assistant Professor of Mathematics
Division of Mathematics and Natural Sciences
B.A., Valdosta State University; M.S., D.Sc., Georgia State University

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

Heather Hooks (2024), Assistant Professor of Business
Division of Business
B.S., Georgia Southern University; M.B.A., Capella University

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

G. Hunter Kennedy (2024), Assistant Professor of History
Division of Education, Behavioral Sciences, and Humanities
B.A., Brewton-Parker College; M.A., Arizona State University

Deokhyo Kim (2018), Instructor of Education
Division of Education, Behavioral Sciences, and Humanities
Registrar
B.A., Kwangju University (South Korea); M.S.Ed., Ph.D., University of Kansas

Christopher D. Kirk (2022), Assistant Professor of English
Division of Education, Behavioral Sciences, and Humanities
Preliminary studies, University of Memphis; B.A., Excelsior College; M.S.I.S, University of North Texas, School of Library and Information Science; M.H., University of Dallas

Aris Knight (2024), Assistant Professor of Business (Part-Time)
Division of Business
B.S., M.B.A., Southeastern University; M.S. Lindsey Wilson College

Grant C. Lilford (2016), Professor of English
Division of Education, Behavioral Sciences, and Humanities
B.A., Vassar College; M.A., University of Sussex (Falmer, England); Ph.D., University of Cape Town (Rondebosch, South Africa)

Thomas Ronald Melton (1976-2015), Distinguished Professor of History (ret.)
Division of Education, Behavioral Sciences, and Humanities
B.A., William Carey College; M.A., Ph.D., University of Mississippi

Timothy E. Miller (2021), Assistant Professor of History
Division of Education, Behavioral Sciences, and Humanities
Curator, Brewton-Parker Historic Village
A.A., Young Harris College; B.A., Shorter College; M.Div., Mid-America Baptist Theological Seminary; M.A., Georgia State University; D.Phil., University of Oxford

Vance R. Newgard (2020), Assistant Professor of Health and Human Performance
Division of Mathematics and Natural Sciences
Head Coach, Olympic Weightlifting Team
B.A., Governors State University; M.S., Northern Michigan University; additional studies and training, Concordia University Chicago, United States Sports Academy, United States Olympic and Paralympic Training Center (Colorado Springs, CO), and United States Olympic Education Center (Marquette, MI); add additional studies toward doctorate

Candi Newton (2023), Instructor of Nursing
School of Nursing
B.S.N., East Georgia State College; Preliminary Studies for MSN, Grand Canyon University

Helene Peters (2015), Professor of Biology
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
Associate for Church Relations
Director of Missions, Daniell Baptist Association
B.A., Stephen F. Austin State University; M.Div. (with Biblical Languages), Southwestern Baptist Theological Seminary; M.Th., Ph.D., New Orleans Baptist Theological Seminary

Jerry L. Ray (1993), Professor of New Testament (Part-Time)
Temple Baptist Theological Seminary
B.A., University of Mobile; M.Div., The Southern Baptist Theological Seminary; Ph.D., The University of Virginia

Barbara A. Reid (2001), Associate Professor of Education
Division of Education, Behavioral Sciences, and Humanities
Certification Only Program Coordinator
B.S.Ed., M.Ed., Ed.S., Georgia Southern University

C. Vance Rhoades (1979-2021), Emeritus Professor of Psychology
Division of Education, Behavioral Sciences, and Humanities
B.S., M.S., additional studies, University of Southern Mississippi; Ed.S., Georgia Southern University

Forrest E. Rich (1988-2021), Emeritus Professor of Mathematics
Division of Mathematics and Natural Sciences
B.A., Toccoa Falls College; B.S.Ed., M.Ed., The University of Georgia

Justin E. Russell (2017), Assistant Professor of Education and Psychology
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Educator Preparation Program Coordinator
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Division of Education, Behavioral Sciences, and Humanities
Director of Library and Information Services
B.A., M.A., Southeastern Louisiana University; M.L.I.S., Louisiana State University; additional doctoral studies in humanities and literature, Faulkner University (Ph.D. completed?)

William Franklin Sharpe (2021), Assistant Professor of English
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A.A., Middle Georgia College; B.A., M.A., Georgia Southern University; Ph.D., University of Alabama

Nicole G. Shepard (2013), Associate Professor of Business
Division of Business
Vice President of Finance and Chief Financial Officer
B.B.A., Georgia Southern University; M.B.A., University of Phoenix; Ph.D., Walden University

Hildegard J. Stanley (1966), Distinguished Professor of Music Emeritus
Division of Christian Studies and Fine Arts
Consultant to the President for External Relations
B.M.E., Oklahoma Baptist University; M.C.M., Southwestern Baptist Theological Seminary; Ed.S., Georgia Southern University; Doctor of Humane Letters, *Honoris Causa*, Brewton-Parker College

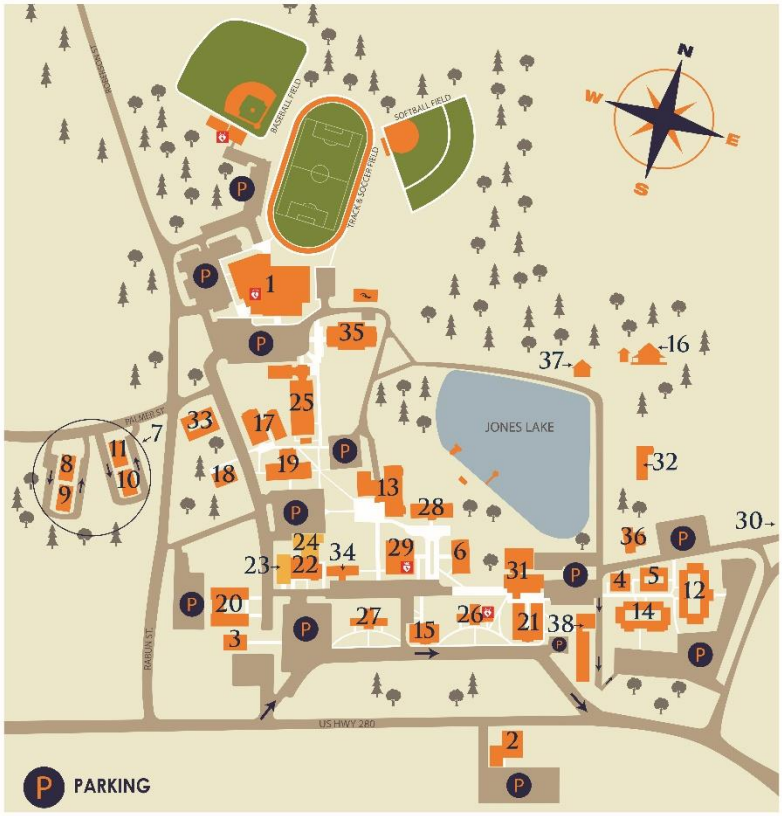
Michael Steinmetz (2020), Assistant Professor of Christian Studies
Temple Baptist Theological Seminary
Assistant Vice President of Information Technology
B.A., Louisiana College; M.A., Th.M., Ph.D., New Orleans Baptist Theological Seminary

Carl Anthony Wardlaw, Jr. (2024), Assistant Professor Psychology
Division of Education, Behavioral Sciences, and Humanities
Licensed Professional Counselor
B.B.A., University of Georgia; M.S., M.Ed. Tory University, Ed.D., Argosy University

David S. Wilson (2012), Associate Professor of Church Music
Division of Christian Studies and Fine Arts
B.M.Ed., Brewton-Parker College; M.C.M., D.Ed.Min., New Orleans Baptist Theological Seminary

Campus Map

CAMPUS BUILDING DIRECTORY



BARTOW & JEAN SNOOKS STUDENT ACTIVITIES CENTER....[1]
- Athletics Department
- Gillis Gymnasium
- Hall of Fame Room
- Lee Center

BRISCOE-GOBLE CENTER....[2]
- Baptist Collegiate Ministries

CADLE BUILDING....[3]

CONNER COMMONS....[4]

CONNER HALL....[5]

COOK BUILDING....[6]
- Health Center
- Housing
- Student Development
- Student Enrichment Center
  - Academic Advising and Coaching
  - Career Counseling
  - Student Success
  - Tutoring and Testing
  - Writing Studio and Lab

CRAWLEY COMMONS....[7]
- Robinson Hall....[8]
- Cochran Hall....[9]
- Patterson-Zezulka Hall....[10]
- Thigpen Hall....[11]

DOWLING HALL....[12]

FOUNTAIN-NEW LIBRARY....[7]
- Computer Lab

FRIENDSHIP HALL....[14]

GATES HALL....[15]
- Advancement, Marketing, & Alumni Relations
- Gates Auditorium
- President's Office
- Provost's Office
  - Office of Disability Services
- Registrar's Office

HISTORIC VILLAGE....[16]

HOLLIMAN-FOUNTAIN EDUCATION CENTER....[17]
- Education & Behavioral Sciences Division
- School of Nursing

JOHNSON HOUSE....[18]

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Location Information

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. LaFayett 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.

Campus Addresses and Phone Numbers

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