# Table of Contents

**Philosophy for Christian Education** ........................................... 3

**Statement of Purpose** .................................................................. 4

- **Institutional Objectives** ............................................................... 5
- **Purpose of the Graduate School Program** .................................. 5
- **Goals of the Graduate School Program** ..................................... 6
- **Who Should Apply** ..................................................................... 6

**Accreditation and Affiliation** .......................................................... 7

**Admissions Information** ................................................................. 8

**Graduate Student Information** ........................................................ 20

**Financial Information** ................................................................. 35

- **Financial Aid** ........................................................................ 35

**Graduate Curriculum** .................................................................. 44

**Course Descriptions** ................................................................. 57

**Personnel** .................................................................................. 110

- **Board of Trustees** ................................................................. 110
- **President’s Office** ................................................................... 111
- **Graduate Studies Administrators** ............................................. 111
- **Faculty** ................................................................................ 112

**Term Dates** ................................................................................ 120
The Graduate School at North Greenville University is the culmination of a compelling vision. Built on NGU’s solid reputation as a leading Christ-centered liberal arts institution and sustained by an impressive graduate faculty, the Graduate School offers nine Master’s degree programs and three Doctoral programs: The **Master of Arts in Christian Ministry** (4 distinct areas), **the Master of Divinity; the Master of Business Administration (MBA), and the Master of Education (MEd), the Master of Arts in Teaching** (4 content areas, not currently being offered), **the Master of Music Education (MMED), the Master of Medical Science in PA Medicine (PA), The Doctor of Education (EdD Leadership in K-12 and EdD Leadership in Higher Education), and Doctor of Ministry (DMin).**

The Master of Arts in the area of Christian Ministry degrees are designed specifically to equip students building on their distinct ministry passion. The schedules and course offerings are designed to meet busy schedules of church leaders and professionals. Master’s students do not have to give up their current employment or disrupt family life to complete this program. Likewise, recent university graduates can rapidly pursue their ministry goals while engaged in advanced study. The various areas of study for the Master of Arts degrees include: Discipleship and Spiritual Formation; Church Growth and Renewal, Missions and evangelism, Christian Ministry. In additional we offer the Master of Divinity degree. These degrees can be completed completely online, in the classroom, or through a combination of the two options.

The Master of Business Administration program is designed for the working professional who desires to enhance his or her business acumen in a Christian institution. The program offers courses in a compressed format that, when taken in order, will result in graduation within a year and a half. MBA students can continue their employment while taking courses during the evenings, weekends, completely online or in a hybrid format. The program offers a balanced approach between developing people skills and building analytical abilities.

The MEd program is designed to offer a quality education, for licensed teachers, in a biblically sound, Christ-centered environment. The MEd program prepares educators to be competent in their teaching and focused on the needs of their students in a research-based classroom. All of this is accomplished through the preparation of teachers based on the standards associated with the National Board of Professional Teaching Standards (NBPTS). Throughout each course, the MEd program will instill Biblical principles related to the teaching profession. The program also offers licensed teachers the opportunity to complete courses that
meet the Read 2 Succeed. This program is NCATE accredited.

The Master of Music Education program provides an opportunity for state certified music teachers to build on their existing knowledge in a master level program. The program is fully online, with the exception of optional private lessons. Highly qualified professors engage the student in beneficial ways, allowing for more specialized focus from an elementary setting to high school musicals or marching bands.

The Master of Medical Science in PA Medicine is a full-time professional degree program intended to prepare students academically and professionally for patient-focused healthcare in diverse populations and environments. This entry-level master’s degree is completed as a cohort over a period of 24 months. The MMS program is focused on producing primary care PAs with a commitment to service that transforms health care for the benefit of people and their communities, locally and globally.

The Doctor of Education program is designed to provide a terminal degree in educational leadership with a strong focus on research. Students will choose one concentration in either K-12 leadership or higher education leadership.

The Doctor of Ministry program is designed to provide advanced training for ministers who already hold the Master of Divinity or its equivalent and who have at least three years of ministry experience. The DMin is offered with a concentration in Great Commission Studies.

**A PHILOSOPHY FOR CHRISTIAN EDUCATION**

As a Christian school, North Greenville University must keep the emphasis upon the person and work of Jesus Christ, the Son of God, who was begotten by the Holy Spirit, born of the virgin Mary, true God and true man who died as the substitutionary atonement for the forgiveness of sin, was resurrected from the dead, and now reigns as the living Lord. The University is Christian when Christ is the head and center of all its thinking and conduct.

An education at North Greenville University is regarded as preparation for effective Christian service and witness. The Bible, as the inspired and infallible Word of God, is the solid foundation of the curriculum and the basis of the philosophy of education and of life. We care about the spiritual well-being of our students as well as their academic achievements.

Attendance at North Greenville University is a privilege, and not a right, which may be
forfeited by any student who does not conform to the standards and regulations of the institution. The University may request the withdrawal at any time of any student, who, in the opinion of the University, does not fit into the spirit of the institution, regardless of whether that student conforms to its specific rules and regulations.

**STATEMENT OF PURPOSE**

Affiliated with and committed to the South Carolina Baptist Convention, North Greenville University is a co-educational liberal arts institution that provides opportunities for higher education in a Christian atmosphere. The University strives to prepare students to become better, contributing members of society by educating the whole person through an integration of academic discipline, a Christian lifestyle, and an enriched cultural experience while offering students the best opportunities for spiritual growth, academic training, and Christian service. Christ must be the center of the campus for the purpose of Christian education and Christian character-building. North Greenville University offers a quality education in a biblically-sound, Christ-centered environment.

**INSTITUTIONAL OBJECTIVES**

The University endeavors to serve these purposes by:

1. Offering liberal arts curricula that lead to the associate, baccalaureate, and master’s degrees;
2. Strengthening opportunities to meet the needs of advanced and gifted students while continuing to maintain the University’s heritage of providing quality education for all students;
3. Presenting distinctive, innovative programs that attract and meet the needs of non-traditional students;
4. Achieving high academic standards through the employment of qualified professionals and through furnishing appropriate educational support services;
5. Providing an environment in which students can realize their fullest potential as complete persons, developing intellectually, physically, socially, culturally, morally, and spiritually;
6. Affording a special sense of community through the development of close, personal relationships and the nurturing efforts of a caring, Christian, dedicated faculty, staff, and administration.
PURPOSE OF THE GRADUATE SCHOOL PROGRAM

The Graduate School program exists to fulfill the Great Commission by enabling students to enter meaningful and fulfilling professions within the leadership ministry of the Church, the global business community, and the community of educators by helping them to develop an integration of faith and learning, and demonstrate the application of biblical precepts to professional practice.

GOALS OF THE GRADUATE SCHOOL PROGRAM

1. To strengthen the student’s knowledge of a field of study and practice offered by North Greenville University.
2. To help the student integrate learning in the content area with the application of knowledge in a professional context.
3. To help the student master communication skills applicable to the student’s professional goals.
4. To teach the student how to use modern research tools relevant to the chosen field of study.
5. To make the student aware of his or her own values as these apply to the study and teaching of a content area.
6. To increase the student’s awareness of the differing cultural values of diverse populations.
7. To strengthen the student’s abilities to interact and collaborate with others in studying, analyzing, and formulating solutions to problems and in implementing effective change.

WHO SHOULD APPLY

- Adults in secular professions who sense a call to full-time congregational leadership or those currently in ministry related fields who seek to strengthen their education or skill set should apply to the MA Ministry programs.
- Adults entering the business professions for the first time or those who find their careers stagnating in their current positions should apply to the MBA program.
- Former graduate or seminary students who discontinued previous study to address family or career needs.
- Undergraduate students in their senior year who want to fast-track their ministry or career goals by getting a jump start on an advanced degree.
Visionaries who understand the need to retool for effective leadership and ministry.

Individuals whose undergraduate degree is not in business, but whose career paths indicate the importance of improving their business skills, will appreciate the MBA curriculum.

Persons who desire to enhance their careers by developing advanced professional skill and knowledge sets.

Individuals wanting to pursue a graduate degree in education should have one form of K-12 certification.

Ministers seeking the professional doctorate (DMin)

**ACCREDITATION AND AFFILIATION**

North Greenville University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor’s, master’s, and doctoral degrees. Contact the Southern Association of Colleges and Schools, Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of North Greenville University. North Greenville University is also a member of the South Carolina Association of Independent Colleges and Universities, the International Association of Baptist Colleges and Universities, the Consortium for Global Education, South Carolina Independent Colleges and Universities, the National Collegiate Athletic Association, the National Christian College Athletic Association, the International Assembly for Collegiate Business Education, the Council for Christian Colleges and Universities, and Tuition Exchange, Inc., The National Association of Schools of Music, and the National Council for Accreditation of Teacher Education. Documents of accreditation may be found in the office of the President of North Greenville University.

North Greenville University is incorporated as a non-profit educational institution by the State of South Carolina.

**ADMISSIONS INFORMATION**

The Graduate School provides opportunity for advanced study to qualified and motivated students who have the determination and personal vision to become effective and dedicated servant leaders.

**ADMISSIONS DECISIONS**
In examining the credentials of applicants, the Graduate Enrollment Office considers the applicant’s experience, commitment, and character, as well as academic ability demonstrated in the applicant’s undergraduate and graduate transfer records. Admitted students will receive a letter of admission from the Associate Vice President of Graduate Academics.

**ADMISSION DEADLINES**

Applicants are accepted on a rolling admissions basis, which means that the applications are considered for 5-eight week terms for graduate level programs, with the exception of the Master of Medical Science and the Doctor of Ministry.

**GRADUATE ADMISSIONS CRITERIA AND PROCESSES**

**MASTER OF ARTS IN: CHRISTIAN MINISTRY AND**

**MASTER OF DIVINITY**

1. Complete application and pay application fee.
2. Official transcripts in English, listing all undergraduate and graduate work, must be submitted from regionally accredited institutions, or institutions that are members of the Council on Higher Education Accreditation (CHEA). Transcripts must indicate the completion of prerequisite bachelor’s degree and list appropriate leveling work for graduate study.
3. Applicants need one of the following for regular admission into the master’s programs:
   - A cumulative grade point average (G.P.A.) of 2.5 on a 4-point scale
   - If the applicant does not meet one of the grade point averages listed above, then a Graduate Record Exam Score (GRE), a Miller Analogies Test (MAT) Score, or a Graduate Management Admission Test (GMAT) Score may be required for consideration. Test scores older than five years prior to the date of application are not acceptable.
   - If the AVP of Graduate Academic Services determines that a student needs to take a standardized test, the student is responsible for preparing, scheduling, and funding the exam.
4. Provide three letters of reference including one from an individual who has been directly
involved in supervising the applicant’s professional experience if the applicant has been out of college for three or more years or an academic advisor for more recent graduates.

5. Submit a self-reflective statement of 500 words relating the applicant’s personal goals to the program requirements. This statement should reflect the student’s ability to communicate effectively through writing, as writing ability will be one component in determining whether or not the student will be accepted into any program.

6. Those applicants whose undergraduate major is in a field unrelated to the MBA program may be required to take additional hours of leveling or prerequisite coursework.

7. An interview with the Graduate Academic Services Office may be required.

**MASTER OF BUSINESS ADMINISTRATION**

1. Complete application and pay application fee.

2. Official transcripts in English, listing all undergraduate and graduate work, must be submitted from regionally accredited institutions, or institutions that are members of the Council on Higher Education Accreditation (CHEA). Transcripts must indicate the completion of prerequisite bachelor’s degree and list appropriate leveling work for graduate study.

3. Applicants need one of the following for regular admission into the master’s programs:
   - A cumulative grade point average (G.P.A.) of 2.5 (on a 4-point scale)
   - If the applicant does not meet one of the grade point averages listed above, a Graduate Record Exam Score (GRE), a Miller Analogies Test (MAT) Score, or a Graduate Management Admission Test (GMAT) Score may be required for consideration. Test scores older than five years prior to the date of application are not acceptable.
   - If the AVP of Graduate Academic Services determines that a student needs to take a standardized test, the student is responsible for preparing, scheduling, and funding the exam.

4. Three letters of reference including one from an individual who has been directly involved in supervising the applicant’s professional experience if the applicant has been out of college for three or more years or an academic advisor for more recent graduates.

5. Submit a self-reflective statement of 500 words relating the applicant’s personal goals to the
program requirements. This statement should reflect the student’s ability to communicate effectively through writing, as writing ability will be one component in determining whether or not the student will be accepted into any program.

6. Those applicants whose undergraduate major is in a field unrelated to the MBA program may be required to take additional hours of leveling or prerequisite coursework.

7. An interview with the Graduate Academic Services Office may be required.

8. All international applicants must be able to read, write, speak, and understand the English language with a high degree of proficiency in order to successfully complete graduate level work. Much of an applicant’s success will depend on fluency in English. Thus, international applicants must submit a minimum TOEFL (Test of English as a Foreign Language) score of 550 paper-based or 213 computer-based, unless the primary language of the applicant’s home country is English or the applicant has matriculated from schools whose primary language of instruction is English. Official score reports must be sent directly to NGU from the Educational Testing Service (ETS). Only scores from tests completed within the two years prior to the date of application will be accepted. To take the TOEFL, the student must obtain a specially prepared “Bulletin of Information” from the office for the country or area. Copies of the “Bulletin” are usually available at United States educational commissions and foundations, United States Information Services (USIS) offices, bi-national centers, and private organizations, such as the Institute of International Education (IIE). Students who are unable to obtain a “Bulletin” locally should request one well in advance from: TOEFL Phone: 609-771-7100 Educational Testing Service, Fax: 609-771-7500, P.O. Box 6155. E-mail: toefl@cts.org, Princeton, NJ 08541-6155 Website: http://www.toefl.org.

To request an exemption from taking the TOEFL, please submit an appeal for the exemption with your application. Please note that an applicant must have the financial resources to take the required TOEFL exam. Inability to pay for the exam is not a valid reason for exemption.

9. **International Applicants:** To receive unconditional admission, the quality of post-secondary studies must meet the usual standards for admission to the Graduate School. Transcripts of work taken in an international university must be submitted to World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, or Josef Silny & Associates, 7101 S.W. 102 Avenue, Miami, Florida 33173 for a detailed evaluation before being mailed to the Graduate Admission Office. International applicants
must also meet all requirements set forth by the United States Immigration and 
Naturalization Service, including a demonstrated ability to meet the financial obligations of 
graduate study. The form, “Statement of Financial Responsibility,” must be completed, 
signed, and accompanied by a letter from the student’s or sponsor’s bank showing an 
amount sufficient to cover one year of graduate study.

**MASTER OF EDUCATION**

1. Complete application and pay application fee.
2. Official transcripts in English, listing all undergraduate and graduate work, must be 
submitted from regionally accredited institutions, or institutions that are members of the 
Council on Higher Education Accreditation (CHEA). Transcripts must indicate the 
completion of prerequisite bachelor’s degree and list appropriate leveling work for graduate 
study.
3. Applicants need one of the following for regular admission into the MEd program:
   • A cumulative grade point average (G.P.A.) of 2.7 on a 4-point scale.
   • If the applicant does not meet one of the grade point averages listed above, a Graduate 
     Record Exam Score (GRE) may be required for consideration. Test scores older than five 
     years prior to the date of application are not acceptable.
   • If the AVP of Graduate Academic Services determines that a student needs to take a 
     standardized test, the student is responsible for preparing, scheduling, and funding the 
     exam.
4. Provide three letters of reference including one from an individual who has been directly 
   involved in supervising the applicant’s professional experience if the applicant has been out 
   of college for three or more years or an academic advisor for more recent graduates.
5. Submit a self-reflective statement of 500 words relating the applicant’s personal goals to the 
   program requirements. This statement should reflect the student’s ability to communicate 
effectively through writing, as writing ability will be one component in determining whether 
or not the student will be accepted into any program.
6. A copy of a current, valid South Carolina teaching certificate or out-of-state equivalent (or 
evidence of prior certification) or an explanation should be included in your 500 word essay 
regarding your professional reasons for pursuing this degree without your teacher 
certification established.
7. All international applicants must be able to read, write, speak, and understand the English language with a high degree of proficiency in order to successfully complete graduate level work. Much of an applicant’s success will depend on fluency in English. Thus, international applicants must submit a minimum TOEFL (Test of English as a Foreign Language) score of 550 paper-based or 213 computer-based, unless the primary language of the applicant’s home country is English or the applicant has matriculated from schools whose primary language of instruction is English. Official score reports must be sent directly to NGU from the Educational Testing Service (ETS). Only scores from tests completed within the two years prior to the date of application will be accepted. To take the TOEFL, the student must obtain a specially prepared “Bulletin of Information” from the office for the country or area. Copies of the “Bulletin” are usually available at United States educational commissions and foundations, United States Information Services (USIS) offices, bi-national centers, and private organizations, such as the Institute of International Education (IIE). Students who are unable to obtain a “Bulletin” locally should request one well in advance from: TOEFL Phone: 609-771-7100, Educational Testing Service Fax: 609-771-7500, P.O. Box 6155. E-mail: toefl@cts.org, Princeton, NJ 08541-6155 Website: http://www.toefl.org.

8. To request an exemption from taking the TOEFL, please submit an appeal for the exemption with your application. Please note that an applicant must have the financial resources to take the required TOEFL exam. Inability to pay for the exam is not a valid reason for exemption.

9. International Applicants: To receive unconditional admission, the quality of post-secondary studies must meet the usual standards for admission to the Graduate School. Transcripts of work taken in an international university must be submitted to World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, or Josef Silny & Associates, 7101 S.W. 102 Avenue, Miami, Florida 33173, for a detailed evaluation before being mailed to the Graduate Admissions Office. International applicants must also meet all requirements set forth by the United States Immigration and Naturalization Service, including a demonstrated ability to meet the financial obligations of graduate study. The form, “Statement of Financial Responsibility,” must be completed, signed, and accompanied by a letter from the student’s or sponsor’s bank showing an amount sufficient to cover one year of graduate study.
**GRADUATE MMED ADMISSIONS PROCESS AND CRITERIA**

1. Complete application and pay application fee.

2. Official transcripts in English, listing all undergraduate and graduate work, must be submitted from regionally accredited institutions, or institutions that are members of the Council on Higher Education Accreditation (CHEA). Undergraduate transcripts must indicate the completion of prerequisite bachelor’s degree, and graduate transcripts must list any deficiency work taken at prior institution.

3. Applicants need the following (3-8) for regular admission in the MMED degree program:
   - A cumulative grade point average (G.P.A.) of 2.75 on a 4-point scale.
   - If the applicant does not meet one of the grade point averages listed above, a Graduate Record Exam Score (GRE) may be required for consideration. Test scores older than five years prior to the date of application are not acceptable.
   - If the AVP of Graduate Academic Services determines that a student needs to take a standardized test, the student is responsible for preparing, scheduling, and funding the exam.
   - All applicants for the Master of Music Education degree must take a placement test in Music Theory and Music History administered by the Cline School of Music.

4. Provide two professional reference forms from individuals who have knowledge of the applicant’s capabilities/professional musical experience, and one personal reference.

5. Submit a self-reflective statement of 500 words relating the applicant’s personal goals to the program requirements. This statement should reflect the student’s ability to communicate effectively through writing, as writing ability will be one component in determining whether or not the student will be accepted into any program.

6. A copy of current, valid South Carolina teaching certificate or out-of-state equivalent (or evidence of prior certification) and Music Education applicants (for the MMED) must have a certificate for Music Education, K-12 (Instrumental, Choral, Piano).

7. All international applicants must be able to read, write, speak, and understand the English language with a high degree of proficiency in order to successfully complete graduate level work. Much of an applicant’s success will depend on fluency in English. Thus, international applicants must submit a minimum TOEFL (Test of English as a Foreign Language) score of 550 paper-based or 213 computer-based, unless the primary language of the applicant’s home
country is English or the applicant has matriculated from schools whose primary language of instruction is English. Official score reports must be sent directly to NGU from the Educational Testing Service (ETS). Only scores from tests completed within the two years prior to the date of application will be accepted. To take the TOEFL, the student must obtain a specially prepared “Bulletin of Information” from the office for the country or area. Copies of the “Bulletin” are usually available at United States educational commissions and foundations, United States Information Services (USIS) offices, bi-national centers, and private organizations, such as the Institute of International Education (IIE). Students who are unable to obtain a “Bulletin” locally should request one well in advance from: TOEFL Phone: 609-771-7100 Educational Testing Service Fax: 609-771-7500. P.O. Box 6155. E-mail: toefl@cts.org Princeton, NJ 08541-6155 Website: http://www.toefl.org.

To request an exemption from taking the TOEFL, please submit an appeal for the exemption with your application. Please note that an applicant must have the financial resources to take the required TOEFL exam. Inability to pay for the exam is not a valid reason for exemption.

8. **International Applicants:** To receive unconditional admission, the quality of post-secondary studies must meet the usual standards for admission to the Graduate School. Transcripts of work taken in an international university must be submitted to World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, or Josef Silny & Associates, 7101 S.W. 102 Avenue, Miami, Florida 33173 for a detailed evaluation before being mailed to the Graduate Admission Office. International applicants must also meet all requirements set forth by the United States Immigration and Naturalization Service, including a demonstrated ability to meet the financial obligations of graduate study. The form, “Statement of Financial Responsibility,” must be completed, signed, and accompanied by a letter from the student’s or sponsor’s bank showing an amount sufficient to cover one year of graduate study.

**INTERNATIONAL ADMISSIONS**

In addition to the above criteria, international students must also meet these additional requirements.

1. All international applicants must be able to read, write, speak, and understand the English language with a high degree of proficiency in order to successfully complete graduate level work. Much of an applicant’s success will depend on fluency in English. Thus,
international applicants must submit a minimum TOEFL (Test of English as a Foreign Language) score of 550 paper-based or 213 computer-based, unless the primary language of the applicant’s home country is English or the applicant has matriculated from schools whose primary language of instruction is English. Official score reports must be sent directly to NGU from the Educational Testing Service (ETS). Only scores from tests completed within the two years prior to the date of application will be accepted. To take the TOEFL, the student must obtain a specially prepared “Bulletin of Information” from the office for the country or area. Copies of the “Bulletin” are usually available at United States educational commissions and foundations, United States Information Services (USIS) offices, bi-national centers, and private organizations, such as the Institute of International Education (IIE). Students who are unable to obtain a “Bulletin” locally should request one well in advance from: TOEFL Phone: 609-771-7100, Educational Testing Service Fax: 609-771-7500, P.O. Box 6155. E-mail: toefl@cts.org, Princeton, NJ 08541-6155 Website: http://www.toefl.org. To request an exemption from taking the TOEFL, please submit an appeal for the exemption with your application. Please note that an applicant must have the financial resources to take the required TOEFL exam. Inability to pay for the exam is not a valid reason for exemption.

2. To receive unconditional admission, the quality of post-secondary studies must meet the usual standards for admission to the Graduate School. Transcripts of work taken in an international university must be submitted to World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, or Josef Silny & Associates, 7101 S.W. 102 Avenue, Miami, Florida 33173, for a detailed evaluation before being mailed to the Graduate Admissions Office. International applicants must also meet all requirements set forth by the United States Immigration and Naturalization Service, including a demonstrated ability to meet the financial obligations of graduate study. The form, “Statement of Financial Responsibility,” must be completed, signed, and accompanied by a letter from the student’s or sponsor’s bank showing an amount sufficient to cover one year of graduate study.

TRANSFER POLICY

1. A Transfer Request Form must be completed and submitted to the student’s Admissions
Advisor.

2. New students must request a transcript analysis by the Associate Vice President of Graduate Academic Services or the Graduate School Council must approve all requests for transfer of graduate credit. Transfer credit will not be considered for the following capstone or thesis-oriented courses: BUSN 5350, BUSN 6300, CM 6300, EDU 5950; EDU 6000; EDU 6150; ENG, HIST, MATH, or SCNS 6100; EDU 6500, EDU 6250 Thesis/Project for the MMED degree.

3. Transfer credit will be officially applied to the student’s graduate record until the student has completed a minimum of six graduate hours with a G.P.A. of 3.0 or higher.

4. Students may transfer up to twelve (12) hours of graduate credit into the MACM program, up to six (6) hours of graduate credit into the MBA program, up to nine (9) hours of graduate credit into the MEd program, and six (6) hours of approved graduate credit into the MMED program. A student may petition the Graduate Music Council for approval of an additional three (3) hours of transfer credit in Music Education. The graduate work must be completed at a regionally accredited college or university and consist of courses earning a grade of 3.0 (on a 4-point scale) or better. Coursework accepted for credit toward a graduate degree must be relevant to the degree under consideration. It must also reflect content and instruction resulting in student competencies equivalent to those required of students enrolled in similar courses at NGU.

5. Requests by students seeking consideration of graduate credits earned at an institution or in a program that was not regionally accredited will be evaluated by the Associate Vice President of Graduate Academic Services using the following guidelines:
   a) Consistency with evaluation criteria of other regionally accredited institutions.
   b) An evaluation of all of the work completed in the previous program on a course-by-course basis, including a review of the syllabus for each course, the requirements to complete each course, and the academic credentials of faculty teaching each course.
   c) Students must have earned a 3.0 (on a 4-point scale) or higher in each course being considered for transfer.
   d) Faculty teaching in these programs must have had the appropriate terminal degree. For faculty who had a master’s degree and taught as adjuncts at the institution in question, a file documenting special expertise in the area in which they were teaching must be
submitted.

e) Transfer credit will be officially applied to the student’s graduate record until the student has completed a minimum of six graduate hours with a G.P.A. of 3.0 or higher.

f) Graduate work completed longer than 5 years ago may not be considered for transfer credit into the MBA, MEd, MAT or MMED program.

PROVISIONAL ADMISSION

An applicant who does not meet the formal requirements or standards for full admission may be granted provisional admission. A student admitted with provisional status must meet any condition attached to admission before being granted full admission. Deficiencies may include lack of undergraduate foundation studies, low test scores, or low undergraduate grade point average. For students admitted provisionally due to undergraduate course prerequisite deficiencies, North Greenville University generally offers undergraduate foundational courses at various times throughout the year. An individual having foundational deficiencies may not enroll in any of the program’s courses until all deficiencies have been removed without permission of the dean of the program. A student with low test scores or a low undergraduate grade point average may be asked to take two core courses over the next two semesters following application. A student who is admitted on a provisional basis must complete nine graduate hours with a G.P.A. of 3.0 or above at NGU in order to achieve full acceptance into the graduate program. If the student cannot achieve a G.P.A. of 3.0 or above in the first twelve graduate hours completed at NGU, then the student will be dropped from the graduate program. No student may be admitted to the MACM or MBA program with a grade point average lower than a 2.25 on all baccalaureate work attempted or the last 64 hours of undergraduate work attempted. MEd prospects should refer to the MEd admissions process section located on page 9 concerning provisional admission. No student may be admitted to the Master of Music Education program with a grade point average lower than 2.75 on all baccalaureate work attempted or the last 64 hours of undergraduate work attempted. Master of Music Education prospects should refer to the Master of Music Education admission process section located on page (13 -14).

SPECIAL STUDENT
A student entering any of the programs to take courses for professional or career enhancement as a non-degree seeking student is granted special admission. A maximum of nine semester hours of credit may be earned as a Special Student. Upon completion of nine semester hours, Special Students will be required to enroll as degree-seeking candidates and must meet all regular admission requirements.

**Transient Student**

Transient status is assigned to an applicant from another recognized graduate institution who desires enrollment at North Greenville University to take courses for transfer to the institution in which the student is enrolled as a degree candidate. A transient student must submit an application for admission and a letter from the director or dean of the graduate program in which the student is regularly enrolled indicating good standing and permission to transfer the course work back to the home institution.

**Readmission of Former Students**

Any student who does not register for two consecutive terms must apply for readmission before resuming graduate work. The Graduate School office keeps inactive files for a year, after which students applying for readmission must submit all new application materials. Students will be notified by the Graduate School office of their new status.

**Time Limits**

Students have a time limit of five (5) calendar years to complete their degree from the beginning of the term in which they are initially accepted.

**Credentials**

All records submitted by the applicant become the property of the University and are kept as part of the permanent record of the student. Copies of these credentials are confidential and will not be released to any outside person or agency without written permission from the student. If students require duplicate records for any reason, they should be obtained from the original source. In accordance with the Family Education Rights and Privacy Act of 1974, students have access to confidential information pertaining to them. In order to allow complete openness for the individuals providing personal references, the student may sign a waiver foregoing this privilege in respect to these forms.

**Admissions Requirement for the Doctor of Ministry Program**

Students may seek admission to the Doctor of Ministry Program at any time during the
academic year. The on-campus intensive seminars will normally be taught in March and October. Application must be approved prior to the beginning of a seminar in order to participate in that course.

**ADMISSION CRITERIA**

Graduates of accredited colleges and universities who have also earned a Master of Divinity degree or its equivalent from an institution accredited by a regional accrediting agency or the Association of Theological Schools (ATS), and have otherwise demonstrated aptitude for academic work on the doctoral level, may apply for admission to the program of studies leading to the Doctor of Ministry degree. A minimum cumulative master’s level grade point average of 3.0 on a 4.0 scale is required for consideration for this program. Applicants with a lower grade point average may be admitted on academic probation if they successfully complete all other requirements including any additional required standardized testing and assignments as determined by the Dean.

The Doctor of Ministry Program is most effective when the students bring to it a period of experience in ministry that follows the attainment of the first professional degree. In most cases, applicants must have three years of full-time post-Master of Divinity ministry experience prior to beginning the Doctor of Ministry Program and must be continuously engaged in some type of Christian ministry during enrollment.

The program of study required for the Doctor of Ministry degree will be no fewer than three academic years and no greater than six. Entering students must understand the high level of commitment that is expected and required to actively participate in this degree program year round for this period of time. Admission to the Doctor of Ministry Program is determined by an evaluation of the applicant’s academic ability and potential for excellence in ministry. Decisions on admission to the program are made by the dean in conjunction with the Doctor of Ministry Committee.

Academic ability is assessed based on transcripts of all college, seminary, and graduate work, performance on the Miller Analogies Test, and other tests or assignments the dean considers appropriate. Potential for excellence in ministry is assessed based on a letter of recommendation
from the applicant’s church, on references from at least five specified persons acquainted with
the applicant’s ministry, and on a goals and ministry essay involving one’s Christian experience,
calling, ministry service, and response to an actual ministry case study. In addition, assessment is
based upon an interview with the dean by phone or in person.

APPLICATION PROCESS

1. Complete all items on the Full Application for Admission form. Attach a recent passport
   style photograph of the applicant in the space provided.

2. Submission of official transcripts of all academic work reflecting credit hours the
   applicant has completed beyond the secondary school level.

3. Applicants are required to take the Miller Analogies Test (MAT). The applicant is
   advised to secure information about the MAT from the Psychological Corporation, 555
   Academic Court, San Antonio, TX 78204 (1-800-228-0752), website: mathome.htm. The
   MAT must be taken in time for the score report to be available to the dean when he
   evaluates the application. The MAT may be taken on select college campuses in each
   state. An MAT taken within the past five years will be accepted.

4. The dean will interview the applicant in order to determine the prospect’s potential for
   acceptance into the program. The interview may be held, by telephone or in person, after
   receipt of a completed application packet and all required, official transcripts.

5. Applicants are required to secure five character references for admission forms from
   individuals qualified to judge the applicant’s potential for ministry and capacity for
   growth through an advanced study program. References should include a former
   professor in master’s level studies, a colleague in ministry outside of one’s church or
   agency, a denominational leader, a lay leader in one’s church or agency, and a
   community leader outside one’s church or agency. Ask the individual to mail the form
directly to the Doctor of Ministry office.
6. Request that the current place of ministry employment complete the Employer Recommendation form.

7. Applicants are required to write and submit an Autobiographical Essay, Ministry Goals Essay, and a Case Study. The three part essay consists of: (1) A description of the applicant’s salvation experience, call into ministry, experience in Christian discipleship, and experience in ministry, both voluntary and professional; (2) A summary of the applicant’s professional and educational goals and expectations as they relate to the Doctor of Ministry Program; and (3) A response to a provided case study concerning an actual ministry scenario or problem. This essay will determine the applicant’s quality and style of writing. This essay should be ten pages, typewritten, and double-spaced. An instruction sheet with the case study will be provided by the Doctor of Ministry office.

8. Enclose the $50 non-refundable application fee.

If you have earned a master’s degree from an accredited university and maintained an overall GPA of at least 3.0 on a four-point scale in your graduate coursework, then you can be considered for admission to NGU’s EdD program. To apply, complete the following steps:

1. Fill in the online graduate school application.
2. Send the following documents to NGU’s Office of Adult and Graduate Admissions at 405 Lancaster Ave., Greer, SC 29650:
   a. One of the following test score and writing sample combinations:
      i. Test score for the Graduate Record Examination (GRE) and an academic writing sample of 300 words or more
      ii. Test score for the Miller Analogies Test (MAT) and an academic writing sample of 1,000 words or more
   b. Three professional letters of recommendation
   c. A check for the $50 application fee
   d. Test score for the Test of English as a Foreign Language (TOEFL) (This only applies to applicants whose native language is not English.)
3. Download, print, and fill in the College Transcript Request Form, and then send it to the registrar of any colleges or universities you have previously attended. (They will then send your official transcripts directly to NGU.)

4. Have an intake interview with the program director online or in person.

Notes:

- Candidates who hold an earned doctorate from a regionally accredited institution will be exempt from the testing requirement for admission. Candidates that have earned nine credit hours in a regionally accredited doctoral program with a minimum grade of “B” in all courses will be exempt from the testing requirement for admission. These candidates must provide an academic writing sample of 1,000 words or more. Up to nine hours of doctoral work may be transferred to NGU upon the approval by the dean of the Graduate School of Education after transcript analysis.

- Admission to the program depends on several factors, including the overall quality of application materials, depth of professional experience, relevant degree(s) from accredited institutions, applicant/program fit, and a preferred, target combined GRE scores of 290 on the verbal and quantitative reasoning portion, as well as a minimum of 3.5 on the analytical portion and writing sample or a preferred, target minimum score of 400 on the MAT with writing sample. All factors will be used to determine a complete picture of the candidate’s competitiveness and ability to successfully complete the EdD program.

- To receive transfer credit, students must submit to their admissions advisor an official doctoral-level transcript, from a regionally accredited institution, along with a Graduate Credit Transfer Request form and course descriptions of the courses that are under consideration for transfer credit. Transfer credit is officially counted toward the student’s degree after successful completion of two terms in the EdD program.

**GRADUATE STUDENT INFORMATION**

**Admission to Candidacy** – In order to continue beyond one term of attendance of graduate work, a degree-seeking student must be admitted to candidacy. Candidacy will be based upon
the student’s demonstrated competency and compliance with University requirements. To be admitted to candidacy by the Office of the Graduate School, the student must:

1. Have on file all required admissions documents and be admitted to the Graduate Program.
2. Have on file an official degree plan approved by the Advisor, Program Dean, and Associate Vice President for Graduate Studies.
3. Have a cumulative GPA of 3.0 or better in all graduate courses attempted at North Greenville University.
4. Have no grade lower than C in all graduate courses attempted at North Greenville University.

**Graduation Under a Particular Catalog** – Graduate degree requirements are governed by the catalog in effect at the time of a student’s first enrollment in graduate courses (when the student establishes a transcript) or by any subsequent catalog, whichever the student chooses, within a period of five consecutive years. Degree requirements must be from one catalog. Unless the student formally requests to change catalogs, the catalog of record will be defined as the catalog in force when the student first enrolled in graduate course work. Requests to change catalogs should be made in writing and submitted to the Associate Vice President for Graduate Studies. In all cases, all courses taken for credit toward the degree must have been completed within the stated time limit.

**Continuation in the Graduate Program** – An applicant admitted to the Graduate School must enroll within one calendar year of acceptance. Thereafter, the applicant must reapply for admission. If one calendar year lapses between enrollments, the student is classified inactive and must reapply for admission. In both cases, the applicant is not required to pay a second application fee. To continue enrollment beyond the first term of attendance, the student must matriculate as a degree-seeking or non-degree student prior to the beginning of the next semester. Students who have incomplete files in the Graduate School Office due to lack of transcripts, GRE/GMAT/MAT scores (when required), or other required documentation will be placed on hold and will not be allowed to register for additional course work until requirements are satisfied.

**Graduate Degree Plan and Advisement** – Academic advisement will be provided for the student by the Program Dean in which the student is enrolled, by a faculty member assigned to counsel graduate students, or by the Graduate Studies Office. Advisors aid in selecting
appropriate course sequences, in registration, in the adjustment to being a graduate student, and in dealing with any academic problem that should arise. Students should make appointments to see their advisor prior to registration each term. Upon acceptance into the program, students will receive a letter that informs them of any leveling or prerequisite work that needs to be completed. A copy of the degree plan is kept in each student’s official file in the Graduate Studies Office. There is no guarantee that courses taken prior to the filing of an approved degree plan will be applicable to the degree program. Although the University seeks to provide continuing advisement, the student has ultimate responsibility for knowing and fulfilling degree requirements listed in the catalog.
Requirements for the Master’s Degree – General University requirements for the master’s degree include:

1. A minimum of 30 semester hours of approved graduate credit.
2. A minimum of 24 graduate semester hours in the MACM program, 30 hours in the MBA program, and 27 hours in the MEd completed at North Greenville University.
3. A minimum cumulative GPA of 3.00 on a 4.00 scale computed on all graduate work taken at North Greenville University. No grade of less than C will be accepted as credit for any master’s degree. No course with the grade of less than B will be accepted as graduate transfer credit.
4. A minimum of 30 hours of approved graduate credit in the Master of Music Education degree.
5. Successful completion of the integrative capstone course.
6. Some programs may impose stricter requirements than these listed herein.

Second Master’s Degree – A student who already holds a master’s degree and who wishes to receive a second master’s degree must complete all requirements for the degree, including a minimum of 24 additional semester hours in residence. A student may apply up to a maximum of 12 semester hours of related graduate credit (6 hours for the MBA) from an earlier graduate degree to a master’s degree. The second degree must still be different from the first degree awarded.

College/University Teaching Credentials – Students seeking a graduate degree for University teaching are advised that regional accreditation agencies typically require University teachers to hold a minimum of a master’s degree and 18 graduate hours in the specific discipline. Institutional requirements may vary.

Research – Although master’s programs currently offered by the University do not require a thesis, each program involves the student in the use of appropriate research tools and the evaluation of research findings. In addition, graduate faculty understand research techniques and will guide students in developing competency in research as a means of seeking truth. The DMin requires a thesis-level ministry research project.

Class Attendance – The University expects students to make class attendance a priority in the graduate program. Faculty members must provide a copy of attendance requirements within one week of the beginning of the academic term. Instructors will determine if an absence
may be excused. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the Program Dean. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, constitute a part of the University’s attendance policy. Student appeals should be addressed in writing to the Associate Vice President for Graduate Studies.

**Graduate and Doctoral Courses** – Graduate courses are numbered 5000 or higher with doctoral courses numbered 7000 or higher. Courses at the 5000 level are open only to students with graduate standing and seniors who meet specific criteria. (See below.)

**Undergraduates Enrolled in Graduate Courses** – A senior student in the last regular term or summer session of undergraduate work may enroll in up to six semester hours of graduate work under certain conditions. The student must have completed an application to the graduate program, have a cumulative GPA of 3.0 or better, and have obtained written approval from the Program Dean in the area in which the work is offered. With approval from the academic advisor, the student may apply credit for graduate course work to either the undergraduate degree or graduate degree; however, in no instance may credit be applied to both degrees. If the graduate course work is to satisfy undergraduate degree requirements, the student shall be governed by the existing catalog of record. If the graduate course work is to be applied to graduate degree requirements, the student shall be governed by the current catalog at the time of initial enrollment in graduate course work.

**Full Time Status** – Six (6) credit hours in an academic term constitutes a full time course load.

**Maximum Course Load** – A graduate student may not enroll for more than twelve (12) graduate credit hours in a regular semester in the MACM program or more than six (6) graduate credit hours in the MBA, MEd and MMED program without the approval of the Program Dean or Program Director.

**Leveling Courses** – Every master’s degree program assumes that the participating student possesses a general university education through the baccalaureate level. Accordingly, the first prerequisite for the entering student is a baccalaureate degree from a regionally accredited institution or, for international and special students, proof of equivalent training. In some
instances, the Graduate Admissions Committee may require a student to strengthen undergraduate knowledge and abilities or meet specific program prerequisites by transcript evidence, course enrollment, or examination. The student must complete these requirements before enrolling in a course for which the requirements are a prerequisite. If a student without adequate preparation wishes to enter a particular graduate program, the Graduate Admissions Committee will impose undergraduate leveling courses as a degree requirement. These courses will be in addition to the 36 hours (or more) required for the master’s degree itself. Leveling courses are not used in calculating graduate GPA. A student must earn a grade no lower than B in any leveling work required. Leveling work completed by a non-degree student must have a grade no lower than B to satisfy graduate degree requirements. In accordance with University undergraduate policy (see Credit by Examination in the undergraduate catalog) a student may satisfy leveling requirements by examination. A graduate course cannot serve as both a leveling requirement and a graduate elective. Leveling is a firm requirement of the graduate program. North Greenville University will not accept graduate transfer credit from other institutions unless leveling or prerequisite coursework has been satisfactorily completed.

**Portfolio Experience** – The University does not award graduate credit for portfolio-based experiential learning. Graduate field experiences that are a part of the official degree program must be completed under the direction of University faculty in the student’s field of study.

**Advanced Standing Examinations** – Advanced standing examinations will not be accepted for graduate credit.

**Topics Courses** – Topics courses emphasize research and case studies dealing with current issues. Such courses may be taken as a class or, with prior approval (see Directed Study below), as an individual project. Graduate students may repeat a topics course once for credit as the course topic changes. No more than six hours of topics coursework may be used to satisfy degree requirements.

**Directed Study Courses** – Directed study courses may be offered when special circumstances or scheduling conflicts indicate their need. A directed or independent study is any type of study conducted under the direct supervision of a full-time NGU faculty member, ordinarily a graduate faculty member, and outside the regular term offerings. The course must not be concurrently scheduled. Credit hours are awarded for each directed study course as listed
in the catalog for regularly scheduled classes. The student must initiate all directed study and submit a written request to the Program Dean for approval prior to the academic term for which credit is sought. The student should submit the request to the Program Dean during the advisement period. The Program Dean must grant approval prior to enrollment. The student and faculty member will work out the format of each course and will adhere to the following standards:

1. No student may take more than one three-semester hour directed study course per academic term; no more than six hours of directed study may be applied to a graduate degree.

2. The student’s schedule must allow for an average of three hours of work per week per semester hour, including time spent in meeting with the professor (this is for a 15 week time frame). The professor will document all meetings and submit documentation to the Program Dean at the end of the academic term.

3. A clearly written understanding must be established between the student and professor concerning the objectives of the study, procedures, reading, written work, travel, and means of evaluation. A written summary of this agreement must be submitted to the Program Dean prior to enrollment in the course.

4. Additional requirements may be imposed by the academic division.

**COURSE CHANGES, DROPS, AND WITHDRAWALS**

*Change of Schedule* – Course(s) may be added to or dropped from a student’s schedule during the time specified in the official University calendar. Schedule changes must be approved by the Program Dean and the instructor(s) concerned. Other regulations related to adding or dropping a course follow:

*Adding a Course* – To add a course, a student must obtain a Drop/Add form from the program dean. The student’s advisor, the course instructor, and Program Dean must sign this form. There is a $10 charge for adding a course. Under no circumstance may a course be added after the end of late registration as indicated in the official University calendar.

*Dropping a Course* – To drop a course, a student must obtain a Drop/Add form from the Program Dean. This form must be signed by the student’s advisor, the course instructor, and the Program Dean. There is no charge for courses dropped as a result of changes in the University course schedule, the request of the student’s advisor, or during the regular registration period. Otherwise, a fee of $10 will be charged for each course dropped. A student may drop a course
without record prior to the first day of a class. For courses dropped after that date, the student may receive a W, indicating withdrawal, by dropping the course prior to mid-term examinations. Students dropping a course after mid-term examinations may receive a Withdrawn Passing (WP) or Withdrawn Failing (WF), as assigned by the course instructor. A student is officially dropped from a course only after the Drop/Add form has been signed by the Program Dean. Failure to file the Change of Program form can result in a grade of F in courses affected.

**Withdrawal from the University** – A student who finds it necessary to withdraw from the University must file a Withdrawal Form with the Program Dean. Failure to file this form may result in grades of F in courses then in progress. A student may withdraw without record through the first day of classes. For courses dropped after that date, the student may receive a W, indicating withdrawal, by withdrawing prior to mid-term examinations. A student withdrawing after mid-terms may receive a WP or WF as assigned by the course instructor. A student who withdraws from the University according to the procedures stipulated will be allowed a grace period of two working days to rescind the withdrawal. Reinstatement may occur only during regular class days. Therefore, final examination days and days thereafter are specifically excluded. Students who withdraw from the University must have a “Withdrawal Form” appropriately completed with all required signatures. To receive a transcript, all accounts in the Business Office must be paid. Partial refunds may be available, depending on the date and the number of classes attended prior to the withdrawal.

**Administrative Withdrawal from the University** – A student who fails to comply with University regulations may be required to withdraw after administrative review. The grade of W, WP, or WF will be assigned according to the normal withdrawal procedure.

**Auditing Courses** – A student may attend classes for a graduate course without receiving credit by completing a Graduate Application for Admission at the time of registration, provide a copy of the latest official transcript with a degree posted, and has the permission of both the instructor of the course, and the Program Dean. A fee of $100 per course hour in addition to all course fees is required. No credit is awarded and no record of the student’s attendance is maintained. Audits are on a space-available basis, and no refund will be given if the course is dropped. Under no circumstance may an audit be converted to credit.

**Incomplete or In-Progress Work** – The grade of incomplete (I) is granted only in exceptional circumstances and requires the instructor to file a Change of Grade form, signed by
the student, and the Program Dean. An outline of the work to be completed and the time span (in no case longer than one regular academic term) allowable for the work’s completion must be included with the form. In no case may repetition of the course be assigned as work to be completed. If the work has not been completed at the end of the specified time, the “I” will be changed to an “F.” A student may not graduate until all incomplete grades have been eliminated.

**Petition for a Course Substitution** – Under certain circumstances, substitutions for required courses may be necessary and appropriate. The student must have approval from the graduate advisor prior to initiating a course substitution. To initiate a course substitution, the student should complete and sign the course substitution form, which must then be approved by the Program Dean and Associate Vice President for Graduate Studies. The form to petition for course substitutions is available in the offices of Program Deans or the Office of Graduate Admissions. Students who are allowed to substitute courses upon admission to the graduate program will not follow this procedure.

**Repetition of a Course** – A graduate student may repeat once any course taken at the University for which the student received the grade of a C or less. Students must repeat any course in which they receive a grade of F. All grades received will remain on the transcript, but only the second grade will be used to calculate the cumulative GPA. A course may be repeated for multiple credit toward graduation only when so designated in the catalog course description and approved by the graduate advisor and Program Dean.

**Course Syllabus** – A course syllabus will be provided to each student on the first day of class. At a minimum, the syllabus will include the following:

1. Name of campus and term course is offered.
2. Name of instructor.
3. Office telephone number and email address.
4. Catalog description.
5. Prerequisites.
6. Required resource materials.
7. Course outline.
8. Course requirements. (If the course is cross-listed with an undergraduate course, additional requirements must be clearly delineated.)
9. Course outcome competencies.
11. Attendance requirements.
12. The following statement: “It is university policy that no otherwise qualified disabled person
   be excluded from participation in, be denied the benefits of, or be subject to discrimination
   under any educational program or activity in the University.”
13. Methods of instruction.
14. Grading criteria.
15. Meeting times and dates and assignments.
16. Office hours/faculty access.

**CLASSROOM DISRUPTION** – When a student deliberately and maliciously disrupts a class, the
student will be directed by the faculty member to leave the class immediately and report to the
office of the Associate Vice President for Graduate Studies. The Associate Vice President will
discuss with the student the cause of the disruption. The student will return to the class only with
permission of the Associate Vice President and only after the Program Dean or Associate Vice
President has discussed the matter with the faculty member involved and they have reached
agreement that the student will be allowed to return to class.

**THE GRADING SYSTEM** – Grades for courses shall be recorded by the symbols below: A =
Excellent; B = Good; C = Passing; F = Failure; W = Withdrawn; WF = Withdrawn failing; WP =
Withdrawn passing; and I = Incomplete.

**CHANGE OF GRADE** – A change of grade (among the values A, B, C, F) may occur only if
there has been an error in computation or recording of the grade or if a change has been ordered
as a result of the grade appeal process. A grade may not be changed because of consideration of
work completed following the end of the grading period for which the grade was issued. The
change is initiated by the instructor of record and approved by the Associate Vice President for
Graduate Studies. For such a change to be valid, it must be submitted to the Program Dean on, or
before the last day of the term following the term in which the grade was originally issued and on
the form provided for that purpose.

**REMOVING THE GRADE OF INCOMPLETE** – A grade of incomplete is changed if the work
required is completed prior to the end of the next regular academic term, unless the instructor
designates an earlier date for completion. If the work is not completed by the appropriate date,
the I is converted to the grade of F. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (among the values A, B, C, F) by the end of the next regular term.

**ACADEMIC HONESTY** – Graduate students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery or plagiarism (plagiarism is the presentation of the work of another as one’s own work). Disciplinary action for academic misconduct is the initial responsibility of the faculty member assigned to the course. The faculty member assesses the gravity of the case of academic dishonesty and gives sanctions to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand
2. Requirement to redo work in question
3. Requirement to submit additional work
4. Lowering of grade on work in question
5. Assigning the grade of F to work in question
6. Assigning the grade of F for course
7. Recommendation for more severe punishment, up to and including dismissal from the University

The faculty member involved will file a record of the offense and the punishment imposed with the Associate Vice President for Graduate Studies. The Associate Vice President for Graduate Studies will review all cases of academic dishonesty reported and approve or modify the sanctions given. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Appeals must be directed in writing to the Associate Vice President for Graduate Studies.

**ACADEMIC PROBATION AND SUSPENSION** – A student is placed on academic probation when the cumulative GPA falls below 3.0. A student’s GPA is calculated from the initial point of enrollment in North Greenville University graduate course work. Leveling courses are not included in calculating graduate GPA. A student whose GPA falls below 3.0 for two
consecutive regular terms or who receives two grades of F is suspended from the Graduate Program for at least one year. For the purposes of this policy, compressed format summer terms are combined into a single term. To be reinstated to a degree program, the student must reapply to the graduate program, request reinstatement in writing, be approved by the Program Dean, the Associate Vice President for Graduate Studies, and the Graduate Council. North Greenville University’s Graduate School will honor the probation or suspension imposed by other regionally accredited institutions.

**Right of Appeal** – All students have the right to appeal adverse academic outcomes, up to and including academic suspension. Appeals must be presented in writing to the office of the Associate Vice President for Graduate Studies within two weeks of the adverse outcome. The Associate Vice President will convene an appeals committee to receive that appeal. Students have the right to present evidence that is germane to the adverse outcome. Students may be represented by a fellow classmate. However, legal counsel is not permitted. The appeals committee will render its decision to the Associate Vice President, who may sustain or overrule. The Associate Vice President will notify the student of the outcome. Once notice is given by the Associate Vice President, the decision shall be final.

**Minimum Academic Standards for Students Receiving VA Educational Benefits** – A student receiving VA educational benefits is subject to the same provisions for academic probation and suspension described above. A student who receives an F or fails to achieve a 3.0 cumulative GPA at the end of the probationary period shall be reported to the VARO as making unsatisfactory progress and may become ineligible to receive further VA benefits until the cumulative GPA is 3.0 or better.

**Capstone Course** – All graduate students will complete the requirements for the capstone course as designated by the respective program.

**Comprehensive Exam** – All MBA graduate students will successfully complete a comprehensive exam prior to the completion of the respective program and graduation. This exam is the same as the MBA Major Field Assessment Test published by the Educational Testing Service and is administered in conjunction with BUSN 6300.
APPLYING FOR DEGREES, DIPLOMAS, AND TRANSCRIPTS –

Completion of all degree requirements listed in the academic catalog, approval by the Graduate Council, University administration, and Board of Trustees qualifies a student for graduation. To graduate at a designated time, however, the student must apply for the degree prior to established deadlines and pay all graduation fees. Students are required to file an Application for Graduation on or before January 1 for a May graduation or on or before August 1 for a December graduation. The Application for Graduation can be found on the NGU website under Graduate Resources.

All graduation requirements must be completed before students may participate in graduation exercises. The appearance of a student’s name on the commencement program is no guarantee that the degree will be conferred. A student who applies for a degree and pays the graduation fee for a given commencement, but who fails to meet degree requirements, must reapply for graduation. If a deadline is missed, the student must reapply for graduation no sooner than the next scheduled graduation. Final official transcripts are issued only upon completion of all degree requirements and payment of all outstanding financial obligations to the University. No transcript carrying graduate course credit will be issued to a student whose files are incomplete for failure to submit transcripts, examination scores or other data required by the University or whose financial account is not clear.

LETTERS OF COMPLETION – Letters of completion are available only from the Associate Vice President for Graduate Studies. Requests for letters of completion should be made to the Graduate Studies Office.

CAREER SERVICES – Graduate students may request assistance in developing basic job search skills such as interviewing and resume writing by contacting the Office of Placement and Career Planning. The office also maintains a job registry to assist students in finding employment.

COMMENCEMENT ATTENDANCE – Candidates completing their work at North Greenville University are required to attend commencement exercises. All degrees conferred will be posted to the student’s permanent record as of the date of the graduation. Appeals to this policy should be made to the Associate Vice President for Graduate Studies.

STUDENT CONDUCT EXPECTATIONS – Graduate students are expected to observe the same conduct requirements when on campus as outlined for undergraduates in the Enlightener. Flagrant violations committed off campus are also subject to disciplinary sanctions up to and
including dismissal from the University. A copy of the Enlightener can be found on the NGU website.

**FINANCIAL INFORMATION**

Current financial information is posted on the Graduate website.

*Refund Policy* —

1. To receive a refund of tuition, a student must officially withdraw.
2. Charges shall continue up to the day the student begins official withdrawal process.
3. Tuition will be refunded according to the following schedule:

   **Regular Session**
   - Before classes begin 100%
   - During 1st week 75%
   - During 2nd week 50%
   - After 2nd week 0%
4. There will be no refund in cases involving forced withdrawal, disciplinary suspension, or expulsion.
5. Federal funds shall be returned in accordance with federal policies at the time of withdrawal. Students withdrawing prior to completion of 60% of a semester may owe additional funds due to the loss of federal aid. Students are urged to consider this factor prior to making the decision to withdraw from school.
6. State funds and institutional aid shall be prorated by the same schedule

   **Overpayment** — When overpayment results in a credit balance, a student may apply to the business office for reimbursement of the credit balance. Such requests will be processed after the mid-point of the term. Students may elect to have the balance credited toward the following semester’s fees.

**Financial Aid**

**Student Eligibility and Method of Distribution of Student Aid**

At North Greenville University, student aid is generally awarded on the basis of financial need. Simply defined, financial need is the difference between the student’s cost of education (tuition, fees, and books) and the amount the student is expected to contribute toward meeting those costs. In order to determine eligibility for financial aid, the Free Application for Federal
Student Aid (FAFSA) is required. Financial aid forms are available at University financial aid offices. On April 10, 2001, the Executive Council of North Greenville University passed the following policy to begin the 2001-2002 school year:

The purpose of institutional grants and scholarships is to assist students with their institutional costs. The purpose is not to allow students to “profit” by attending the university. Therefore, the following formula shall be used to package students for each semester:

“Institutional aid plus all outside grants and scholarships may not exceed actual charges for tuition, room, board, fees and books.”

Rent for university apartments, car registrations fees, fines, and supplies is not included.

The Financial Aid Office shall adjust a student’s financial aid as needed to implement this policy. To clarify this policy, students who receive only grants and scholarships and do not pay cash will not receive a cash refund. North Greenville University reserves the right to reduce institutional aid if the student receives additional financial aid after the initial package is completed. When a student’s enrollment status (full-time to part-time or resident to commuter) changes, the financial aid package may be reduced.

**GRADUATE CURRICULUM**

**Master of Arts in Christian Ministry**

**A 36-Hour Program***

The purpose of this program is to strengthen and enhance the resources and skills that students have already developed for leadership in the church.

**Core Requirements:** (18 hours)

- Spiritual Formation
- Old Testament Research & Application
- New Testament Research & Application
- Christian Theology
- Biblical Interpretation
- Personal Evangelism

Students with superior undergraduate preparation may exempt up to four common courses.
Exemptions must be approved by the MACM dean. Students qualifying for exemptions will take additional courses to replace common courses exempted. A specific plan of study will be developed at the initiation of the student’s program.

**Program Emphasis: Christian Ministry** (9 hours)

Nine hours required from Christian Ministry (CM) and/or Christian Counseling (CO) areas.

**Electives:** (6 hours)

- Sufficient hours to complete the 36-hour requirement for the degree.

*Students without sufficient Bible or ministry coursework at the undergraduate level may be required to take six additional hours of Bible/Theology leveling courses.

**Integration Project: Capstone Course** (3 hours)

Planned with the student’s advisor and with approval of both the advisor and MACM Program Director, the goal of this experience is to integrate the student’s coursework, personal experience and goals in a “Theology of Ministry” that will further define the student’s ministry. The written project plan, literature search, and analysis of results are the capstone in the Master of Arts in Christian Ministry.

**Master of Divinity**

**NORTH GREENVILLE UNIVERSITY**

Graduate School of Christian Ministry

Master of Divinity – 75 Hours

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 5300</td>
<td>Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>CM 5000</td>
<td>Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>CM 5305</td>
<td>Personal Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>CM 6390</td>
<td>Integration Project</td>
<td>3</td>
</tr>
<tr>
<td>NT 5300</td>
<td>NT Research and Application</td>
<td>3</td>
</tr>
<tr>
<td>OT 5300</td>
<td>OT Research and Application</td>
<td>3</td>
</tr>
<tr>
<td>TH 5300</td>
<td>Christian Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Core** 21 hours

**Ministry Tracks**

Pastoral Ministry (Choose 4 of the following courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 5320</td>
<td>Introduction to Biblical Preaching</td>
<td>3</td>
</tr>
<tr>
<td>CM 5332</td>
<td>Leadership Development</td>
<td>3</td>
</tr>
<tr>
<td>CM 5336</td>
<td>Pastoral Theology</td>
<td>3</td>
</tr>
<tr>
<td>CO 5300</td>
<td>Basic Pastoral Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Arts in Christian Ministry and Master of Divinity Educational Outcomes

Graduates of the MACM and MDiv programs should be able to:

1) Demonstrate the ability to apply theoretical concepts to actual ministry situations and utilize critical thinking skills to identify, analyze, and develop practical solutions to problems related to Christian ministry in an increasingly diverse and post-modern world.

   a) Identify and explain the major issues confronting ministry professionals in the 21st century.
   b) Identify and explain the major themes and individuals of both the Old and New Testaments.
   c) Identify and analyze ministry case studies and develop an action plan to address identifiable issues that might hinder effective ministry.
   d) Develop and implement an effective ministry plan for an existing church.
e) Articulate a cross-cultural ministry plan for a diverse local population by identifying major world cultures and their differences from those found in the American culture.

2) Express ideas clearly, concisely, and logically through effective skills in oral, written, and interpersonal human relations skills.
   a) Develop meaningful, thoughtful, and theologically coherent sermons and lessons.
   b) Awareness of intentional interviewing techniques.
   c) Ability to interview another individual and convince the interviewee listening has occurred.
   d) Utilize public and private libraries, the internet and other major research tools to develop coherent research projects.
   e) Knowledge and application of the MACM program’s accepted method of research formatting.

3) Develop an understanding of the moral and ethical dimensions of Christian Ministry.
   a) Develop a statement of personal values.
   b) Articulate how and why personal values are utilized in decision-making and carrying out Christian Ministry and personal life.

4) Formulate programs and strategic plans (related to the student’s ministry responsibilities) that demonstrate facility with modern practices of worship, fellowship, discipleship, ministry, and missions.
   a) Identify the major tenets of Christian leadership.
   b) Identify issues involved in ministry within the context of a professional ministry team.
   c) Carry out a problem solving exercise in the context of a professional ministry team.

5) Qualify for an extended range of ministry positions.

**Master of Business Administration**

* A 36-Hour Program*
The purpose of this program is to equip students with the advanced tools that will enable them to assume a leadership role in the business or professional community while gaining a Christ-centered perspective.

**Graduate School Program**

**The Curriculum**

The MBA curriculum focuses on critical aspects of research and scholarship in business and management. Students may enter the program during either of the first two terms of any session. At present, there are five sessions offered, with at least one point of entry at every term.

Students will take the following courses in completion of graduation requirements:

1. ACCT 5310 Managerial Accounting
2. BUSN 5000 Organizational Behavior
3. BUSN 5100 Issues in Professional Ethics
4. BUSN 5315 Entrepreneurship and Small Business Management
5. BUSN 5320 Quantitative Methods in Business
6. BUSN 5340 Human Resource Management
7. BUSN 5350 Research Methods in Business
8. BUSN 5360 Operations Management
9. BUSN 5380 Financial Management
10. BUSN 6300 Business Strategy
11. ECON 5310 Economics for Managers
12. MRKT 5310 The Marketing Process

*Students without sufficient background in accounting and statistics will be required to take the following:*

13. BUSN 5210 Business Statistics
14. BUSN 5220 Introduction to Accounting and Finance

**Recommended Course Sequence**

In order to complete the program in the most expeditious manner, it is recommended that students adhere to a single course sequence. Courses are offered in the following sequence, based
on a full-time load of two courses per term. Students who choose to take only one course per term or to take courses out of sequence will find that matriculation will require more than six terms.

Term 1
Organizational Behavior
Issues in Professional Ethics

Term 2
Human Resources
Quantitative Methods

Term 3
Managerial Accounting
The Marketing Process

Term 4
Operations Management
Economics for Managers

Term 5
Research Methods
Financial Management

Term 6
Business Strategy
Small Business and Entrepreneurship

MBA with a Concentration in Human Resources Management

NGU’s MBA program offers students the opportunity to extend their studies in order to become more knowledgeable about the field of human resources management. In order to graduate with an MBA with a concentration in Human Resources Management, students are required to take the following four courses, in addition to the 12 standard courses required for the MBA.

BUSN 5341  Human Resources Selection and Placement
BUSN 5342  Human Resources Compensation and Development
BUSN 5343  International Human Resources
BUSN 5344  Strategic Issues in Human Resources

MBA with a Concentration in Financial Planning

The MBA program also offers students the opportunity to extend their studies in order to become more knowledgeable about the field of financial planning. In order to graduate with an MBA with a concentration in Financial Planning, students are required to take the following four courses, in addition to the 12 standard courses required for the MBA.

- BUSN 5381  Financial Planning
- BUSN 5382  Investments and Portfolio Management
- BUSN 5383  Fundamentals of Risk Management and Retirement Planning
- BUSN 5384  Income Taxation and Fundamentals of Estate Planning

MBA Program Educational Outcomes

Graduates of the MBA program should be able to:

1) Demonstrate the ability to apply theoretical concepts to actual business situations and utilize critical thinking skills to identify, analyze, and develop practical solutions to management problems in an increasingly global environment.
   - a. Knowledge of managerial finance and accounting from the perspectives of managers and accountants and the analysis of financial/accounting information in the decision-making process.
   - b. Knowledge of the types of managerial tasks and activities necessary for the recruitment, development, motivation and compensation of a qualified workforce.

2) Express ideas clearly, concisely, and logically through effective skills in oral, written, and interpersonal human relation skills.
   - a. Ability to present ideas logically and persuasively in writing and speech, with emphasis on effective business presentations using technology.
   - b. Ability to work effectively as a member of a team and to demonstrate leadership skills as appropriate in a team environment.

3) Integrate management ethics based upon a Christian worldview of the functions and processes of management.
   - a. Ability to apply ethical marketing management strategies to position and to position a product or service in domestic and international markets.
b. Knowledge of Christian values, ethical issues, and the legal processes as they affect the business environment and financial management, including capital budgeting, risk asset evaluation, and forecasting.

4) Formulate report projects (related to the student’s professional responsibilities) that demonstrate facility with modern business, financial, management, and economics concepts, including the formulation and implementation of business policy.
   a. Ability to use computer technology and statistical techniques as tools for business decision making.
   b. Understanding of microeconomic principles practices, applications, and techniques directly related to business issues.
   c. Work with “real world” problems on a consultant-like basis to address contemporary problems and present potential solutions using a variety of media.

5) Qualify for an extended range of management positions.

Master of Education

The M.Ed. program is a 36 hour program in curriculum and instruction that focuses on preparing strong teachers in education through equitable educational practices while emphasizing the application of classroom technology and research-based practice. The MEd program will prepare teachers as collaborative and reflective practitioners that are sensitive to the diversity and needs in their classroom

The Curriculum

The MEd program will consist of 36 hours of coursework for educators in K-12 settings, and students will choose either curriculum instruction as a basic focus or Read2Succeed (R2S) as a focus. The courses will focus on current trends in K-12 schools including, but not limited to, the following topics: research based teaching strategies, intervention methods for students with disabilities, decision making regarding professional ethics in the classroom, diversity in the classroom, history of education, personal philosophy of education, curriculum development, professional relations, assessment of learners, theories of learning, leadership in the classroom, and conducting research in the classroom. Each course in the program will emphasize sound,
Biblical principles that influence all decisions and behaviors of an educator.

Students will take the following courses in completion of graduation requirements for the MEd with a curriculum instruction focus:

1. EDU 5000 Current Issues in K-12 Schools
2. EDU 5200 Intervention Strategies and Techniques
3. EDU 5250 Best Current Teaching Practices
4. EDU 5350 Diversity and Social Issues in Education
5. EDU 5450 Issues in Professional Ethics
6. EDU 5500 History and Philosophy of Education
7. EDU 5700 Principles of Curriculum
8. EDU 5850 School and Community Relations
9. EDU 6050 Assessment of Learners
10. EDU 6100 Educational Leadership
11. EDU 6200 Theories of Learning
12. EDU 6500 Educator as Researcher (capstone)

Certified teachers who wish to obtain the South Carolina Department state required reading endorsement for Secondary Education will supplement specific core courses (EDU 6200) with the following:

EDU 5750 Reading in Content Areas (3)

Students will take the following courses in completion of graduation requirements for the MEd with a Read2Succeed (R2S) focus:

1. EDU 5000 Current Issues in K-12 Schools
2. EDU 5200 Intervention Strategies and Techniques
3. EDU 5250 Best Current Teaching Practices
4. EDU 5350 Diversity and Social Issues in Education
5. EDU 5450 Issues in Professional Ethics
6. EDU 5500 History and Philosophy of Education
7. EDU 5700 Principles of Curriculum
8. EDU 5720 R2S Foundations in Reading
9. EDU 5740 R2S Instructional Practices
10. EDU 5760 R2S Assessment of Reading
11. EDU 5780 R2S Content Area Reading and Writing
12. EDU 6500 Educator as Researcher (capstone)

**Objectives of the MEd Program**

The MEd desired outcomes of our graduate students are based on the National Board for Professional Teaching Standards (NBPTS) and are as follows:

1. Make knowledge accessible to all students by creating inclusive learning environments and developing curriculum that takes into account individual learning differences (including cultural and family differences) to ensure that all students can learn.

2. Design diverse instructional strategies to remediate students who are not performing at grade level through a variety of authentic applications.

3. Design and/or Evaluate engaging and effective instruction that will meet student learning outcomes using a variety of instructional techniques.

4. Assess the progress of individual students, as well as the class as a whole, using multiple methods for measuring student growth and understanding.

5. Critically examine current issues and learning theories in American education through reading, questioning, applying, analyzing, evaluating, and synthesizing.

6. Collaborate and build partnerships with teachers, parents, community members, and other teaching professionals to improve student learning.

7. Exhibits dispositions that encompass a professional attitude, effective communication, positive attitude towards others, and a caring leadership style.

**Master of Arts in Teaching (Math, Social Studies, Science, and English)**

The MAT will focus on preparing teachers for initial licensure emphasizing best practices in teaching through lesson planning and the application of classroom technology, classroom management, and sensitivity to diversity for all needs in the classroom.

**PROFESSIONAL EDUCATION – 39 hours**
1. EDU 5000 Current Issues in Secondary Schools  
2. EDU 5200 Intervention Strategies and Techniques  
3. EDU 5250 Best Current Teaching Practices* (20 field hours)  
4. EDU 5350 Diversity and Social Issues in Education  
5. EDU 5500 History and Philosophy of Education  
6. EDU 5750 Reading and Writing in the Content Areas  
7. EDU 5800 Advanced Human Behavior, Development, and Learning* (10 field hours)  
8. EDU 5720 R2S Foundations of Reading  
9. EDU 5950 Applied Principles of Curriculum Development for Preservice Educators* (20 field hours)  
10. EDU 6000 Classroom Management and Discipline* (20 field hours)  
11. EDU 6150 Practicum in Methods and Materials for Teaching (30 field hours)  
12. EDU 6250 Supervised Student Teaching ** (6 credit hours) (60 consecutive days)  
   OR  
13. EDU 6350 Practicum in Education *** (6 credit hours) (60 consecutive days)

All courses are three (3) credit hours unless otherwise noted

AREA OF SPECIALIZATION: 3 hours
Requirement: Candidates must meet the South Carolina Department of Education requirements for undergraduate hours within their area of specialization. Also additional graduate or undergraduate hours may be required of the candidate. The decision regarding the requirement of additional coursework will be made by the Graduate Admissions Office during the admissions process. Passing scores on Praxis I and Praxis II content tests must be received by NGU at the time of application to the MAT program at NGU. Passing scores on the Praxis II PLT must be received prior to student teaching.

- ENG 6150 Methods and Materials for Teaching English
- HIST 6150 Methods and Materials of Social Studies
- MATH 6150 Methods and Materials for the Teaching of Math
- SCNS 6150 Methods and Materials for Teaching Science at the Secondary Level
*Course requires Field Experience Hours- Candidates must have a SLED check before enrolling in any course with field experience hours.

** Candidates not currently employed nor working in a secondary classroom. Passing scores on PRAXIS content and PLT must be received by NGU before enrollment in the course.

***Candidates who are currently employed with a Temporary Provisional Certificate and working in a secondary classroom. Passing scores on PRAXIS content and PLT must be received by NGU before enrollment in the course.

Objectives of the MAT Program

The MAT desired outcomes of our graduate students are based on the National Board for Professional Teaching Standards (NBPTS) and are as follows:

- Make knowledge accessible to all students by creating inclusive learning environments and developing curriculum that takes into account individual learning differences (including cultural and family differences) to ensure that all students can learn.

- Design diverse instructional strategies to remediate students who are not performing at grade level through a variety of authentic applications.

- Design and/or Evaluate engaging and effective instruction that will meet student learning outcomes using a variety of instructional techniques.

- Assess the progress of individual students, as well as the class as a whole, using multiple methods for measuring student growth and understanding.

- Critically examine current issues and learning theories in American education through reading, questioning, applying, analyzing, evaluating, and synthesizing.

- Collaborate and build partnerships with teachers, parents, community members, and other teaching professionals to improve student learning.

- Exhibits dispositions that encompass a professional attitude, effective communication,
positive attitude towards others, and a caring leadership style.

**Master of Music Education**

Purpose:

The Master of Music Education program is designed for the working Music Education professional, offering a quality education for licensed teachers, in a biblically sound, Christ-centered environment. The MMED degree is a practice-oriented degree, designed to meet the needs of professionals interested in advancing their careers, knowledge, and skills in music education, regardless of level or specialization. To prepare students for roles as cultural, musical leaders, the NGU Graduate School engages fully with the University’s intellectual and technological resources while collaborating with other artistic centers throughout the world. The program is designed from the standards of the National Association of Schools of Music (NASM), the Southern Association of Schools and Colleges (SACS), and the National/South Carolina Standards for the ARTS.

**Goals or Objectives of the Program:**

Develop an analytical, creative, and intuitive understanding of music as a universal, pan-cultural language.

1. Develop an understanding within students of the value and inspiration that music provides in supporting cultural and societal unity, and enhance the ability of students to develop critical cognitive skills.

2. Afford students opportunities for cultural and aesthetic experiences through active participation in music teaching and performance which will enhance their understanding and appreciation of the arts. Performance includes concerts, marching band shows, compositions, lecture/recital, or other created projects.

3. Participate in an interactive peer learning community where experienced ministry practitioners engage each other and world-class scholars to address critical ministry issues. Enhance cultural and aesthetic experiences for the University, the community, and region through the development of excellence in the field of music teaching.
Mission:

The Mission of the NGU Master of Music Education degree is to glorify God by educating and ministering to a diverse community of students for the purpose of developing servant leaders who will educate future musicians. We, the people of NGU, carry the call of God by continually building a learning community dedicated to spiritual vitality, academic excellence, and empowered engagement with human need.

MASTER OF MUSIC EDUCATION DEGREE – 30 hours

Required

History of Music Education -2 hours
Current Issues in Music Education-2 hours
Psychology of Music and Music Education-3 hours
Analytic Techniques-3 hours
Techniques of Research in Music-3 hours
and Music Education
Thesis/Project-3 hours
Total 16 hours

Electives

The Integration of Global Music into The classroom 3 hours
Marching Band Techniques 3 hours
Music Technology for Educators 3 hours
AP Music Theory* 3 hours
Instrumental Repair/Woodwinds 1 hour
Instrumental Repair/Percussion 1 hour
Graduate Conducting 3 hours
Choral/Instrumental Arranging 3 hours
Contemporary and Experimental Music of the 20th Century (1920-present) 3 hours
Romantic Music: 1820-1920 3 hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching the Developing Singer</td>
<td>3 hours</td>
</tr>
<tr>
<td>Directing the High School Musical</td>
<td>3 hours</td>
</tr>
<tr>
<td>Vocal Pedagogy &amp; Health</td>
<td>3 hours</td>
</tr>
<tr>
<td>Applied Lessons** (on campus)</td>
<td>1-2 hours</td>
</tr>
</tbody>
</table>

Total Electives                                                   36-37 hours

* Requires 5 days on-campus
** If a student desires to study privately on their instrument, an audition for placement appropriate to the degree will be required. Applicants may be required to begin private instrument study at the undergraduate level to improve skills prior to study at the graduate level.

**Master of Medical Science in PA Medicine**

**Objectives of the Master of Medical Science in PA Medicine Program**

The program affirms its core values as essential to fulfilling the program mission statement and is committed to the institutional values as statements of its culture and environment. With this in mind, the Department of PA Medicine supports the following goals:

Goal 1 - PA employment as a primary care provider
Goal 2 - PA employment in the Upstate and other regions of South Carolina
Goal 3 - PA employment in underserved populations and areas
Goal 4 - PA volunteerism in community-sponsored organizations such as free medical clinics, search and rescue teams, emergency response groups, and fire departments
Goal 5 - PA volunteerism in medical mission work at a national and international level

**Master of Medical Science in PA Program Details**

1st Term
- DPAM5100 (1 SH) Fundamentals of the PA Profession
- DPAM5102  (1 SH) Health Care Policy
- DPAM5104  (1 SH) Health Care Ethics
- DPAM5106  (1 SH) Research and Evidence Based Medicine
- DPAM5108  (1 SH) Population Health
- DPAM5140  (1 SH) Introduction to Pharmacology
- DPAM5109  (1 SH) Functional and Preventive Medicine

2nd Term
- DPAM5210  (2 SH) Human Anatomy I
- DPAM5220  (2 SH) Pathophysiology I
- DPAM5430  (4 SH) Medical Practice I
- DPAM5170  (1.5 SH) Pediatric Medicine I
- DPAM5180  (0.5 SH) Geriatric Medicine I
- DPAM5230  (2 SH) Physical Diagnosis I
- DPAM5242  (2 SH) Pharmacotherapy Principles I
- DPAM5250  (2 SH) Critical Thinking I
- DPAM5160  (1 SH) Clinical Methods and Procedures I
- DPAM5260  (2 SH) Psychiatry/Mental Health

3rd Term
- DPAM5212  (2 SH) Human Anatomy II
- DPAM5222  (2 SH) Pathophysiology II
- DPAM5432  (4 SH) Medical Practice II
- DPAM5172  (1.5 SH) Pediatric Medicine II
- DPAM5182  (0.5 SH) Geriatric Medicine II
- DPAM5232  (2 SH) Physical Diagnosis II
- DPAM5244  (2 SH) Pharmacotherapy Principles II
- DPAM5252  (2 SH) Critical Thinking II
- DPAM5162  (1 SH) Clinical Methods and Procedures II
4th Term
- DPAM5214 (2 SH) Human Anatomy III
- DPAM5224 (2 SH) Pathophysiology III
- DPAM5434 (4 SH) Medical Practice III
- DPAM5174 (1.5 SH) Pediatric Medicine III
- DPAM5184 (0.5 SH) Geriatric Medicine III
- DPAM5234 (2 SH) Physical Diagnosis III
- DPAM5246 (2 SH) Pharmacotherapy Principles III
- DPAM5254 (2 SH) Critical Thinking III
- DPAM5164 (1 SH) Clinical Methods and Procedures III
- DPAM5390 (3 SH) Teamwork and Communication for Integrated Healthcare

5th Term
- DPAM5169 (1 SH) Special Populations
- DPAM5396 (3 SH) Global Health
- DPAM5376 (3 SH) Foundations of Emergency Medicine
- DPAM5178 (1 SH) Foundations of Surgery

6th Term
- DPAM5198 (1 SH) Transition to Clerkships

7th Term
- DPAM6500 (5 SH) Psychiatry/Mental Health Clerkship
- DPAM6502 (5 SH) Emergency Medicine Clerkship
- DPAM6504 (5 SH) General Surgery Clerkship
- DPAM6506 (5 SH) Internal Medicine Clerkship
- DPAM6508 (5 SH) Obstetrics and Gynecology Clerkship
- DPAM6510 (5 SH) Pediatrics Clerkship
- DPAM6512 (5 SH) Elective Clerkship
- DPAM6514 (15 SH) Family Medicine Clerkship
• DPAM6216  (2 SH) Rotation Assessment Days I (Spring II [last week]: April 30 – May 4, 2018)
• DPAM6218  (2 SH) Rotation Assessment Days II (Summer II [last week]: August 6 – August 10, 2018)

8th Term
• DPAM6520  (5 SH) Summative Evaluation

Doctor of Ministry Program

Objectives of the Doctor of Ministry Program

The purpose of the Doctor of Ministry program is to equip the student for the practice of ministry at a high level of professional competence. The program provides opportunities for advanced study in intensive seminars, courses, and field settings. It combines academic study and experiential learning under faculty and field supervision to integrate theology and practice. It is the goal of the Doctor of Ministry program that all students will successfully fulfill the following learner outcomes:

• Participate in an interactive peer learning community where experienced ministry practitioners engage each other and world-class scholars to address critical ministry issues.
• Display competence in biblical and theological reflection on ministry as well as reflection on personal, spiritual, and professional development.
• Identify the basic principles of Christian leadership with special application to Christian ministry in both the church and the community.
• Establish a growth initiative within their respective ministries that is biblically sound, measurable, and effective.
• Contribute to the Church and to the fulfillment of the Great Commission through research and practice.
• Complete training for a successful Ministry Project under the supervision of a supervisory committee.
• Complete a written Project Report that analyzes and researches an issue in the Great Commission and describes a ministry implemented to address the issue.

Doctor of Ministry Program Details

Great Commission Studies Overview

32 hours total

• Doctoral Seminars (16 hours)
  o Evangelism and Missions
  o Discipleship and Spiritual Formation
  o Church Growth and Revitalization
  o Christian Leadership

• Applied Ministry Experience (8 hours)
  o Applied Ministry Experience in Evangelism and Missions
  o Applied Ministry Experience in Discipleship and Spiritual Formation
  o Applied Ministry Experience in Church Growth and Revitalization
  o Applied Ministry Experience in Christian Leadership

• Research Project and Methodology (8 hours)
  o Research Methods and Project Proposal Workshop
  o Doctor of Ministry Project and Project Report Writing I
  o Doctor of Ministry Project and Project Report Writing II

Doctor of Education Program

Objectives of the Doctor of Education Program

The purpose of the Doctor of Education program is to equip the student for the practice of research and leadership at a high level of professional competence.

Graduates from the EdD Program will be able to:

A. Demonstrate an advanced level of comprehensive knowledge and appropriate skills to stimulate, facilitate, and implement change in diverse students, educational settings,
A. Participate in community and educational leadership services, and be interested in serving through communities and education-interested agencies.

B. Access and apply information within educational leadership and policy studies to relevant situations.

C. Communicate scholarly information clearly and logically, both orally and in writing, to a variety of audiences, including conferences and publications.

D. Think critically and creatively to identify and address problems in educational leadership and educational policy areas through conducting original research and evaluating data and scholarly information to contribute to the field.

E. Collaborate effectively with peers, general public, and educational institutions, as appropriate, in educational leadership and policy studies.

F. Identify and explain ethical standards, and be able to address ethical dilemmas, within educational leadership and policy studies, including those connecting to research.

G. Develop a comprehensive knowledge of the standards for educational leaders as determined at State and National levels, including those of accrediting agencies.

Doctor of Education Program Details

The program of study for the Doctor of Educational Leadership includes core courses and concentration-specific courses. A total of 60 credits are required for graduation. Students must fulfill the requirements for a specific concentration of study and work closely with the assigned mentor to plan his/her course of study. Students who self-advice risk getting to the end of their program and finding out they do not have the appropriate courses for graduation. Students are urged to communicate with their mentor regularly.

**Program core (24 credits)** The primary purpose of the program core is to provide all students with a foundation in leadership and organization theory and practice. Other courses in the core prepare students as researchers. All courses in the core are required for graduation and are offered in a specific sequence.

<table>
<thead>
<tr>
<th>K-12 Program Core</th>
<th>Higher Education Program Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 701 Introduction to Doctoral Studies (3)</td>
<td>EDL 711 Introduction to Doctoral Studies (3)</td>
</tr>
<tr>
<td>EDL 702 Social Foundations (3)</td>
<td>EDL 712 Social Foundations (3)</td>
</tr>
<tr>
<td>EDL 703 Organizational Development (3)</td>
<td>EDL 713 Organizational Development (3)</td>
</tr>
<tr>
<td>EDL 704 Today's Student (3)</td>
<td>EDL 714 Today's Student (3)</td>
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<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>EDL 705 Advanced Ethical Leadership Studies (3)</td>
<td>EDL 715 Advanced Ethical Leadership Studies (3)</td>
</tr>
<tr>
<td>EDL 706 Conflict Resolution, Mediation and Personnel Mgmt. (3)</td>
<td>EDL 716 Conflict Resolution, Mediation and Personnel Mgmt. (3)</td>
</tr>
<tr>
<td>EDL 707 Politics of Education: Historical Frameworks (3)</td>
<td>EDL 717 Politics of Education: Historical Frameworks (3)</td>
</tr>
<tr>
<td>EDL 708 Learning and Instruction (3)</td>
<td>EDL 718 Learning and Instruction (3)</td>
</tr>
</tbody>
</table>

| 24 total core hours | 24 total core hours |

**Concentration specific courses (21 credits)** Each concentration has specific courses required for the concentration and electives. An updated list with electives will be given upon admission into the program.

<table>
<thead>
<tr>
<th>K-12 Concentration Core</th>
<th>Higher Education Concentration Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 721 Curriculum, Instruction, and Supervision (3)</td>
<td>EDL 731 Law &amp; Policy in Higher Ed (3)</td>
</tr>
<tr>
<td>EDL 722 Accountability (3)</td>
<td>EDL 732 Budget, Finance, HR (3)</td>
</tr>
<tr>
<td>EDL 723 Field Analysis of Current Practices (3)</td>
<td>EDL 733 Field Analysis of Current Practices (3)</td>
</tr>
<tr>
<td>EDL 724 Directed Independent Study: Self Selected Research (3)</td>
<td>EDL 734 Directed Independent Study: Self Selected Research (3)</td>
</tr>
<tr>
<td>EDL XXX K-12 Elective (3)</td>
<td>EDL XXX Higher Ed Elective (3)</td>
</tr>
<tr>
<td>EDL XXX K-12 Elective (3)</td>
<td>EDL XXX Higher Ed Elective (3)</td>
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<tr>
<td>EDL XXX K-12 Elective (3)</td>
<td>EDL XXX Higher Ed Elective (3)</td>
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</tbody>
</table>

| 21 total concentration hours | 21 total concentration hours |

**Research core (15 hours)** Students will have a sequence of research courses through the successful completion of their dissertation.

<table>
<thead>
<tr>
<th>K-12 and Higher Education Research Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 761 Quantitative Research (3)</td>
</tr>
<tr>
<td>EDL 762 Qualitative Research (3)</td>
</tr>
</tbody>
</table>
Course Descriptions

Master of Arts in Christian Ministry

Core Courses

CM 5000—Spiritual Formation
An intensive process to encourage spiritual growth through the study of Christian spirituality and disciplines based upon the teaching of the Bible (3 credit hours).

NT 5300—New Testament Research and Application
A study of the exegetical issues involved in understanding the New Testament including historical, linguistic, and cultural backgrounds, as well as the nature of the New Testament texts, canon, and text and versions. Includes an introduction to the books of the New Testament by groups and individual texts with a discussion of the meaning of the different passages in their original settings and potential applications for contemporary society (3 credit hours).

BI 5300—Biblical Interpretation
A study of the principles and methods of biblical exegesis and interpretation with an emphasis on the problem of communicating the biblical message in the modern world (3 credit hours).

OT 5300—Old Testament Research and Application
A study of the exegetical issues involved in studying the Old Testament including historical, linguistic, and cultural backgrounds, as well as the nature of the Old Testament texts, canon, and text and versions. Includes an introduction to the books of the Old Testament by groups and individual texts with a discussion of the application of their message for their day and today (3 credit hours).

NT 5300—New Testament Research and Application
A study of the exegetical issues involved in understanding the New Testament including historical, linguistic, and cultural backgrounds, as well as the nature of the New Testament texts, canon, and text and versions. Includes an introduction to the books of the New Testament by groups and individual texts with a discussion of the meaning of the different passages in their original settings and potential applications for contemporary society (3 credit hours).

**Church History**

**CH 5300—World Christianity**
A critical examination of the status of Christianity in the world and its implications for American Christians and congregations. The modern reality of Christianity as a predominately non-Western religion will be reviewed within its Biblical and historical contexts. Accompanying theological developments and appropriate responses will also be explored (3 credit hours).

**CH 5310—The Protestant Reformation**
A study of the social, political, and religious forces that culminated in the Protestant Reformation. Emphasis will be placed on the contributions of the major reformers and reform movements (3 credit hours).

**CH 5340—Baptist History**
A survey of the history and theology of Baptists to the present (3 credit hours).

**CH 6300—Historical Theology**
Theological developments of the church from the New Testament period to the contemporary era (3 credit hours).

**Christian Ministry**

**CM 5000—Spiritual Formation**
An intensive process to encourage spiritual growth through the study of Christian spirituality and spiritual disciplines based upon the teaching of the Bible (3 credit hours).

**CM 5005—Theology of the Christian Life**
A study of the Christian life through the lens of the theology of sanctification (3 credit hours).

**CM 5006 or TH 5326 – Angelology and Spiritual Warfare**
An examination of the nature and purpose of angels as well as our relationship to them. Consideration will be given to the origin of Satan and fallen angels and how they are perceived by people in various cultures. Particular attention will be given to resources available to the Christian for spiritual warfare (3 credit hours).

**CM 5008—Contemporary Evangelical Spirituality**

An in-depth study of key contemporary writers and thought of evangelical spirituality (3 credit hours).

**CM 5010—Devotional Classics of the Christian Faith**

An in-depth study of the concepts and practices of Christian spiritual formation through a reading of spiritual classics and participation in a faculty-mentored group (3 credit hours).

**CM 5300—Ethical Foundations for Christian Ministry**

A detailed study of ethical issues encountered by ministers in providing leadership in their ministry settings. Questions related to human experiences with areas such as medical science, human sexuality, conflict resolution, peace, relation to government, segregation/prejudice, poverty, and ethnic, cultural, and racial differences are addressed in the context of the Christian leader’s teaching, guidance of congregational decision making, and spiritual life of the congregation (3 credit hours).

**CM 5305—Personal Evangelism**

A study of to the nature and practice of evangelism with emphasis on its biblical, theological, and historical roots. Special attention will be given to the rationale and context for evangelization (3 credit hours).

**CM 5310—Evangelism and Church Planting**

Focuses on starting new congregations primarily in western cultures. Much attention is given to spiritual principles, personnel, evangelistic strategies, and mass communication needed for success (3 credit hours).

**CM 5311—Effective Evangelism for the Local Congregation**

A study of the Biblical imperative of evangelism in light of current opportunities and the analysis of factors that are productive for church growth (3 credit hours).

**CM 5312—Prayer and Spiritual Awakenings**

The history of spiritual revival movements and the sociological milieu out of which these movements arose will be considered. A study of biblical links between prayer and spiritual
awakening, the role of prayer in the evangelistic ministry of individual believers, and the development of evangelistic prayer ministries in local congregations (3 credit hours).

**CM 5315—Church Growth and Renewal**
An examination and analysis of current theories and methods for evangelism, church growth, and renewal in the 21st century.

**CM 5320—Introduction to Biblical Preaching**
A study of the construction of sermons directly from a biblical text. Basic principles of preaching will be studied and applied including: the formulation of a central idea, sermon structure, support material, and application. Prerequisite: BI 5300 [BI 5300 can be taken concurrent with CM 5320].

**CM 5321—Advanced Homiletics**
Careful analysis of the preaching task, its opportunities and crucial significance are studied. Resources and plans are shared by experienced preachers who have demonstrated their ability in this area (3 credit hours).

**CM 5322—Sermon Delivery**
A study of the art and practice of sermon delivery. Methods of sermon delivery are studied, and the practice of sermon delivery is undertaken, with analytical evaluation of student preaching. Topical issues concerning the practice of preaching are also considered.

**CM 5325—Christian Worship**
An in-depth overview of key Biblical principles and historical practices of Christian worship from the apostolic era to the beginning of the 21st century. Emphasis will be on reflective assessment of trends and practices in worship in light of cultural settings and Biblical norms (3 credit hours).

**CM 5330—Christian Education in the Local Congregation**
A careful study of the educational thrust of the church as seen in the scriptures. Current educational needs of the Church will be identified and processes and plans for meeting those needs developed (3 credit hours).

**CM 5331—Discipleship**
Students will be introduced to the many facets of Biblical, theological, and personal discipleship as well as discipling those in the local church (3 credit hours).

**CM 5332—Leadership Development in the Local Congregation**
An integrated analysis of theology, organizational behavior, group process, personality theory, pastoral care, and problem solving skills designed to enhance the leadership effectiveness of participants (3 credit hours).

CM 5333—Pastoral Ministry in the Local Congregation
An introduction to the principles and practices of pastoral ministry in the local church. An examination of the nature and tasks of Christian leadership, with an emphasis on the multiple roles of pastoral ministry (3 credit hours).

CM 5334—Practicum in the Southern Baptist Convention
A study of the structure, events and meetings of the annual Southern Baptist Convention through readings, lectures, and on-site examinations (3 credit hours).

CM 5335—Contemporary Issues in Church Growth
A study of current trends, issues, and opportunities in church growth with special attention to innovative church growth ministries in specific churches and movements. The trends and ministries will be evaluated theologically, historically, and sociologically (3 credit hours).

CM 5336—Pastoral Theology
An examination of the theological issues which inform and undergird the pastoral role and calling in the local church.

CM 5337 - Spiritual Gifts: Discovering, Developing, and Mobilizing the Membership
This course is an in-depth exegetical study of all the relevant spiritual gift passages in the New Testament. Focus will be on learning how to discover, develop, and deploy spiritual gifts in the context of the church for the advancement of the kingdom. Examination will be made of the role of spiritual gifts and the growth of the church (3 credit hours).

CM 5340—The Ministry of the African-American Church
The origins, development, distinctives, and contributions of the African-American church. Particular attention is given to contemporary trends, with an emphasis upon Baptist denominations (3 credit hours).

CM 5345—Introduction to Christian Missions
A study of the biblical, theological, historical, and practical bases for Christian missions. Special attention is given to contemporary issues in missions as well as current ways to do missions (3 credit hours).

CM 5346—Contextualization in Christian Missions
A study of the theory and practice of communicating the gospel and formulating theology in a way that is faithful to Scripture and meaningful to respondents in their cultural and social contexts (3 credit hours).

**CM 5347 or TH 5345 – Christian Faith and World Religions**

An examination of the world’s religions and their basic tenets focusing on their founding, history, development, major beliefs, practices, and contemporary expressions incorporating a response from a Christian foundation (3 credit hours).

**CM 5348—Cross-cultural Communication in Christian Missions**

The study and practice of communication across cultural and social boundaries with emphasis placed on cross-cultural communication of the Gospel (3 credit hours).

**CM 5350—Intercultural Studies Seminar**

Intense study of topics relevant to mission and intercultural studies. Topics will be selected in discussion with the professor, and seminars may include external learning experience (3 credit hours).

**CM 5354—Practicum in North American Missions**

A comprehensive experience in a North American mission setting including both practical involvement in personal and other types of evangelism and exposure to various methodologies and ministries of evangelism (3 credit hours).

**CM 5355—Practicum in International Christian Missions**

A comprehensive experience in an international setting including both practical involvement in personal and other types of evangelism and exposure to various methodologies and ministries of evangelism (3 credit hours).

**CM 6300—Independent Study**

Research/Development of a ministry plan for a local church which integrates personal goals and opportunities with current research in the field (1 semester hour). Actualizing the plan and analysis of results in a research essay (2 to 3 credit hours).

**CM 6310—Ministry Seminar on Evangelism and Church Planting in a Post-Modern World**

This course focuses on ministry and church planting in a post-modern 21st century world (3 credit hours).

**CM 6320—Seminar in Preaching in a Cross-Cultural Setting**

Familiarizes the student with third world perspectives in preaching and challenges them to
think cross-culturally about the various ways to do church (3 credit hours).

**CM 6390—Integration Project**

*Prerequisite: 30 Hours in this program*

Planned with the student’s advisor, the goal of this experience is to integrate the student’s coursework, personal experience and goals in a “Theology of Ministry” that will further define the student’s view of self in the ministry. The written project plan, literature search, and analysis of results is the capstone experience in the Master of Arts in Christian Ministry (3 credit hours).

**Christian Counseling**

**CO 5300—Basic Pastoral Counseling**

An introduction to pastoral counseling surveying the basic approaches. Heavy emphasis will be placed on acquisition of counseling skills through role playing. Specific consideration will be given to topics relevant to a Christian context and/or clientele (3 credit hours).

**CO 5310—The Minister as Pastoral Care Leader**

Introduction to the shepherding process in scripture and training in pastoral skills specifically identified with the local church ministry (3 credit hours).

**CO 5320—Pre-Marital and Marriage Counseling**

Training in the theories and skills of pre-marital and marital therapy. Integration of Biblical/theological emphases with theoretical and skills training. Designed especially for ministers, teachers, supervisors, and church and social workers (3 credit hours).

**CO 5350—Counseling with Special Groups within the Church Setting—Children, Youth, Women, and Older Adults**

A Biblical view of those representing different stages of life and unique positions in the life of the church is developed. The integration of these special groups into the life of the congregation is an emphasis of the course. Students are assisted in identifying theoretical models and supportive practice that will be appropriate to unique groups within the congregation. Individual and family developmental stages with related therapy skills are discussed (3 credit hours).

**CO 6300—Theological Dynamics in Pastoral Counseling**

A study of a Biblical/theological anthropology and spiritual issues related to the practice of counseling including prayer, sin, condemnation, love, forgiveness, and reconciliation. An
emphasis on the Pauline psychology with reference to such concepts as spirit, soul, heart, mind, and flesh. Topics such as marriage and divorce as well as social concerns will also be discussed from a Biblical/theological perspective (3 credit hours).

**New Testament Studies**

**NT 5300—New Testament Research and Application**
A study of the exegetical issues involved in understanding the New Testament including historical, linguistic, and cultural backgrounds, as well as the nature of the New Testament texts, canon, and text and versions. Includes an introduction to the books of the New Testament by groups and individual texts with a discussion of the meaning of the different passages in their original settings and potential applications for contemporary society (3 credit hours).

**NT 5310—Life and Teachings of Christ**
The life and teachings of Jesus as presented in the canonical Gospels with an emphasis on the use of biblical criticism in the study of Jesus and the Gospels (3 credit hours).

**NT 5320—Life and Teachings of Paul**
The life of Paul and an interpretation of the letters with particular attention to their historical settings, and with an emphasis on the problem of the relationship of Acts to the canonical letters (3 credit hours).

**NT 5330—General Epistles and Revelation**
An interpretation of the epistles of Hebrews, James, Peter, John, Jude, and the book of Revelation with particular attention to their historical settings, with an emphasis on questions concerning the literary genre of each writing (3 credit hours).

**NT 5335—Exegesis and Interpretation of Selected New Testament Writings: The Gospel of Mark**
A detailed examination and exposition of the Gospel of Mark with particular attention to its historical setting, with an emphasis on the Life of Jesus and the use of biblical criticism in this literary genre (3 credit hours).

**NT 5335—Exegesis and Interpretation of Selected New Testament Writings: The Book of Acts**
A detailed examination of the Book of Acts surveying the development of the early church, its expansion of missions, and its key leaders.
NT 5340—Exegesis and Interpretation of Selected New Testament Writings: The Book of Romans
A detailed interpretation of the letter of Paul to the church at Rome with particular attention to its exposition, theological teaching, historical setting, and significance in the history of the church (3 credit hours).

NT 5345—Exegesis and Interpretation of Selected New Testament Writings: The Pastoral Epistles
A detailed examination and exposition of the Pastoral Epistles with particular attention to their historical setting and current day application (3 credit hours).

NT 5350—Exegesis and Interpretation of Selected New Testament Writings
A detailed examination and exposition of individual New Testament books. May be repeated when content varies (3 credit hours).

NT 5370—Exegesis and Interpretation of Selected New Testament Writings: The Book of Hebrews
A detailed interpretation of the Epistle to the Hebrews, with particular attention to its historical setting, with an emphasis on questions concerning applications to the contemporary church (3 credit hours)

NT 6300—Seminar on Issues in New Testament Interpretation
Key New Testament subjects: the Kingdom of God, Miracle Stories, Jesus’ Parables, the Jew-Gentile Issue, the Gnostic Problem and Apocalyptic. May be repeated for credit when content varies (3 credit hours).

NT 6310—New Testament Theology
Major theological concepts in the New Testament (3 credit hours).

Old Testament Studies

OT 5300—Old Testament Research and Application
A study of the exegetical issues involved in studying the Old Testament including historical, linguistic, and cultural backgrounds, as well as the nature of the Old Testament texts, canon, and text and versions. Includes an introduction to the books of the Old Testament by groups and individual texts with a discussion of the application of their message for their day and today (3 credit hours).
OT 5310—The Pentateuch and Former Prophets
Intensive examination of the history of scholarship; the impact of the scholarship on biblical interpretation; and exegetical analysis of Genesis through Second Kings (3 credit hours)

OT 5320—The Major and Minor Prophets
Intensive examination of the lives and literature of the major and minor prophets of the Hebrew Scripture in relationship to their historical and cultural setting and application of their message to the church of today (3 credit hours).

OT 5330—Wisdom Literature
Intensive examination of the history of the Jewish people during the period of the Writings division of the Hebrew Scripture and of the literature of this division (3 hours credit).

OT 5340—Exegesis and Interpretation of Old Testament Writings: Poetry and Wisdom
Intensive examination of the poetry and wisdom literature of the Hebrew Scriptures in relationship to their historical and cultural setting and application to their message to the church today (3 hours credit).

OT 5340—The Writings
Intensive examination of the history of the Jewish people during the period of the Writings division of the Hebrew Scripture and of the literature of this division (3 credit hours).

OT 5350—Exegesis and Interpretation of Selected Old Testament Writings.
A detailed examination and exposition of individual Old Testament books. May be repeated when content varies (3 credit hours).

OT 5360—Seminar on Issues in Old Testament Interpretation
Key Old Testament subjects: Covenant and Law, Exodus themes, Promise and fulfillment (Patriarchal and Prophetic), Wisdom themes (theodicy, suffering, sacred, secular), History as Revelation, Messianism. May be repeated for credit when content varies (3 credit hours).

OT 6300—Old Testament Theology
Major theological concepts in the Old Testament (3 credit hours).

Theology

TH 5300—Christian Theology
A systematic survey of the major theological teachings of Christianity regarding God, Christ, the Holy Spirit, revelation, humanity, sin, salvation, the church, and eschatology. Special attention will be given to 1) the Biblical basis of these doctrines, 2) theological
methodology, 3) how philosophical and cultural influences have shaped these doctrines, 4) how these doctrines have changed and been held at different periods in church history, and 5) how these doctrines are relevant to contemporary belief and practice (3 credit hours).

**TH 5325—Theology of the Christian Life**
An examination of the doctrine of sanctification through a study of relevant Biblical texts, a survey the history of the doctrine, comparison of different theories, and an exploration of a life of holiness (3 credit hours).

**TH 5340—Christian Apologetics: Understanding and Defending a Christian Worldview**
An investigation of classical and contemporary objections to the Christian faith. Methods for defending the faith will be considered (3 credit hours).

**TH 5345—Christian Faith and World Religions**
An examination of the world’s religions and their basic tenets focusing on their founding, history, development, major beliefs, practices, and contemporary expressions incorporating a response from a Christian foundation (3 credit hours).

**TH 5350—Selected Topics in Christian Theology**
A study of various topics that are directly related to significant theological inquiry. May be repeated when content varies (3 credit hours).

**TH 5355—Study of a Selected Theologian**
A study of the theology of a selected Christian thinker, classical or contemporary. May be repeated when content varies (3 credit hours).

**TH 6300—Historical Theology**
Theological developments of the church from the New Testament period to the contemporary era (3 credit hours).

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**Master of Business Administration**

**ACCT 5310—Managerial Accounting**

*Prerequisite: ACCT 2310 (Accounting I)*

Includes the creation, use, and interpretation of internal accounting data and information. Emphasizes the managerial functions of cost control and reporting, budgeting, profit planning, and projections (3 credit hours).
BUSN 5000—Organization Behavior

This course is an in-depth study of management and organizational behavior theories, basic principles and processes from their historical foundations to today’s best practices. The general focus is on how managers influence their employees to accomplish organizational objectives. The specific focus is on management and organizational behavior issues involving organizational culture, structures and systems (e.g., bureaucracy), authority, communication, structure, ethics and social responsibility, motivation, leadership, decision-making, group dynamics, conflict resolution, stress, change, and problem-solving. Numerous case studies are used to test the students’ practical application of theory and best practices (3 credit hours).

BUSN 5100—Issues in Professional Ethics

A detailed study of ethical issues encountered by professionals in the contemporary cultural setting. Traditional Judeo-Christian values and teachings will be explored as they relate to practical applications in business and the professions. Questions related to human experiences, with areas such as truth telling, conflict resolution, relation to government, poverty, and ethnic, cultural, and racial differences, are addressed in the context of Christian leadership and decision-making. (3 semester hours credit)

BUSN 5210—Business Statistics

A graduate level survey of major statistical techniques used in business and economics. The course has three primary objectives; 1) to familiarize students with the basic techniques, methodologies, and theories of statistical analysis; 2) to acquaint students with the various applications of statistical analysis to business problems; and 3) to introduce students to the role that computers and specialized software play in statistical analysis. Descriptive statistics, probability and random variables, sampling and statistical inference, regression analysis, chi-square analysis, and analysis of variance will be investigated. Students will learn through class lectures and a wide variety of problems which are worked in class and on homework assignments and on examinations (3 credit hours).

BUSN 5310—Information Systems for Decision-Making

Prerequisite: Basic Computer Skills

Provides a foundation for analysis, design, implementation, and management of information systems. Students will be able to understand and identify network communication systems,
the need for good database management, computer security issues, and the effects of information management on society. (3 credit hours)

**BUSN 5315 - Entrepreneurship and Small Business Management**

This course explores the concepts and applications of sustainable business including creating, leading, and managing business enterprises. It includes examination of approaches for leading entrepreneurial individuals and companies. Additionally, students will analyze innovation issues including creating and realizing value, prioritizing opportunities, and managing the innovation process. (3 credit hours)

**BUSN 5320—Quantitative Methods in Business**

*Prerequisite: College-level statistics course strongly recommended*

Provides students with useful methods for describing and displaying statistical data to better communicate business information. Students will learn descriptive statistics, measures of central tendency, probability, sampling, hypothesis testing, and linear regression to solve managerial and business problems (3 credit hours).

**BUSN 5340—Human Resource Management**

Examines the concepts and techniques of manpower planning, job evaluation, incentive and performance standards, and the impact of labor organizations benefits. Creates a problem-solving environment designed to integrate knowledge in various functional areas of business (3 credit hours).

**BUSN 5341 - Human Resources Selection and Placement**

*Prerequisite: BUSN 5340, Human Resources Management*

This course analyzes the processes by which the workforce is built that will enhance productivity and effectively implement business strategy. Students will examine the activities of identifying, attracting, and acquiring the optimum human assets who best fit the work needs and the organizational culture and who will enhance innovation and decision-making. Additionally, students will evaluate the processes by which human assets are retained and integrated into a firm’s operations so that cooperation and collaboration are maximized (3 credit hours).
BUSN 5342 - Human Resources Compensation and Development

Prerequisite: BUSN 5340, Human Resources Management

This course provides the business professional with an overall understanding of compensation and benefits, and the related environments in which they are practiced. Compensation system design, related criteria, and the selection and effective administration of employee benefits are among the areas highlighted. It addresses the ways in which both tangible and intangible forms of compensation may be used to motivate and reward employee performance. Additional attention is given to those future challenges that businesses will face in the arena of employee compensation and benefits. Students will have the opportunity to develop a compensation system, using a simulation aid that accompanies the course (3 credit hours).

BUSN 5343 - International Human Resources

Prerequisite: BUSN 5340, Human Resources Management

This course is the study of human resources from an international perspective. Students will compare industrial relations and HRM literature. The course will focus on aspects of human resource management issues in multinational firms (3 credit hours).

BUSN 5344 - Strategic Issues in Human Resources

Prerequisite: BUSN 5340, Human Resources Management

This course affects every aspect of the organization. This course addresses how to build measurement strategies for all HR activity so that the impact can be determined. A value-adding approach will be taken so that HR practitioners will be able to exhibit an understanding of the business. This will include aspects that influence organizational quality, productivity, services, and profitability. HR will be assessed as a system within a
system. Students will learn how to position HR as a strategic partner (3 credit hours).

**BUSN 5350 - Research Methods in Business**

*Prerequisite: BUSN 5320 Quantitative Methods in Business*

Emphasizes the processes of determining, acquiring, analyzing, synthesizing, and disseminating relevant data, information, and insights. This course, in conjunction with the capstone course, serves in lieu of a senior thesis. As such, it entails a rigorous project to demonstrate the mastery of research skills. (3 credit hours)

**BUSN 5360 - Operations Management**

*Prerequisite: BUSN 5320 Quantitative Methods in Business*

Provides a basis for understanding the importance of managing and coordinating production decisions, how those decisions affect the supply chain of a firm, and the interrelations between operations and other functional areas within a firm. (3 credit hours)

**BUSN 5380 - Financial Management**

*Prerequisite: ACCT 2310 (Accounting I)*

Involves in-depth discussions of working capital management, capital budgeting, the cost of capital, debt, and equity financing; and financial statements. Analyzes the effects of multinational operations, multiple currencies, international tax laws, money and capital markets, and political risk environments. (3 credit hours)

**BUSN 5381 - Financial Planning**

This course provides an overview of the financial planning process, including communication techniques, ethics, risk tolerance, time-value-of-money concepts, financial planning applications, regulatory issues and the legal and economic environment for financial planning. Students will gain an understanding of the role and responsibilities of the financial planner, along with some analytical skills to aid in financial decision making. (3 credit hours.)

**BUSN 5382: Investments and Portfolio Management**

This course covers various aspects of the principles of investments and their application to
financial planning. Students will learn risk analysis and risk and return computations. They will study stocks, bonds, investment companies, options and future contracts. The course includes an extended discussion of tax issues in the practice of portfolio management, including strategic and tactical asset allocation. Many examples of ethical and practical issues in managing a client’s portfolio will be discussed. (3 credit hours.)

**BUSN 5383 - Fundamentals of Risk Management and Retirement Planning**

This course focuses on the role of financial planning for insurance needs. It covers the basic concepts in risk management and insurance, insurance industry operations, legal principles pertaining to this industry, and regulations of insurers. Students will examine social insurance, life insurance and annuities, medical and disability income insurance, long-term care insurance, and personal property and liability insurance. The course also focuses on selecting the right retirement plan for the business and on individual retirement planning. (3 credit hours.)

**BUSN 5384 - Income Taxation and Fundamentals of Estate Planning**

This course examines the federal income tax system with particular reference to the taxation of individuals. It covers such topics as gross income, exclusions from gross income, deductions, tax credit, capital gains and losses, taxation of life insurance and annuities, and income taxation of partners, partnerships, corporations, and shareholders. The course also covers aspects of estate and gift tax planning, including the nature, valuation, transfer, administration, and taxation of personal property. Students will gain a basic understanding of the estate and gift tax system, including strategies of estate planning (3 credit hours).

**BUSN 6300—Business Strategy**

*Prerequisite: 30 Hours in this program*

This course serves as the capstone course in the MBA curriculum. Students will learn to understand, analyze, and evaluate the competitive climate in which a firm operates, its internal capabilities and intents, and to apply analytic techniques to arrive at appropriate decisions upon which a strategy can be crafted. Students will work with a real company for their capstone project (3 credit hours).

**ECON 5310—Managerial Economics**

Provides a consistent framework of economic analysis to help decision makers adapt to government regulations and other external factors. Students will apply relevant economic
theory to business problems and develops general principles that can be applied to the business decision-making process (3 credit hours).

**MRKT 5310 - The Marketing Process**

Focuses on the major controllable marketing variables of product, price, promotion, and distribution. Explains key marketing concepts, such as consumer decision-making processes, market segmentation, and development strategies and their significance in domestic and international activities (3 credit hours).

**Master of Education**

**EDU 5000—Current Issues in K-12 Schools**

Policies, programs, and trends that directly or indirectly impact K-12 schools are examined and evaluated using research, analysis, and assessment in order to determine their relevance to teaching and learning in diverse school settings (3 credit hours).

**EDU 5200—Intervention Strategies and Techniques**

This course will focus on examination of the educational literature regarding effective teaching practices and behavior change strategies for students with special educational needs. It provides an opportunity to explore, design, implement, and evaluate school-based interventions for students with high incidence disabilities (3 credit hours).

**EDU 5250—Best Current Teaching Practices**

Strategies for effectively using and accommodating best current teaching procedures that have been proven by research to enhance classroom teaching and learning will be examined and assessed in terms of the integration of content areas, use of technology, national and state standards, the needs of diverse school populations, and policies/directives aimed at accountability issues (3 credit hours).

**EDU 5350—Diversity and Social Issues in Education**

A study of the social, cultural, and political issues that affect decision-making and student achievement in schools, this course will examine the role of school in the enculturation or “Americanization” of students; the effects of student background and culture on achievement; and the different socio-cultural groups with a political stake in the curriculum and how these groups work to further their interests (3 hours).

**EDU 5450—Issues in Professional Ethics**
A detailed study of ethical issues encountered by professionals in the contemporary cultural setting. Traditional Judeo-Christian values and teachings will be explored as they relate to practical applications in the educational field. Questions related to truthful communication, conflict resolution, power relations, professional integrity, as well as poverty, ethnic, cultural, and racial differences are addressed in the context of Christian leadership and decision-making (3 credit hours).

**EDU 5500—History and Philosophy of Education**

This course addresses the relationship between philosophy of education and how various philosophies have historically affected the practice of schooling, in the United States. It will examine how different philosophical schools answer questions related to the nature and purpose of schooling, and how these philosophies have been incorporated and modified to deal with social and cultural changes in United States history (3 credit hours).

**EDU 5700—Principles of Curriculum Development**

Study of K-12 school curriculum that includes a development of the philosophical and historical perspective of curriculum in the United States, the current relationship of curriculum to societal needs and policies governing learning and teaching, use and impact of technology, and strategies to equip teachers in the development and implementation of curriculum to meet the needs of today’s learners (3 credit hours).

**EDU 5720—R2S Foundations or Reading**

In this course teachers will deepen their understanding of major theories and research that describe the foundations of reading and writing development, the processes, and the components of reading, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. The *South Carolina Literacy Competencies for PreK – 5th Grade Classroom Teachers* will serve as the foundation for the course. Standard 1, Foundational Knowledge and Standard 6, Professional Learning and Leadership will be addressed. Teachers will gain an understanding of the theoretical and evidence-based foundations of reading and writing processes and instruction. They will also learn the importance of professional learning and leadership as a career-long effort and responsibility and will be given opportunities to demonstrate these skills.

**EDU 5740—R2S Instructional Practices**

In this course teachers will deepen their understanding of how to use instructional
approaches and materials within an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. The *South Carolina Literacy Competencies for Pre-K – 5th Grade Classroom Teachers* will serve as the foundation for the course. Standard 2, Curriculum and Instruction will be addressed. Teachers will gain an understanding of the theoretical and evidence-based instructional practices that foster reading, writing, listening, and speaking.

**EDU 5760—R2S Assessment of Reading**

In this course teachers will deepen their understanding of how to use a variety of assessments and evaluations within a comprehensive, balanced curriculum to assess, inform, and monitor students’ progress in reading and writing. The *South Carolina Literacy Competencies for Pre-K – 5th Grade Classroom Teachers* will serve as the foundation for the course. Standard 3, Assessment and Evaluation, will be addressed. Teachers will gain an understanding of the theoretical and evidence-based assessment and evaluation practices that foster reading, writing, listening, and speaking.

**EDU 5780—R2S Content Area Reading and Writing for ECE and Elementary**

In this course teachers will deepen their understanding of research-based principles and practices that support content area literacy as described in the *South Carolina Literacy Competencies for Early Childhood and Elementary Teachers* as part of the Read to Succeed Initiative. The following standards will be addressed: Standard 4: Diversity, Standard 5: Literate Environment, and Standard 7: ELLs. Teachers will learn how to create a literate environment that fosters reading and writing for the diverse students in South Carolina schools. Special emphasis will be placed on implementing content area literacy standards across curriculum, instruction, and assessment within the content areas. Teachers will read and respond to professional text on literacy instruction to gain the necessary background knowledge that will help them create a literate environment and prepare instruction based on assessment to reach the diverse needs of learners in their classrooms.

**EDU 5850—School and Community Relations**

Using inquiry, research, and evaluation strategies regarding school and community relations the interdependence of school and community is identified and defined in terms of societal
expectations of America’s schools and the effects of these expectations on educational political, economic, and demographic changes on educational policy (3 credit hours).

**EDU 6050—Assessment of Learners**

This course is a study of how to use assessment results to improve student learning. The course will consider test validity and reliability so that test results can be interpreted to indicate learners’ proximity to learning targets. Topics include test planning and formatting, strategies for learner’s involvement in the testing process, communication with caregivers, portfolios, and scoring instruments (3 credit hours).

**EDU 6100—Educational Leadership**

A study of administrative theory leadership principles, including the conceptual and structural organization of public education as well as educational governance at the federal, state, and local levels. It is also a study of administrative theory, leadership principles, the conceptual and structural organization of the environment, and the processes involved in educational leadership. The course is to provide an initial understanding of the nature and specific characteristics of educational leaders, the varied roles of educational leaders and the relevant theories and practices of effective educational leaders to improve student learning (3 credit hours).

**EDU 6200—Theories of Learning**

This course provides an analysis of contemporary and historically important learning theories and their applications to K-12 settings. Emphasis is placed on developing the knowledge and ability to apply learning theory to instruction and assessment designed to make learning accessible to all learners (3 credit hours).

**EDU 6500—Educator as Researcher (Capstone)**

This course is a study of methods and design in quantitative and qualitative research in education. The primary objective of the course is to conduct action research in schools. A structure will be provided for systematically finding answers to questions that arise from practice. Techniques will be taught for individuals to identify problems in the school setting and then to select appropriate research methods from which they will collect and analyze data while drawing conclusions from the results (3 credit hours).

**Master of Arts and Teaching**
EDU 5000 - Current Issues in Secondary Schools
Policies, programs, and trends that directly or indirectly impact 9-12 schools are examined and evaluated using research, analysis, and assessment in order to determine their relevance to teaching and learning in diverse school settings (3 credit hours).

EDU 5200 - Intervention Strategies and Techniques
This course will focus on examination of the educational literature regarding effective teaching practices and behavior change strategies for students with special educational needs. It provides an opportunity to explore, design, implement, and evaluate school-based interventions for students with high incidence disabilities (3 credit hours).

EDU 5250 - Best Current Teaching Practices
Strategies for effectively using and accommodating best current teaching procedures that have been proven by research to enhance classroom teaching and learning will be examined and assessed in terms of the integration of content areas, use of technology, national and state standards, the needs of diverse school populations, and policies/directives aimed at accountability issues (3 credit hours).

EDU 5350 - Diversity and Social Issues in Education
A study of the social, cultural, and political issues that affect decision-making and student achievement in schools, this course will examine the role of school in the enculturation or “Americanization” of students; the effects of student background and culture on achievement; and the different socio-cultural groups with a political stake in the curriculum and how these groups work to further their interests (3 credit hours).

EDU 5500 - History and Philosophy of Education
This course addresses the relationship between philosophy of education and how various philosophies have historically affected the practice of schooling, in the United States. It will examine how different philosophical schools answer questions related to the nature and purpose of schooling, and how these philosophies have been incorporated and modified to deal with social and cultural changes in United States history (3 credit hours).

EDU 5720—R2S Foundations or Reading
In this course teachers will deepen their understanding of major theories and research that
describe the foundations of reading and writing development, the processes, and the components of reading, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. The *South Carolina Literacy Competencies for Pre-K – 5th Grade Classroom Teachers* will serve as the foundation for the course. Standard 1, Foundational Knowledge and Standard 6, Professional Learning and Leadership will be addressed. Teachers will gain an understanding of the theoretical and evidence-based foundations of reading and writing processes and instruction. They will also learn the importance of professional learning and leadership as a career-long effort and responsibility and will be given opportunities to demonstrate these skills.

**EDU 5750 - Reading in the Content Areas**

In this course teachers will deepen their understanding of research-based principles and practices that support content area literacy as described in the *South Carolina Literacy Competencies for Middle and High School Teachers* as part of the Read to Succeed initiative. Teachers will learn how to create a literate environment that fosters reading and writing by integrating foundational knowledge with instructional practices, curriculum materials, and the appropriate use of assessments. Special emphasis will be placed on implementing content area literacy standards across curriculum, instruction, and assessment. Teachers will read and respond to professional text on literacy instruction to gain the necessary background knowledge that will help them create a literate environment and prepare instruction based on assessment to reach the diverse needs of learners in their classrooms. (3 credit hours).

**EDU 5800 - Advanced Human Behavior, Development and Learning**

This course explores human development across the life span including emotional, physical and cognitive development. Key developmental topics such as adolescence are examined and special issues related to human growth and development will be discussed. Contemporary issues impacting the stages will be examined as well as cultural and cross-cultural influences (3 credit hours).

**EDU 5950 - Applied Principles of Curriculum Development for Preservice Educators**

Study of 9-12 school curriculum that includes a development of the philosophical and
historical perspective of curriculum in the United States, the current relationship of curriculum to societal needs and policies governing learning and teaching, use and impact of technology, and strategies to equip teachers in the development and implementation of curriculum to meet the needs of today’s learners (3 credit hours).

**EDU 6000 - Classroom Management and Discipline**

This course provides practical instruction on classroom management techniques for instructors in secondary settings. Different approaches to classroom management are introduced, including techniques for preventing problems, and for dealing with behavior problems that arise in the classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan (3 credit hours).

**EDU 6150 - Practicum in Methods and Materials for Teaching**

This course is designed as a co-requisite to the corresponding methods and materials for teaching course in which students are observing, teaching, and assisting in a secondary classroom setting. This will be under the direction of a classroom teacher and college supervisor (3 credit hours).

**EDU 6250 - Supervised Student Teaching**

Actual classroom teaching under supervision of cooperating schools in a secondary setting area. This will be under the direction of a classroom teacher and college supervisor (6 credit hours).

**EDU 6350 - Practicum in Education**

This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private secondary school. This will be under the direction of a classroom teacher mentor and college supervisor (6 credit hours).

**ENG 6100 - Methods and Materials for Teaching English**

This course is the study of methods and materials suitable for teaching English at
secondary school levels. The intent is to introduce teachers to the burgeoning theories of teaching the various elements of an English class. Candidates will research the field of English instruction, develop a variety of daily and unit plans that incorporate new techniques and theories, practice writing evaluation, and study strategies suitable to English instruction (3 credit hours).

**HIST 6100 - Methods and Materials for Teaching Social Studies**
An analysis of content area, methodology, and instructional techniques; application of methods to the skill and content area of social studies (3 credit hours).

**MATH 6100 - Methods and Material for Teaching Math**
The study of the methods and materials suitable for teaching Mathematics at secondary grade levels. The intent is to introduce teachers to the ever-increasing theories of teaching the elements of mathematics in the curriculum. Candidates will take an active approach to teaching mathematics to learners. All candidates will study current relevant research in the field of mathematics instruction, develop a variety of daily and unit plans that incorporate new and current techniques and theories, practice evaluation techniques and to be introduced to other aspects which is appropriate for a mathematics instructors classroom (3 credit hours).

**SCNS 6100 - Methods and Materials for Teaching Science**
Designed as a survey of selected basic principles from earth/space science and the physical and biological sciences, this course provides a body of content essential for the teaching of science in the secondary schools (3 credit hours).

**Master of Music Education**

**MMED 5000 - Graduate Music Theory Review**
Graduate Music Theory Review is a survey of tonal functional harmony written skills, analysis, and aural dictation. The course begins with diatonic harmonies and progresses through chromatic harmonies via written and analysis assignments with corresponding aural
dictation (3 credit hours). This is a remedial course and as such does not count toward graduation, but is required if deficiencies are identified by the Graduate Music Theory Placement Exam.

**MMED 5010 - Graduate Music History Review**

This course is designed to provide an overview of the historical and stylistic developments of western musical traditions through an intensive study of its basic materials. Students are expected to consult appropriate musical scores and use standard music dictionaries and encyclopedias to clarify concepts and add to factual knowledge. The course gives factual information about composers and masterworks from each style period. Aural skills will be emphasized through listening and score study. Three semester hours credit. This is a remedial course and as such does not count toward graduation, but is required if deficiencies are identified by the Graduate Music History Placement Exam.

**MMED 5110 - Instrumental Repair/Woodwinds**

This course offers basic repair procedures for woodwind instruments that are encountered by all instrumental music educators (1 credit hour).

**MMED 5120 - Instrumental Repair/Percussion**

This course offers basic repair procedures for percussion instruments that are encountered by all instrumental music educators (1 credit hour).

**MMED 5210 - History of Music Education**

This course provides a historical background of the development of Music Education in the United States of America. In addition to the investigation of the historical development of Music Education, the philosophical, aesthetic, and pedagogical principles from the earliest beginnings to contemporary Music Education will be covered in this class (2 credit hours).

**MMED 5220 - Current Issues in Music Education**

This course examines philosophies, perspectives, methods, and trends that impact music education in the K-12 setting. Music education issues are evaluated using research, analysis, and assessment to determine relevance to teaching and learning in the music classroom (2 credit hours).

**MMED 5320 - The Integration of Global Music into the Classroom**

This course offers a look into how music educators may integrate global music into their
curriculum through different techniques and sequences. Students will also gain a basic understanding of different cultures from around the globe (3 credit hours).

**MMED 5230 - Low String Techniques (elective)**

Students will work to improve their cello and bass playing with an emphasis on excellent technique in both hands and an understanding of how to teach to give students a solid foundation. They will also develop an understanding of the technique of the instrument beyond their own playing level and how to guide students through a logical technical progression. Students will need to provide their own cello and bass.

**MMED 5325 - Marching Band Techniques**

This course provides examination and instruction in the fundamental principles and effective practices with respect to the contemporary marching band. You will be challenged to examine your expectations and preconceptions regarding the role of the marching band in music education. Focus will be placed on the visual aspects of the marching band activity since for many musicians it is the most foreign area of concern. Students will display an understanding of the course material by programming, planning, and creating at least a portion of a marching band show with Pyware 3d (3 credit hours).

**MMED 5330 - Music Technology for Educators**

This course will explore the use of computers and technology in the field of music education. Topics will include the Mac OS; productivity applications; audio-visuals; computer-aided instructional software; digital audio; MIDI; and notation (3 credit hours).

**MMED 5335 - Teaching the Developing Singer**

This course provides a foundational method for vocal-technique for children and adolescents, grades K-12. An analysis of vocal-technique for young voices will encompass vocal physiology and a review of research as it relates to the child and adolescent voice. Additional discourse includes a study of the basics of choral direction, and the application of learned vocal-technique in the K-12 setting (3 credit hours).

**MMED 5340 - Directing the High School Musical**
An intensive workshop that addresses all aspects of teaching related to a musical theatre production. This course examines the process of selecting an appropriate work to be performed, selecting a cast, building a rehearsal schedule, coaching student actors, and using healthy and balanced musical rehearsal techniques. This course also examines the process of building a production team and the roles of the music director, stage director, assistant director, choreographer, and stage manager (3 credit hours).

**MMED 5345 - Graduate Conducting**

Advanced study in band, orchestra, and choral conducting with an emphasis on gesture, conducting technique, score study, and score analysis (3 credit hours).

**MMED 5355 - Contemporary and Experimental Music of the 20th Century (1920 – Present)**

This course offers a look into the music and thoughts of contemporary and experimental music composers of the 20th century, who generally fall outside the realm of mainstream classical or popular genres (3 credit hours).

**MMED 5360 - Romantic Music 1820-1920**

This course examines the period from the Congress of Vienna in 1815 through the advent of Modernism. Students should develop a sophisticated understanding of the relationship between music, aesthetics, social history, and politics in Nineteenth-century Romanticism. They will also enlarge their knowledge of the musical repertoire of the period (3 credit hours).

**MMED 5365 - Vocal Pedagogy and Health**

Vocal Pedagogy and Health includes the examination of pedagogical approaches to vocal instruction. Assessment of scientific data, learning styles, and discipline-specific language will assist in the formation of individual teaching philosophies and practical methods of analyzing and developing the primary parameters of vocal production: respiration, phonation, resonation, and articulation. Each student will acquire a moderately detailed understanding of the structure and function of the vocal mechanism as it is used for singing. Students will learn principles of caring for the singing voice, how to preserve one’s vocal health for a lifetime (3 credit hours).

**MMED 5370 - AP Music Theory**
This course is designed for Music Educators who wish to be certified to teach Advanced Placement Music Theory at the high school level in order to prepare students to be successful or exempt one or more semesters of college theory classes. The subject matter of the AP Music Theory Exam will be explored in depth, and the music educator will develop a course syllabus. Materials and resources will be available for examination. The class will meet 5 full days on campus, and the second week will be ON LINE (3 credit hours).

**MMED 5390 - COMPOSITION**

Original composition that includes the practical applications of various instrumentations, musical languages, and compositional devices. The course assists students in developing skills that allow for the highest expressions of artistic and intellectual musicianship.

**MMED 5395 - SCORE ANALYSIS**

In the selection and analysis for major choral, wind, and orchestral scores, students will be prepared to develop as well as improve conducting skills for teaching and directing high school and middle school groups in becoming musical performing ensembles.

**MMED 5485 - GRADUATE CONDUCTING REVIEW (elective)**

This conducting review class will focus on improvement of basic and advanced conducting skills for all Music Educators already in the field of Music Education including choirs, bands, and string ensembles. The class will cover fundamentals of conducting including: score preparation, phasing, proper use of the baton, rehearsal techniques and conducting gestures. The course is structured to increase the development of conducting techniques and further knowledge of rehearsal strategies to improve ensemble performance. Assignments will include reading reflections, article reviews, analysis of pieces, conductor observation, and rehearsal evaluation, culminating in the final project. Opportunities will be provided for demonstration in working with various musical ensembles.

**MMED 6245 - Choral Arranging**

This course will investigate the concepts and principles of good choral arranging. Involved
is a thorough knowledge of melody, harmony, rhythm, form, texture, dynamics, and timbre (2 credit hours).

**MMED 6250 - Instrumental Arranging**

This course will investigate the concepts and principles of good instrumental arranging. Involved is a thorough knowledge of melody, harmony, rhythm, form, texture, dynamics, and timbre as well as the practicalities and idiosyncrasies of instruments (2 credit hours).

**MMED 6300 - Analytical Techniques**

How do we gain a greater understanding of a composition and deepen our experience as listeners, performers, and teachers? Is identifying every vertical harmony all there is? This course addresses these questions by exploring alternate paths of analysis. First there is a review of traditional tonal and formal analysis. As we develop a musical language we will go forward to analyze the works of Debussy, Hindemith, Schoenberg, Webern, Stravinski, and Bartok (3 credit hours).

**MMED 6310 - Techniques of Research in Music and Music Education**

Techniques of Research in Music and Music Education provides the student with the basic tools necessary to acquire, interpret and produce meaningful research materials that will be useful to themselves and others. Students will choose an area of interest, examine the work of other researchers in that area, and create a meaningful proposal for further study (3 credit hours).

**MMED 6320 - Thesis/Project**

This course provides the opportunity for the Master of Music Education candidate to meet with the Graduate Committee and make plans for the thesis/project, which serves as a synthesis for the total Master of Music Education degree. The thesis/project may be a research or a teaching project (3 credit hours).

**MMED 6325 - MUSIC EDUCATION METHODS UPDATE ON GRANTS, RUBRICS, AND TECHNOLOGIES**
New initiatives from federal, state, and accrediting organizations will be explored with students. Learning to secure grants from various agencies, developing and using new rubrics, and exposure to new technology will be studied in depth thus allowing students who are teachers in the schools an opportunity to improve teaching knowledge and skills and secure additional funding for music programs

**MMED 6340 - Psychology of Music and Music Education**

Psychology of Music and Music Education provides the student with information concerning the psychology of music and its practical application within the classroom. The course will deliver information relative to accepted and widely researched psychological theories and practices and will encourage students to closely examine their own classroom practices for areas of improvement (3 credit hours).

**Master of Medical Science in PA Medicine**

**DPAM5100  (1 SH) Fundamentals of the PA Profession**

Prerequisite: Admission into the DPAM program. This course is designed to aid the student in the transition into the medical profession and serves as an introduction to professional issues.

**DPAM5102  (1 SH) Health Care Policy**

Prerequisite: Admission into the DPAM program. This course is designed to help students understand policy governing PA practice and the practice of medicine.

**DPAM5104  (1 SH) Health Care Ethics**

Prerequisite: Admission into the DPAM program. This course is designed to provide the student with an appreciation of the basic knowledge and skills in ethical theory and reasoning, professional ethics, and approaches to healthcare decision-making. It will focus on a four-step method of analyzing an ethical problem, which includes (1) medical indications, (2) patient preferences, (3) quality of life, and (4) contextual features meaning social, economic, legal, and
administrative context in which the case appears.

**DPAM5106  (1 SH) Research and Evidence Based Medicine**

Prerequisite: Admission into the DPAM program. This course is designed to cover the importance of evidence-based medicine and review basic statistics, research methods, and ethical standards in research. Emphasis is on developing the skills needed to validate medical literature used in answering clinical questions and patient treatment.

**DPAM5108  (1 SH) Population Health**

Prerequisite: Admission to the DPAM program. This course is designed with an emphasis on social, cultural, emotional and psychological factors affecting patient care and human relationships including social determinants of health.

**DPAM5140  (1 SH) Introduction to Pharmacology**

Prerequisite: Admission into the DPAM program. This introductory course explores medication delivery, its impact on the body, and how it is eliminated. Topics include mechanism of action, pharmacokinetics, drug targets, pharmaceutical math, drug toxicity and drug interactions. In addition, this course promotes a link between microbiology, disease processes and medication use.

**DPAM5109  (1 SH) Functional and Preventive Medicine**

Prerequisites: Admission into the DPAM program. The functional and preventive medicine course focuses on the PA role in disease prevention (for individual and society) rather than treatment. This course will introduce students to strategies that promote health and wellness to includes self-monitoring of health risk behavior, goal setting, and behavior changes.

**DPAM5210  (2 SH) Human Anatomy I**

Prerequisites: Successful completion of prior DPAM course work. This is the first course in a three-part series devoted to the study of human anatomy. The course will cover topography,
internal structures, and functions with *correlations to body systems* being covered in the medical practice courses. Human Anatomy is covered using platform instruction and small group problem based learning exercises.

**DPAM5220 (2 SH) Pathophysiology I**

Prerequisites: Successful completion of prior DPAM course work. This is the first course in a three-part series devoted to pathology and pathophysiology. Pathophysiology is covered using platform instruction and small group problem based learning exercises.

**DPAM5430 (4 SH) Medical Practice I**

Prerequisites: Successful completion of prior DPAM course work. This is the first course in a three-part series, which focuses on human diseases and disorders in the areas of clinical medicine. This course runs concurrently with and builds upon other courses this term to include (1) pharmacology, (2) physical diagnosis, (3) critical thinking, (4) clinical methods and procedures, (5) pediatric medicine, and (6) geriatric medicine. Emphasis will be on disease processes common to primary care practices, development of a differential diagnosis, interpreting diagnostic tests, and treatment plans. Medical practice is covered using platform instruction and small group problem based learning exercises.

**DPAM5230 (2 SH) Physical Diagnosis I**

Prerequisites: Successful completion of prior DPAM course work. This is the first course in a three-part series, which runs concurrent with the ‘Medical Practice’ and ‘Pharmacology.’ Emphasis is placed on appropriate history taking, physical examination techniques, patient counseling (to include education), and how to document an encounter. In addition, verbal and written communication, cultural sensitivity, and professionalism are developed. Physical diagnosis is covered using platform instruction and small group problem based learning exercises.

**DPAM5242 (2 SH) Pharmacotherapy Principles I**

88
Prerequisite: Successful completion of prior semester of PA course work to include DPAM5140. This is the first course in a three-part series, which provides the link between pharmacology, clinical practice, and prescribing medications. It runs concurrently with the ‘Medical Practice’ and ‘Physical Diagnosis’ courses. This course sequence will present the pharmacology, pharmacokinetics, side effects, complications, dosages, and contraindications of medication delivery.

**DPAM5250 (2 SH) Critical Thinking I**

Prerequisites: Successful completion of prior DPAM course work. This is the first course in a three-part series, which mirrors the ‘Medical Practice,’ ‘Physical Diagnosis,’ and ‘Pharmacology’ series of courses. The course advances critical thinking, ethics, and problem-based learning as it summarizes weekly problem based learning exercises.

**DPAM5160 (1 SH) Clinical Methods and Procedures I**

Prerequisites: Successful completion of prior DPAM course work. This is the first course in a three-part series, which mirrors the ‘Medical Practice,’ ‘Physical Diagnosis,’ and ‘Pharmacology’ series of courses. This course will utilize a problem list or differential diagnosis to identify and perform diagnostic procedures, laboratory studies, and minor surgical techniques that are indicated necessary for diagnosis and treatment. In addition, the course will address patient safety, quality improvement, prevention of medical errors, and risk management.

**DPAM5170 (1.5 SH) Pediatric Medicine I**

Prerequisites: Successful completion of prior DPAM course work. This is the first course in a three-part series, which focuses on human diseases and disorders in the areas of clinical medicine. This course runs concurrently with and builds upon the medical practice curriculum. Emphasis will be on disease processes common to pediatric practice, development of a differential diagnosis, interpreting diagnostic tests, and treatment plans.

**DPAM5180 (0.5 SH) Geriatric Medicine I**
Prerequisites: Successful completion of prior DPAM course work. This is the first course in a three-part series, which focuses on human diseases and disorders in the areas of clinical medicine. This course runs concurrently with and builds upon the medical practice curriculum. Emphasis will be on disease processes common to geriatric populations, development of a differential diagnosis, interpreting diagnostic tests, and treatment plans.

**DPAM5260**  (2 SH) *Psychiatry/Mental Health*

Prerequisites: Successful completion of prior DPAM course work. Instruction focused on the clinical psychiatry to include social and behavior science and basic counseling and patient education. Social and behavior topics include (1) detection and treatment of substance abuse, (2) human sexuality, (3) issues of death, dying, and loss, (4) response to illness, injury, and stress, (5) principles of violence identification and prevention, and psychiatric/behavior issues. 

*Psychiatric and behavior issues include* (1) anxiety disorders (generalized anxiety, panic disorder, phobias, and post-traumatic stress), (2) attention deficit/hyperactivity disorder, (3) autistic disorder, (4) eating disorders (anorexia nervosa, bulimia nervosa, and obesity), (5) mood disorders (adjustment, bipolar, depression, dysthymic), (6) personality disorders, (7) psychoses (delusional disorder and schizophrenia), (8) somatoform disorders, (9) substance use disorders (abuse, dependence, and withdrawal), and (10) other behavior and emotional disorders (acute reaction to stress, child/elder abuse, conduct disorders, domestic violence, grief reaction, and suicide). In addition, basic counseling and patient education techniques will be explored in this course (patient centered, culturally sensitive and focused on helping patients cope will illness, injury and stress, and designed to modify patient behavior.

**DPAM5212**  (2 SH) *Human Anatomy II*

Prerequisites: Successful completion of prior DPAM course work to include DPAM5210. This is the second course in a three-part series devoted to the study of human anatomy. The course will cover topography, internal structures, and functions with *correlations to body systems* being covered in the medical practice courses. Pertinent biochemical principles will be integrated into the course to cover cellular structures and processes, which impact health and disease. Human Anatomy is covered using platform instruction and small group problem based
learning exercises.

**DPAM5222  (2 SH) Pathophysiology II**

Prerequisites: Successful completion of prior DPAM course work to include DPAM5220. This is the second course in a three-part series devoted to pathology and pathophysiology. Pathophysiology is covered using platform instruction and small group problem based learning exercises.

**DPAM5432  (4 SH) Medical Practice II**

Prerequisites: Successful completion of prior DPAM course work to include DPAM5430. This is the second course in a three-part series, which focuses on human diseases and disorders in the areas of clinical medicine. This course runs concurrently with and builds upon other courses this term to include (1) pharmacology, (2) physical diagnosis, (3) critical thinking, (4) clinical methods and procedures, (5) pediatric medicine, and (6) geriatric medicine. Emphasis will be on disease processes common to primary care practices, development of a differential diagnosis, interpreting diagnostic tests, and treatment plans. Medical practice is covered using platform instruction and small group problem based learning exercises.

**DPAM5232  (2 SH) Physical Diagnosis II**

Prerequisites: Successful completion of prior DPAM course work to include DPAM5230. This is the second course in a three-part series, which runs concurrent with the ‘Medical Practice’ and ‘Pharmacology.’ Emphasis is placed on appropriate history taking, physical examination techniques, patient counseling (to include education), and how to the document an encounter. In addition, verbal and written communication, cultural sensitivity, and professionalism are developed. Physical diagnosis is covered using platform instruction and small group problem based learning exercises.

**DPAM5244  (2 SH) Pharmacotherapy Principles II**

Prerequisite: Successful completion of prior semester of PA course work to include
DPAM5142. This is the second course in a three-part series, which provides the link between pharmacology, clinical practice, and prescribing medications. It runs concurrently with the ‘Medical Practice’ and ‘Physical Diagnosis’ courses. This course sequence will present the pharmacology, pharmacokinetics, side effects, complications, dosages, and contraindications of medication delivery.

DPAM5252  (2 SH) Critical Thinking II

Prerequisites: Successful completion of prior DPAM course work to include DPAM5250. This is the second course in a three-part series, which mirrors the ‘Medical Practice,’ ‘Physical Diagnosis,’ and ‘Pharmacology’ series of courses. The course advances critical thinking, ethics, and problem-based learning as it summarizes weekly problem based learning exercises.

DPAM5162  (1 SH) Clinical Methods and Procedures II

Prerequisites: Successful completion of prior DPAM course work to include 5160. This is the second course in a three-part series, which mirrors the ‘Medical Practice,’ ‘Physical Diagnosis,’ and ‘Pharmacology’ series of courses. This course will utilize a problem list or differential diagnosis to identify and perform diagnostic procedures, laboratory studies, and minor surgical techniques that are indicated necessary for diagnosis and treatment. In addition, the course will address patient safety, quality improvement, prevention of medical errors, and risk management.

DPAM5172  (1.5 SH) Pediatric Medicine II

Prerequisites: Successful completion of prior DPAM course work to include DPAM5170. This is the second course in a three-part series, which focuses on human diseases and disorders in the areas of clinical medicine. This course runs concurrently with and builds upon the medical practice curriculum. Emphasis will be on disease processes common to pediatric practice, development of a differential diagnosis, interpreting diagnostic tests, and treatment plans.

DPAM5182  (0.5 SH) Geriatric Medicine II
Prerequisites: Successful completion of prior DPAM course work to include DPAM5180. This is the second course in a three-part series, which focuses on human diseases and disorders in the areas of clinical medicine. This course runs concurrently with and builds upon the medical practice curriculum. Emphasis will be on disease processes common to geriatric populations, development of a differential diagnosis, interpreting diagnostic tests, and treatment plans.

**DPAM5214 (2 SH) Human Anatomy III**

Prerequisites: Successful completion of prior DPAM course work to include DPAM5212. This is the third course in a three-part series devoted to the study of human anatomy. The course will cover topography, internal structures, and functions with *correlations to body systems* being covered in the medical practice courses. Pertinent biochemical principles will be integrated into the course to cover cellular structures and processes, which impact health and disease. Human Anatomy is covered using platform instruction and small group problem based learning exercises.

**DPAM5224 (2 SH) Pathophysiology III**

Prerequisites: Successful completion of prior DPAM course work to include DPAM5222. This is the third course in a three-part series devoted to pathology and pathophysiology. Pathophysiology is covered using platform instruction and small group problem based learning exercises.

**DPAM5434 (4 SH) Medical Practice III**

Prerequisites: Successful completion of prior DPAM course work to include DPAM5432. This is the third course in a three-part series, which focuses on human diseases and disorders in the areas of clinical medicine. This course runs concurrently with and builds upon other courses this term to include (1) pharmacology, (2) physical diagnosis, (3) critical thinking, (4) clinical methods and procedures, (5) pediatric medicine, and (6) geriatric medicine. Emphasis will be on disease processes common to primary care practices, development of a differential diagnosis, interpreting diagnostic tests, and treatment plans. Medical practice is covered using platform instruction and small group problem based learning exercises.
DPAM5234  (2 SH) Physical Diagnosis III

Prerequisites: Successful completion of prior DPAM course work to include DPAM5232. This is the third course in a three-part series, which runs concurrent with the ‘Medical Practice’ and ‘Pharmacology.’ Emphasis is placed on appropriate history taking, physical examination techniques, patient counseling (to include education), and how to document an encounter. In addition, verbal and written communication, cultural sensitivity, and professionalism are developed. Physical diagnosis is covered using platform instruction and small group problem based learning exercises.

DPAM5264  (2 SH) Pharmacotherapy Principles III

Prerequisite: Successful completion of prior semester of PA course work to include DPAM5144. This is the third course in a three-part series, which provides the link between pharmacology, clinical practice, and prescribing medications. It runs concurrently with the ‘Medical Practice’ and ‘Physical Diagnosis’ courses. This course sequence will present the pharmacology, pharmacokinetics, side effects, complications, dosages, and contraindications of medication delivery.

DPAM5254  (2 SH) Critical Thinking III

Prerequisites: Successful completion of prior DPAM course work to include 5252. This is the third course in a three-part series, which mirrors the ‘Medical Practice,’ ‘Physical Diagnosis,’ and ‘Pharmacology’ series of courses. The course advances critical thinking, ethics, and problem-based learning as it summarizes weekly problem based learning exercises.

DPAM5164  (1 SH) Clinical Methods and Procedures III

Prerequisites: Successful completion of prior DPAM course work to include DPAM5162. This is the third course in a three-part series, which mirrors the ‘Medical Practice,’ ‘Physical Diagnosis,’ and ‘Pharmacology’ series of courses. This course will utilize a problem list or differential diagnosis to identify and perform diagnostic procedures, laboratory studies, and minor surgical techniques that are indicated necessary for diagnosis and treatment. In addition,
the course will address patient safety, quality improvement, prevention of medical errors, and risk management.

**DPAM5174  (1.5 SH) Pediatric Medicine III**

**Prerequisites:** Successful completion of prior DPAM course work to include DPAM5172. This is the third course in a three-part series, which focuses on human diseases and disorders in the areas of clinical medicine. This course runs concurrently with and builds upon the medical practice curriculum. Emphasis will be on disease processes common to pediatric practice, development of a differential diagnosis, interpreting diagnostic tests, and treatment plans.

**DPAM5184  (0.5 SH) Geriatric Medicine III**

**Prerequisites:** Successful completion of prior DPAM course work to include DPAM5182. This is the third course in a three-part series, which focuses on human diseases and disorders in the areas of clinical medicine. This course runs concurrently with and builds upon the medical practice curriculum. Emphasis will be on disease processes common to geriatric populations, development of a differential diagnosis, interpreting diagnostic tests, and treatment plans.

**DPAM5290  (3 SH) Teamwork and Communication for Integrated Healthcare**

**Prerequisites:** Successful completion of prior DPAM course work. This course provides the foundation for beginning health professions students to understand the complexities of the health care system and the role of interprofessional collaboration to improve the system. Through an interprofessional context, students will explore the art and science of teamwork and communication skills, cultural competency, ethical issues, healthcare disparities, social determinants of health, and evidence-based medicine. The curriculum prepares students to work collaboratively in inter-professional patient centered teams. This course will prepare students for interprofessional case experiences that will occur during the second week of “Transition to Clerkships” and during supervised clinical practice experiences. Students will collaborate with other health professions students during their time in the Mid-Carolina region of the Area Health Education Center (AHEC). Instruction includes:
• Principles of inter-professional education and practice
• Roles and responsibilities of various health care professionals including the physician-PA team
• Team approach to patient centered care beyond traditional physician-PA teams
• Opportunities to apply principles in inter-professional teams through various socio-cultural topics related to healthcare

The Core Curriculum course will provide instruction in:

• Team structure and effective team dynamics
• Communication
• Leading teams
• Situation monitoring
• Mutual support

**DPAM5169  (1) Special Populations**

Prerequisite: Successful completion of prior semester of PA course work. This course seeks to diminish barriers of care to (1) social identity groups (racial, ethnic, socioeconomic, gender, sexual orientation, and gender identity), (2) visual, hearing, and language impaired, and (3) patients with religious barriers.

**DPAM5396  (3 SH) Global Health**

Prerequisite: Successful completion of prior semester of PA course work. The PA Service course discusses service opportunities at local, state, national, and international level to include:

• Global Burden of Disease
• Disaster Medical Operations/Improvised Medicine
• Basic Needs When Providing Care in Extreme Environment
• Water and Food Borne Disease (hydration and nutrition)
• Malaria, Tuberculosis, HIV/Aids/Tropical Diseases
• Patient Assessment in Extreme Environments
• Community Emergency Response Team (CERT)
• Free clinic work
• Search and rescue membership

Discussions will help students understand each concept and promote a lifelong commitment to service in their local and not so local communities.

DPAM5376  (3 SH) Foundations of Emergency Medicine

Prerequisite: Successful completion of prior semester of PA course work. This course prepares students to recognize, rapidly assess, and effectively manage emergent situation, illness, or injury. Problem-based case studies and team-based activities are used to encourage the development of teamwork, collaboration, and interdisciplinary value. Basic Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support training is part of this course.

DPAM5178  (1 SH) Foundations of Surgery

Prerequisite: Successful completion of prior semester of PA course work. This course covers concepts of surgical assessment, basic surgical skills and procedures, surgical complications, and management of surgical patients. It builds on the foundation of the previous medicine courses and expands on etiology, pathophysiology, clinical manifestation, and diagnosis, and appropriate management of selected surgical conditions including care of acute and chronic patients. Emphasis is on students developing competency in the principles and practices involved in aseptic and basic surgical techniques, surgical risk assessment, wound management, anesthesia, and preoperative, perioperative and postoperative evaluation and management.

DPAM5198  (1 SH) Transition to Clerkships

Prerequisite: Successful completion of prior semester of PA course work. The purpose of this course is to: (1) provide the student with a time of self-assessment, (2) evaluate the students’ knowledge, skills, and attitude, (3) identify the student’s level of preparedness for clinical rotations, and (4) promote interprofessional relationships. During the first week, the course will evaluate student preparedness using Objective Structured Clinical Examination (OSCE) testing.
clinical skills assessments, and a written examination. Students must pass each of the three testing areas prior to the start of SCPE rotations. Supervised Clinical Practice Experience (SCPE) expectations and behavior will be discussed. During the second week of this course, students will travel to rural South Carolina to collaborate with other health professions students in interprofessional case experiences while in partnership with the Mid-Carolina region of the Area Health Education Center (AHEC).

**DPAM6514  (15 SH) Family Medicine**

Prerequisite: Successful completion of prior semester of PA course work. The 12-week long Family Medicine Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical need associated with patients across the life span to include pediatrics, adults, elderly, women’s health, and mental health conditions.

**DPAM6500  (5 SH) Psychiatry/Mental Health**

Prerequisite: Successful completion of prior semester of PA course work. The 4-week long Psychiatry/Mental Health Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical need associated with behavior and mental health conditions.

**DPAM6502  (5 SH) Emergency Medicine**

Prerequisite: Successful completion of prior semester of PA course work. The 4-week long Emergency Medicine Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and emergent medical need associated with patients across the life span to include pediatrics, adults, elderly, women’s health, and mental health conditions.
DPAM6504  (5 SH) General Surgery

Prerequisite: Successful completion of prior semester of PA course work. The 4-week long General Surgery Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical need associated with pre-operative, intra-operative, and post-operative surgical management.

DPAM6506  (5 SH) Internal Medicine

Prerequisite: Successful completion of prior semester of PA course work. The 4-week long Internal Medicine Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical need associated with the adult and elderly population in inpatient and outpatient settings.

DPAM6508  (5 SH) Obstetrics and Gynecology

Prerequisite: Successful completion of prior semester of PA course work. The 4-week long Obstetrics and Gynecology Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical need associated with women’s health to include prenatal and gynecological care.

DPAM6510  (5 SH) Pediatrics

Prerequisite: Successful completion of prior semester of PA course work. The 4-week long Pediatric Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical need associated with the infant, child, and adolescent population.

DPAM6512  (5 SH) Elective
Prerequisite: Successful completion of prior semester of PA course work. The 4-week long Elective (orthopedics, endocrinology, dermatology, disaster medicine, wilderness survival, international, etc.) Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical need. International rotations are available to students after successfully completing three non-international SCPE. To be eligible for an international rotation, students must: (1) be in good academic and professional standing, (2) prove preparedness for an international rotation through a vetting interview (by the Academic Progress and Professionalism Committee), and (3) be approved by the PA Medicine Program Director and Director of Clinical Education. Note: students who elect to perform an international SCPE rotation are responsible for additional costs, which could be up to $4,000 or more.

DPAM 6216

Perquisite: Successful completion of prior semester of PA course work. During the last week of Spring II (end of April), students will return to campus for mentor meetings, discussions, and testing. The goals of the rotation assessment days are:

- Provide the student with a time of self-assessment
- Evaluate the students' knowledge, skills, and attitude
- Identify the student's level of preparedness for the PA national certifying examination (PANCE).
- Prepare the student for employment with topics on resume writing, contract negotiation, financial management and choosing the right practice. Potential employers will occasionally be invited to speak with students regarding employment opportunities.

During the course an ongoing evaluation of each student's progress will take place via:

- Objective structured clinical examination (OSCE) testing
- Independent project presentations
- Case presentations

DPAM 6218
Perquisite: Successful completion of prior semester of PA course work. During the first week of Fall II (beginning of August), students will return to campus for mentor meetings, discussions, and testing. The goals of the rotation assessment days are:

- Provide the student with a time of self-assessment
- Evaluate the students' knowledge, skills, and attitude
- Identify the student's level of preparedness for the PA national certifying examination (PANCE).
- Prepare the student for employment with topics on resume writing, contract negotiation, financial management and choosing the right practice. Potential employers will occasionally be invited to speak with students regarding employment opportunities.

During the course an ongoing evaluation of each student's progress will take place via:

- Objective structured clinical examination (OSCE) testing
- Independent project presentations
- Case presentations

**DPAM 6520 - (5 SH) Summative Evaluation**

The summative evaluation measures mastery in the NGU DPAM graduate competencies and outcomes and associated ARC-PA Standards and NCCPA Blueprint items. This phase is 1 month in duration and represents the final stage of the program and includes the following ‘summative’ evaluations:

- Written examination covering the knowledge base content associated with all the basic medical and clinical sciences and its application to the practice of medicine (testing aptitude of competency 1 – 12 and associated outcomes).
- Objective Structured Clinical Examination (OSCE), which is used to evaluate direct patient care skills including obtaining the medical history, physical examination skills, communication, and professionalism (testing aptitude of competency 1 – 9 and 12 and associated outcomes).
- Skill Specific Testing, which is used to assess the student’s ability to perform and/or interpret the diagnostic and therapeutic skills, listed in this SCPE core syllabus (testing
aptitude and skill set of competency 1 – 4, 6, and 12 and associated outcomes). Additional instruction will include:

- A review of patient safety, quality improvement, prevention of medical errors, and risk management
- Instruction about PA licensure, credentialing, and laws and regulations regarding professional practice
- In addition, the program curriculum will include instruction in the PA profession and current trends to include:
  - Physician-PA team relationship
  - Political issues that affect PA practice
  - PA professional organizations

Finally, students will also engage in preparation for the PANCE exam, Curriculum Vitae creation, and preparation for job interviews.

**Doctor of Ministry**

*Great Commission Studies Course Descriptions*

**DM 7000 - Evangelism and Missions**
A study of the theoretical and foundational issues of evangelism and missions with specific focus on their relevance to the practice of these disciplines. Topics defined and examined include current, critical issues facing the church. Also an advanced study of the contextual examination of the biblical and theological basis and nature of evangelism and missions. Attention will be given to the biblical critique of contemporary methodologies (4 credit hours).

**DM 7001 - Applied Ministry Experience in Evangelism and Missions**
The utilization of field experience in the student’s ministry setting to test theory and methodology in the practice of ministry, with specific attention given to evangelism and missions. Co-requisite: DM 7000 (2 credit hours).

**DM 7025 - Discipleship and Spiritual Formation**
A study of the nature, theology, purpose, and practice of biblical discipleship and
spirituality. This seminar will engage the life-giving resources of discipleship and spiritual formation, the seasons and stages of the maturing spiritual journey, ministries of guiding others in groups and individuals on the spiritual path with spiritual disciplines, and the implementation of Christian formation for the local church and other ministries. Attention is given to understanding contemporary issues in discipleship and spirituality and evaluating popular trends and practices (4 credit hours).

**DM 7026 - Applied Ministry Experience in Discipleship and Spiritual Formation**

The utilization of field experience in the student’s ministry setting to test theory and methodology in the practice of ministry, with specific attention given to discipleship and spirituality. Co-requisite: DM 7025 (2 credit hours).

**DM 7050 - Christian Leadership**

The objective of this course is to help the Christian leader examine the biblical and theological basis and nature of leadership as well as to understand the theory and develop the skills necessary for effective leadership in the church. Group dynamics, principles of change, planning, organizational development, and other concepts are considered. Varieties of learning experiences related to the Christian leader’s current ministerial situation are provided (4 credit hours).

**DM 7051 - Applied Ministry Experience in Christian Leadership**

The utilization of field experience in the student’s ministry setting to test theory and methodology in the practice of ministry, with specific attention given to leadership. Co-requisite: DM 7050 (2 credit hours).

**DM 7075 - Church Growth and Revitalization**

A study of church growth and renewal dynamics from a biblical, theological, historical, and cultural perspective. Topics include church growth and renewal principles, typologies, and methodologies, with attention to the roles of prayer, worship, preaching, teaching, fellowship, and evangelism in church growth and renewal (4 credit hours).

**DM 7076 - Applied Ministry Experience in Church Growth and Revitalization**

The utilization of field experience in the student’s ministry setting to test theory and methodology in the practice of ministry, with specific attention given to church revitalization. Prerequisite: DM 7075 (2 credit hours).

**DM 8000 - Research Methods and Project Proposal Workshop**
A practicum designed to equip the student with the appropriate methods of research leading to a valid project proposal. Attention will be given to research and assessment tools as well as ministry project paradigms (2 credit hours).

**DM 8100 - Doctor of Ministry Project and Project Report Writing I**

A practicum designed to provide interaction between the student, faculty chair and field mentor during the writing phase of the project (3 credit hours).

**DM 8101 - Doctor of Ministry Project and Project Report Writing II**

A continuation of DM 8100. Prerequisite: DM 8100 (3 credit hours).

**Doctor of Education**

**EDL 701 or EDL 711 - Introduction to Doctoral Studies**

This course is designed as an introduction to the doctoral program. Major themes of the course include an overview of the requirements for a doctorate, coursework, comprehensive exam process, research and the dissertation process. An overview of data analysis and data-driven decision making; modeling and critiquing effective leadership practices; developing good research questions; reviewing the steps of the doctoral process and acquainting the candidate with the process to successfully complete the degree.

*NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis*

**EDL 702 or EDL 712 - Social Foundations**

This course is designed to explore the social, historical, philosophical, and cultural foundations of United States public education. Students will examine past and contemporary school practices, educational policy and the relationship between policy, identity and practices as a leader.

*NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis*

**EDL 703 or 713 - Organizational Development**

This course provides students with the knowledge and practices necessary to identify and understand organizational behavior and development. The processes involved in managing and sustaining organizations are examined. Philosophical, psychological, social and economic issues impacting educational organizations will be identified for analysis and
problem-solving as candidates learn to positively study and develop organizations.

NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis

EDL 704 or 714 - Today’s Student
This course assists leaders in developing a clear understanding of the developmental issues facing students and the process by which development occurs. Extensive study of social development and the application of principles of educational settings will assist professionals in supporting diverse student populations and leading increasingly complex groups.

EDL 705 or 715 - Advanced Ethical Leadership Studies
This course is designed to promote students’ purposeful inquiry for knowledge in the study of ethics at the terminal degree level. Applies analysis and evaluates decision making for ethical implications in conjunction with policy and law. Candidates study ethical leadership styles and apply that to developing organizational procedures and policy. Candidates also examine ethics and the implications for the effect on their leadership style.

NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis

EDL 706 or 716 - Conflict Resolution, Mediation and Personnel Management
This course examines a foundational approach to conflict resolution, mediation, mentoring and professional development from a leadership perspective. Participants will be equipped to work with and empower personnel to enhance organizational effectiveness while navigating the complex role of resolving individual, group and organizational conflict.

NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis

EDL 707 or 717 - Politics of Education: Historical Frameworks
This course examines the historical political implications on curriculum, objectives and program sequence and overall organizational functioning. Focuses on analysis of historical interactions among school district, local community, state and federal systems and their impact on leadership.

NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis
EDL 708 or 718 - Learning and Instruction

This course examines a foundational approach to learning and instruction to maximize student achievement. Instructional practices, models, applications, and innovative approaches will be examined in regards to teaching and learning.

NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis.

K-12 Leadership Concentration:

EDL 721 - Curriculum, Instruction and Supervision

Designed to build upon candidates’ experiences as teachers and curriculum designers/evaluators. The course will develop leadership skills in analyzing system-wide curricular efforts; evaluating curriculum, supervision of personnel, developing curriculum and models of instruction and assessment. Candidates learn the complex system-wide leadership challenges under the scrutiny of local, state and national mandates.

EDL 722 - Accountability

This course is designed for leaders to identify, analyze and explore educational accountability issues at the classroom, district, state and national levels relative to policy mandates. The current practices of high learning standards, performance evaluation models, accountability models and curriculum accountability initiatives are explored.

EDL 723 - Field Analysis of Current Practices

This course is an instructor directed field study for candidates who are currently placed in an educational setting (or other approved setting) to intensively study practices, leadership style and overall leadership effectiveness.

EDL 724 - Directed Independent Study: Self Selected Research

Prerequisites: Admission to the Ed.D. Program. Permission of Instructor. This course is a self- selected/directed field study for candidates that involves intensive study of a topic in the student’s research area.

Higher Education Leadership Concentration:

EDL 731 Law and Policy in Higher Education

This course is an advanced study of law and policy and their relationship to higher
education with a specific emphasis on analysis of the implications on the work of higher education leaders across institutional settings. It is designed to enable leaders to become knowledgeable, effective, and responsible participants within the political and policy functions of higher education.

**EDL 732 - Budget, Finance, Human Resources**

The course provides higher education leadership study with the theoretical and working knowledge of techniques, issues, policy, and practices as they are related to budget and finance in higher education institutions. The course also covers the diversity and complexity of roles and responsibilities when managing human resources in higher education institutions.

**EDL 733 - Field Analysis of Current Practices**

This course is an instructor directed field study for candidates who are currently placed in an educational setting (or other approved setting) to intensively study practices, leadership style and overall leadership effectiveness as it relates to higher education.

**EDL 734 - Directed Independent Study: Self Selected Research**

Prerequisites: Admission to the Ed.D. Program. Permission of Instructor. This course is a self-selected/directed field study for candidates that involves intensive study of a topic in the student’s research area in higher education.

**Electives:**

**EDL 741 or 751 Educational Policy**

This course is designed for advanced study of educational policies and law. It builds upon coursework taken at the Masters level. The course will develop the ability of leaders to analyze and assess laws, policies and practices that impact educational systems. It will also provide candidates with frameworks to improve organizational effectiveness at both the technical and human resource level.

*NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis*

**EDL 742 or 752 Systemic Resource Management**

This course provides the analysis, development of strategies, and management of unit internal and external funds. Candidates will learn the resource development and resource management including personnel and financial. Resource study will include internal and
external funding budgets, resource allocation models and examine private, state, and federal compliance regulations.

NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis

**EDL 743 or 753 Strategic Planning**

This course focuses on practical approaches for long-term and short-term planning including strategic thinking, developing core competencies, strategic formulation, decision making, communicating decisions and planning for successful implementation of strategies. Candidates learn the complexities of planning and implementing the processes as a leader.

NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis.

**EDL 744 or 754 - Leadership and Technology**

This course focuses on preparing educational leaders to develop a system-wide analysis of educational technology and integrate technology into their leadership roles. Candidates will develop knowledge and skills required for data-driven leadership, and explore the potential of technological trends for leadership.

NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis.

**EDL 745 or 755 - Academic Culture & Learning**

This course is an intensive examination of the student, faculty, and administrative cultures in education environments. Topics include the history and philosophy of academic culture and the internal and external influences on teaching and learning, faculty and students, and instructional models and methods.

NOTE: Lower course number is K-12 emphasis and higher course number is Higher Education emphasis

**EDL 746 - Dissertation Seminar**

This is a one hour credit course for those candidates who require additional time, above the program requirements of six, to complete the dissertation process.

**Research Core:**

**EDL 761 - Quantitative Research**
Provides knowledge and skills in applied statistics. Focus is on skill development to appropriately develop, examine and apply statistical analysis in their respective program studies and professional settings.

**EDL 762 - Qualitative Research**

This course provides knowledge and skills in qualitative methods commonly used in educational settings. Major components of the course include qualitative theoretical/conceptual frameworks, research designs, instrument development and data collection procedures, data analysis and interpreting and reporting results.

**EDL 763 - Dissertation Proposal**

This course provides instruction and guidance for preparing the dissertation proposal. Major themes include key components of the proposal, research design, ethical considerations in conducting research, instrument development/use, human subjects, and IRB review. The student will complete Protecting Human Research Participants training provided by The National Institutes of Health Office of Extramural Research.

**EDL 764 - Dissertation 1**

This course is to develop an approved dissertation proposal. Credit hours taken by students to assist them in analyzing their research data and begin writing their dissertation.

**EDL 765 Dissertation 2**

This course is to further develop and finalize their research data and writing their complete dissertation in preparation for formal dissertation defense.
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Kevin Hub, Adjunct Professor
Ed.D., Spalding University; M.A. Ed., Eastern Kentucky University; B.S., United States Military Academy.

Beckie Stiegel, Adjunct Professor
B.S., Clemson University; M.S., Indiana University; Ed.S., Appalachian State University; Ed.D. NOVA University

Tawana Scott, Associate Vice President of Adult and Graduate Academic Services
B.A., University of Georgia; MBA, North Greenville University; Ed.D., Union University

Constance Wright, Dean of the Undergraduate School of Education, Professor
B.A., Mars Hills College; M.Ed., Western Carolina University; Ed.D. University of Phoenix

Carolyn Styles, Adjunct Professor
B.S., Erskine College; M.A., Furman University; Ed.D., South Carolina State University
Kimberly Walker, Adjunct Professor
B.A., University of South Carolina; M.Ed., Columbia College; Ph.D., North Carolina A&T State University

Harold Fisher, Adjunct Professor
B.S., College of Biblical Studies; MEd, American Intercontinental University; EdD, Walden University

MASTER OF MUSIC EDUCATION FACULTY

Full-Time Faculty

Marianne Holland, Dean, Master of Music Education Program
B.A., Limestone College; M.M.E., University of South; Educational Specialist Certification, SDE; Carolina; PH.D., University of South Carolina

Jackie Griffin, Professor
B.M., Furman University; M.M., Converse College; D.M.A. University of South Carolina

Barry Combs, Professor
B.M.E., Georgetown College; M.M.E., University of Louisville; D.M.A., Southern Baptist Theological Seminary

Brent Coppenbarger, Professor
B.M., University of Wisconsin-Whitewater; M.M., Chicago Musical College of Roosevelt University; D.M.A., University of Wisconsin-Madison

Christopher Davis, Assistant Professor
B.M., Capital University; M.A., Indiana University of Pennsylvania; D.M.A., University of South Carolina
Cheryl Greene, *Professor*
B.M., Bob Jones University; M.M., Bob Jones University;
D.M.A., University of South Carolina

Grant Lewis, *Professor*
B.M., Bob Jones University; M.M. Bob Jones University; D.M., Indiana University

**Adjunct Faculty**

David Cudd, *Adjunct Professor*
B.M.E. Furman University; M.M.E., University of Southern Mississippi; Ed.D., Nova Southeastern University

Jo Garrett, *Adjunct Professor*
B.A., Carson-Newman College; M.M.E., Columbia College; Ed.D., Walden University

Brenda Leonard, *Adjunct Professor*
B.A., Northern Illinois University; M.M., Northern Illinois University; D.M.A. University of South Carolina

**MASTER OF MEDICAL SCIENCE**

**Full-Time Faculty**

Jordan Hairr, *PA Medicine Program Director, Professor*
M.S., PA-C, Medical University of South Carolina

Cathleen Ciesielski, *Associate Professor of Anatomy and Pathophysiology*
Ph.D., Gardner-Webb University

Kelcye Richards, *Assistant Professor*
B.S., University of Kentucky, M.S., PA-C, D.O., Lincoln Memorial University-DeBusk
College of Osteopathic Medicine

Kaye Rickman, Assistant Professor
MMS, Wake Forest University, MA, UNC-Chapel Hill

Allison Simon, Assistant Professor
MMS, PA-C, Medical University of South Carolina

Rebecca Ulrich, Director of Clinical Education
PA-C, Wichita State University

North Greenville University
T. Walter Brashier Graduate School
405 Lancaster Avenue
Greer, South Carolina 29650

**Term Dates**

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Cost per credit hour - $450