



NORTH GREENVILLE
UNIVERSITY

Christ Makes the Difference

T. Walter Brashier Graduate School

2020-2021
GRADUATE BULLETIN

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INTRODUCTION

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:

Master of Arts in Christian Ministry (MACM)
◦ Four distinct areas

Master of Divinity (MDiv)
Master of Business Administration (MBA)
Master of Education (MEd)
Master of Arts in Teaching
◦ Four content areas (not currently being offered)

Master of Music Education (MMED)
Master of Medical Science in PA Medicine (PA)
Doctor of Education (DEd)
◦ EdD Leadership in K-12
◦ EdD Leadership in Higher Education

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 addition 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, completely online or in a hybrid format. The program offers a balanced approach between developing people skills and building analytical abilities.

The Master of Education 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.

The Master of Music Education program provides an opportunity for state certified music teachers to build on their existing knowledge in a master's 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 (54 graduate semester hours) 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/Mission

The University's Mission Statement, Identity Statement, and Core Values were reviewed, modified and approved by the University's Board of Trustees in November of 2018.

The new approved statements are:

- 2.1 Mission – North Greenville University exists to glorify God by cultivating graduates who are equipped to serve as transformational leaders for church and society.
- 2.2 Identity Statement – North Greenville University, affiliated with and committed to the South Carolina Baptist Convention, in support of the work of the Southern Baptist Convention and the broader evangelical community, is a comprehensive university rooted in the liberal arts tradition.
- 2.3 Core Values – North Greenville University is committed to being Christcentered, biblically faithful, academically excellent and mission-focused. (NGU Board Policy Manual, p. 3)

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, experienced professionals who want to further develop their business knowledge 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 Adult and 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 pre-requisite 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 MACM 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 pre-requisite 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 pre-requisite 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>.

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 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.

Master of Music Education Admissions

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 pre-requisite 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 no more than 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.

Admissions Requirements 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 (54 graduate semester hours) 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 Program Director 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 DMin program.

Admissions Requirement For The Doctor Of Education Program

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 Ed.D. Committee 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 21 hours of doctoral work may be transferred to NGU upon the approval by the associate dean of graduate programs in the College 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.

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@ets.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 Adult and 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 6390, CM 6395, EDU 5950; EDU 6000; EDU 6150; ENG, HIST, MATH, or SCNS 6100; EDU 6500, EDU 6250, and MMED6320 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, up to (35) hours of graduate credit into the MDiv 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, if the credits were earned in the past 3 years. 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 Assistant Associate Provost 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, MA/MDiv, and past 3 years for the 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/MDiv 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.

ACADEMIC 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 Provost for Graduate Programs.
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 Provost 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, 40 hours in the MDiv program, 36 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, 35 hours for the MDiv) 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

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 professional dissertation 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 Provost 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/MDiv 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 Provost 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.
10. Means for assessing student achievement of the 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 Provost for Graduate Studies. The Associate Provost will discuss with the student the cause of the disruption. The student will return to the class only with permission of the Associate Provost and only after the Program Dean or Associate Provost 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

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 Provost 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 Provost for Graduate Studies. The Associate Provost 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 Provost 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 Provost 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 Provost for Graduate Studies within two weeks of the adverse outcome. The Associate Provost 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 Provost, who may sustain or overrule. The Associate Provost will notify the student of the outcome. Once notice is given by the 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 spring graduation or on or before August 1

for a fall 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 Provost 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 Provost 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 Student Handbook. Flagrant violations committed off campus are also subject to disciplinary sanctions up to and including dismissal from the University. A copy of the Student Handbook can be found on the NGU website.

FINANCIAL INFORMATION

General Expenses for 2020-2021

Tuition

Charges are per credit hour unless otherwise noted.

Graduate School of Business	
Masters Program.....	\$495.00
Graduate School of Christian Ministry	
Master's Program	\$400.00
Doctoral Program.....	\$450.00
Doctor of Ministry Leveling Courses....	\$450.00

Graduate School of Education	
Master's Program	\$400.00
Doctoral Program.....	\$495.00
Graduate School of Music Education	
Master's Program	\$400.00

Graduate School of Health Science	
For detailed PA Medicine Program costs please visit the PA Medicine Tuition, Fees, & Financial Aid web page .	

Other Tuition	
Certificate Program	VARIES BY PROGRAM <i>Tuition is discounted \$100 from the departmental per credit hour amount shown above.</i> <i>Financial Aid is not available for certificate programs.</i>
Auditing a Graduate Course.....	\$250.00

Special Fees

Application Fee.....	\$35.00
Master's Degree Application Fee	\$35.00
Doctoral Degree Application Fee.....	\$55.00
Technology Fee Per Term.....	\$80.00 <i>Certificate students do not incur this fee during the course of the certificate program.</i>
Graduate Diploma and Commencement Attire	\$200.00
Voice or Instrumental Lessons	\$210.00 <i>One hour per week.</i>
Tree of Life Textbook Fee Per Credit Hour.....	\$30.00 <i>In partnership with Tree of Life Bookstores, North Greenville University offers all students a Textbook Butler service that automatically fulfills and delivers all of your required course materials before classes start.</i>

Fee will be charged to the student account. Eligible financial aid may be used to cover this fee.

The University reserves the right to adjust fees to meet the current cost of operation should it become necessary.

Current financial information is posted on the [Graduate Tuition and Fees web page](#).

Refund Policy

- To receive a refund of tuition, a student must officially withdraw.
- Charges shall continue up to the day the student begins official withdrawal process.
- 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%
- There will be no refund in cases involving forced withdrawal, disciplinary suspension, or expulsion.
- 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.
- State funds and institutional aid shall be prorated by the same schedule

Payments

A student may pay their bill online through the student portal, in person at the Student Accounts office, or by mailing a check. A payment by check may be sent to: North Greenville University, Attn: Student Accounts, PO Box 1892, Tigerville, SC, 29688. A student's ID number and/or name should be written on the memo line of the check.

All international students attending NGU Online courses must show proof in writing, along with certified documents that they have financial support before being accepted to the University. This is required before North Greenville University can complete the U.S. Form I-20, "Certificate of Eligibility for Nonimmigrant Student Status".

Tuition, fees, and all other costs for a semester are payable on or before registration. Students who have a definite commitment of financial aid from the financial aid office of the University must pay the difference between the total cost for the semester and the financial aid commitment on or before registration.

North Greenville University offers a monthly payment plan for those students wishing to equalize payment of expenses the semester. Information concerning this payment plan is available at the student accounts office.

All students must settle their accounts, including but not limited to library and traffic fines before they can receive grades, diplomas, or transcripts, or register for another semester. All checks, drafts, or money orders should be made payable to North Greenville University. Checks returned to the University for Insufficient Funds are subject to a collection fee. Persons giving invalid checks for payment of fees may lose the privilege of using personal checks.

All accounts with an outstanding balance at the end of a semester may be turned over to an outside collection agency. These accounts will be charged a \$10.00 fee. If legal action is required to collect the outstanding balance, all collection costs, including a court cost of approximately \$110.00, plus a reasonable attorney fee of up to 15%, may be charged.

Any unpaid balance after registration day may have a finance charge added at the rate of 1% per month. The finance charge thus stated is equivalent to an annual rate of 12% interest.

Payment Plans

Students and their families can pay in monthly installments. After logging into the student portal, select Students > Student Accounts > My Finance Information > Make a Payment/Plan. There is a one-time per semester fee to originate a payment plan of \$40.

Payments made with the echeck option using check routing number and account number will incur no additional fee.

Fall Semester

The 5 month plan for FALL Semester will be due July 1 and end on November 1. (Auto draft plans should be set up with echeck by June 15 to guarantee first payment is drafted).

The 4 month plan for FALL Semester will be due August 1 and end on November 1. (Auto draft plans should be set up with echeck by July 15 to guarantee first payment is drafted).

Spring Semester:

The 5 month plan for SPRING Semester will be due December 1 and end on April 1. (Auto draft plans should be set up with echeck by November 15 to guarantee first payment is drafted).

The 4 month plan for SPRING Semester will be due January 1 and end on April 1. (Auto draft plans should be set up with echeck by December 15 to guarantee first payment is drafted).

The deadline to pay in full or have a payment plan for Fall Semester is August 1 and for Spring Semester is January 1.

Summer Sessions

Balance is one week prior to the start of class.

Financial Aid

Institutional Financial Aid

The purpose of institutional grants and scholarships is to assist students with their institutional costs.

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

Rent for university housing, vehicle registration fees, fines, and supplies are not included.

The Financial Aid Office shall adjust a student's financial aid as needed to implement this policy. 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) changes, the financial aid package may be reduced.

Federal Financial Aid

Graduate students may qualify for the Federal Direct Student Loan Program. Students wishing to apply for this form of assistance must complete the Free Application for Federal Student Aid (FAFSA) each academic year. The Financial Aid Office will use the student's North Greenville University email address as the official form of communication regarding deadlines, awards, adjustments and notifications. Additionally, student's may access their personal financial aid portal by visiting <http://myfinaid.ngu.edu/>.

How to Apply for Federal Financial Aid

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Submit the FAFSA as early as October 1st prior to the proceeding fall semester. The FAFSA must be completed each academic year.
2. Include North Greenville University with our federal code of 003441.
3. Submit all required documentation as requested by the Financial Aid Office in a timely manner to avoid delays in awarding of aid. Check your personal financial aid portal often for updates by visiting <https://myfinaid.ngu.edu/>.

Note: Eligibility for federal aid programs is restricted to those persons who are citizens or eligible non-citizens. Funding for these programs is contingent on federal approval and are subject to change. The guidelines may not be inclusive of all eligibility criteria. For more information, visit www.fafsa.ed.gov.

Federal Direct Student Loan Program

The Federal Direct Student Loan Program enables a student to borrow directly from the government. A graduate student must be enrolled for at least three credit hours and must submit a FAFSA. The Financial Aid Office will counsel students as to the types of loans they may be eligible to receive and as to the amount they may borrow. New borrowers must complete an online entrance counseling session and sign a Master Promissory Note before a loan is available. These requirements must be completed online at www.studentloans.gov using the student's FSA User ID.

A graduate student may be eligible to borrow up to \$20,500 per award year in a Federal Unsubsidized Student Loan.

Repayment of the loan begins six months after the student graduates or ceases to be enrolled on at least a half-time basis at an institution of higher education.

Federal Direct Graduate PLUS Loan

The Federal Direct Graduate PLUS loan is a low-interest loan that graduate students may borrow on their own behalf. FAFSA completion is required to determine eligibility and is based on credit.

Repayment begins sixty days after the loan is disbursed or may be deferred until six months after the student graduates or drops below half-time status. A student may apply for a loan amount up to the Cost of Attendance (COA), as determined by the University, less any other financial aid. We encourage students to borrow only the amount needed to cover educationally related expenses. For more information and to apply, visit www.studentloans.gov.

In addition to the Grad PLUS Loan application, new borrowers are required to complete the following at www.studentloans.gov:

1. Online Entrance Counseling
2. Grad Master Promissory Note

For applicants with adverse credit: You may still be eligible for a Grad PLUS Loan if initially denied. Visit www.studentloans.gov for more information.

GRADUATE CURRICULUM

Master Of Arts In Christian Ministry

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

The Curriculum

Core Requirements

Students with superior undergraduate preparation may exempt up to four common courses. Exemptions must be approved by the ministry 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.

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

BI5300 Biblical Interpretation	3 hours
CM5000 Spiritual Formation	3 hours
CM5305 Personal Evangelism	3 hours
NT5300 New Testament Research and Application.....	3 hours
OT5300 Old Testament Research and Application	3 hours
TH5300 Christian Theology	3 hours
Subtotal	18 hours

Program Emphasis

Christian Ministry and Counseling Electives.....9 hours
Nine hours required from Christian Ministry (CM) and/or Christian Counseling (CO) areas. See Course Description section for details.

Subtotal 9 hours

Capstone Course

CM6390 Integration Project

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.

Subtotal 3 hours

Core Requirements..... 18 hours

Program Emphasis

Capstone Course.....3 hours

Free Electives

Total Program Hours..... 36 hours

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

Master Of Divinity

The Curriculum

Core Requirements

BI5300 Biblical Interpretation	3 hours
CM5000 Spiritual Formation	3 hours
CM5305 Personal Evangelism	3 hours
NT5300 NT Research and Application	3 hours
OT5300 OT Research and Application	3 hours
TH5300 Christian Theology	3 hours
Subtotal	18 hours

Ministry Tracks

Pastoral Ministry.....9 hours
Choose three courses from CM5320 Introduction to Biblical Preaching, CM5332 Leadership Development in the Local Congregation, CM5333 Pastoral Ministry in the Local Congregation, CM5336 Pastoral Theology, CO5300 Basic Pastoral Counseling, and CO5310 Minister as Pastoral Care Leader and CO5320 Pre-Marital and Marriage Counseling.

Church Health and Revitalization.....9 hours
Choose three courses from CM5315 Church Growth and Renewal, CM5316 Church Revitalization, CM5330 Christian Education in the Local Congregation, CM5334 Practicum in the Southern Baptist Convention, CM5335 Contemporary Issues in Church Growth, and CM5337 Spiritual Gifts.

Discipleship and Spiritual Formation.....12 hours
Choose four courses from CM5005 Theology of the Christian Life (TH5325 Theology of the Christian Life), CM5006 Angelology and Spiritual Warfare (TH5326 Angelology and Spiritual Warfare, CM5007 Psalms and Christian Spirituality, CM5008 Contemporary Evangelical Spirituality, CM5010 Devotional Classics of the Christian Faith, CM5312 Prayer and Spiritual Awakening, and CM5331 Discipleship.

Missions and Evangelism.....12 hours
Choose four courses from CM5306 Contemporary Issues in Evangelism, CM5310 Evangelism and Church Planting, CM5311 Effective Evangelism in the Local Congregation, CM5345 Introduction to Christian Missions, CM5347 Christian Faith and World Religions (TH5345 Christian Faith and World Religions), CM5354 Practicum in North American Missions, CM5355 Practicum in International Missions, and TH5340 Foundations of a Christian Worldview.

Subtotal 42 hours

Capstone Course

CM6395 Research Thesis.....3 hours
Subtotal 3 hours

Core Requirements..... 18 hours

Ministry Tracks..... 9 hours

Capstone Course..... 3 hours

Free Electives6 hours

Total Program Hours..... 75 hours

Master of Arts in Christian Ministry and Master of Divinity Educational Outcomes

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

- 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.
 - Identify and explain the major issues confronting ministry professionals in the 21st century.
 - Identify and explain the major themes and individuals of both the Old and New Testaments.
 - Identify and analyze ministry case studies and develop an action plan to address identifiable issues that might hinder effective ministry.
 - Develop and implement an effective ministry plan for an existing church.
 - 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.
- Express ideas clearly, concisely, and logically through effective skills in oral, written, and interpersonal human relations skills.
 - Develop meaningful, thoughtful, and theologically coherent sermons and lessons.
 - Awareness of intentional interviewing techniques.
 - Ability to interview another individual and convince the interviewee listening has occurred.
 - Utilize public and private libraries, the internet and other major research tools to develop coherent research projects.
 - Knowledge and application of the MACM program's accepted method of research formatting.
- Develop an understanding of the moral and ethical dimensions of Christian Ministry.
 - Develop a statement of personal values.
 - Articulate how and why personal values are utilized in decision-making and carrying out Christian Ministry and personal life.
- 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.

- Identify the major tenets of Christian leadership.
 - Identify issues involved in ministry within the context of a professional ministry team.
 - 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 Arts In Leadership

Pending SACSCOC approval

The purpose of this Master of Arts in Leadership is to educate students to be transformational leaders for church and society through a program of study that integrates the biblical worldview and insights from the field of leadership studies, with an emphasis on preparing graduates to lead the emerging generation. The hope is to cultivate leaders who are committed to biblical principles and leadership best practices, and are able to introduce a holistic synthesis of both into various institutions/organizations across a variety of spheres.

The Curriculum

Core Requirements

CM5300 Ethical Foundations.....	3 hours
GL5300 Understanding Generation Z	3 hours
GL5310 Biblical Foundations of Leadership.....	3 hours
GL5320 Cross-Cultural Leadership.....	3 hours
GL5330 Leadership Theory and Development.....	3 hours
GL5380 Personal Leadership Development	3 hours
TH5340 Foundations of a Christian Worldview.....	3 hours
Subtotal	21 hours

Program Emphasis

Concentration	12 hours
<i>Choose from Servant Leadership or Spiritual Formation.</i>	
Subtotal	12 hours

Capstone Course

GL5390 Applied Leadership Project	3 hours
Subtotal	3 hours

Core Requirements.....21 hours

Program Emphasis.....12 hours

Capstone Course.....3 hours

Total Program Hours..... 36 hours

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

Servant Leadership Concentration

GL5340 Servant Leadership	3 hours
GL5350 Leadership and Emotional Intelligence	3 hours
GL5360 Communication and Conflict Resolution.....	3 hours
GL5370 Leading Across Generations	3 hours

Concentration Total..... 12 hours

Spiritual Formation Concentration

CM5000 Spiritual Formation	3 hours
CM5005 Theology of Christian Life.....	3 hours
CM5010 Devotional Classics of the Christian Faith.....	3 hours
CM5331 Discipleship.....	3 hours

Concentration Total..... 12 hours

Master Of Business Administration

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.

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.

Leveling Courses

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

BUSN5210 Business Statistics.....3 hours
Does not contribute to Total Program Hours.

BUSN5220 Introduction to Accounting

3 hours
Does not contribute to Total Program Hours.

Degree Requirements

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

ACCT5310 Managerial Accounting	3 hours
BUSN5000 Organizational Behavior.....	3 hours
BUSN5100 Issues in Professional Ethics.....	3 hours
BUSN5315 Entrepreneurship and Small Business Management	3 hours
BUSN5325 Business Analytics	3 hours
BUSN5340 Human Resource Management	3 hours
BUSN5350 Research Methods in Business	3 hours
BUSN5360 Operations Management	3 hours
BUSN5380 Financial Management	3 hours
BUSN6300 Business Strategy	3 hours
ECON5310 Economics for Managers	3 hours
MRKT5310 The Marketing Process.....	3 hours

Total Program Hours..... 36 hours

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

BUSN5000 Organizational Behavior
BUSN5100 Issues in Professional Ethics

Term 2

BUSN5325 Business Analytics
BUSN5340 Human Resource Management

Term 3

ACCT5310 Managerial Accounting
MRKT5310 The Marketing Process

Term 4

BUSN5350 Research Methods in Business
BUSN5380 Financial Management

Term 5

ECON5310 Economics for Managers
BUSN5315 Entrepreneurship and Small Business Management

Term 6

BUSN6300 Business Strategy
BUSN5360 Operations Management

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.

BUSN5381 Financial Planning.....	3 hours
BUSN5382 Investments and Portfolio Management ...	3 hours
BUSN5383 Fundamentals of Risk Management and Retirement Planning.....	3 hours
BUSN5384 Income Taxation and Fundamentals of Estate Planning	3 hours

MBA with a Concentration in Human Resources

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.

BUSN5341 Talent Management	3 hours
BUSN5342 Total Rewards	3 hours
BUSN5343 Human Resources in a Global Context.....	3 hours
BUSN5344 Human Resources Strategic Planning.....	3 hours

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 MEd 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 one of three concentrations in either learning disabilities, teacher leader, or Read2Succeed (R2S). 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, diversity in the classroom, curriculum development, professional relations, assessment of learner, 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.

Focus Requirements

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

EDU5000 Current Issues in K-12 Schools	3 hours
EDU5200 Intervention Strategies and Techniques.....	3 hours
EDU5350 Diversity and Social Issues in Education.....	3 hours
EDU5700 Principles of Curriculum Development.....	3 hours
EDU5850 School and Community Relations.....	3 hours
EDU6050 Assessment of Learners and Data Analysis..	3 hours
EDU6100 Educational Leadership	3 hours
EDU6500 Educator as Researcher (capstone)	3 hours
Subtotal.....	24 hours

Concentration Requirements

Students will complete all coursework from one of the following four concentrations:

Learning Disabilities Concentration

EDU6600 Characteristics of Learning Disabilities	3 hours
EDU6620 Methods and Procedures for Learning Disabilities.....	3 hours
EDU6640 Behavior Management.....	3 hours
EDU6650 Teaching Reading for Students with Disabilities.....	3 hours
EDU6680 Practicum in Instruction for Students with Learning Disabilities.....	3 hours

Students will be awarded 3.0 graduate credit hours upon

presentation of approved documentation of one year of teaching students with learning disabilities.

Subtotal 15 hours

R2S for Elementary and Early Childhood Concentration

EDU5720 R2S Foundations in Reading.....	3 hours
EDU5740 R2S Instructional Practices.....	3 hours
EDU5760 R2S Assessment of Reading	3 hours
EDU5780 R2S Content Area Reading and Writing for Early Childhood and Elementary	3 hours
Subtotal	12 hours

R2S for Middle and High School Concentration

EDU5720 R2S Foundations in Reading.....	3 hours
EDU5740 R2S Instructional Practices.....	3 hours
EDU5750 R2S Content Area Reading	3 hours
EDU5760 R2S Assessment of Reading	3 hours
Subtotal	12 hours

Teacher Leader Concentration

EDU6800 Professional Leadership and Mentoring	3 hours
EDU6820 Ethics in Teacher Leadership.....	3 hours
EDU6840 Conflict Resolution in Teacher Leadership...	3 hours
EDU6860 Practicum in Teacher Leadership	3 hours
<i>36 practicum hours are required.</i>	
Subtotal	12 hours

Focus Requirement Hours 24 hours

Concentration Requirement Hours 12 hours

Total Program Hours..... 36 hours

Certified teachers who wish to obtain the South Carolina Department state required R2S endorsement or teacher leader endorsement or learning disabilities add-on to their current certificate has it as their responsibility to contact the state department upon degree completion and complete any other requirements as stated in the SC Department of Education guidelines for certifications and endorsements: <https://ed.sc.gov/educators/certification/certification-legislation-and-policy/certification-regulations/add-on-guidelines/>

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

EDU5000 Current Issues in Secondary Schools.....3 hours

EDU5200 Intervention Strategies and Techniques.....3 hours

EDU5250 Best Current Teaching Practices3 hours
20 field hours are required.

Course requires Field Experience Hours. Candidates must have a SLED check before enrolling in any course with field experience hours.

EDU5350 Diversity and Social Issues in Education.....3 hours

EDU5500 History and Philosophy of Education3 hours

EDU5750 Reading and Writing in the Content Areas...3 hours

EDU5800 Advanced Human Behavior, Development, and Learning3 hours
10 field hours are required.

Course requires Field Experience Hours. Candidates must have a SLED check before enrolling in any course with field experience hours.

EDU5720 R2S Foundations of Reading3 hours

EDU5950 Applied Principles of Curriculum Development for Preservice Educators.....3 hours
Course requires Field Experience Hours- Candidates must have a SLED check before enrolling in any course with field experience hours.

EDU6000 Classroom Management and Discipline.....3 hours
20 field hours are required.

Course requires Field Experience Hours- Candidates must have a SLED check before enrolling in any course with field experience hours.

EDU6150 Practicum in Methods and Materials for Teaching
30 field hours are required.

Course requires Field Experience Hours- Candidates must have a SLED check before enrolling in any course with field experience hours.

Student Teaching or Practicum6 hours
60 consecutive days are required.

Passing scores on PRAXIS content and PLT must be received by NGU before enrollment in either course.

Candidates not currently employed nor working in a secondary classroom take EDU6250 Supervised Student Teaching.

Candidates who are currently employed with a Temporary Provisional Certificate and working in a secondary classroom take EDU6350 Practicum in Education..

Area Of Specialization

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.

Specialization Elective.....3 hours

Choose from ENG6150 Methods and Materials for Teaching English, HIST6150 Methods and Materials of Social Studies, MATH6150 Methods and Materials for the Teaching of Math, and SCNS6150 Methods and Materials for Teaching Science at the Secondary Level.

Total Program Hours..... 39 hours

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

1. Develop an analytical, creative, and intuitive understanding of music as a universal, pan-cultural language.
2. 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.
3. 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.
4. 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.

The Curriculum

Core Requirements

MMED5210 History of Music Education.....2 hours

MMED5220 Current Issues in Music Education2 hours

MMED6300 Analytic Techniques3 hours

MMED6310 Techniques of Research in Music

and Music Education.....3 hours

MMED6320 Thesis/Project.....3 hours

MMED6340 Psychology of Music and Music

Education3 hours

Subtotal 16 hours

Program Electives

Music Education Electives14 hours

Choose from MMED5110 Instrumental Repair/Woodwinds, MMED5120 Instrumental Repair/Percussion, MMED5130 High Brass Techniques for Graduate Students, MMED5131 Low Brass Techniques for Graduate Students, MMED5225 Preparing Ensembles for Adjudication at Contests and Festivals, MMED5230 Low String Techniques, MMED5235 String Pedagogy for Graduate Students, MMED5240 Beyond the Traditional String Classroom, MMED5245 Music History: Musical Borrowing, MMED5320 The Integration of Global Music into the Classroom, MMED5325 Marching Band Techniques, MMED5330 Music Technology for Educators, MMED5335 Teaching the Developing Singer, MMED5340 Directing the High School Musical, MMED5355 Contemporary and Experimental Music Of the 20th Century (1920-present), MMED5360 Romantic Music, MMED5365 Vocal Pedagogy and Health, MMED5370 AP Music Theory (requires 5 days on campus), MMED5380 Graduate Woodwind Techniques, MMED5390 Composition, MMED5395 Score Analysis, MMED5398 Music Education Update on Methods, and MMED5485 Graduate Conducting Review.

Students may also choose to take 1 to 3 hours of MUAP5100 Graduate Applied Lessons 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.

Core Requirements..... 16 hours

Program Electives 14 hours

Total Program Hours..... 30 hours

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:

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

Master of Medical Science in PA Program Curriculum

1st Semester

DPAM5100 Fundamentals of the PA Profession	1.0 SH
DPAM5106 Research and Evidence Based Medicine	1.0 SH
DPAM5108 Population Health	1.0 SH
DPAM5109 Functional and Preventive Medicine	1.0 SH
DPAM5140 Introduction to Pharmacology	1.0 SH
DPAM5160 Clinical Methods and Procedures I	1.0 SH
DPAM5169 Special Populations	1.0 SH
DPAM5170 Pediatric Medicine I	1.5 SH
DPAM5180 Geriatric Medicine I	0.5 SH
DPAM5210 Human Anatomy I	2.0 SH
DPAM5220 Pathophysiology I	2.0 SH
DPAM5230 Physical Diagnosis I	2.0 SH
DPAM5242 Pharmacotherapy Principles I	2.0 SH
DPAM5250 Critical Thinking I	2.0 SH
DPAM5260 Psychiatry/Mental Health	2.0 SH
DPAM5430 Medical Practice I	4.0 SH
Subtotal	25.0 SH

2nd Semester

DPAM5102 Health Care Policy	1.0 SH
DPAM5104 Health Care Ethics	1.0 SH
DPAM5162 Clinical Methods and Procedures II	1.0 SH
DPAM5172 Pediatric Medicine II	1.5 SH
DPAM5182 Geriatric Medicine II	0.5 SH

DPAM5212 Human Anatomy II	2.0 SH
DPAM5222 Pathophysiology II	2.0 SH
DPAM5232 Physical Diagnosis II	2.0 SH
DPAM5244 Pharmacotherapy Principles II	2.0 SH
DPAM5252 Critical Thinking II	2.0 SH
DPAM5432 Medical Practice II	4.0 SH
Subtotal	19.0 SH

3rd Semester

DPAM5164 Clinical Methods and Procedures III	1.0 SH
DPAM5174 Pediatric Medicine III	1.5 SH
DPAM5178 Foundations of Surgery	1.0 SH
DPAM5184 Geriatric Medicine III	0.5 SH
DPAM5198 Transition to Clerkships	1.0 SH
DPAM5214 Human Anatomy III	2.0 SH
DPAM5224 Pathophysiology III	2.0 SH
DPAM5234 Physical Diagnosis III	2.0 SH
DPAM5246 Pharmacotherapy Principles III	2.0 SH
DPAM5254 Critical Thinking III	2.0 SH
DPAM5396 Global Health	3.0 SH
DPAM5376 Foundations of Emergency Medicine	3.0 SH
DPAM5434 Medical Practice III	4.0 SH
Subtotal	25.0 SH

4th - 6th Semesters

Course scheduling for these three semesters is rotation based.

DPAM5390 Teamwork and Communication for Integrated Healthcare	3.0 SH
DPAM6216 Rotation Assessment Days I	2.0 SH
<i>(Spring II [last week]: April 30 – May 4, 2018)</i>	
DPAM6218 Rotation Assessment Days II	2.0 SH
<i>(Summer II [last week]: August 6 – August 10, 2018)</i>	
DPAM6500 Psychiatry/Mental Health Clerkship	5.0 SH
DPAM6502 Emergency Medicine Clerkship	5.0 SH
DPAM6504 Surgery Clerkship	5.0 SH
DPAM6506 Internal Medicine Clerkship	5.0 SH
DPAM6508 Obstetrics and Gynecology Clerkship	5.0 SH
DPAM6510 Pediatrics Clerkship	5.0 SH
DPAM6512 Elective Clerkship	5.0 SH
DPAM6514 Family Medicine	5.0 SH
DPAM6515 Elective II Clerkship - Urgent Care	5.0 SH
DPAM6516 Elective III Clerkship - Underserved Population and Area	5.0 SH
DPAM6520 Summative Evaluation	5.0 SH
Subtotal	62.0 SH

Total Program Hours 131.0 Semester Hours (SH)

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 professional dissertation that analyzes and researches an issue in the Great Commission and describes a ministry implemented to address the issue.

Doctor of Ministry Program Details

Doctor of Ministry students must have earned a Master of Divinity or equivalent (minimum 54 graduate credit hours) from an accredited college of university or have otherwise demonstrated aptitude for academic work on the doctoral level.

Great Commission Studies Overview

Doctoral Seminars

DM7000 Evangelism and Missions	4 hours
DM7025 Discipleship and Spiritual Formation	4 hours
DM7050 Christian Leadership	4 hours

DM7075 Church Growth and Revitalization	4 hours
Subtotal	16 hours

Applied Ministry Experience

DM7001 Applied Ministry Experience in Evangelism and Missions	2 hours
DM7026 Applied Ministry Experience in Discipleship and Spiritual Formation	2 hours
DM7051 Applied Ministry Experience in Christian Leadership	2 hours
DM7076 Applied Ministry Experience in Church Growth and Revitalization	2 hours
Subtotal	8 hours

Research Project and Methodology

DM8000 Research Methods and Project Proposal Workshop	2 hours
DM8100 Doctor of Ministry Project and Project Report Writing I	3 hours
DM8101 Doctor of Ministry Project and Project Report Writing II	3 hours
Subtotal	8 hours

Doctoral Seminars 16 hours

Applied Ministry Experience..... 8 hours

Research Project and Methodology 8 hours

Total Program Hours 32 hours

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:

1. Demonstrate an advanced level of comprehensive knowledge and appropriate skills to stimulate, facilitate, and implement change in diverse students, educational settings, communities and education-interested agencies.
2. Access and apply information within educational leadership and policy studies to relevant situations.
3. Communicate scholarly information clearly and logically, both orally and in writing, to a variety of audiences, including conferences and publications.
4. 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.
5. Collaborate effectively with peers, general public, and educational institutions, as appropriate, in educational leadership and policy studies.
6. Identify and explain ethical standards, and be able to address ethical dilemmas, within educational leadership and policy studies, including those connecting to research.
7. 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-advise 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

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.

K-12 Program Core

EDL701 Introduction to Doctoral Studies	3 hours
EDL702 Social Foundations.....	3 hours
EDL703 Organizational Development	3 hours
EDL704 Today's Student.....	3 hours
EDL705 Advanced Ethical Leadership Studies	3 hours
EDL706 Conflict Resolution, Mediation and Personnel Management	3 hours
EDL707 Politics of Education: Historical Frameworks..	3 hours
EDL708 Learning and Instruction	3 hours
Subtotal	24 hours

Higher Education Program Core

EDL711 Introduction to Doctoral Studies	3 hours
EDL712 Social Foundations.....	3 hours
EDL713 Organizational Development	3 hours
EDL714 Today's Student.....	3 hours
EDL715 Advanced Ethical Leadership Studies	3 hours
EDL716 Conflict Resolution, Mediation and Personnel Management.	3 hours
EDL717 Politics of Education: Historical Frameworks..	3 hours
EDL718 Learning and Instruction	3 hours
Subtotal	24 hours

Concentration Specific Courses

Each concentration has specific courses required for the concentration and electives. An updated list with electives will be given upon admission into the program.

K-12 Concentration Core

EDL721 Curriculum, Instruction, and Supervision.....	3 hours
EDL722 Accountability	3 hours
EDL723 Field Analysis of Current Practices.....	3 hours
EDL724 Directed Independent Study: Self Selected Research	3 hours
K-12 Electives.....	6 hours
<i>Choose two courses from updated list of EDL electives provided upon program admission.</i>	
Subtotal	18 hours

Higher Education Concentration Core

EDL731 Law & Policy in Higher Ed	3 hours
EDL732 Grant Writing and Proposal Development	3 hours
EDL733 Field Analysis of Current Practices.....	3 hours
EDL734 Directed Independent Study: Self Selected Research	3 hours
Higher Ed Electives.....	6 hours
<i>Choose two courses from updated list of EDL electives provided upon program admission.</i>	
Subtotal	18 hours

Research Core

Students will have a sequence of research courses through the successful completion of their dissertation.

K-12 and Higher Education Research Core

EDL761 Quantitative Research	3 hours
EDL762 Qualitative Research and Research Methods .	3 hours
EDL763 Oral/Written Comprehensive Exams/Dissertation Proposal	0 hours
EDL764 Dissertation 1.....	6 hours
EDL765 Dissertation 2.....	6 hours
Subtotal	18 hours

Program Core..... 24 hours

Concentration Core 18 hours

Research Core 18 hours

Total Program Hours..... 60 hours

CERTIFICATE PROGRAMS

Human Resource Professional

This graduate certificate program is crafted specifically for the Human Resource Professional. The courses in this program are designed to meet the education requirements of the HR Certification Institute (HRCI).

Upon completion of the program, individuals with the requisite levels of experience will be prepared for the PHR/SPHR and CP/SCP certification exams.

The proven benefits of this certification are:

- Enhanced professional credibility
- Better employment prospects
- Higher annual salaries
- Faster income growth
- Higher levels of career satisfaction
- Validation of your expertise

What you will learn:

- Workforce planning and employment
- Selection and retention practices
- Compensation and benefits management
- Professional development and training practices
- Global HR management
- Employee and labor relations
- Business management and strategic HR
- Risk management

Who should enroll?

- Human resource professionals
- Recruiters/staffing agency professionals
- Project managers
- Corporate trainers
- Benefits consultants
- Workforce developers
- Hiring managers

Courses Tied to Certificate

Mode of Classes: Online

BUSN5341 Talent Management	3 hours
BUSN5342 Total Rewards	3 hours
BUSN5343 Human Resources in a Global Context.....	3 hours
BUSN5344 Human Resources Strategic Planning.....	3 hours

Total Certificate Hours..... 12 hours

This certificate is 12 hours of university credit at the graduate level. Acceptance to this program does not guarantee acceptance into the full NGU master's degree program. A separate application process must be completed for entry into a full master's degree program.

Financial Aid is not available for certificate programs.

Instructional Leadership

The Instructional Leadership graduate certificate program is designed for K-12 professionals and educators in non-profit or church ministries who serve others in a leadership or teaching capacity. The purpose of this certificate program is to improve the confidence of professionals in the areas of assessment, leadership, classroom management, and ethical practices. Whether you currently function in the classroom or provide leadership for other professionals in these roles, the Instructional Leadership certificate will help prepare you for greater effectiveness with your students and peers.

Upon completion of coursework, you will be awarded an Instructional Leadership certificate from North Greenville University carrying the weight of 12 university credit hours.

What you will learn:

- Problem solving strategies for addressing ethical issues in education
- Pre/post-test assessment design
- Selecting appropriate assessment measures
- Interpretation of assessment data to benefit the classroom
- Innovative leadership practices
- Classroom management strategies to maximize student learning and a positive classroom setting

Who should enroll?

- K-12 educators
- Principals and instructional coaches
- Homeschool instructors
- Ministers and Christian educators
- School leaders

Courses Tied to Certificate

Mode of Classes: Online

Certificate Electives12 hours

Choose four courses from EDU5000 Current Issues in K-12 Schools, EDU5720 R2S Foundations in Reading, EDU5740 R2S Instructional Practices, EDU5760 R2S Assessment of Reading, EDU5780 R2S Content Area Reading and Writing for Early Childhood and Elementary, EDU6000 Classroom Management and Discipline, EDU6100 Educational Leadership, EDU6600 Characteristics of Learning Disabilities, EDU6620 Methods and Procedures for Learning Disabilities, EDU6640 Behavior Management, and EDU6650 Teaching Reading for Students with Disabilities, EDU6800 Professional Leadership and Mentoring, EDU6820 Ethics in Teacher Leadership, EDU6840 Conflict Resolution in Teacher Leadership, and EDU6860 Practicum in Teacher Leadership (36 practicum hours required).

Total Certificate Hours..... 12 hours

This certificate is 12 hours of university credit at the graduate level. Acceptance to this program does not guarantee acceptance into the full NGU graduate degree program. A separate application process must be completed for entry into a full graduate degree program.

Financial Aid is not available for certificate programs.

Learning Disabilities

The Learning Disabilities graduate certificate program is designed for K-12 professionals and educators in schools, non-profit, or church ministries who serve those with special needs in a leadership or teaching capacity. The purpose of this certificate program is to improve the confidence of professionals working with diverse populations when it involves identification, assessment, instruction, and behavior management. Whether you currently function in the classroom or provide leadership for other professionals in these roles, the Learning Disabilities certificate will help prepare you for greater effectiveness with your students and peers. If you do hold a current teaching license, these certificate courses can be submitted to the state department to pursue add-on licensure in Learning Disabilities.

More information regarding the endorsement through the state department can be found at <https://ed.sc.gov/educators/certification/certification-legislation-and-policy/certification-regulations/add-on-guidelines/>

What you will learn:

- Steps to refer and identify students in the area of learning disabilities
- Assessment strategies to identify and instruct students with learning disabilities
- Practical classroom methods and instructional practices
- Behavior management strategies
- Best practices in reading instruction for students with learning disabilities

Who should enroll?

- K-12 educators
- Principals and instructional coaches
- Homeschool instructors
- Ministers and Christian educators
- School leaders

Courses Tied To Certificate

Mode of Classes: Online

EDU6600 Characteristics of Learning Disabilities	3 hours
EDU6620 Methods and Procedures for Learning Disabilities.....	3 hours
EDU6640 Behavior Management.....	3 hours
EDU6650 Teaching Reading for Students with Disabilities.....	3 hours

Total Certificate Hours..... 12 hours

Upon completion of coursework, you will be awarded a Learning Disabilities certificate from North Greenville University carrying the weight of 12 university credit hours.

This certificate is 12 hours of university credit at the graduate level. Acceptance to this program does not guarantee acceptance into the full NGU graduate degree program. A separate application process must be completed for entry into a full graduate degree program.

Financial Aid is not available for certificate programs.

Teacher Leader

The Teacher Leader graduate certificate program is designed for K-12 professionals and educators in schools, non-profit, or church ministries who serve others in a leadership or teaching capacity. The purpose of this certificate program is to improve the confidence of professionals in the areas of leadership, mentoring, conflict resolution, and ethics. Whether you currently function in the classroom or provide leadership for other professionals in these roles, the Teacher Leader certificate will help prepare you for greater effectiveness with your students and peers. If you do hold a current teaching license, these certificate courses can be submitted to the state department to pursue an endorsement in Teacher Leader.

More information regarding the endorsement through the state department can be found at <https://ed.sc.gov/educators/certification/certification-legislation-and-policy/certification-regulations/add-on-guidelines/>

What you will learn:

- Conflict management skills from a leadership perspective
- Problem solving strategies for addressing ethical issues in education
- Mentoring strategies
- Innovative leadership practices

Who should enroll?

- K-12 educators
- Principals and instructional coaches
- Homeschool instructors
- Ministers and Christian educators
- School leaders

Courses Tied To Certificate

Mode of Classes: Online

EDU6800 Professional Leadership and Mentoring	3 hours
EDU6820 Ethics in Teacher Leadership.....	3 hours
EDU6840 Conflict Resolution in Teacher Leadership...	3 hours
EDU6860 Practicum in Teacher Leadership	3 hours

Total Certificate Hours..... 12 hours

Upon completion of coursework, you will be awarded an Teacher Leader certificate from North Greenville University carrying the weight of 12 university credit hours.

This certificate is 12 hours of university credit at the graduate level. Acceptance to this program does not guarantee acceptance into the full NGU graduate degree program. A separate application process must be completed for entry into a full graduate degree program.

Financial Aid is not available for certificate programs.

Missions – IMB Foundations

The IMB Foundations Certificate is designed for students who are not seeking a full seminary degree, but desire a basic theological background for international ministry or for missions' service through the local church. This certificate has been designed to meet the specific requirements of the International Mission Board (IMB) of the Southern Baptist for any person seeking appointment as a career missionary.

Upon completion of coursework, you will be awarded a Missions-IMB Foundations certificate from North Greenville University carrying the weight of 21 university credit hours.

What you will learn:

- The historical, linguistic, and cultural backgrounds in the Old and New Testaments as well as the nature of the Old and New Testaments texts, canon, and text and versions.
- The major theological teachings of Christianity regarding God, Christ, the Holy Spirit, revelation, humanity, sin, salvation, the church, and eschatology.
- The principles and methods of biblical exegesis and interpretation with an emphasis on the problem of communicating the biblical message in the modern world.
- Depending upon chosen electives, principles and best practices for personal evangelism, church planting, spiritual formation, discipleship, and missions in today's world as well as the uniqueness of the Christian faith among the world religions.

Who should enroll?

- Students who are seeking appointment with the International Mission Board
- Students who sense a call of God to international missions
- Students who want a better understanding of the Bible and the mission of God in today's world

Courses Tied to Certificate

Mode of Classes: Online or On Campus (depending upon the term offered)

BI5300 Biblical Interpretation	3 hours
NT5300 NT Research and Application	3 hours
OT5300 OT Research and Application	3 hours
TH5300 Christian Theology	3 hours
Certificate Electives	9 hours
<i>Choose three from CM5000 Spiritual Formation, CM5305 Personal Evangelism, CM5310 Evangelism and Church Planting, CM5331 Discipleship, CM5345 Introduction to Christian Missions, and TH5345 Christian Faith and World Religions.</i>	

Total Certificate Hours..... 21 hours

This certificate is 21 hours of university credit at the graduate level. Acceptance to this program does not guarantee acceptance into the full NGU graduate degree program. A separate application process must be completed for entry into a full graduate degree program.

Financial Aid is not available for certificate programs.

Discipleship and Spiritual Formation

The Discipleship and Spiritual Formation certificate will firmly establish your personal discipleship with Christ and will train and equip you to “make disciples” of younger believers. A key component of this certificate is “growth” in all areas of your Christian life, especially in learning of the spiritual disciplines, including prayer. If you are seeking a deeper relationship with our Lord and Savior and learning effective ways of sharing your faith with others, this certificate program is designed for you.

What you will learn:

- Growth in your being a disciple of Christ
- Growth in your ability to “make disciples”
- Growth in your intimate walk with Christ
- Growth in the spiritual disciplines of the Christian life
- Growth in Biblical meditation
- Growth in sharing Christ with others

Who should enroll?

- Ministry leaders in churches and organizations
- Laypeople who desire to grow in their Christian walk
- Christians who desire to disciple young believers
- Someone seeking to understand and grow in spiritually

Courses Tied to Certificate

CM5000 Spiritual Formation	3 hours
CM5305 Personal Evangelism	3 hours
Certificate Electives	6 hours
<i>Choose two from CM5005 Theology of the Christian Life, CM5007 Psalms and Christian Spirituality, CM5008 Contemporary Evangelical, CM5010 Devotional Classics of the Christian Faith, CM5312 Prayer and Spiritual Awakenings, CM5331 Discipleship, and CM5332 Leadership Development in the Local Congregation.</i>	

Total Certificate Hours..... 12 hours

This certificate is 12 hours of university credit at the graduate level. Acceptance to this program does not guarantee acceptance into the full NGU master's degree program. A separate application process must be completed for entry into a full master's degree program.

Financial Aid is not available for certificate programs.

Advanced Music Education Studies

Advanced Music Education Studies graduate certificate program is designed for K-12 professionals and educators in nonprofit private schools, public schools, or church ministries, serving others in a music leadership or teaching capacity. The purpose of this certificate program is to improve the confidence of professionals in the areas of planning, developing, teaching and assessing strategies to better serve students enrolled and participating in musical activities in the 21st century. Whether you currently function as the music educator in your school, provide leadership for other professionals in these roles, or serve in a music church ministry role, the Advanced Music Education Studies will assist you in preparation for greater effectiveness with your students, performers, and peers. Once you successfully complete the program, you will receive a professional graduate Advanced Music Education Studies certificate from North Greenville University. Earned graduate credits may be used for certification renewal, add-on certification, and professional development requirements.

Who should enroll?

- Christian Music Ministers
- Educational Leaders
- Homeschool Instructors
- K-12 Educators
- Principals
- Fine Arts Consultants/Supervisors
- Teachers Seeking Add-On Certification

Courses Tied to Certificate

Certificate Electives12 hours
Choose from MMED5110 Woodwind Repair, MMED5120 Percussion Repair, MMED5130 High Brass Techniques for Graduate Students, MMED5220 Current Issues In Music Education, MMED5225 Preparing Ensembles for Adjudication at Contests and Festivals, MMED5230 Low String Technique, MMED5235 String Pedagogy for Graduate Students, MMED5240 Beyond the Traditional String Classroom, MMED5245 Music History: Musical Borrowing, MMED5320 The Integration of Global Music, MMED5325 Marching Band Techniques, MMED5335 Teaching the Developing Singer, MMED5340 Directing the High School Musical, MMED5355 Contemporary and Experiential Music of the 20th/21st Centuries, MMED5380 Graduate Woodwind Techniques, MMED5390 Composition, MMED5395 Score Analysis, MMED5485 Graduate Conducting, MMED6300 Analytic Techniques, and MMED6340 Psychology of Music Education.

Total Certificate Hours 12 hours

This certificate is 12 hours of university credit at the graduate level. Graduate credits are awarded for courses completed with a grade of C or higher. Acceptance to this program does not guarantee acceptance into the full NGU master's degree program. A separate application process must be completed for entry into a full master's degree program.

Financial Aid is not available for certificate programs.

COURSE DESCRIPTIONS

Master of Arts in Christian Ministry / Master of Divinity

Core Courses

CM5000 Spiritual Formation

An introduction to personal spiritual formation, which is an intensive process to encourage spiritual growth. Topics include the study of Christian spirituality and the practice of disciplines rooted in the Bible and Christian history (3 credit hours).

NT5300 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).

CM5305 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).

TH5300 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).

BI5300 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).

OT5300 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).

NT5300 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

CH5300 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).

CH5310 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).

CH5340 Baptist History

A survey of the history and theology of Baptists to the present (3 credit hours).

CH6300 Historical Theology

Theological developments of the church from the New Testament period to the contemporary era (3 credit hours).

Christian Ministry

CM5000 Spiritual Formation

An introduction to personal spiritual formation, which is an intensive process to encourage spiritual growth. Topics include the study of Christian spirituality and the practice of disciplines rooted in the Bible and Christian history (3 credit hours).

CM5005 Theology of the Christian Life

Cross-Listed as TH5325

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).

CM5006 Angelology and Spiritual Warfare or TH5326 Angelology and Spiritual Warfare

An examination of the nature and purpose of angels as well as our relationship. 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) to them.

CM5008 Contemporary Evangelical Spirituality

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

CM5010 Devotional Classics of the Christian Faith

An in-depth study of the concepts and practices of Christian spiritual formation through the reading of selected spiritual classics (3 credit hours).

CM5300 Ethical Foundations

An examination of the foundations of Christian Ethics from biblical, theological, and philosophical perspectives. Topics include historical development, various approaches and methodologies, contextualization, and application to social issues (3 credit hours).

CM5305 Personal Evangelism

A study of 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).

CM5310 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).

CM5311 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).

CM5312 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).

CM5315 Church Growth and Renewal

An examination and analysis of current theories and methods for evangelism, church growth, and renewal in the 21st century.

CM5320 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].

CM5321 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).

CM5322 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.

CM5325 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).

CM5330 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).

CM5331 Discipleship

An introduction to the practice of following Christ and leading others to do the same. Topics include personal discipleship, disciple-making, developing a philosophy of ministry that emphasizes discipleship, and implementing strategies for creating disciple-making movements (3 credit hours).

CM5332 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).

CM5333 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).

CM5334 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).

CM5335 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).

CM5336 Pastoral Theology

An examination of the theological issues which inform and under gird the pastoral role and calling in the local church.

CM5337 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).

CM5340 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).

CM5345 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).

CM5346 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).

CM5347 Christian Faith and World Religions

Cross-Listed as TH5345

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).

CM5348 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).

CM5350 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).

CM5354 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).

CM5355 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).

CM6300 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).

CM6310 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).

CM6320 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).

CM6390 Integration Project (MACM)

Prerequisite: 30 Hours (MACM) 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).

CM6391 Integration Project Continuation

This Course is for those candidates who require additional time to complete the Integration Project process, above the program requirements of three credit hours in one semester (3 credit hours).

CM6395 Research Thesis (MDiv)

Planned with the student's faculty advisor, this research-driven course integrates primary-source material, the student's coursework, and the student's personal experience, and considers the practical implications for the research. The written plan, literature search, and analysis of research is the capstone experience in the Master program-MACM and MDiv (3 credit hours).

CM6396 Research Thesis Continuation (MDiv)

This Course is for those candidates who require additional time to complete the Research Thesis process, above the program requirements of three credit hours in one semester (3 credit hours).

TH5345 Christian Faith and World Religions

Cross-Listed as CM5347

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).

Christian Counseling**CO5300 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).

CO5310 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).

CO5320 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).

CO5350 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).

CO6300 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**NT5300 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).

NT5310 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).

NT5320 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).

NT5330 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).

NT5335 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).

NT5335 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.

NT5340 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).

NT5345 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).

NT5350 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).

NT5370 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)

NT6300 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).

NT6310 New Testament Theology

Major theological concepts in the New Testament (3 credit hours).

Old Testament Studies**OT5300 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).

OT5310 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)

OT5320 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).

OT5330 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).

OT5340 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).

OT5340 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).

OT5350 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).

OT5360 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).

OT6300 Old Testament Theology

Major theological concepts in the Old Testament (3 credit hours).

Theology**TH5300 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).

TH5325 Theology of the Christian Life

Cross-Listed as CM5005

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).

TH5340 Foundations of a Christian Worldview

An examination of the Christian worldview from biblical, theological, and philosophical perspectives. Topics include critical analysis of competing worldviews, communication of the Christian worldview in a pluralistic context, and the relationship between propositions, affections, and actions in developing a consistently biblical approach to viewing and living life (3 credit hours).

TH5345 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).

TH5350 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).

TH5355 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).

TH6300 Historical Theology

Theological developments of the church from the New Testament period to the contemporary era (3 credit hours).

Master of Arts in Leadership

Core Courses

CM5300 Ethical Foundations

An examination of the foundations of Christian Ethics from biblical, theological, and philosophical perspectives. Topics include historical development, various approaches and methodologies, contextualization, and application to social issues (3 credit hours).

GL5300 Understanding Generation Z

An exploration of the driving forces and values that have shaped the characteristics, preferences, and worldview of Generation Z. Topics include learning how to create environments and develop strategies that will most effectively influence and equip Gen Zers to flourish in the workplace and contribute to the success of the organization.

GL5310 Biblical Foundations of Leadership

An introduction to biblical foundations for planning, coordinating, leading, and supporting both marketplace and ministry organizations. Topics include leadership principles that are taught and illustrated in the Old and New Testaments, the development of a theology of leadership, and the integration of organizational flourishing with the advance of God's greater purposes in the world.

GL5320 Cross-Cultural Leadership

An examination of how to lead when cross-cultural differences affect a business or ministry context. Topics include the relationship between culture(s) and communication, working relationships in cross-cultural contexts, cross-cultural leadership styles, and the development of a framework for leading in a culture different from the leader's home culture.

GL5380 Personal Leadership Development

An introduction to the foundations of personal leadership. Topics include basic spiritual formation, well-being, self-motivation, strengths-based leadership, goal-setting, time management, productivity, and the relationship between personal leadership and leading others.

GL5330 Leadership Theory and Development

An introduction to various leadership styles, models, and theories. Special attention will be given to

how various models impact effective leadership in realworld organizations, as well as the assessment of current leadership strengths and weaknesses for the sake of personal growth as a leader.

TH5340 Foundations of a Christian Worldview

An examination of the Christian worldview from biblical, theological, and philosophical perspectives. Topics include critical analysis of competing worldviews, communication of the Christian worldview in a pluralistic context, and the relationship between propositions, affections, and actions in developing a consistently biblical approach to viewing and living life (3 credit hours).

Leadership

GL5340 Servant Leadership

An introduction to the theory and practice of servant leadership and its application to various leadership contexts. Special attention is given to how a servant leader is different from other leaders, and focusing upon the needs of others can create interdependency rather than dependency in organizations.

GL5350 Leadership and Emotional Intelligence

An introduction to the concept of Emotional Intelligence and its applicability to leadership. Special attention is given to personal emotional intelligence, as well as learning how emotional intelligence builds trust, manages difficult discussions, develops resilience, enhances team performance, and enables them to lead for long-term success.

GL5360 Communication and Conflict Resolution

An examination of the essential influences and dimensions of the intrapersonal dynamics that contribute to who we are, how we work, and how we interact with others. Topics include building and sustaining decision-making teams, mentoring, delegating, resolving conflict, and handling and overcoming opposition. Extensive time will be given to developing communication skills with a view toward functioning more effectively and efficiently as a team leader in handling both routine and crisis situations.

GL5370 Leading Across Generations

An introduction to leadership in post-generational organizations. Special attention is given to the forces

shaping the future of post-generational organizations, how best to understand post-generational dynamics, and building successful post-generational businesses and ministries.

GL5390 Applied Leadership Project

Planned with the student's advisor, the goal of this project is to integrate the student's coursework, personal experience, and vocational goals in a "Theology/Philosophy of Leadership" that the student will apply to a particular area of leadership. The written project plan, literature search, and analysis of results is the capstone experience in the Master of Arts in Leadership.

Christian Ministry

CM5000 Spiritual Formation

An introduction to personal spiritual formation, which is an intensive process to encourage spiritual growth. Topics include the study of Christian spirituality and the practice of disciplines rooted in the Bible and Christian history (3 credit hours).

CM5005 Theology of Christian Life

CM5010 Devotional Classics of the Christian Faith

An in-depth study of the concepts and practices of Christian spiritual formation through the reading of selected spiritual classics (3 credit hours).

CM5331 Discipleship

An introduction to the practice of following Christ and leading others to do the same. Topics include personal discipleship, disciple-making, developing a philosophy of ministry that emphasizes discipleship, and implementing strategies for creating disciple-making movements (3 credit hours).

Master of Business Administration

ACCT5310 Managerial Accounting

Prerequisite: ACCT 2310 (Accounting I) or BUSN 5220 (Introduction to Accounting)

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).

BUSN5000 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).

BUSN5100 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)

BUSN5210 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).

BUSN5220 Introduction to Accounting

This course explores the basic concepts of business accounting and an introduction to corporate finance, including present value concepts. The purpose of the course is to prepare students for required MBA courses in Managerial Accounting and Financial Management. It will focus on introductory material in accounting: concepts of double entry accounts, format of financial statements and cash flows; then an introduction to concepts of corporate finance and financial markets, the valuation of cash flows using present value tools and basic securities valuation.

BUSN5310 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)

BUSN5315 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)

BUSN5325 Business Analytics

Prerequisite: College-level statistics course with a B or better or BUSN 5210 (Business Statistics)

The mastery of business requires the mastery and application of statistical metrics in business, economics, and everyday life. Students will learn

how to use statistics to help solve business problems throughout an enterprise. They will examine case examples of statistical analysis in areas such as marketing, finance, and management. Additionally, they will examine the application of statistical analysis, hypothesis testing, and regression analysis in business decision-making and how to analyze data and reach decisions, using statistical computer software and Excel. Students achieve these objectives through lectures, cases, hands-on group and individual projects, and a wide variety of problems that are solved in assignments and on examinations. (3 credit hours).

BUSN5340 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).

BUSN5341 Talent 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).

BUSN5342 Total Rewards

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).

BUSN5343 Human Resources in a Global Context

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).

BUSN5344 Human Resources Strategic Planning

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).

BUSN5350 Research Methods in Business

Prerequisite: BUSN 5325 Business Analytics

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)

BUSN5360 Operations Management

Prerequisite: BUSN 5325 Business Analytics

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)

BUSN5380 Financial Management

Prerequisite: ACCT 2310 (Accounting I) or BUSN 5220 (Introduction to Accounting)

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)

BUSN5381 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.)

BUSN5382 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.)

BUSN5383 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.)

BUSN5384 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: BUSN5350, BUSN5380, MRKT5310

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. Students cannot pass the course without demonstrating mastery of the three major components of the course: case analysis, examination(s), and capstone project (3 credit hours).

ECON5310 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).

MRKT5310 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

EDU5000 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).

EDU5200 Intervention Strategies and Techniques

This is an introductory course in the field of special education that focuses on an 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 including learning, emotional, and intellectual disabilities (3 credit hours).

EDU5350 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).

EDU5700 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 and teacher leaders in the development and implementation of curriculum to meet the needs of today's learners (3 credit hours).

EDU5720 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.

EDU5740 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.

EDU5750 R2S Teaching Reading in the Content Areas

Content teachers play a critical role in helping students communicate with texts. This course is designed to provide teachers with strategies for literacy across the curriculum. You will explore learning environments that promote effective reading for independent learning. You will structure and facilitate lessons to increase student reading proficiency when reading content-based texts (3 credit hours).

EDU5760 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.

EDU5780 R2S Content Area Reading and Writing for EC 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.

EDU5850 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).

EDU6050 Assessment of Learners and Data Analysis

This course is a study of how to use assessment results and data analysis to improve student learning. The course considers 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 learners' involvement in the testing process, communication with caregivers, portfolios, and scoring instruments. Assessment techniques and instruments to closely assist diverse learners in the classroom such as students with learning, emotional, and intellectual disabilities will be identified. (3 credit hours).

EDU6100 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).

EDU6500 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 prepare an action research proposal for use in K-12 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 propose how to collect and analyze data while drawing conclusions from the results (3 credit hours).

EDU6600 Characteristics of Learning Disabilities

An examination of the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and programs/instruction options examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and curricular modifications for students in inclusive settings are explored (3 credit hours).

EDU6620 Methods and Procedures for Learning Disabilities

This course addresses basic assessment procedures, selection and utilization of instructional methods, materials and individualized programming for individuals with specific learning disabilities. Special education law and policies are analyzed along with IEP components and educational interventions across various service delivery options (3 credit hours).

EDU6640 Behavior Management

This course focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Theories of classroom management are explored and various approaches to management including use of

technological advances are addressed. Developing classroom and individual behavior management plans are emphasized (3 credit hours).

EDU6650 Teaching Reading for Students with Disabilities

An understanding of effective reading and writing instruction, with emphasis on the challenges faces by children with a wide array of disabilities is provided. Major approaches to assessment and remediation in reading are reviewed, enabling students to develop diagnostic-prescriptive programs. In addition, this course provides methods of remediation in oral language, handwriting, spelling, and conceptual writing. An appropriate array of strategies to meet a wide range of individual differences across age levels are identified (3 credit hours).

EDU6680 Practicum in Instruction for Students with Learning Disabilities

Methods for adjusting instruction according to student needs and performance through evidence-based instructional strategies and data-driven differentiated instruction are identified. Effective classroom and behavior management are utilized while establishing a positive, productive, and safe learning environment with high expectations for all students. Reflection and collaboration through best teaching practices for a diverse population of students is developed (3 credit hours).

EDU6800 Professional Leadership and Mentoring

This course assists to organize and develop a research-based field experience mentoring design related to mentoring in an educational setting focusing on providing high-quality learning experiences, coaching, and feedback through effective leadership (3 credit hours).

EDU6820 Ethics in Teacher Leadership

This course contains a detailed study of ethical issues encountered by teacher leaders in the contemporary cultural setting. Personal values are explored as they relate to practical applications in the educational field. Questions related to truthful communication, power relations, professional integrity, and poverty as well as ethnic, cultural, and racial differences are addressed in the context of Christian leadership and decision-making (3 credit hours).

EDU6840 Conflict Resolution in

Teacher Leadership

This course focuses on the knowledge, skills, and necessary dispositions to assist leaders to think critically and creatively about conflict and understand conflict from multiple points of view. Reflection on the role of leadership in conflict is practiced including self-analysis of own conflict management skills and best practices mediating and facilitating conflict from a leadership perspective (3 credit hours).

EDU6860 Practicum in Teacher Leadership

This course provides a 36 hour, field-based practicum in which opportunities for mentoring and leadership are provided with observations, self-assessment, and formative/summative evaluations conducted (3 credit hours).

Master of Arts in Teaching

EDU5000 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).

EDU5200 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).

EDU5250 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).

EDU5350 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).

EDU5500 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),

EDU5720 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 (3 credit hours).

EDU5750 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).

EDU5800 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).

EDU5950 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).

EDU6000 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).

EDU6150 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).

EDU6250 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).

EDU6350 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).

ENG6100 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).

HIST6100 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).

MATH6100 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).

SCNS6100 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

MMED4800 Graduate History Diagnostic

This course is required for all applicants to MMED degree program.

This course/diagnostic test is required for applicants before completion of the MMED degree. The diagnostic test may be attempted two times. The test requires more than two hours to complete, and the applicant may NOT scroll in and out. Please be sure to allow two hours of quiet time to complete the test.

MMED4900 Graduate Theory Diagnostic Test

This course is required for all applicants to MMED degree program.

A student may not enroll in Analytic Techniques until this test is passed OR the applicant completes MMED 5000 Graduate Theory Review. The applicant has two attempts to pass the test, which includes theory concepts and dictation. Allow two hours to complete the test in a quiet environment. Remember, one cannot scroll in and out of the evaluation.

MMED5000 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. 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 (3 credit hours).

MMED5010 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. 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 (3 credit hours).

MMED5110 Instrumental Repair/Woodwinds

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

MMED5120 Instrumental Repair/Percussion

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

MMED5130 High Brass Techniques for Graduate Students (elective)

This course would serve as a review of techniques for teaching high brass instruments as well as provide a survey of new teaching materials available for instruction. Students would examine in depth all method books now available for high brass instruments (1 credit hour).

MMED5131 Low Brass Techniques for Graduate Students (elective)

This course would serve as a review of techniques for teaching low brass instruments as well as provide a survey of new teaching materials available for instruction. Students would examine in depth all method books now available for high brass instruments (1 credit hour).

MMED5210 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).

MMED5220 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).

MMED5225 Preparing Ensembles for Adjudication at Contests and Festivals (elective)

Young music educators find that in the early years of entering the teaching field, many are not

prepared for all the various aspects of teaching responsibilities in choral, band, or orchestra positions. While undergraduate training prepares students to plan, teach, and prepare ensembles for performance, other aspects of festivals and contests are not taught mainly due to time restraints. This class would concentrate on how to prepare all ensembles for adjudication insight-reading, as well as marching band / orchestra contests and festivals (2 credit hours).

MMED5320 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).

MMED5230 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 hot to guide students through a logical technical progression Students will need to provide their own cello and bass (2 credit hours).

MMED5240 Beyond the Traditional String Classroom

A course exploring classroom string music outside the typical classically-based pedagogical and string ensemble materials. The American String Teachers Association teacher standards include "knowledge and awareness of current trends in string playing and education including electric or amplified string instruments and repertoire." Furthermore, the National Association for Music Education Core Music Standards specify that programs should "relate music to history, different cultures, and the other arts." This course will give string teachers the tools to expand the reach of their string classrooms by using electronic instruments, improvisation, and non-classical styles, including jazz, fiddle, mariachi, and rock (2 credit hours).

MMED5235 String Pedagogy for Graduate Students

In 2018, The New York Times published an opinion

piece titled, "Those who can do, can't teach. Advice for students: The best experts sometimes make the worst teachers." Undergraduate instrumental study is heavily focused on students learning to play their instruments to the highest possible level. But doing it yourself is very different than teaching it. This course systematically tackles the problems specific to playing a string instrument and works through strategies for teaching both the basics and more advanced techniques. Consideration will also be given to working with students with disabilities in the string classroom (2 credit hours).

MMED5245 Music History: Musical Borrowing

Composers have been borrowing the work of other composers since the Middle Ages with the troping of chant. Bach arranged some of Vivaldi's concertos to be played on the organ. The theme from Paganini's 24th caprice has been used in more than one hundred different variation works! In this chronological survey of musical borrowing throughout history, we'll look at the fourteen categories of musical borrowing identified by leading musicologists. We'll also consider where borrowing crosses the line into plagiarism (2 credit hours).

MMED5325 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).

MMED5330 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).

MMED5335 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).

MMED5340 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).

MMED5355 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).

MMED5360 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).

MMED5365 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, resonance, 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).

MMED5370 Teaching 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 online (3 credit hours).

MMED5380 Graduate Woodwind Techniques

This course is designed to enable the student to develop the woodwind section of an ensemble through examination of such topics as correcting deficiencies in embouchure, intonation and technique. Single and double reed adjustment will also be covered in this course (3 credit hours).

MMED5390 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 (3 credit hours).

MMED5395 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 (3 credit hours).

MMED5398 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 (3 credit hours).

MMED5485 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 (4 credit hours).

MMED6300 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).

MMED6310 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).

MMED6320 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).

MMED6340 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).

MUAP5100 Graduate Applied Lessons

Private instrument lessons are offered in the Master of Music Education degree program. A student enrolled in the MMED may earn from one to three graduate credit hours as elective credit required for the degree. Graduate students may improve performance techniques on the major instrument as well as acquire skills and strategies in playing and teaching other instruments. There are seven areas for private lessons: voice, piano, brass, organ, percussion, woodwinds, and strings. The need for playing a jury at the completion of the credit hour is left to the discretion of the individual instructor.

Section 110 Piano

Section 120 Voice

Section 130 Brass

Section 140 Organ

Section 150 Percussion

Section 160 Strings

Section 170 Woodwinds

Section 180 Guitar

Lessons are taken on campus (1-3 credit hours).

Master of Medical Science in PA Medicine

DPAM5100 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 (1 semester hour).

DPAM5102 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 (1 semester hour).

DPAM5104 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 (1 semester hour).

DPAM5106 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 (1 semester hour).

DPAM5108 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 (1 semester hour).

DPAM5140 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 (1 semester hour).

DPAM5109 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 include self-monitoring of health risk behavior, goal setting, and behavior changes (1 semester hour).

DPAM5210 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 (2 semester hours).

DPAM5220 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 (2 semester hours).

DPAM5430 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 (4 semester hours).

DPAM5230 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 (2 semester hours).

DPAM5242 Pharmacotherapy Principles I

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 (2 semester hours).

DPAM5250 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 (2 semester hours).

DPAM5160 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 (1 semester hour).

DPAM5170 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 (1.5 semester hours).

DPAM5180 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 (0.5 semester hours).

DPAM5260 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 with illness, injury and stress, and designed to modify patient behavior (2 semester hours).

DPAM5212 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 (2 semester hours).

DPAM5222 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 (2 semester hours).

DPAM5432 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 (4 semester hours).

DPAM5232 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 (2 semester hours).

DPAM5244 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 (2 semester hours).

DPAM5252 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 (2 semester hours).

DPAM5162 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 (1 semester hour).

DPAM5172 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 (1.5 semester hours).

DPAM5182 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 (0.5 semester hours).

DPAM5214 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 (2 semester hours).

DPAM5224 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 (2 semester hours).

DPAM5434 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 (4 semester hours).

DPAM5234 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 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 (2 semester hours).

DPAM5264 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 (2 semester hours).

DPAM5254 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 (2 semester hours).

DPAM5164 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 (1 semester hour).

DPAM5174 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 (1.5 semester hours).

DPAM5184 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 (0.5 semester hours).

DPAM5290 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) (3 semester hours).

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 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) and patients with religious barriers (1 semester hour).

DPAM5396 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 (3 semester hours).

DPAM5376 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 (3 semester hours).

DPAM5178 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 (1 semester hour).

DPAM5198 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) (1 semester hour).

DPAM6514 Family Medicine

The 4-week long Family Medicine Supervised Clinical Practice Experience (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 needs associated with patients across the life span (child, adolescents, adult and elderly), in the family medicine outpatient setting.

DPAM6515 Elective II Clerkship - Urgent Care

The 4-week long Elective II Supervised Clinical Practice Experience (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 emergent, acute, and chronic medical needs associated with patients across the life span (adolescents, adults, and elderly), in an outpatient/urgent care setting.

DPAM6516 Elective III Clerkship - Underserved Population and Area

The 4-week long Elective III Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. This clerkship exposes students to international and/or rural/underserved medical populations and promotes an appreciation to recognize and respect socioeconomic culture differences, their role within humanitarian services, and the impact that society and economics have on disease.

DPAM6500 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 (5 semester hours).

DPAM6502 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 (5 semester hours).

DPAM6504 Surgery Clerkship

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 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 (5 semester hours).

DPAM6508 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 (5 semester hours).

DPAM6510 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 (5 semester hours).

DPAM6512 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 (5 semester hours).

DPAM6216 Rotation Assessment Days I

Prerequisite: 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

DPAM6218 Rotation Assessment Days II

Prerequisite: 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

DPAM6520 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 (5 semester hours).

Doctor of Ministry

Great Commission Studies Course Descriptions

DM7000 Missions and Evangelism

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).

DM7001 Applied Ministry Experience in Missions and Evangelism

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).

DM7025 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).

DM7026 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: DM7025 (2 credit hours).

DM7050 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).

DM7051 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: DM7050 (2 credit hours).

DM7075 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).

DM7076 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: DM7075 (2 credit hours).

DM7085 Selected Topics in Applied Theology and Ministry

A study of selected topics that are directly related to applied theology and ministry. May be repeated when content varies. This course is a co-requisite with DM 7086 Applied Ministry Experience in Selected Topics. (4 semester hours)

DM7086 Applied Ministry Experience in Selected Topics

An advanced practicum designed to utilize field experience in the student's ministry setting to test theory and methodology in the practice of ministry, with specific attention given to selected topics related to applied theology and ministry. May be repeated when content varies. This course is a co-requisite with DM 7085 Selected Topics in Applied Theology and Ministry. (2 semester hours)

DM8000 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).

DM8100 Doctor of Ministry Project and Project Report Writing I – Professional Dissertation

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

DM8101 Doctor of Ministry Project and Project Report Writing II – Professional Dissertation

A continuation of DM8100 ; Prerequisite: DM8100 (3 credit hours).

DM8102 Doctor of Ministry Project and Project Report Writing Continuation

This course is for those candidates who require additional time to complete the Project and Project Writing process, above the program requirements of three credit hours in one semester (3 credit hours).

Doctor of Education

EDL701 Introduction to Doctoral Studies or EDL711 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 (3 credit hours).

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

EDL702 Social Foundations or EDL712 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 (3 credit hours).

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

EDL703 Organizational Development or EDL713 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 (3 credit hours).

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

EDL704 Today's Student or EDL714 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 (3 credit hours).

EDL705 Advanced Ethical Leadership Studies or EDL715 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 (3 credit hours).

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

EDL706 Conflict Resolution, Mediation and Personnel Management or EDL716 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 (3 credit hours).

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

EDL707 Politics of Education: Historical Frameworks or EDL717 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 (3 credit hours).

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

EDL708 Learning and Instruction or EDL718 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 (3 credit hours).

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

K-12 Leadership Concentration:

EDL721 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 (3 credit hours).

EDL722 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 (3 credit hours).

EDL723 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 (3 credit hours).

EDL724 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 (3 credit hours).

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 (3 credit hours).

EDL732 Grant Writing and Proposal Development

This course provides the candidate with the basic skills to write a grant proposal from start to finish. For the experienced writer, this class will sharpen your skills through examination of current grant writing trends and proposal development. Candidates will learn the typical questions funders and evaluators ask when considering a proposal and the criteria used. Class participants will also have an opportunity to review and critique proposals across the continuum. Tips for ensuring proposal compliance and improving your chances of future grant success will be examined (3 credit hours).

EDL733 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. This course is in the Higher Education concentration (3 credit hours).

EDL734 Directed Independent Study: Self Selected Research

Prerequisites: Admission to the EdD 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. This course is in the Higher Education concentration (3 credit hours).

Electives

EDL741 Educational Policy or EDL751 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 (3 credit hours).

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

EDL742 Systemic Resource Management or EDL752 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 (3 credit hours).

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

EDL743 Strategic Planning or EDL753 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 (3 credit hours).

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

EDL744 Leadership and Technology or EDL754 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 (3 credit hours).

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

EDL745 Academic Culture and Learning or EDL755 Academic Culture and 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 (3 credit hours).

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

research data and writing their complete dissertation in preparation for formal dissertation defense (6 credit hours).

EDL771 Dissertation Seminar

This is a one hour credit course for those candidates who require additional time, above the program requirements of twelve, to complete the dissertation process (1 credit hours).

Research Core:

EDL761 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 (3 credit hours).

EDL762 - 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 (3 credit hours).

EDL763 Oral Written Comprehensive Exams/ 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 (0 credit hours).

EDL764 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 (6 credit hours).

EDL765 Dissertation 2

This course is to further develop and finalize their

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