

AMERICAN BAPTIST COLLEGE

# ACADEMIC CATALOG

2025-2026



[WWW.ABCNASH.EDU](http://WWW.ABCNASH.EDU)

# American Baptist College

## 2025-2026

(Revised July 31, 2025, Academic & Student Affairs)  
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### **Accredited by:**

The Association of Biblical Higher Education  
5575 S. Semoran Boulevard, Suite 26; Orlando, FL 32822-1781  
Telephone: 407.207.0808 | website address: [www.abhe.org](http://www.abhe.org)  
To award the Associate of Arts, Bachelor of Arts

### **Approved by:**

Tennessee Higher Education Commission (THEC) as a veterans' training site for veterans and/or other persons eligible for Veterans Administration Benefits

***Mission Statement:***

*“The mission of American Baptist College, a Historically Black College, is to educate, graduate and prepare diverse students with a liberal arts emphasis for Christian leadership, service and social justice in the world.”*

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## Catalog Scope and Limits

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The course offerings and requirements of the college are continually being analyzed under examination and revision. This catalog presents the offerings and requirements in effect currently, there is no guarantee they will not be changed or revoked. If changes occur, American Baptist College will provide adequate and reasonable notice to students affected by any changes. This catalog is not intended to state contractual terms and does not constitute a contract between the student and American Baptist College.

American Baptist College reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students, to be effective whenever determined by the College. The enrollment of all students is subject to these conditions. Current information may be obtained from the following sources: Admission Requirements-Student Services Center, Course Offerings-Department or Division offering the course, Degree Requirements-Records Office and Tuition-Business Office. Website: <http://www.abcnash.edu>

American Baptist College provides the opportunity for students to increase their knowledge by providing programs of instruction in the various disciplines through faculty who are qualified for teaching at the college level. The acquisition and retention of knowledge by any student is, however, contingent upon the student's desire and ability to learn and upon application of appropriate study techniques to any course or program. Thus, American Baptist College must necessarily limit representation of student preparedness in any field of study to that competency demonstrated at that specific point in time at which appropriate academic measurements were taken to certify course or program completion.

## Policy statement of nondiscrimination

American Baptist College does not discriminate in any form against students, employees, or applicants on the basis of race, sex, national origin, religion, age, or disability. American Baptist College complies with nondiscrimination laws Title VI, Title IX, Section 504, and the ADA. This discriminatory policy and practice extend to cover all educational programs and activities conducted by American Baptist College. Procedures for filing grievances can be obtained from the college's Affirmative Action Officer.



## OFFICE OF THE PRESIDENT



Welcome to the Holy Hill - a place where faith and purpose meet, where the footsteps of those who came before you still echo throughout our halls and grounds. We are overjoyed that you are here, and we wait in expectation for the great things God will do with you and through you during your time at American Baptist College.

We believe in you! American Baptist College is more than a campus - it is a sacred space. Here, prayers have been prayed, dreams have been born, and voices have been lifted as prophetic witnesses for justice and hope, not only for this community but for the world.

As you walk through these grounds, know that our excellent faculty, dedicated staff, and vibrant student body will support you with care, challenge you to grow, and call you to live boldly into your purpose within the framework of our SEAL initiative {Social Justice, Equity, Advocacy, and Leadership}.

While we are a Christian liberal arts college, we intentionally welcome persons of all religious faiths and all spiritual convictions. We invite all people regardless of race, gender, age and culture to join us in our commitment to academic excellence through an interdisciplinary program that prepares you for vocations in Biblical and Theological Studies, Behavioral Studies, Entrepreneurial Leadership, and Music and Arts.

I look forward to taking this journey with you. You are a part of a special institution that is "small enough to care and large enough to change the world." May God guide your steps and bless your journey.

With hope and blessings,

A handwritten signature in blue ink, appearing to read "Derric Jackson".

Dr. Derric Jackson  
Interim President

## General Information

### Identity Statement

Founded in 1924, American Baptist College (ABC) is a small independent Christian liberal arts college committed to providing educational programs and opportunities to a diverse and growing population within and beyond Nashville Tennessee. ABC is a denominational affiliate of the National Baptist Convention, USA, Inc. and is an open enrollment college working to bridge the gap between a public education system that too often fails the poor and African American youth, and a higher education system that has grown increasingly expensive. In partnership with the black church denominations, ABC educates and equips students for Christian vocations and social justice leadership in the world.

Through a curriculum emphasizing academic excellence in theological and biblical study, ABC serves as a catalyst for the development of students' spiritual (trans) formation and capacities for servant leadership. Preparing both clergy and laity for the practice of Christian ministry, ABC fosters an academic environment in which students and faculty dialogue about critical global problems, social and political issues facing church and society.

Through an interdisciplinary undergraduate program of professional education, the College's holistic educational philosophy enhances the emotional, psychological and social development of students and provides them with intellectual and spiritual tools that help them faithfully engage life with a humane and just vision of the World.

ABC welcomes students from diverse ethnic backgrounds, cultures, and denominations to explore approaches to biblical and theological education in preparation for social vocations, leadership and Christian ministry.

### Mission Statement

The mission of American Baptist College, a Historically Black College, is to educate, graduate and prepare diverse students with a liberal arts emphasis for Christian leadership, service and social justice in the world.

### Institutional Goals

The College's Institutional Goals align with the College's Mission Statement and College's SEAL vision. The College promotes SEAL as a theologically grounded vision for civic engagement and learning opportunities for students to connect understandings of the justice of God to transformation of community social problems and quality of public life. It inextricably connects academics, Christian leadership, ministry and preaching to the core meaning of the justice of God in the world. Its goal is to teach individuals how to become advocates for justice in society through collaborative leadership and civic learning and social justice projects for the well-being of vulnerable communities.



**1. *Academic and Scholarship: Excellence in Education***

*Maintain a high quality collegial, supportive, and educational environment to motivate and engage faculty, administration, staff, and students to achieve their personal and professional goals and the expected institutional outcomes.*

**2. *Student Engagement and Success: Excellence in Christian and Ethical Leadership***

*Developing practices to support a student-centered and justice-oriented culture of Christian vocation rooted in leadership, service, and ethical living.*

**3. *Institutional Advancement: Excellence in Data and Resource Management***

*Utilize best practices in resource management and allocation to support American Baptist College's commitment to sound stewardship. (Includes continuous institutional strategic planning)*

**4. *Strategic Partnerships and Alliances: Excellence in Community Partnerships***

*Pursue alignments with business, industry, government, religious and civic organizations to create experiential education to facilitate a pathway to economic, social, and educational success for our students and the advancement of the College.*

**5. *Institutional Sustainability: Excellence in Organizational Rightsizing and Leadership Responsibility***

*Incorporate sustainability into business models and institutional decisions by developing an institutional sustainability matrix to monitor and improve institutional performance, and leadership alignment for institutional effectiveness and success.*

**6. *Cyberspace Infrastructure for Digital Humanities: Excellence in digital technologies for archives and disciplines of the humanities.***

*Prepare students to hone their content knowledge in particular fields of study and to use and design digital tools in areas of history, theology, philosophy, and English.*

## **7. *Justice Education: Excellence in Student Civic engagement***

*Develop an interdisciplinary program to weave applied scholarship, biblical liberation ethics and theology for student's civic engagement, leadership and Christian service.*

### **Core Values**

In accordance with the mission of American Baptist College, the Board of Trustees has approved a set of institutional core values. The following list of core institutional values guides the administration, faculty, staff and students of American Baptist College in fulfilling the mission of American Baptist College.

#### **Caring**

Maintaining an ethic of care that is committed to treating all people with compassion, dignity, sensitivity, empathy and justice.

#### **Nurturing**

We are committed to an educational and academic environment that furthers the professional, spiritual, and personal development of students, faculty, and staff.

#### **Stewardship**

We recognize our obligation to safeguard the integrity of our mission by managing the resources of the College in a fiscally responsible and highly accountable manner.

#### **Excellence**

We are committed to achieving the highest level of performance in all we do, at all levels of the organization. The College recognizes and rewards excellence in teaching, other scholarly pursuits, and service.

#### **Integrity**

We are committed to maintaining the highest standards of justice, ethical, religious, and professional conduct.

#### **Respect**

We encourage mutual respect among faculty, staff and students recognizing that each person is a distinct individual with specific needs and concerns.

#### **Teamwork**

We work together as a team, recognizing that the whole is greater than the sum of its parts. We encourage active participation in collaborative efforts to enhance the quality and effectiveness of our teaching, outreach, service and management functions.

## **Accountability**

Accountability permeates every aspect of our organization, with each member of the College accepting responsibility for the consequences of his or her actions. Furthermore, we collectively share responsibility to ensure that all activities are aligned with the College's mission and values.

## **Quality**

We believe in meeting, or exceeding, the expectations for our internal and external constituencies.

## **Institutional Teaching Philosophy**

The teaching philosophy at American Baptist College will help students develop a rigorous spirit of curiosity that connects theory to praxis, promotes community and inclusion as well as cultivates habits of life-long learning through continuous self-reflection and self-evaluation. To accomplish these aims we will teach our students to grow ethically and spiritually by expanding their vision to include the principles of social justice, equity, advocacy, and leadership in order to build their analytical and interpretative skills in both faith communities and the broader society.

## **History of ABC**

The idea of a seminary for the training of Black Baptist ministers grew out of conversation between National Baptist leaders and Dr. O.L. Hailey, one of the founding fathers of the College. At its annual meeting in 1913, the National Baptist Convention appointed a committee to investigate the possibility of establishing a seminary for the education of its ministers. In a resolution presented by Dr. E.Y. Mullin and adopted by the Southern Baptist Convention in that same year, the convention pledged its cooperation and appointed a similar committee. The committees of the two conventions met together and the following year recommended to their respective bodies that the college be established in Memphis, Tennessee. It was later decided to establish the College in Nashville.

The present site of 53 acres was purchased with the help of the National Baptists in 1921, and a plan calling for the management of the seminary by a holding board and a governing board representative of the two conventions was adopted. The first building, Griggs Hall, was erected in 1923 and housed dormitory rooms, dining hall, library, and classrooms.

The College formally opened its doors for the training of Christian workers under the name of the American Baptist Theological Seminary on September 14, 1924. Its first curriculum contained both degree programs for high school graduates and a non-degree program for training those who had not completed high school.

In 1937, the Southern Baptist Convention agreed to share 50/50 with the National Baptist Convention, USA Inc. in the operation of the College. The Southern Baptist Convention continued in that partnership until deciding to withdraw its involvement with the College and turn over the assets to the Board of Trustees of American Baptist College in 1996. The unprecedented cooperation between the

National Baptist Convention, USA Inc. and the Southern Baptist Convention created a unique educational opportunity for African American clergy to gain higher biblical and theological education for over five decades. Due to this partnership, the Southern Baptist Convention helped prepare students and a broad spectrum of church leaders who were ready to meet the challenges of the Civil Rights movement led by the Reverend Dr. Martin Luther King, Jr. Providing scholarships and fiscal support of the operations of American Baptist College, the Southern Baptist Convention made a significant contribution to the education of men and women for Christian service in the world. In order to support the future growth and flourishing of the College, the Southern Baptist Convention continued in that partnership until a joint decision to turn over the assets to the Board of Trustees of American Baptist College in 1996.

The College has educated Civil Rights champions, national leaders and outstanding Christian ministers. The school's history during the 1960s and 1970s was lively with cultivating civil rights champions, national leaders and outstanding Christian ministers. Students from American Baptist College, such as Julius Scruggs, Bernard Lafayette, Jim Bevels, William Barbee and John Lewis served on the front line of the Nashville Student Sit-In movement for justice and change. Under the tutelage of then Professor J.F. Grimmett, the late the Rev. Kelly Miller Smith, and Rev Dr. C.T. Vivian, many of our students dared to sit down at lunch counters dramatically altering the quality of life for Americans living in the South. They sat, marched, and persevered through arrests and beatings before they were victorious in pursuit of justice and human rights. The campus itself was a popular command post for organizing and training students for social justice causes throughout the city at the time. American Baptist College can boast that a number of its students from that period have gone on to become major names in civil rights history and American politics (e.g., Congressman John Lewis, Dr. Bernard Lafayette, Dr. Julius Scruggs).

To this day American Baptist College continues in the tradition of scripture which admonishes us, "to do justice, to love mercy, and to walk humbly before God." The school continues its commitment to educate students to become leaders in whatever profession of their choosing, instilling in them a passion to advance God's mission of justice, compassion, and reconciliation. The horizon is bright and the College is forging a path of excellence as it strives to continue in the legacy it has inherited: living up to the mission of training men and women for Christian leadership.

## College Profile

The College has educated Civil Rights champions, national leaders and outstanding Christian ministers. The horizon is bright and the College is forging a path of excellence as it strives to continue in the legacy it has inherited: living up to the mission of training men and women for Christian leadership.

## ABC Presidents (1924 – present)

William Thomas Amiger	1924 - 1925 (Acting)
Sutton Griggs	1925 – 1926
William Thomas Amiger	1926 – 1930
James Henry Garnett	1930 – 1932
Roy Mayfield	1932 – 1936
James Madison Nabrit	1936 – 1944
Ralph Waldo Riley	1944 – 1956
Victor T. Glass	1956 – 1957
Maynard Phillip Turner	1957 – 1963
Charles Emerson Boddie	1963 – 1980
Odell McGlothian	1980 – 1992
Bernard Lafayette	1992 – 1999
Forrest E. Harris, Sr.	1999 – 2025
Derrick Jackson	2025 - Present

## EDUCATIONAL OBJECTIVES

Based on our mission statement, American Baptist College establishes a set of specific learning objectives through experiential methods of education. Depending upon a student's academic concentration and chosen field of study, upon completion of their education at American Baptist College, we expect graduates to:

1. Be able to access, analyze, interpret, and communicate knowledge; possess skills included, but not limited to, effective writing, reading comprehension, critical biblical and theological reflection, quantitative reasoning, educational methodologies, information literacy, critical thinking and effective oral communication;
2. Understand the methods and practices of theology, biblical hermeneutics, social sciences, arts and humanities:
  - As a result of their experience with various methods of moral and ethical reasoning, graduates will recognize and apply critical tools for their chosen field or professional vocation.
  - As a result of their experiences with a concentration in biblical studies and moral and ethical inquiry, graduates will possess depth of theological understanding and social ministry skills to serve the church and society.
3. Possess intercultural knowledge and global perspectives and demonstrate an ability to analyze carefully and critically information and ideas from multiple sources.
4. Integrate and transfer knowledge and skills gained from their educational training to their social and professional worlds; and
5. Be cognizant of their responsibility to do justice and be responsible global citizens in their civic and social choices.



## ACCREDITATION

American Baptist College is accredited by the Association for Biblical Higher Education (ABHE) Commission on Accreditation (5850 T. G. Lee Blvd., Ste. 130, Orlando, FL 32822, 407.207.0808) to grant certificates and degrees at the Associate and Baccalaureate levels. ABHE is a nationally approved agency by the U.S. Department of Education and is a recognized agency of the Council on Higher Education Accreditation (CHEA), a private, nonprofit “umbrella organization” that coordinates accreditation activity of the voluntary accrediting agencies in the United States. The College is approved by the U.S. Department of Justice to enroll non-immigrant alien students and approved by the United States government for training veterans.

## 2025-2026 ACADEMIC CALENDAR

This calendar is subject to change at any time prior to or during an academic term due to emergencies beyond the control of the institution, including severe weather, loss of utility services, or orders by federal or state agencies.

### Fall Semester 2025

July 11	Fall Application Deadline
August 9-10	Move In Day (New Students Only)
August 11 - 15	Welcome Week (New Student Orientation)
August 14	New Student Advisement and Registration
August 14 - 15	Move in Date Campus Housing (Returning Students)
August 15	Last Day for Fall Registration
August 18	Fall Semester Classes Begin
*August 18	Term A (8 week term) begins
<b>August 18-22</b>	<b>Late Registration/Add/Drop (Late fees apply)</b>
August 22	Last day to Add/Drop and for 100% Refund for Tuition/Housing/Meals fees Tuition Fee Balance Due/Payment Arrangement Withdrawal from Class after this date results in an “W” grade
August 26	Opening Fall Convocation

August 29	Last day to satisfy ““Incomplete” Coursework” for Summer 2025
August 29	Financial Aid-Pell, State & Institutional Aid anticipated disbursement date
August 29	Last day for 75% Refund for Tuition/ Housing/Meals
September 1	Labor Day
September 2	Opening Chapel Service @ 5:30 pm
<b>September 05</b>	<b>Financial Aid- Direct Loan anticipated disbursement date</b>
September 05	Go Official (Bursar) College Census Date (Registrar)
September 05	Last day for 25% Refund for Tuition and Housing/Meals
*September 12	Term A Midterms
September 16	Constitution Day
<b>September 19</b>	<b>5th Week Academic Alert</b>
September 19	Financial Aid 30-day delay 1st-time Student Loan Borrowers anticipated disbursement
<b>September 19</b>	<b>First Deferred Tuition Payment Due (Business Office)</b>
October 6 - 7	Reading Period
October 8 - 14	Mid-Term Exams and Papers
*October 10	Term A (8 week term) end and final exam
*October 13	Term B (8 week term) begins
October 16	Fall Board of Trustees Meeting
<b>October 17</b>	<b>9th Week Academic Alert</b>
October 21	Mid-Term Grades Due
October 21	2nd Deferred Tuition Payment Due
October 23 - 24	Fall Break
October 27	Spring Registration Opens
October 28	Withdrawal from all courses prior to this date result in Return to Title IV calculation Withdrawal from Class after this date results in an “F” grade
November 7	Term B Midterms
November 7	13th Week Academic Alert

November 14	Final Deferred Tuition Payment Due
November 26 - 28	Thanksgiving Break
December 5	Term B End and Final Exam
December 5	Last Day of Fall Classes
December 8- 9	Reading Period
December 10 - 17	Fall Exams and Papers Due
December 12	Last day to submit an Application for Admission for Spring 2026
December 22	All Fall Grades Due
December 22 - Jan 5	Holiday Break

### **Spring Semester 2026**

January 1	New Year's Day
January 3 - 4	Move In
January 5 - 6	Faculty/Staff Retreat
January 7 - 9	Spring Orientation
January 12	Spring Classes Begin
*January 12	Term A Begin (8 Week)
<b>January 12 - 16</b>	<b>Late Registration/Add/Drop (Late fees apply)</b>
January 16	Last day to Add/Drop and for 100% Refund for Tuition & Fees Balance Due/Payment Arrangement Withdrawal from Class after this date results in an "W" grade
January 16	Financial Aid-Pell, State & Institutional Aid anticipated disbursement date
January 16	Last Day to Satisfy Fall 2025 "Incomplete" Coursework
January 19	Martin Luther King Holiday/No Classes
January 20	Opening Spring 2026 Convocation
January 23	Last Day for 75% Refund of Tuition/Fees
<b>January 30</b>	<b>Financial Aid- Direct Loan anticipated disbursement date</b>

January 30	Go Official (Bursar) College Census Date (Registrar)
January 30	Last Day for 25% Refund
February 09	Term A Midterms
February 09	Financial Aid 30-day delay 1st-time Student/Loan Borrowers anticipated disbursement
February 13	5th Week Academic Alert
February 13	First Deferred Payment Due
March 2 - 3	Reading Period
*March 4 - 10	Mid-Term Exams and Papers
*March 6	Term A End (8 Week) Final Exam
*March 9	Term B Begins (8 Weeks)
<b>March 13</b>	<b>9th Week Academic Alert</b>
March 13	Second Deferred Payment Due
*March 15 -19	The 68th Annual Garnett-Nabrit Lecture Series
<b>March 17</b>	<b>Mid-Term Grades Dues</b>
March 20	Board of Trustees Executive Meeting
March 23 -27	Spring Break
March 27	Withdrawal from all courses prior to this date result in Return to Title IV (R2T4) calculation Withdrawal from Class after this date results in an “F” grade
March 30	Summer/Fall Registration Opens
April 3	Good Friday/No Classes
<b>April 10</b>	<b>13th Week Academic Alert</b>
April 20	Final Deferred Payment Due
April 20	Deadline for Application for May 2026 Graduation
April 20 - 24	Senior Final Exams and Papers Due

April 27 - May 1	Senior Exit Exams and Interviews
May 1	Senior Grades Due/Last Day of Spring Classes
May 1	Term B Ends (8 Weeks) and Final Exam
May 4 - 5	Reading Period
May 6 - 12	Spring Final Exams and Papers Due
May 12	Graduation Rehearsal @5pm
May 13	Baccalaureate @7pm
May 13	Spring Board of Trustee Meeting
May 14	Commencement @ 10am
May 22	All Spring Final Grades Due
May 25	Memorial Day

### **Summer Semester 2026**

June 1 -30	Summer 2026 School Session I
June 8	Last day to Add/Drop and for 100% Refund for Tuition & Fees
June 8	1st Financial Aid Disbursement
June 15	Last Day to Satisfy Spring 2026 "Incomplete" Course Work
June 19	Juneteenth No Class
July 1 - 31	Summer 2026 School Session II
July 4	Independence Day
July 6	2nd Financial Aid Disbursement

## **PROGRAMS OF STUDY**



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## Curriculum

It is the stated goal of all programs of study at American Baptist College to develop to the fullest the God-given potential of the individual student and to prepare her or him for living a life of Christian stewardship that is responsible to God and responsive to the needs of persons. This goal for the individual's development and preparation is in keeping with the injunction of Scripture: "As each has received a gift, employ it for one another, as good stewards of the manifold grace of God; whoever speaks, as one who utters oracles of God; whoever renders service, as one who renders it by the strength which God supplies; in order that in everything God may be glorified through Jesus Christ, to whom be the glory and dominion forever and ever." (I Peter 4:10-11) To this end, not only the curriculum but also the efforts of the faculty and the total resources of the College are directed. The total curriculum seeks to:

Confront the student with the Word of God proclaiming humanity's alienation from God and God's work of redemption in Christ (Bible) and to explore ramifications of this Gospel for the student's personal life and the work of the Church in the world (theology);

Equip the student with the tools of the educated person. These include the ability to write and speak one's native language clearly and effectively (English composition, speech), to think clearly (logic, mathematics, scientific method), and to read in at least one other language than one's own (foreign language);

Bring about the students increased understanding of the world in which one lives, including the world of persons and ideas (literature, philosophy, psychology), the world of nature (natural science), and the world of human affairs (history, and sociology);

Give the student a sense of preparedness through mastery of a field of knowledge and related skills (area of concentration); and Field Education.

## Student Learning Outcomes

American Baptist College is committed to ensuring its graduates obtain the knowledge and skills necessary to function as educated individuals, responsible citizens, and life-long learners who can use Christian-centered values in leading their communities to seek social justice.

**The student, after completing the course work should be able to:**

- Demonstrate biblical and theological knowledge, reasoning and reflection in analyzing historical, social and ecclesiastical issues;
- Practice functional ministry skills;
- Exhibit leadership skills for use in life and ministry;

- An ability to recognize and appreciate one's own cultural and social traditions as well as the ability to understand and appreciate cultural, religious, and political diversity within the human experience, both locally and globally;
- Demonstrate an ability to analyze carefully and critically information and ideas from multiple sources and perspectives;
- Demonstrate an ability to make judgments with respect to values and based on ethical reasoning and be able to evaluate the effects of these choices.
- Articulate their own views while at the same time challenge and embrace the views of others through collaborative, peer-to-peer learning experiences that lead to students learning how to cultivate habits of mind that are the underpinnings of serious self-reflection and critical thinking.

## Undergraduate Programs

American Baptist College offers six undergraduate degree programs:

**The Associate of Arts (A.A.) degree** is a sixty-hour (60) program that is the foundation for all American Baptist College degree programs and creates learning opportunities across liberal arts as well as natural and social science disciplines to encourage lifelong learning. Students will develop thinking, reasoning, and communication skills while discovering their views for Christian leadership and social justice.

**The Associate of Arts (A.A.) degree in Music and Arts** is a sixty-hour (60) program that prepares students to deepen their understanding of music theory, music history, and performance as well as drawing and painting while developing Christian leadership skills through the required biblical, theological, and leadership development courses.

**The Bachelor of Arts Bible and Theology (B.A.) degree** is a 120 hour program that prepares students to build a solid biblical and theological framework through in-depth study, analysis, and practical experiences for vocational or academic opportunities within or outside of the church.

**The Bachelor of Arts Behavioral Studies (B.A.) degree** is a 126 hour program that prepares students to understand human behavior and analyze social problems through research, critical thinking, evidence-based practice (e.g. experiential learning), for a variety of careers in clinical, educational, and industrial environments as well as advanced graduate training in psychology, counseling, sociology, criminal justice, and law.

**The Bachelor of Arts in Entrepreneurial Leadership Studies (B.A.)** is a 120 hour program that prepares students to be ethical and effective problem-solvers who lead by example within the communities they serve by providing the opportunity to explore the elements of entrepreneurial leadership and to develop an entrepreneurial mindset within a

Christian ministry framework.

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## The Academic Teaching Philosophy of American Baptist College

The teaching philosophy at American Baptist College will help students develop a rigorous spirit of curiosity that connects theory to praxis, promotes community and inclusion as well as cultivates habits of life-long learning through continuous self-reflection and self-evaluation. To accomplish these aims we will teach our students to grow ethically and spiritually by expanding their vision to include the principles of social justice, equity, advocacy, and leadership in order to build their analytical and interpretative skills in both faith communities and the broader society.

## General Studies Program Mission Statement

The mission of the General Studies Program at American Baptist College is to help students build a solid biblical and theological framework through in-depth study, analysis, and practical experiences for vocational or academic opportunities within or outside of the church.

## General Studies Program Design

The Associate of Arts (A.A.) degree is a sixty-hour program designed as the foundation of all degree programs at American Baptist College. This 2-year degree program is designed for students who have not decided on a particular field of study or career path but prepares students academically through the acquisition of writing and interpersonal skills, use of technology as well as critical thinking and problem solving.

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## ADMISSIONS REQUIREMENTS

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**American Baptist College** accepts applications year round. The College is committed to educating, graduating and preparing diverse students for Christian Leadership, Service and Social Justice in the world.

The Primary purpose of the Admissions Office is to provide information for any potential domestic

or international student to secure entrance into the College. ABC Admissions will work with the student to assist and secure all necessary documentation to present for potential acceptance into ABC and its Programs.

*It is the individual applicant's responsibility to monitor the status* of his/her application file and ensure the applicant's records will be evaluated for admissions. The applicant will receive notice of admission status through their student portal and by email.

Prospective students can submit an application for enrollment year-round. To ensure that your application is processed in a timely manner, please refer to the priority deadlines outlined below to ensure that you complete the enrollment process before classes start.

Semester	Deadline	International Students
Fall	August 1 <sup>st</sup>	February 1 <sup>st</sup>
Spring	December 1 <sup>st</sup>	July 1 <sup>st</sup>

#### Office of Admissions and Recruitment

- Contact # 615-687-6907
- Hours – M-F 10 AM - 6 PM
- [Admissions@abcnash.edu](mailto:Admissions@abcnash.edu)
- Social Media

Facebook: <https://www.facebook.com/abcedu1924>

Instagram: <https://instagram.com/abcedu1924>

Twitter: <https://twitter.com/abcedu1924>

YouTube: <https://www.youtube.com/c/AmericanBaptistCollege1924>

## TYPES OF ADMISSION

### Full Admission

An applicant is given full admission to American Baptist College when the criteria for admission have been met. Applicants are accepted on a rolling basis throughout the year.

### Conditional Admission

Students who are classified as conditional may have transferred from a non-accredited college and/or have a gpa below a 2.0 and may retain this classification throughout their first year. If the student's

work during that year is satisfactory, the condition is removed and the student is given full admission to the degree program. This conditional classification shall not continue for more than two terms.

### Re-Admission (Readmit)

A student, who has previously attended American Baptist College, but has not been enrolled for two semesters (excluding summer) and seeks re-admission to any of our degree programs, must apply for re-admission and meet the following requirements:

- submit a completed readmit application for admission;
- pay the required readmit fee
- submit an official transcript from each college or university attended since leaving American Baptist College; and
- be eligible for re-admission under the College's retention and probation policies.

Any student missing two consecutive semesters is required to submit a **Readmission Application**. A Student reapplying for readmission must complete the regular admission requirements, have a 2.0 GPA, and submit official transcripts of any College level work while away from ABC.

The application fee for Readmission is \$100. Once the application is submitted it is updated in the academic database and placed in the student file. All returning students must ensure that all outstanding balances are paid or contact the Bursar's Office to establish a satisfactory payment plan.

Readmits with a previous cumulative G.P.A. below a 2.0 must adhere to the appeal policy as outlined in the Academic Probation Policy (Academic Appeal Policy) section of this handbook.

Readmits with a previous cumulative G.P.A. below a 2.0 and transfer credits from another institution must also adhere to the appeal policy as outlined in the Academic Probation Policy (Academic Appeal Policy) section of this handbook.

### Veterans Admission

Any covered individual will be able to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

American Baptist College will not impose any penalty, including the assessment of late fees, the



denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

## New Applicants

A 1st time Freshman is a student who has not previously attended any college full-time.

## Non-Traditional Students

Students who have been out of school for five or more years and are at least 25 years of age or older.

## Part-time Student

One who is enrolled in a degree program and taking fewer than 12 credit hours in an academic term

## International Student

ABC welcomes international students, who should complete an admissions application six (6) months before the term in which they intend to enroll. A student is considered an International Student if he/she is enrolled at an accredited higher education institution in the U.S. on a temporary visa, who is not an immigrant (permanent resident with an I-51 or a Green Card), or an undocumented immigrant, or a refugee.

## Transfer Student

Students who previously attended another college may enter ABC as a transfer student; transfer of credits is subject to ABC guidelines and acceptance Policy. Only a grade of C or above may be considered for transfer. All transfer students must have a 2.0 GPA.

## Transfer Credit Procedure

ABC accepts transfer credit from institutions accredited by an agency approved by the United States Department of Education. Credits from other institutions are subject to the College's Transfer Credit Procedure. Transfer decisions are applied consistently. Decisions are not made solely on the source of accreditation of a sending program or institution. If ABC offers an equivalent course to one taken at another institution, the transfer credit may be substituted for the ABC course requirement. Lower division transfer credits will not satisfy upper division course requirements. Students may be required to submit documentation as to course content and duration of course prior to transfer credit being approved.

## Undergraduate Students

- o American Baptist College requires undergraduate students to complete all courses required by their selected program. ABC may allow for substitution up to 9 credit hours in the major at the time of admission. Any student receiving a bachelor's degree from American Baptist College must earn a minimum of 30 semester credit hours at this institution.
- o Transfer credit is only granted for courses in which a grade of "C" or better was earned.

Courses not repeated at the same institution will be calculated in the overall GPA for admission. Transfer credit is not granted for developmental courses or for continuing education units.

- o International transcripts must be in English or be accompanied by an acceptable English translation. If you need translation services, contact World Education Services (WES) at <http://www.wes.org>.

## Transfer Credit Escrow Procedure

Credits earned from unaccredited colleges, universities, and institutions are conditionally accepted. Students are required to maintain a minimum GPA of 3.0 during the first 12 Transfer Credit Procedure Page 2 of 2 credit hours taken at American Baptist College. These conditional credits are then formally accepted by the College Registrar. Formal acceptance under the escrow policy is not guaranteed but is determined by an institutional review of the transcript/grade reports and institutional materials such as academic catalogs, syllabi, and other pertinent materials that document the course content and duration.

## Transferability of American Baptist College Credits

The acceptance of courses taken at American Baptist College is subject to the discretion of the receiving institution. **It is the sole responsibility of the applicant to ensure transferability of ABC credits to other institutions.**

## Admission Steps

Prospective students need to file the following to be considered for Admission to the College:

1. Application: The formal application can be found at <https://futurelions.abcnash.edu>.
2. Admissions paperwork includes **one (1)** letter of recommendation.
3. Essay: Must be at least 300 words typed using one of the prompts listed.
4. High School Transcript/GED
6. College Transcript(s) (if applicable)
7. Immunization Records and Proof of Vaccination(s)

ALL APPLICANTS should retain a full copy set of materials submitted.

**Note #1 – Recommendation Form:** Recommendations may be from a teacher, counselor, pastor, mentor or other individual who can speak to the applicant's academic preparation and college readiness.

**Note #2 – Essay:** The essay is an opportunity to share your personal experiences, accomplishments, goals, or an experience that is genuinely meaningful and unique to you. Use one of the following prompts:

*\*Who is the most influential leader you are aware of? What characteristics does this person*

*possess?*

*\*What cultural events have prompted your community engagement and how?*

*\*Describe a time when your integrity was in questions. What was your reaction?*

*\*Why do you want to attend American Baptist College?*

**Note #3 – Official Transcript:** All transcripts must be submitted prior to acceptance.

A copy of your official high school, GED, and college transcript can be emailed to [Admissions@abcnash.edu](mailto:Admissions@abcnash.edu) or mailed to

**Admissions Office, American Baptist College, 1800 Baptist World Center Drive, Nashville, TN 37207.**

Applicants interested in applying for Financial Aid should contact the Office of Financial Aid at 615-687-6989, or email [finaid@abcnash.edu](mailto:finaid@abcnash.edu).

The Office of Admissions strongly encourages all documents to be submitted simultaneously for efficient processing and timely Admission status notifications. The prospective students Admissions file will NOT be reviewed until ALL required documents have been filed with the Office of Enrollment Management.

After receiving the initial application, the admissions officer will email a status update to indicate one of the categories for the prospective student's admissions file:

- **Incomplete:** Incomplete applicants who are still missing documents, which includes their Official High School, GED, and/or College transcripts, recommendation letter, or essay, will receive the admissions email update with missing forms needed;
- **Complete:** The official acceptance letter is emailed out to complete applications when all the applicant's documents are received and reviewed, which is reflected by the checklist in the Admissions Decisions Form.
- **Document Update/Entry:** After the admissions officer has received the material from the potential student, they will enter the documents into the admission database and student information system, attach the appropriate checklist to the application file and evaluate items received while checking off and dating all documents on the checklist.
- **Document Confirmation:** Once the application, recommendation letter, essay, and high school or GED transcript has been received, the admissions officer will confirm and verify all information prior to processing in CAMS. Once the information is entered in CAMS, financial aid will review and process the student for Federal Financial Aid.
- **Deposit:** If a deposit is included, it will be entered on the application form and copies should be made of the payment type for inclusion in the student file. The payment shall be submitted to the Business Office for processing.

### **Next Steps After Admission**

- Accepted students will receive notification in their personal email notifying them of their new [student@abcnash.edu](mailto:student@abcnash.edu) email address. The new @abcnash email will provide critical information for the student to follow, and will guide them to their Student Portal.  
*(American Baptist College will not utilize a student's personal email after notifying them of their @abcnash email address.)*
- Contact the Financial Aid and Business Office to discuss tuition payment options and needed items.
  - Financial Aid Office Hours – 10-6 M-F; 615.687.6989, [finaid@abcnash.edu](mailto:finaid@abcnash.edu), Federal School Code: 010460 for FAFSA.
  - Business Office - Self-Payment, Payment Plan Options; 615.687.6895
- Schedule your Academic Advising Appointment through our Director of Student Success to review and select your classes or during Student Orientation. The Director of Student Success assigns advisors once the student has attended Student Orientation. **No student may expect to register for classes in the College until he or she has been officially admitted by a formal Letter of Acceptance from the College.**
- Registrar Office (Griggs Hall) 615.687.6951 [registrar@abcnash.edu](mailto:registrar@abcnash.edu)
- Once you have been accepted, RSVP for the next Student Orientation. This is Mandatory for ALL NEW and READMIT Students. You will also receive your Official New Student ABC Identification Card at that time
- Order your Textbooks.

After the student completes registration, all student files are submitted to the Registrar's Office by the Office of Admissions for processing and filing into the academic secured file database.

Classes begin every Fall, Spring and Summer Semester. Please confirm your start date with the Office of Admissions. We look forward to your attending American Baptist College.

If you have questions, please contact Office of Enrollment Management by email [admissions@abcnash.edu](mailto:admissions@abcnash.edu) or by phone at (615) 687-6907.

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## **TUITION COST Per Credit Hour 2025-2026**

**Full Time and Part Time Cost per Credit Hour**                      \$500

## **Student Fees 2025-2026**

Orientation Fee	\$200
Health & Wellness	\$200
Recreation	\$100
SGA Student Activity	\$150
Technology	\$450
Vehicle Permit	\$50
Re-admission fee	\$100
Course Audit	\$750
Application Fee	\$30
Application Fee (International)	\$40
Lost Student ID	\$25 (each additional lost ID \$50)
Graduation Fees:	
• Associate's Degree	\$250
• Bachelor's Degree	\$250
Duplicate Diploma	\$50
Transcript Fee	\$10
Returned Check Fee	\$35
Late Registration	\$100

## **Housing Fees 2025-2026**

Housing Application Fee Dormitories (per semester)	\$150
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Griggs Hall Fee (DBL/SNL)	\$2,672/\$4,668
Lafayette & Turner	N/A
<b>Housing Units</b>	
Efficiencies (per semester)	\$3,392
1 Bedroom (per semester)	\$3,450
2 Bedroom (per person)	\$3,264
Mailbox (per semester)	\$31
Replacement Key	\$100
Meal Plan	\$5,202

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## FINANCIAL AID INFORMATION

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American Baptist College maintains an Office of Financial Aid to work with students who are in need of financial assistance in order to obtain a college education. This office remains committed to administer financial aid regardless of race, national origin or ancestry, age, sex, religion, handicap, color, marital status, or veteran status.

Any student who plans to enroll at American Baptist College is strongly encouraged to complete the Free Application for Federal Student Aid (FAFSA) as early as **October 1 every year**, at [www.studentaid.gov](http://www.studentaid.gov). This application is used to determine a student's eligibility for financial aid in the form of grants, loans and work-study from federal, state, institutional and some private institutions. Unless otherwise noted, the FAFSA is the primary application used at ABC to determine a student's eligibility for aid. The following types of financial aid are available at ABC for students who qualify and meet other eligibility criteria.

### Federal Pell Grant (PELL)

The **Pell Grant** is awarded to undergraduates based on financial need and the number of hours enrolled each semester. Regulations and provisions of the Pell Grant Program are subject to change by federal legislative action. Students have limited Pell Grant eligibility based on the total number of years received, not to exceed 600% or six years. For the 2025-2026 year, the maximum award is \$7,395, based upon your Student Aid Index (SAI) range between -1500 to 999999. The SAI is calculated from your FAFSA information.

## Federal Supplemental Educational Opportunity Grant (SEOG)

This federal grant program is awarded on a limited basis to undergraduate students with exceptional financial need until funds have been exhausted. Additionally, this grant may be reduced if students are awarded additional scholarships after initial packaging of financial aid awards.

**Award:** based on funding availability

## Federal Work-Study (FWS)

The Federal Work-Study program is a work program through which students earn money to help pay for school. Funds are awarded on a limited basis to undergraduate students and graduate students based on financial need. Please contact the Financial Aid Office for more information.

**Award:** based on funding availability

## Undergraduate Federal Direct Loans

**Subsidized Loans** are available to students that demonstrate need. The federal government pays the interest on the loan while the student is enrolled at least half-time in an eligible degree program. Repayment begins six months after you cease to be enrolled at least half time. **This is a loan and must be repaid. See chart below for amounts.**

**Unsubsidized Loans** accrue interest while you are in school. Your loan awards may differ from the estimated amount on your Award Letter, so please familiarize yourself with your CAMS Student Portal Web account for the latest updates. Your grade level, prior loans and other resources may impact your actual eligibility. You must repay all loans after you withdraw, graduate or fail to enroll at least half-time (6 credit hours). **This is a loan and must be repaid. See chart below for amounts.**

**Federal Direct PLUS Loans** are unsubsidized loans for the parents of dependent students and for graduate/professional students. PLUS loans help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods. Parents and graduate/professional students must apply separately for this loan. Loan amount varies and cannot exceed the cost of attendance (COA).

## ANNUAL FEDERAL STUDENT LOAN LIMITS

*(As set by the Federal Government)*

COLLEGE CLASSIFICATION	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and Dependent undergraduate students whose parents are unable to obtain PLUS loans)
FRESHMAN (0-29 credits)	<b>\$5,500</b> - No more than \$3500 of this amount may be in Subsidized loans.  <b>(\$2,750 per sem.)</b>	<b>\$9,500</b> -No more than \$3500 of this amount may be in Subsidized loans.  <b>(\$4,750 per sem.)</b>
SOPHOMORE (30-59 credits)	<b>\$6,500</b> - No more than \$4500 of this amount may be in Subsidized loans.  <b>(\$3,250 per sem.)</b>	<b>\$10,500</b> -No more than \$4500 of this amount may be in Subsidized loans.  <b>(\$5,250 per sem.)</b>
JUNIOR/SENIOR (60+ credits)	<b>\$7,500</b> - No more than \$5500 of this amount may be in Subsidized loans.  <b>(\$3,750 per sem.)</b>	<b>\$12,500</b> -No more than \$5500 of this amount may be in Subsidized loans.  <b>(\$6,250 per sem.)</b>
Graduate/Professional (Master's and Beyond)	-----	<b>\$20,500</b> Unsubsidized Loans Only

### **\*Lifetime (Aggregate) Loan Limits for Undergraduate Dependent and Independent Students**

§ Lifetime Federal Direct Loan limit for a **Dependent** undergrad is **\$31,000 (no more than \$23,000 of which can be Subsidized)**,

§ Lifetime Federal Direct Loan limits **for Independent or Dependent with PLUS denial** is up to **\$57,500 (no more than \$23,000 of which can be Subsidized)**.

For loan interest rates and origination fees, please refer to the ABC Financial Aid Handbook located <https://abcnash.edu/admissions/financial-aid/>



## TYPES OF STATE SCHOLARSHIPS AND GRANTS

### Tennessee Student Assistance Award (TSAA) Grant [for TN RESIDENTS ONLY]

Tennessee's State grant program is awarded to eligible Tennessee residents whose Expected Family Contribution (EFC) is 5846 or less. Funds are limited and awarded on a first come first served basis by completing the Free Application for Federal Student Aid (FAFSA). You will receive an award notification directly from the Tennessee Student Assistance Corporation if you qualify. For more information, please visit [www.collegepaystn.com](http://www.collegepaystn.com)

Application: FAFSA and State Aid Residency Verification Form-contact Office of Financial Aid for more information

Award: up to \$2,000 per year

## TYPES OF INSTITUTIONAL SCHOLARSHIPS

American Baptist College is pleased to offer scholarship funds provided by generous donors and various scholarship fundraising events to assist eligible students with funding their educational goals. These funds vary in amount and are awarded based on merit, financial need and the availability of funding. Scholarship criteria and consideration is determined by the American Baptist College Scholarship Committee.

For more information please email the Office of Financial Aid at [finaid@abcnash.edu](mailto:finaid@abcnash.edu)

### Class Attendance

Students receiving Federal Title IV Financial Aid must attend class on a regular basis. If students cease to attend class, they should officially withdraw from the College. If students fail to begin attendance in their courses and/or unofficially withdraw from the College, a determination must be made regarding possible repayment of funds received. **Total withdrawals from the College prior to the 60% point of the semester will affect your award for that term and could result in a balance due to the College. Please contact Financial Aid for more information.**

### Return to Title IV

If a student receives Federal Financial Aid assistance and withdraws, the college, student or both will be required to return any unearned funds to the appropriate Student Financial Aid Program. The institution calculates the amount of funds that were unearned, up through the 60% point in each payment period or period of enrollment. A prorated schedule will be used to determine how much Student Financial Aid Program funds a student has earned at the time of his or her withdrawal. For more information, please refer to the **Financial Aid Return to Title IV and Withdrawal policy**.

**NOTE:** The amount of refundable institutional charges (or balance outstanding) will be set by the college policy. If there is an owed balance from these adjustments, the student is responsible for

payment.

## Satisfactory Academic Progress Policy (SAP)

Federal regulations require that all student financial aid recipients make satisfactory academic progress in their program of study. The review of satisfactory academic progress must include both quantitative and qualitative components. This is measured by the student's cumulative grade point average and pace of credits earned in relation to those attempted and the length of the academic program.

This policy shall apply to the Federal Pell Grant Program, Federal Direct Loan Program, Federal Supplemental Educational Opportunity Grant Program, (SEOG), Federal Work Study, State of Tennessee or TSAC Awards, and any other Title IV or Higher Education Act (HEA) approved programs. ***Please note this policy is taken into consideration for American Baptist College Institutional scholarships. For more information, please refer to our ABC SAP Policy located in the College Catalog or online at [Financial Aid - American Baptist College \(abcnash.edu\)](http://Financial Aid - American Baptist College (abcnash.edu))***

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## SATISFACTORY ACADEMIC PROGRESS (SAP) Policy

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Federal and state regulations require that students meet certain academic standards to be eligible for financial aid. The basic standards are:

- Students are expected to maintain a satisfactory grade point average;
- Students are expected to successfully complete at least 67% of the classes they attempt; and
- Students are expected to complete their program in a timely manner;

All coursework is evaluated for financial aid purposes whether or not financial aid was received for that work. These standards will be evaluated at the end of each academic year. Students attending summer semester will be evaluated at the end of term.

Following is more information on each of the standards listed above.

## PROCEDURES FOR MEASURING SAP

### Qualitative: Cumulative Grade Point Average Requirement

Students are expected to achieve the minimum CUMULATIVE GPA as mentioned below based on earned hours and grade level in order to meet SAP requirements.

Undergraduate/Freshman students who have attempted 0-29 credit hours must maintain at least a

minimum cumulative grade point average of 1.8 for each term. All other undergraduate students are required to maintain a minimum cumulative grade point average of 2.0 or better.

### **Quantitative: Pace**

This component is a measure of the extent to which a student is successfully completing his/her coursework, and is calculated by dividing the cumulative earned credit hours by the cumulative attempted credit hours. For example, a student who enrolled in eight 3-credit hour courses (24 credits), successfully completes six of the courses (18 credits) due to withdrawing or failing the other two courses, would have earned 18 out of 24 credits for the year, or, 75%. Students are expected to successfully complete at least 67% of all attempted credit hours enrolled for each academic year at American Baptist College. Failed courses (F), Incompletes (I), withdrawals (W), repeated courses (R), Unofficial Withdrawal (UW), are included in this assessment.

### **Maximum Time-frame Limit: Reasonable Length of Time Requirement**

A reasonable length of time for completion of an educational program is defined as no longer than 150% of the length of the program. For example, a student enrolled in a degree program that requires 60 credit hours must complete all requirements by the time they have attempted 90 hours (60 hours x 150% = 90 hours). It is important to note that transfer credit hours accepted by the college count toward the attempted hours.

### **Repeated Courses**

A repeated course along with the original attempt must be counted as attempted credits. Repeated coursework is counted as attempted with each occurrence, but earned only for passing grades. Students can only repeat completed courses one time and still have the course covered by Title IV funding. If a student retakes a course in which they received a passing grade the first time, and then fails the repeated course the second time, he/she will not be eligible for Title IV funds for retaking the course a third time. Students who retake a course in which he/she initially failed (received a grade of F) can receive Title IV funds to pay for repeating the course. If the student withdraws from the repeated course, then this will not count as their allowed one-time retake for that course. Students wanting to improve grade point averages, or obtain a better grade for transferability, may be required to pay for those courses out of pocket. All repeated courses do affect financial aid satisfactory academic progress calculations.

### **Transfer Students**

All academic transcripts must be received and evaluated by the institution prior to determining Satisfactory Academic Progress Standards for financial aid. Only transfer credits officially accepted by American Baptist College will be counted in determining Satisfactory Academic Standards.

### **GENERAL ABC SAP REQUIREMENTS**

- o Must achieve a cumulative GPA of 1.80 for 0-29 attempted hours
- o Must achieve a cumulative GPA of 2.0 for 30+ attempted hours
- o Must earn a cumulative total of 67% of all attempted hours each semester

- o Meet the academic standards required for graduation within a time frame not to exceed
- o 150% of the time normally expected to complete a degree or certificate program. Please see below for *time limitations* given for each degree type.

Associate's Degree	2 years or 60 credit hours	60*150%=90 max attempted credit hours
Bachelor's Degree Bible and Theology Entrepreneurial Leadership	4 years or 120 credit hours	120*150%=180 max attempted credit hours
Bachelor's Degree Behavioral Studies	4 years or 126 credit hours	126*150%=189 max attempted credit hours

## EVALUATION PERIOD

SAP is measured at the end of each *academic year (spring)* using the quantitative and qualitative methods to ensure completion within the 150% timeframe. Students attending summer semester will be evaluated at the end of term.

## Notification

Based on the student's transcript and information received from the Registrar's Office, the OFA will notify Title IV student recipients via email and regular mail, if email is invalid or not applicable, of the effect of the SAP evaluation on eligibility for financial aid.. This notification can be in person, but will also be followed up in writing to the student.

## SAP STATUS CHART

SAP STATUSES	DEFINITION	ELIGIBLE FOR AID (this includes federal, state and institutional)	APPEAL NEEDED
<b>SUSPENSION</b>	<i>Assigned to a student who was on Warning and failed to meet SAP a 2nd consecutive semester</i>	<b>NO</b>	<b>YES</b>

<b>PROBATION</b>	<i>Assigned to a student for one payment period who failed to meet SAP but granted an approved appeal; for students with an Academic Plan that allows time beyond one-payment period will be evaluated for progress and continued under this status based on plan.</i>	<b>YES</b>	<b>ALREADY APPROVED</b>
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## Unsatisfactory Academic Progress

Failure to meet these standards results in the loss of eligibility of financial aid, including, but not limited to, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Direct Loans, Parent Loan for Undergraduate Students (PLUS), Federal Work Study, Tennessee Student Assistance Award (TSAA) and institutional aid. Once a student becomes ineligible for financial aid due to Unsatisfactory Academic Progress, they are not eligible to receive these funds until the standards have once again been met or an eligible appeal has been approved. Students must attend classes and pay for these classes from their own resources until the guidelines have been re-established.

### Loss of Eligibility

If a student loses financial aid eligibility and does not appeal or if the appeal is denied, he/she will not receive financial aid until eligibility is reestablished at their own expense. Suspension of your financial aid does not mean that you may not enroll at American Baptist College as a paying student as long as you meet the academic requirements for enrollment as described in the College catalog. Once requirements have been met, the student must contact the Office of Financial Aid and ask for a reinstatement of student aid eligibility consideration. At that time, the student's academic records will be assessed to determine if aid can be reinstated.

### SAP Suspension

All students are required to meet at least the minimum cumulative GPA and at least the minimum percentage of cumulative hours successfully earned to demonstrate Satisfactory Academic Progress for federal financial aid. A review will be made at the end of each academic year to determine if the student meets the criteria. Failure to meet the cumulative GPA and the cumulative pace/hours earned will result in the student being in a financial aid category of Suspension, meaning they are ineligible to receive federal financial aid. They will be notified of this status in writing.

A student's financial aid eligibility will be suspended if any of the following occurs:

- The student failed to meet either or both the qualitative and quantitative standards at the time of the annual SAP review; AND/OR
- The student has attempted 150% of the required credits for graduation, or,
- It becomes mathematically impossible for the student to meet SAP requirements (e.g., the student has successfully completed 100 of the 120 credits needed for graduation, but has attempted a total of 165 credits. The student cannot earn 20 additional credits

because only 15 more credits can be attempted before reaching the aggregate maximum credits attempted allowed).

A student in Suspension status must submit their appeal to the Office of Financial Aid, if they wish to have their financial aid eligibility restored. If there is no approved appeal, the student in this status is ineligible for federal, state, or institutional aid.

## Financial Aid Appeal Process

Students who wish to appeal, must submit a completed Financial Aid Satisfactory Academic Progress (FASAP) Appeal Form, documentation supporting the extenuating circumstance and a plan of action of how SAP requirements will be met in future terms. The appeals form can be obtained from the Office of Financial Aid. Appeals must be typed and submitted with supporting documentation via in-person or email to the Office of Financial Aid [finaid@abcnash.edu](mailto:finaid@abcnash.edu), or mailed and addressed to:

American Baptist College  
Office of Financial Aid  
1800 Baptist World Center Drive  
Nashville, TN 37207

Typical reasons for an appeal may be, but are not limited to: death of a relative or close friend, injury or illness to the student or close relative, or other special circumstances. The (typically typed) SAP appeal letter should include the following:

- Mitigating circumstances that prevented the student from meeting the requirements of academic progress (e.g., death in the family, student illness or injury, other personal circumstances). Mitigating circumstances do not include: withdrawing from classes to avoid failing grades, pursuing a second major or degree, etc.
- Documentation that supports the student's basis for the appeal
- Steps the student has taken/will take to ensure future academic success
- If it is not possible for the student to achieve satisfactory academic progress with one successful probationary semester, the student must also submit an academic plan signed by their academic advisor. This plan should outline the student's academic goals for each semester (e.g., number of credit hours and cumulative GPA) that will enable the student to meet the requirements of academic progress at a specified future point in time.

## Academic Plans

Currently, any student identified as SAP non-compliant is required to submit an Academic Plan as part of their supporting documentation with their appeal. This plan must include the following:

- number of credit hours completed toward their program of study
- number of courses/credit hours needed to complete their program of study
- clearly articulate that the academic plan ensures that the student is able to meet the SAP requirements by a specific time (this can include an estimated term and cumulative GPA calculation or grades that the student would need to achieve to reach the minimum SAP requirements)

Students are encouraged to meet with their Academic Advisor to develop this plan and to ensure they are on track for meeting the program degree requirements

## Appeal Deadlines

Appeals and supporting documentation must be submitted by the following dates. Appeals submitted after the deadline are not guaranteed to be reviewed prior to the start of classes and therefore, the student will be responsible for making payment arrangements for his/her tuition and fees. Appeals submitted without supporting documentation will be pending a decision and the student will be notified accordingly.

Fall Semester	Aug 1
Spring Semester	Jan 5
Summer Semester	Jun 1

## Financial Aid Probation

An approved appeal places a student on financial aid probation and allows them to receive student aid for one payment period after the appeal. During this probation period, the student must work to regain compliance with the SAP requirements for continued aid eligibility. Failure to regain SAP requirements will cause a student to lose eligibility for student aid again. At that time, a student must submit a new appeal for a financial aid probation and/or academic plan of action which reflects how he or she plans to regain compliance with the SAP policy.

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## ACADEMIC REGULATIONS

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### GRADING SYSTEM

The following letter grade and quality point value is used at American Baptist College (**effective Academic Year 2021-2022, beginning Fall 2021**):

A = 4.0  
B = 3.0  
C = 2.0  
D = 1.0  
F = 0.0

#### **Grading:**

**Grading Scale:** The following grading scale will be used:

A = 90 - 100  
B = 80 - 89  
C = 70 - 79  
D = 60 - 69  
F = 50 - 0

Other notations that may appear on a student's record are:

<b>I</b>	Coursework is Incomplete	A = 90 – 100 Superior
<b>W</b>	Withdrawn after normal drop period	B = 80 – 89 Above Average
<b>UW</b>	Unofficial Withdrawn	C = 70 – 79 Average
<b>S</b>	Satisfactory	D = 60 – 69 Minimum
<b>U</b>	Unsatisfactory	F = 59 – 0 Failing

### Meaning of Semester Hour

A credit hour is the unit of credit given for one hour of class instruction weekly throughout a semester. For example, a class having three class sessions weekly normally gives the student three credit hours at the end of the semester. The number of credit hours given for each course is indicated in the course description section. In order to receive credit for credit hours completed, a grade of “D” or better must be earned in the course.



## Meaning of Grade Point Average (GPA)

Students' "grade point average" is an important index to his or her academic achievement. The quality point average is figured by dividing the total number of enrolled credit hours into the total number of quality points earned. This average is determinative for the student's classification, his or her maximum course load, and his or her eligibility for honors.

## Assigned Work

Individual study and research in the library complement class lectures and discussions in all courses. Each student is responsible for carrying out his or her own assignments and preparing in advance for class periods. All written work required should be turned in on time, be well organized and legible; proper credit for sources used must be included. The honor code of the College governs work done outside of as well as in class. (See Student Handbook)

## STUDENT CLASSIFICATIONS

American Baptist College groups its students into four general classifications: Degree, Special, Conditional, and Unclassified. Students in these classifications may be either full-time or part-time, depending on their course load.

A full-time student is one who carries a load of 12 hours or more, and a part-time student is one who is carrying fewer than 12 hours.

### Degree

Degree students are those who have been admitted to work toward a degree. Class levels are determined as follows:

- Freshman: 0 - 30 credit hours
- Sophomore: 31 - 60 credit hours with 60 quality points
- Junior: 61 - 90 credit hours with 120 quality points
- Senior: 91 - 120 credit hours with 240 quality points

### Special

Special students are those admitted to a limited or special program of study for personal improvement but not leading to a degree.

### Conditional

Students who are classified as conditional may have transferred from a non-accredited college and/or have below a 2.0 gpa may retain this classification throughout their first year. If the student's work during that year is satisfactory, the condition is removed and the student is given full admission to the

degree program. This conditional classification shall not continue for more than two terms.

## Registration Procedure

The first thing a student must do in the registration procedure is to consult with his or her advisor. The advisor works with the student in reviewing and planning his or her academic program and in counseling with the student concerning all matters related to the academic program of the College. The Director of Student Success assigns advisors.

This advisor must approve the student's course schedule; and the student must obtain the advisor's permission to make any course change or to drop courses after registration. The student must additionally complete the registration forms and go to the Registrar; then go to the Financial Aid and finally the Business Office to resolve matters of aid and assistance. A student is not registered in the college until all these steps have been completed.

## Time of Registration

No student may expect to register for classes in the College until she or he has been officially admitted. All regularly enrolled students are expected to register for classes on the "registration days" for each semester as designated on the academic calendar. Students who register late must pay a late registration fee. Students may not register for classes beyond 14 days at the start of any semester. (Refer to current Academic Calendar for deadline dates)

## Drop/Add

The drop/add period is identified on the Academic Calendar as the first week of classes for each semester. During this time, students are able to add or drop classes without academic or financial penalty. It is strongly encouraged that a student meets with their Academic Advisor to discuss the impact, if any, of making changes to his/her schedule. After the add/drop period, student registration will become official. Any changes to enrollment after this date are subject to the Tuition Refund Policy and the Return to Title IV (R2T4) and Withdrawal Policy as stated in the College Catalog.

## Withdrawal Procedures

### Official Notification

Official notification of a student's intent to withdraw, either from an individual course or completely from the college, including dismissal, has been provided when the student or faculty has provided written notification on the designated form (Formal Withdrawal Form) to the Registrar's Office and followed all established procedures. An email or verbal communication from either the student or faculty member will also be considered as a form of official notification to withdraw from a course or the college.

## Official Withdrawal from a Course or Courses

An official withdrawal from a course occurs when a student withdraws from one or more, but not all, of his or her courses and follows official withdrawal procedures, or via an administrative withdrawal (dismissal) initiated by the College. The timing of an official withdrawal from a course may affect how academic progress is determined for the student, affecting the student's pace for SAP purposes. The student's enrollment status and aid eligibility for Title IV aid purposes may also be affected if the student does not remain enrolled in the minimum number of eligible courses attributable to his/her enrolled program of study. When a course withdrawal affects the amount of aid for which the student is/was eligible, the aid is adjusted based on the revised enrollment status (i.e.  $\frac{3}{4}$  time). However, this required adjustment is not considered a Return to Title IV calculation.

## Official Withdrawal from the College

An official withdrawal from the College occurs when a student withdraws from all courses by following the Official Notification procedures above, or when a student has been dismissed (administratively withdrawn) by the College. A Return to Title IV calculation is required for Title IV aid (federal financial aid) recipients to determine the amount of aid earned by the student for his/her attendance under these circumstances.

## Medical Withdrawal

Medical withdrawal requests are reserved for students who are unable to complete the quarter due to a medical situation. A student can withdraw from their classes and may ask for a 100% refund if they are medically unable to complete the semester.

Documentation must be from a licensed medical professional and it must be specific to the semester in which the student is requesting the withdrawal from.

## Administrative Withdrawal

A student who violates any college code of conduct as outlined in the Student Handbook may result in the student being administratively withdrawn from the college.

§ When the college dismisses a student for academic misconduct, the student is considered administratively withdrawn and is not required to complete a formal withdrawal form.

§ An administrative withdrawal may be warranted in the event a student experiences extenuating circumstances beyond their control that prevent them from completing the official withdrawal process or notifying the college prior to the end of a semester.

## Unofficial Withdrawal

A student who does not notify the Registrar of her/his intent to withdraw, or, who stops attending all of their courses registered for the current term, will be considered an unofficial withdrawal. The last date of attendance, or, last date of an "academic related activity" (see definition of terms at the end of this

policy) will be used to determine the student's date of withdrawal.

A student should be aware of the distinction between withdrawal from a course ("dropping" a class) and complete withdrawal from the college (no longer enrolled at all during that semester). The rules for this R2T4 policy apply only when a student withdraws from the institution (is no longer enrolled at all during that semester); they do not apply when a student drops a course.

Per Federal Regulations, effective July 1, 2021, a student may provide written confirmation that she/he will attend a later module/term in the same payment period or period of enrollment, if that module/term begins no later than 45 days after the end of the module/term the student ceased attending. For this purpose, the student will not be considered withdrawn, if the college obtains written confirmation from the student at the time of withdrawal that he/she will attend a later module/term in the same payment period or period of enrollment.

Students who withdraw officially or unofficially are subject to the tuition refund policy when students withdraw within the time specified and a refund of tuition and other refundable charges will be made according to the refund policy.

Students who are Title IV recipients and officially or unofficially withdraw from all of their courses after the tuition refund period but before completing at least 60% of the semester, are subject to the Return to Title IV (R2T4) policy and calculation.

## Tuition Refund Policy

Please note the tuition refund policy as outlined in the chart below. Any student who registers for classes, and later drops a course(s), withdraws from a course(s), or never begins attendance will be entitled to a refund for any payment made toward those charges.

During the first week of classes, a student who drops a class or all classes will be entitled to 100% refund. (*Please note* that the first week of class is also the last week to add/drop classes for the current semester.) Changes to enrollment after this week are subject to this Refund Policy and Return to Title IV and Withdrawal Policy as applicable.

## Tuition Refund Policy

First week of class	100% Refund
Second week of class	75% Refund
Third week of class	25% Refund

## Grade Change Policy

### Student Grade Changes

A student contesting a grade has until the beginning of the academic term following the term the contested grade was received and must not exceed a 30-day period after the end of the term. This

request to contest a grade must be made in writing to the professor or instructor of the course. If the change of grade request is not resolved with the professor, the student has 48 hours to report the academic grievance to the Academic Dean

The Academic Dean has 10 business days to make a decision or appoint a designee to respond to the grade change request and grievance. In the event a designee is selected, the designee has 10 business days to make a decision and respond to the student grade change request.

Appeals of the Vice-President of Academic Affairs and or designee must be made in writing and directed to the Vice-President of Academic Affairs within 48 hours of receipt of the decision. The Vice-President of Academic Affairs will review the appeal and make a decision within 10 business days. The decision of the Vice President of Academic Affairs will be final and binding.

### Faculty Grade Changes

Incomplete grades and letter grade changes should be authorized rarely and only because of extenuating circumstances. Students must complete the missing work within the time specified by the Instructor, but no later than 30 days after the beginning of the next term.

Students are responsible for coordinating with the instructor to make up the incomplete work.

Any changes to letter grades must be fully substantiated. Instructors are responsible for initiating the grade change process. All grade changes must be submitted on the official College Grade Change Form, must include the reason for the change, and must be signed by the instructor, approved by the Chief Academic Officer or Dean and the College Registrar. Letter grades are considered final grades. The completion of required coursework is a purely academic function and, as such, the coordination for make-up tests, submission of late written requirements, etc., must be between students and instructors.

Administrative staff is available for any assistance or information needed; however, the staff must not be used as a primary liaison between the instructor and the student when coordinating make-up work. Incomplete work that is not made up within 30 days after the start of the following term will automatically be assigned a grade of "F." Under special, extenuating circumstances, an extension may be granted by the Academic Dean, if requested by the instructor, not the student.

Instructors are responsible for providing students with all academic work that must be considered to remove the "I" or change the grade, as well as the time authorized by the instructor to submit all outstanding requirements. Only the Instructor of record may change an "I" or final grade and initiate the grade change process. All students are expected to take tests on the test dates as listed in the class syllabus. All make-up exams are the responsibility of the Instructor. Only under unusual circumstances would a student be permitted to take a make-up examination at a later date. Under no circumstances should a student be allowed to take an examination without a qualified monitor in attendance.

All grade changes on the transcript of record or to class rosters after grades have been verified will be made in the registrar's office.

To initiate a change of grade, the Change of Grade form must be filled out completely and signed by the supervising instructor professor and the registrar.

## Reporting and Changing of Grades

Following each term or semester of instruction, all faculty members report grades, including “incompletes”, directly onto electronic rosters which are accessed by a secured PIN number, or the grades are entered from an official paper copy of a class roster by a Registrar. Paper copies are signed by the appropriate faculty member and maintained in the registrar’s office.

Once a set of grades has been keyed into the computer system, there is a two-day period within which faculty members may review their submitted grades. All electronic submissions are accessed by PIN number, while changes to paper rosters require initialing by the faculty member making the changes.

Following final verification by the registrar’s office, any change of grade must be submitted through the Faculty Portal in CAMS or by completing a Change of Grade Form obtained only through that office.

Change of Grades must be vetted by the Academic Dean and approved by the Academic Dean and Vice President of Academic Affairs, after which the form with all signatures is forwarded to the Registrar’s Office where it is signed by the registrar and entered into the College computer system by the registrar. Change of grade forms provide an audit trail and become a permanent part of a student’s academic file.

## Incompletes

The grade “I” may be assigned if the student’s work in a course has been of passing quality but is incomplete for reasons beyond their control. Prior arrangements must be made with the instructor because in assigning the “I” grade the instructor is required to specify the reasons to the Dean.

Although “I” grades are not counted in computing the GPA, it is important to remove them quickly. A student has one month after the completion of a semester to submit any outstanding assignments, to resolve letter grade “I”. Any “I” grade which has not been resolved within the above deadlines will, at the end of that time, be converted to grade “F.”. After that time, but not retroactively, the grade is counted in computing your GPA.

*Exceptions:* Within the above deadlines for completing an “I” grade, students may notify the dean that they have not attempted completion and will not complete the work required for removal of the “I” grade, and may request that the grade not be replaced by an F. This procedure is limited to a maximum of two courses. Once the decision has been made, it is irrevocable; the course cannot afterward be completed by any means, including repetition of that course or any equivalent course.

## Repeating Courses Policy

The College academic computer, CAMS, automatically checks and “flags” repeat courses. The last attempt of a course is the course and grade used to compute a student’s grade point average.

The student may repeat any course previously taken at ABC if the student wishes to improve the grade received. The student will not be allowed to repeat the course more than once with the exception of an “F” grade which may be repeated an unlimited number of times. The last grade earned will be posted to the transcript as the officially recognized grade for the course, unless it is lower than the first grade. It is the student’s responsibility to notify the Registrar when a course has been repeated in order to have the quality point adjusted. The original grade will remain on the transcript but will not be figured into the cumulative grade average. A repeat course will be designated on the transcript by the Letter “R.” All “repeat” courses, except for grades of “F,” must be taken at ABC.

**\*\***When a student has an acceptable reason for failing to complete a course in time to have the grade properly recorded, the instructor will mark the record “I.” Completion of the work should be as soon as possible after the emergency that made the delay necessary, but no later than the end of January (next semester or summer term. An “I” that is not removed by the deadline becomes an “F” whether the student remains in school or not. This does not apply to students who are called into military service.

The notation “W” means that the student withdrew from the course within the appropriate time allowed for withdrawal. “UW” means the student stopped coming to class or neglected to complete the withdrawal procedure. Withdrawal forms may be obtained from the Registrar’s Office and permission to withdraw from the Academic Vice President. Failure to obtain this permission results in an “F” for the course. No student will be permitted to withdraw in the last 30 days of the semester that ends with the final exam. Students who withdraw during this period will receive a grade of “F” unless the withdrawal is for extenuating circumstances. In the event of a health matter a physician’s signature is required. “NC” is only offered to students who are auditing courses.

## Appeals and Complaints

At American Baptist College the Director of Student Success Services handles matters of student complaints and academic failure. The Director of Student Success works in tandem with the Registrar to maintain academic records and interpret applicable policies. In this vein the Director of Student Success Services interprets and applies the academic policies of the College. The Director of Student Success schedules and oversees student academic appeals and complaints and is responsible for communicating with the students the decisions of that committee. Students can appeal the decision of the Academic Appeals Committee to the Office of the Academic VP in writing within 48 hours of receiving notification of the committee decision. The decision of the Academic VP is final.

## ACADEMIC STANDING

**The minimum grade point average required by the College for awarding the baccalaureate or associate degree is 2.00 for all credit work taken by the student as part of an approved program of study.** Any enrolled student who meets the minimum academic requirements is in good academic standing at the College.

### Retention Procedure

To aid the academic progress, the retention, and the degree progression of American Baptist College students, there are three academic progress check-ins each semester at the 5th, 9th, and 13th weeks. Faculty will be asked to provide to the academic dean the list of students who are performing poorly in the following areas: class attendance, course assignments, and class participation.

- At the 5th week check-in, students will be sent an academic notification listing the academic defaults as well as an encouragement to meet with their professor(s) and/or Student Success to determine a course of action for improving academic performance.
- At the 9th week check-in, students will receive a 2nd notification listing the academic defaults and an encouragement to meet with their academic advisor and/or Student Success to determine a course of action for improving academic performance.
- At the 13th week check-in, if student performance has not improved and failure is imminent, the student will receive a 3rd notification detailing the impact of course failure on degree progression and financial aid.

### Academic Probation Policy (Academic Appeal Policy)

The student who fails to meet the standards listed below in any term will receive an academic plan to guide academic improvement.

- o Must achieve a term GPA of 1.80 for 0-29 attempted hours
- o Must achieve a term GPA of 2.0 for 30+ attempted hours
- o Must earn a term total of 67% of all attempted hours each semester
- o Meet the academic standards required for graduation within a time frame not to exceed 150% of the time normally expected to complete a degree or certificate program. Please refer to the chart below for *time limitations* given for each degree type.

At the end of the next term of enrollment, a student on academic probation who has failed to attain either the above cumulative standard or a 2.0 G.P.A. for that term faces suspension. The suspension may be appealed one time only. If successfully appealed, the student will be on probation for an additional semester and will 1) be evaluated by the Student Success director, will 2) successfully participate in a not for credit tutorial under the auspices of the Student Success Office, and 3) will not be allowed to take more than 6 credit hours during that probationary period. The students' progress will be evaluated after the period of probation (one semester) and will be allowed to resume a full load of 12 or more credit hours the following semester if the student earns a G.P.A of 2.0 or higher that semester. **Students failing to meet these standards may not enroll in a subsequent semester, excluding summer sessions.**



Suspended students are eligible for reinstatement for the semester in which they plan to return to the College provided that falls within one 12 month period.

## ACADEMIC DISHONESTY

American Baptist College acknowledges the need to preserve an orderly process with regard to teaching, research, and public service, as well as the need to preserve and monitor students' academic rights and responsibilities. Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at American Baptist College.

Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of an assignment, and or a reprimand, a written reprimand, an F or zero for grade work, removal from the course with a grade of F, to possible suspension or exclusion from the College. Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

1. Cheating on an examination;
2. Collaborating with others in work to be presented, contrary to the stated rules of the course;
3. Plagiarizing, including the submission of ideas, papers or information from the internet, (whether purchased, borrowed, or otherwise obtained) as one's own. When direct quotations are used in themes, essays, term papers, tests, book reviews, and other similar work, they must be indicated; and when the ideas of another are incorporated in any paper, they must be acknowledged, according to a style of documentation appropriate to the discipline;
4. Stealing examination(s) or course materials(s);
5. Falsifying records, laboratory results, or other data;
6. Submitting work previously presented in another course;
7. Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students accused of academic dishonesty may appeal through the Student Academic Dishonesty Procedures in effect at American Baptist College.

## Academic Dishonesty Procedures (Honor Council)

- 1.** Should a faculty member suspect a student of violating the Honor System, s/he may choose to meet with the student to see if the matter can be resolved.
  - 1a.** If the matter is not resolved satisfactorily, the faculty member should provide a brief written summary of the issue to the Academic Dean.
  - 1b.** The student may also submit a written report to the Academic Dean. The Academic Dean

will notify the student in writing as to the nature of the charges, the supporting evidence, the possible consequences if guilt is established and the time and location of a conference.

If an agreement can be reached between the instructor and the student during an initial conference with the Academic Dean, the matter will be settled.

**2a.** If neither party is satisfied then the procedures will follow as given below.

The Academic Dean will notify the Vice President of Academic Affairs of the unsettled matter. The Vice President of Academic Affairs will inform the Academic Dean, faculty and student of the need for honor council. The Vice President of Academic Affairs will then ask the Vice President of Student Affairs to call an Honor Council hearing.

- The hearing must occur within ten working days of the Vice President of Academic Affairs receiving the accusation.
- The professor or instructor charging the student and the student charged must be present at the hearing.
- If the student charged with violation refuses or fails to appear before the council, the accused will be tried in absentia.
- Both the student charged and the person bringing the charges will be dismissed while the council deliberates in private.
- The council will decide guilt and disciplinary action.
- The student charged and the person bringing charges shall be informed in writing of the decision of the council within forty-eight hours of the hearing.
- The Vice President of Academic Affairs shall keep a record of the proceedings, charge and verdict of each case and these will be placed on permanent file.
- Hearings are closed to the public and the proceedings held in confidence.
- The student charged has the right to counsel. The counselor must be obtained at the expense of the student and may not address the council. The counselor can only advise the student.
- If these procedures are not followed the student may ask for the charges to be dropped.
- Appeals of the council's decision must be made in writing and directed to the Vice President of Academic Affairs within five days of the time of the decision.
- The Vice President of Academic Affairs will then review the case and will make a decision which will be final and binding.

## GRADUATION

Specific graduation requirements for each program of study are described under "Programs of Study." Each student should be familiar with and assume personal responsibility for meeting requirements for graduation from the program in which he or she is enrolled.

## Honors and Awards

Honors will be awarded for academic excellence as indicated by overall cumulative grade point average as indicated below:

To be eligible for honors, a degree student must have been in residence at the College at least two years. This requirement does not apply to Bachelor of Theology students.

3.25 - 3.49 Cum Laude

3.50 - 3.74 Magna Cum Laude

3.76 - 4.00 Summa Cum Laude

## Theta Alpha Epsilon Society

This society was organized on the American Baptist College campus in 1958 for the purpose of encouraging high standards of scholarship within the student body. Membership in the Society is open to any student who is enrolled at the College in his or her sixth consecutive semester with a scholastic average of 3.25 or above and with no grade below “C.” The student must be of sound character and one who has shown noteworthy initiative in leadership and service.

## Delta Epsilon Chi

American Baptist College participates in Delta Epsilon Chi, the honor society of the Association for Biblical Higher Education. The name Delta Epsilon Chi means “Approved in Christ” and is taken from the first Greek letter in each word of the phrase found in Romans 16: 10. There are two classes of membership--scholastic and honorary. Qualifications for scholastic membership are a scholastic average of not less than 3.3, Christian character, and leadership ability. Not more than 7 percent of the graduating class for any one year may be nominated. Alumni may be nominated for honorary membership in Delta Epsilon Chi. Qualifications include having manifested outstanding intellectual achievement, approved Christian character, and evident leadership ability in some area of Christian work. The alumni so nominated must have graduated for at least ten years, and the number so nominated cannot exceed those nominated for scholastic membership.

## OTHER ACADEMIC INFORMATION

### Examinations

Examinations are given in most classes at the midpoint and end of the semester.

### Late or Make-up Exams

The student who has missed taking his or her exam at the scheduled time must understand that there is a difference between a valid excuse for not taking an exam and one that is not valid. Sickness, death, or emergencies constitute a valid excuse. Students must talk with their instructors, and an excused absence must be verified by the Registrar’s Office. Offering a make-up or late exam is at the

discretion of the instructor and must be completed within one week of the original date of the exam.

### Time Frame

Full time students will be allowed six (6) years to complete their program of study. Students who are considered 3/4-time students will be given eight (8) years to complete their program of study.

Students who are considered ½ time students will be given twelve (12) years to complete their program of study.

### Credit Hour Limit

“Credit hour limit” refers to the number of semester hours carried by a student during one semester. The minimum full-time load for a semester is 12 credit hours. The maximum number of credit hours a student can take is 18 credit hours per semester. A student must have a GPA of 3.0 or better in order to take more than 12 credit hours in a semester. A student must have a GPA of 3.4 or better in order to take 18 credit hours in a semester. First semester freshmen are limited to 12 semester hours.

Students must have permission from the Academic Dean to take more than 18 credit hours. Based on the premise that a well-balanced relation between the student’s intellectual ability, his or her academic load, and his or her occupational workload results in the student’s academic progress, the following limitations are placed on student course loads:

### Residence Requirements

We do not offer online degrees at this time. All degree programs include a rich mixture of in-person and hybrid classes with an emphasis on face to face learning.

### Class Attendance

#### **Validation of Enrollment in All Modalities**

Students must validate their enrollment in each course by attending/participating (synchronous, asynchronous, hybrid, or in person) within the first week of the semester. Students who fail to validate their enrollment will be dropped from the course. After the drop/add period ends in accordance with the college’s academic calendar, if a student has not shown up at all for class, they will be dropped from that class and will not be allowed to re-enroll in class after being dropped.

#### **Class Attendance for Classes in All Modalities**

Regular attendance in all classes is expected. Each instructor must keep an accurate class attendance record, including late arrivals for those who are in person and for late work for those in online courses (see below for additional details). The class attendance policy is as follows: Attendance will be taken at the beginning of each class (or the end of the week in an online course) and recorded on Canvas and in the faculty portal. Once a student has reached three absences in a class, they will receive an attendance notification from the Registrar’s Office and may fail the course.

### **Documenting Class Attendance for Online Courses (Synchronous, Asynchronous, and Hybrid)**

Attendance in an online course (synchronous, asynchronous, or hybrid) is measured through participation in assigned activities through the learning management system (Canvas). Participation is defined as completing and submitting a discussion post, exam, quiz, or written assignment within the online learning platform every week. Simply logging into the online classroom does not count as participation/attendance. The online week runs Monday through Sunday, and students are required to attend/participate during each online week of class, or they will be counted as late or absent. Instructors granting assignment extensions do not eliminate the attendance/participation requirement, and they should be sparing in their granting of extensions (see make-up work policies below).

### **Unexcused Absences**

Unexcused absences may be at most ten percent of instruction time scheduled for a course. Absences exceeding this threshold may result in progressively lower course grades, up to and including failure of a class. There are normally 16 weeks in a semester with 2.5 hour classes each week. That equals 40 hours of instruction time. Ten percent of 40 hours is 4 hours of instruction time, which equals under 2 classes of unexcused absences. The 3-absence limit is an overly generous amount of time to be absent from class.

### **Excused Absences**

Students may receive an excused absence due to participating in programs, activities, or events sponsored by the college or when students are confronted with an extenuating circumstance (e.g., death or illness in immediate family, judicial case, military service, or electronic connectivity issues). Official documentation of the situation must be submitted for absences to be excused. All documentation must be submitted to the Registrar's Office within one week of the absence.

### **Tardiness**

Students arriving up to (15) minutes late for an in-person class are marked tardy. Three tardies may equal an absence from the class for attendance purposes. Although we understand that emergencies may cause a student to come to class late or have to leave early, students are still expected to attend class regularly and for the entire class period.

### **Make-Up Work in Relation to Absences**

Instructors shall write at the beginning of the semester, their expectations concerning make-up policy, class participation, tardiness, absences, and other factors that may influence grades; professors' expectations are expected to be in strict compliance with all college policies.

### **Extensions for Work in Online Courses (Synchronous, Asynchronous, and Hybrid)**

Extensions for work on Canvas will be offered sparingly and will be granted only with verification of excused absences; work must be completed within one week of the original assignment. Work cannot be

extended beyond this period due to the nature of academic scaffolding.

### Class Cancellation

If within one week of the registration date for the semester fewer than eight students have registered for a course being offered, the Registrar reserves the right to withdraw the course and arrange for the registered students to meet any requirements attached thereto in some other way. In such cases, the Academic Vice President makes the final decision.

### Approval of Summer Study

A student who desires to study at an accredited institution during the summer, may upon advance approval from the Academic Dean and Academic Vice President transfer those credits to her/his record at ABC. In every case where a transfer of credits from study elsewhere is anticipated, the Academic Dean should be consulted prior to the study so that specific courses might be approved as eligible for transfer.

### Independent Studies

An independent study course consists of a course involving independent research conducted by a student and supervised by a professor or the independent study on a specific topic not readily available through conventional course offerings. **Students must have a minimum cumulative GPA of 2.85 to engage in independent study work and must have at least a letter grade of “B” in the core course of that particular field of study.**

Before taking an independent study, a student must have completed 30 credit hours if enrolled in the A.A. degree program or 60 credit hours if enrolled in the B.A. degree program. Students may only engage in one reading course per faculty during course of study while faculty may supervise no more than 2 reading courses per semester. Students in the A.A. degree program can take no more than two independent study courses (equivalent to not more than 6 credit hours) and students in the B.A. degree program can take no more than three independent study courses (Equivalent to not more than 9 credit hours) during their degree program.

# DEGREE PROGRAMS

## Associates in General Studies Degree Program (60 hrs.)

**ABC Mission** - The mission of American Baptist College, a Historically Black College with a liberal arts emphasis, is to educate, graduate, and prepare diverse students for Christian leadership, service, and social justice in the world.

### Student Learning Outcomes

Associate of Arts in General Studies		
Mission	Goals	Student Learning Outcomes
The General Studies program is the foundation for all American Baptist College	1. Students will learn to analyze and interpret concepts, contexts, and theories across natural	1. Students will analyze and synthesize multiple perspectives in Black religious and Black critical thought to generate their own positions and arguments through written communication.

degree programs and creates learning opportunities across liberal arts as well as natural and social science disciplines to encourage lifelong learning. Students will develop thinking, reasoning, and communication skills while discovering new ideas and expanding their views for Christian leadership and social justice.	science, social science and the humanities.	
	2. Students will learn to communicate discipline-specific information and concepts, analyze texts, and use credible sources to support a topic or argument orally or in writing.	2. Students will produce written content applying formal conventions of writing including the development of a thesis statement, organization, content, presentation, and formatting with an appropriate documentation system.
	3. Introduce students to Black religious and Black critical thought.	3. Students will implement course content and skills through the creation of original projects through oral and/or written communication, multimedia, and digital humanities.

## Core – 42 hours

### General Education Classes - 21 hours, all required

Communications – **COM 1010**

Humanities/Fine Arts – **ENG 1010, ENG 1020, HIS 1010**

Natural Sciences/Mathematics – **GCS 1010, MAT 1010**

Social & Behavioral Sciences – **SOC 1010 OR PSY 1010**

### Bible and Theology Classes – 21 hours; all required

**THG 1010, THG 1040, THG 2010**

**BST 1010, 2010, 2020**

**PST 4050 Sexuality and the Black Church**

### Associates General Studies Focus Area Courses – 18 hours, including required courses:

#### Pastoral Studies Focus Area – 18 hours (6 courses), including:

PST 1010 Introduction to the Practice of Christian Ministry & Cultural Competence (**required**)

PST 3080 Field Education I (**required**)

Four (4) PST courses at the 1000, 2000, and 3000 levels to be chosen in conversation with the advisor.

#### Technology & Communications Focus Area – 18 hours (6 courses), from the following list:

COM 1030 Social Justice Internet (**required**)

LST 2020 Enhancing Leadership Technology

COM 2030 Information Literacy and Conspiracy Theories

COM 3060 Writing for Social Media

COM 4010 Podcasting

ART 3040 Visual Design for the Web

PST 2020 Challenges and Opportunities in Digital Ministry

#### Human Services Focus Area – 18 hours (6 courses), from the following list:

BEH 1010 Intro to Behavioral Studies (**required**)

BEH 2010 Introduction to Service Learning (**required**)

PRS 1030/SOC 1020 Introduction to Social Justice

BEH 2020 Prevention and Behavioral Studies

BEH 2030 Case Management for Human Agencies & Services

BEH 2040 Foundations of Addictions

BEH 2050 Ministering to Addictive Behaviors

## DEGREE AUDIT SHEET for GENERAL STUDIES ASSOCIATES DEGREE

Year One, Fall				
Course Code & Title	Sem & Yr	Final Grade	Credit Hours	Transfer Cr. /Substitute
ENG 1010 – English Composition I				
THG 1010 – Biblical Faith Rooted Justice				
SOC 1010 – Introduction to Sociology or PSY 1010 – Introduction to Psychology				



GSC 1010 – Natural Science				
HIS 1010 – Development of Western Culture				
			TOTAL SEM HOURS □	
<b>Year One, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
ENG 1020 – English Composition II				
BST 1010 – Introduction to the Academic Study of the Bible				
Intro level course for the focus area (see list in each area)				
COM 1010 – Fundamentals of Speech				
MAT 1010 – Exploring Mathematical Principles				
			TOTAL SEM HOURS □	
<b>Year Two, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BST 2010 - Old Testament Survey				
THG 1040 – Survey of Christian Doctrine				
THG 2010 Foundations of Ethical Reasoning				

Focus area course <b>or</b> PST 3080 Field Education I (for Pastoral Studies students) <b>or</b> BEH 2030 Introduction to Service Learning (for Human Services students)				
Focus area course				
			TOTAL SEM HOURS □	
<b>Year Two, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Semester &amp; Year</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BST 2020 - New Testament Survey				
PST 4050 Sexuality and the Black Church				
Focus area course				
Focus area course				
Focus area course				
			TOTAL SEM HOURS □	

## Associates in Music and Arts Degree Program (60 hrs.)

**ABC Mission** - The mission of American Baptist College, a Historically Black College with a liberal arts emphasis, is to educate, graduate, and prepare diverse students for Christian leadership, service, and social justice in the world.

### Student Learning Outcomes

Associate of Arts in Music and Arts		
Mission	Goals	Student Learning Outcomes
The Music and Arts degree program prepares students to deepen their understanding of music theory, music history, and performance while developing Christian leadership skills through the required biblical, theological, and leadership	1. Learn music history and its cultural sources and fundamental music concepts and terms.	1. Students will know and demonstrate the fundamentals of music theory and the ability to hear major and minor key/modes and scale degrees.
	2. Identify sub-genres and characteristics of church music such as anthems, hymns, and gospel music.	2. Students, via oral/written exams, will identify technical musical terms and demonstrate the ability to read and/or compose sheet music.
	3. Utilize technology to support composition and performance.	3. Students will be able to perform and/or produce music.

development courses.		
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### Core – 42 hours

#### General Education Classes - 21 hours, all required

Communications – **COM 1010**

Humanities/Fine Arts – **ENG 1010, ENG 1020, HIS 1010**

Natural Sciences/Mathematics – **GCS 1010, MAT 1010**

Social & Behavioral Sciences – **SOC 1010 OR PSY 1010**

#### Bible and Theology Classes – 21 hours; all required

**THG 1010, THG 1040, THG 2010**

**BST 1010, 2010, 2020**

**PST 4050 Sexuality and the Black Church**

#### Associates General Studies Focus Area Courses – 18 hours, including required courses; choose a focus area

##### Music Ministry and Theory Focus Area

CMU 1010 Music Appreciation (**required**)

Select 5 additional courses from the following list:

CMU 1020 Music Theory I  
 CMU 1030 Music Theory II (prerequisite CMU 1020)  
 CMU 2010 Music Ministry & Leadership  
 CMU 2020 Black Church Music  
 CMU 3010 Songwriting  
 CMU 3020 Hymnology  
 CMU 3030 History of Christian Worship

**Visual and Communication Arts Focus Area**

**ART 1010 Art Appreciation (required)**

**Select five from the following list:**

ART courses at the 1000, 2000, and 3000 levels  
 LST 2020 Enhancing Leadership Technology  
 COM 1030 Social Justice Internet  
 COM 2030 Information Literacy and Conspiracy Theories  
 COM 3060 Writing for Social Media  
 PST 2020 Challenges and Opportunities in Digital

**DEGREE AUDIT SHEET for MUSIC and ARTS ASSOCIATES DEGREE**

<b>Year One, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Cr. /Substitute</b>
ENG 1010 – English Composition I				
THG 1010 – Biblical Faith Rooted Justice				
SOC 1010 – Introduction to Sociology <b>or</b> PSY 1010 – Introduction to Psychology				
GSC 1010 – Natural Science				
HIS 1010 – Development of Western Culture				
			TOTAL SEM HOURS □	
<b>Year One, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
ENG 1020 – English Composition II				
BST 1010 – Introduction to the Academic Study of the Bible				
Intro level course for the focus area (see list in each area)				
COM 1010 – Fundamentals of Speech				
MAT 1010 – Exploring Mathematical Principles				
			TOTAL SEM HOURS □	
<b>Year Two, Fall</b>				

Course Code & Title	Sem & Yr	Final Grade	Credit Hours	Transfer Credit/Substitute
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BST 2010 - Old Testament Survey				
THG 1040 – Survey of Christian Doctrine				
THG 2010 Foundations of Ethical Reasoning				
Focus area course				
Focus area course				
			TOTAL SEM HOURS □	
<b>Year Two, Spring</b>				
Course Code & Title	Semester & Year	Final Grade	Credit Hours	Transfer Credit/Substitute
BST 2020 - New Testament Survey				
PST 4050 Sexuality and the Black Church				
Focus area course				
Focus area course				
Focus area course				
			TOTAL SEM HOURS □	

### Bachelor of Bible and Theology Degree Program (120 hrs.)

**ABC Mission** - The mission of American Baptist College, a Historically Black College with a liberal arts emphasis, is to educate, graduate, and prepare diverse students for Christian leadership, service, and social justice in the world.

#### Student Learning Outcomes

Bachelor of Arts in Bible and Theology		
Mission	Goals	Student Learning Outcomes
The Bible and Theology degree program prepares students to build a solid biblical and theological framework through in-depth study and analysis of the biblical text and practical experiences for	1. Identify and apply biblical and theological concepts and reasoning to analyze historical, social and ecclesiastical issues.	1. Students will be able to define 35 of 50 introductory biblical vocabulary in order to apply biblical and theological concepts for reasoning and reflection on historical, social, and ecclesiastical issues.
	2. Synthesize and differentiate between historical and contemporary contexts when interpreting the Bible.	2. Students will be able to apply the ABC lexicon as well as the theory of at least two Black religious critical thinkers (including but not limited to Katie G. Cannon, Monica Coleman, Wilda C. Gafney, Mitzi J. Smith, Renita J. Weems, Delores S. Williams, James Cone, Willie James Jennings, Samuel D. Proctor, Howard Thurman, Vincent L. Wimbush) to

vocational or academic		differentiate historical and contemporary contexts when interpreting the Bible.
opportunities within or outside of the church.	3. Develop leadership praxis and fiscal responsibility with various audiences in ecclesial and community settings.	3. Demonstrate leadership praxis by efficient oral and written communication, internships/field education opportunities to develop fiscal responsibility, and attention to various audiences to establish cultural competence.

**Core Classes** - 30 hours (all required, except one elective)

Communications – **COM 1010**

Humanities/Fine Arts – **ENG 1010, ENG 1020, HIS 1010, HIS 2010**

Natural Sciences/Mathematics – **GCS 1010, MAT 1010**

Social & Behavioral Sciences – **SOC 1010, PSY 1010**

One elective drawn from one of these four areas at the freshman or sophomore levels.

**Bible and Theology Core** – 30 hours of freshman & sophomore courses; **ALL** are required

**THG 1010, THG 1020, THG 1030, THG 1040, THG 2010, THG 2030, THG 2040**

**BST 1010, 2010, 2020**

**Major Courses** – 60 hours, including required courses for all juniors & seniors in the major:

**Required Core for Bible & Theology Majors – 12 hours**

**BST 3060** Biblical Interpretation & Exegesis (**required**)

**BST 4010** Old Testament Prophets (**required**)

**BST 4140** The Life & Teachings of Jesus (**required**)

**PST 4050** Sexuality and the Black Church (**required**)

### Concentrations

We require students to choose one of the three following concentrations by their sophomore year:

**Pastoral Concentration – 18 hours (6 courses), including:**

PST 1010 Introduction to the Practice of Christian Ministry & Cultural Competence (**required**)

Five (5) PST courses to be chosen in conversation with the advisor.

**Black Church Studies Concentration – 18 hours (6 courses), including:**

HIS 3010 The Black Church (**required**)

Five (5) of the following courses, to be chosen with the advisor:

CMU 2020 Black Church Music

ENG 3030 Black Religious Writings

PST 3010 Homiletics I

PST 3020 Homiletics II

THG 4030 Black Womanist, & Liberation Theology

THG 4040 Liberation Theology of James Cone

SOC 3030 Marriage & the Black Family

PSY 3010 Psychology of the Black Female  
 PSY 3020 Psychology of the Black Male  
 PRS 4010 African American Religious Experience

**Community and Nonprofit Organization Concentration – 18 hours (6 courses)**

CHS 1010 Introduction to Social Justice & the Church **(required)**

Five (5) courses chosen in conversation with the advisor: CHS 3010 History of the Church & Social Welfare PRS 4040 Religion, Poverty, & Justice

PRS 4050 Voices from the Movement – Then & Now

SOC 2010 Foundations of Peacemaking

SOC 3010 Conflict Management & Crisis Intervention

SOC 3020 Sexual Violence in Church & Society

SOC 3030 Marriage & the Black Family

SOC 3040 Gender Roles in Church & Society

SOC 4020 SEAL.ed Strategies for Civic Transformation

PSY 4010 Theories of Personality

**For ALL Bible & Theology Majors:** 30 more hours (10 courses) of electives to complete the major.

At least 6 courses of electives must come from BST and THG.

Students may choose up to 4 courses from other degree programs.

**DEGREE AUDIT SHEET for BIBLE & THEOLOGY MAJORS**

<b>Year One, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Cr. /Substitute</b>
ENG 1010 – English Composition I				
THG 1010 – Biblical Faith Rooted Justice				
THG 1030 – Introduction to Theology				
GSC 1010 – Natural Science				
HIS 1010 – Development of Western Culture				
			TOTAL SEM HOURS □	
<b>Year One, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
ENG 1020 – English Composition II				
BST 1010 – Introduction to the Academic Study of the Bible				
THG 1020 – Six Holy Currencies: A Way of Doing Theology				
COM 1010 – Fundamentals of Speech				
MAT 1010 – Exploring Mathematical Principles				

			TOTAL SEM HOURS □	
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<b>Year Two, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BST 2010 - Old Testament Survey				
THG 1040 – Survey of Christian Doctrine				
HIS 2010 - African American History				
SOC 1010 – Introduction to Sociology				
PSY 1010 – Introduction to Psychology				
			TOTAL SEM HOURS □	
<b>Year Two, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Semester &amp; Year</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BST 2020 - New Testament Survey				
THG 2010 – Foundations of Ethical Reasoning				
THG 2030 – Theological Studies of Death & Dying				
One freshman or sophomore Core Course elective				
Required introductory course for chosen concentration				
			TOTAL SEM HOURS □	
<b>Year Three, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BST 3060 Biblical Interpretation & Exegesis				
THG 2040 – Theology of the Family				
Concentration course				
Concentration course				
BST or THG for Elective in Major				
			TOTAL SEM HOURS □	
<b>Year Three, Spring</b>				

Course Code & Title	Sem & Yr	Final Grade	Credit Hours	Transfer Credit/Substitute
Concentration course				
Concentration course				
BST or THG for Elective in Major				
BST or THG for Elective in Major				
Elective from any major				

			TOTAL SEM HOURS □	
<b>Year Four, Fall</b>				
Course Code & Title	Sem & Yr	Final Grade	Credit Hours	Transfer Credit/Substitute
PST 4050 Sexuality and the Black Church				
BST 4140 Life and Teachings of Jesus				
BST 4010 Old Testament Prophets				
BST or THG for Elective in Major				
Concentration Course				
			TOTAL SEM HOURS □	
<b>Year Four, Spring</b>				
Course Code & Title	Sem & Yr	Final Grade	Credit Hours	Transfer Credit/Substitute
BST or THG for Elective in Major				
BST or THG for Elective in Major				
Elective from any major				
Elective from any major				
Elective from any major				
			TOTAL SEM HOURS □	

### **Bachelor of Behavioral Studies Degree Program (126 hrs.)**

**ABC Mission** - The mission of American Baptist College, a Historically Black College with a liberal arts emphasis, is to educate, graduate, and prepare diverse students for Christian leadership, service, and social justice in the world.



## Student Learning Outcomes

Bachelor of Arts in Behavioral Studies		
Mission	Goals	Student Learning Outcomes
The Behavioral Studies degree program prepares students to understand human behavior and analyze social problems through research, critical thinking, evidence-based practice (e.g., experiential learning), for a variety of careers in clinical, educational, and industrial environments as well as advanced graduate training in psychology, counseling, sociology, criminal justice and law.	1. Compare and contrast theoretical frameworks of behavioral studies utilizing evidence-based methods.	1. Students will be able to apply four theoretical frameworks and models and interpret social interaction from the lens of Behavioral Studies.
	2. Analyze and examine the influence of values, ethics, and culture, through the application of scientific methods.	2. Students will be able to implement research methods from an anthropological and sociological perspective.
	3. Demonstrate the ability to implement research methods utilizing the anthropological sociological approach to understanding societal dilemmas, personality, social structure, stratification, community, and deviant behavior.	3. Students will be able to analyze contemporary social dilemmas, and deviant behavior through the lens of cultural diversity.

### Core Classes - 30 hours, all required, except one elective)

Communications – **COM 1010**

Humanities/Fine Arts – **ENG 1010, ENG 1020, HIS 1010, HIS 2010**

Natural Sciences/Mathematics – **GCS 1010, MAT 1010**

Social & Behavioral Sciences – **SOC 1010, PSY 1010**

One core course elective drawn from one of these four areas at the freshman or sophomore levels.

### **Bible and Theology Core – 30 hours of freshman & sophomore courses; ALL are required**

**THG 1010, THG 1020, THG 1030, THG 1040, THG 2010, THG 2030, THG 2040**

**BST 1010, 2010, 2020**

### **Major Courses – 36 hours; includes required courses for all juniors & seniors in the major:**

#### **Required Courses – 36 hours (12 courses)**

BEH 2010 Introduction to Service Learning

PRS 1030/SOC 1020 Introduction to Social Justice and the Church

BEH 1020 Introduction to Counseling

BEH 2030 Case Management for Human Agencies and Services (Prerequisite: BEH 2010)

SOC 3010 Conflict Management and Crisis Intervention

PSY 3010 The Psychology for the Black Female

PSY 3020 The Psychology of the Black Male

PSY 3030 Psychology of the Family

BEH 3030 Service Learning II

BEH 4020 Christian and Ethical Issues in Behavioral Studies\  
 BEH 4030 Service Learning Practicum  
 BEH 4040 Special Issues Seminar

**Electives** – Four (4) free electives from any degree program (12 hours)

**Concentrations** – 18 hours (6 courses); by the sophomore year, majors must choose from one of two concentrations in the major:

**Addiction Studies –**

BEH 2040 Foundations of Addictions  
 BEH 2050 Ministering to Addictive Behaviors  
 BEH 2020 Prevention and Behavioral Studies  
 BEH 3020 The Criminal Justice System  
 BEH 3010 Intervention and Prevention  
 SOC 4010 Group Dynamics

**Bible and Theology**

BST 3060 Biblical Exegesis and Interpretation  
 BST 4010 Old Testament Prophets  
 BST 4140 The Life and Teachings of Jesus  
 PST 4050 Sexuality and the Black Church  
 BST 3070 – 3073 The Gospels of MMLJ  
 BST 4070 - 4075 Consensus Letters of Paul

**DEGREE AUDIT SHEET for BEHAVIORAL STUDIES MAJORS**

<b>Year One, Fall</b>				
Course Code & Title	Sem & Yr	Final Grade	Credit Hours	Transfer Cr. /Substitute
ENG 1010 – English Composition I				
THG 1010 – Biblical Faith Rooted Justice				
THG 1030 – Introduction to Theology				
GSC 1010 – Natural Science				
HIS 1010 – Development of Western Culture				
			TOTAL SEM HOURS □	
<b>Year One, Spring</b>				
Course Code & Title	Sem & Yr	Final Grade	Credit Hours	Transfer Credit/Substitute
ENG 1020 – English Composition II				
BST 1010 – Introduction to the Academic Study of the Bible				
THG 1020 – Six Holy Currencies: A Way of Doing Theology				

BEH 2010 Introduction to Service Learning				
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MAT 1010 – Exploring Mathematical Principles				
			TOTAL SEM HOURS □	
<b>Year Two, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BST 2010 - Old Testament Survey				
THG 1040 – Survey of Christian Doctrine				
HIS 2010 African American History				
SOC 1010 – Introduction to Sociology				
BEH 2030 Case Management for Human Agencies & Services (Prerequisite: BEH 2010)				
			TOTAL SEM HOURS □	
<b>Year Two, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Semester &amp; Year</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BST 2020 - New Testament Survey				
THG 2010 – Foundations of Ethical Reasoning				
PRS 1030/SOC 1020 Introduction to Social Justice				
COM 1010 Fundamentals of Speech				
HIS 2010 African American History				
			TOTAL SEM HOURS □	
<b>Year Three, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BEH 1020 Introduction to Counseling				
THG 2040 – Theology of the Family				
Concentration course				
Concentration course				
SOC 3010 Conflict Management & Crisis Intervention				
			TOTAL SEM HOURS □	
<b>Year Three, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
Concentration course				

Concentration course				
PSY 3010 Psychology of the Black Female				
BEH 3030 Service Learning II				
One Core course elective from these areas: COM, Humanities/Fine Arts, Gen Sci/Math, Social/Behavioral Sciences				

			TOTAL SEM HOURS □	
<b>Year Four, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
PSY 3020 Psychology of the Black Male				
BEH 4020 Christian & Ethical Issues in Behavioral Studies				
One free elective from any degree program				
One free elective from any degree program				
Concentration Course				
			TOTAL SEM HOURS □	
<b>Year Four, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
Concentration Course				
PSY 3030 Psychology of the Family				
One free elective from any degree program				
One free elective from any degree program				
BEH 4030 Service Learning Practicum				
			TOTAL SEM HOURS □	
<b>Year Five, Fall</b>				
<b>Course Code &amp; Title</b>	<b>SEM &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BEH 4040 Special Issues Seminar				
THG 2030 Theological Studies of Death & Dying				
			TOTAL SEM HOURS □	

## Bachelor of Entrepreneurial Leadership Studies Degree Program (120 hrs.)

**ABC Mission** - The mission of American Baptist College, a Historically Black College with a liberal arts emphasis, is to educate, graduate, and prepare diverse students for Christian leadership, service, and social justice in the world.

### Student Learning Outcomes

Bachelor of Arts in Entrepreneurial Leadership Studies		
Mission	Goals	Student Learning Outcomes
The Entrepreneurial Leadership degree program prepares students to be ethical and effective problem-solvers who lead by example within the communities they serve by providing the opportunity to explore the elements of entrepreneurial leadership and to develop an entrepreneurial mindset within a Christian ministry framework.	1. Apply ethical leadership principles and values for community and business leadership.	1. Students will be able to develop a business plan and articulate the presentation of innovative business ideas.
	2. Strategic leadership training for solving problems collaboratively through critical thinking, creativity, and innovation to meet consumer and organizational needs.	2. Students will demonstrate strategic and ethical leadership principles for ministry and practical use through course assignments (e.g. oral, written, multi-media) and entrepreneurial curriculum experiences.
	3. Provide biblical and theological foundation for all aspects of leadership notwithstanding the organization/entity in which it is demonstrated.	3. Students will demonstrate proficiency in a minimum of three of seven core entrepreneurial/business competencies for creativity and innovation to meet consumer and organizational needs.

**Core Classes** - 30 hours, required, except one elective)

Communications – **COM 1010**

Humanities/Fine Arts – **ENG 1010, ENG 1020, HIS 1010, HIS 2010**

Natural Sciences/Mathematics – **GCS 1010, MAT 1010**

Social & Behavioral Sciences – **SOC 1010, PSY 1010**

One core course elective drawn from one of these four areas at the freshman or sophomore levels.

**Bible and Theology Core** – 30 hours of freshman & sophomore courses; required

**THG 1010, THG 1020, THG 1030, THG 1040, THG 2010, THG 2030, THG 2040**

**BST 1010, 2010, 2020**

**Major Courses** – 60 hours, including required courses for all juniors & seniors in the major:

Required Courses for ALL Entrepreneurial Leadership Studies majors – 9 hours (3 courses)

LST 1010 Introduction to Entrepreneurial Leadership

PST 3080 Field Education I

LST 4010 Business Law

One free elective from any degree program – 3 hours

**Concentrations** – 18 hours (6 courses); by the sophomore year, majors must choose from one of two concentrations in the major:

**Leadership and Innovation**

LST 2010 Leadership Styles and Methods

LST 2020 Enhancing Leadership for Technology

LST 2030 Concepts of Organizational Leadership

LST 2040 Leadership Principles for Business and Ministry

LST 3020 Personality Profile & Models of Leadership

LST 3040 Foundations of Entrepreneurship

LST 3050 Gender Differences in Leadership

LST 4020 Advanced Leadership Principles for Business

LST 4030 Strategic Planning & Decision Making

LST 4050 Case Studies in Leadership

**Technology and Communication**

LST 2020 Enhancing Leadership Technology

LST 3040 Foundations of Entrepreneurship

ENG 4030 Narrative Rhetoric of Video Games

COM 1030 Social Justice Internet

COM 2030 Information Literacy and Conspiracy Theories

COM 3060 Writing for Social Media

COM 4010 Podcasting

ART 3040 Visual Design for the Web

PST 2020 Challenges and Opportunities in Digital Ministry

**ALL Entrepreneurial Leadership Studies Majors:** 30 hours (10 courses) to complete the major.

LST 1020 Developing the Healthy Leader

LST 2050 Biblical Leadership

LST 3030 Faith Based Community Economic Development

BST 3060 Biblical Exegesis and Interpretation (**required course**)

BST 4010 Old Testament Prophets (**required course**)

BST 4140 The Life and Teachings of Jesus (**required course**)

PST 4050 Sexuality and the Black Church (**required course**)

BST 3070 – 3073 The Gospels of MMLJ

BST 4070-4075 Consensus Letters of Paul

**DEGREE AUDIT SHEET for ENTREPRENEURIAL LEADERSHIP STUDIES MAJORS**

<b>Year One, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Cr. /Substitute</b>
ENG 1010 – English Composition I				
THG 1010 – Biblical Faith Rooted Justice				
THG 1030 – Introduction to Theology				
GSC 1010 – Natural Science				

HIS 1010 – Development of Western Culture				
			TOTAL SEM HOURS □	
<b>Year One, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
ENG 1020 – English Composition II				
BST 1010 – Introduction to the Academic Study of the Bible				
THG 1020 – Six Holy Currencies: A Way of Doing Theology				
COM 1010 – Fundamentals of Speech				
MAT 1010 – Exploring Mathematical Principles				
			TOTAL SEM HOURS □	
<b>Year Two, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BST 2010 - Old Testament Survey				
THG 1040 – Survey of Christian Doctrine				
HIS 2010 - African American History				
SOC 1010 – Introduction to Sociology				
One freshman or sophomore Core Course elective				
			TOTAL SEM HOURS □	
<b>Year Two, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Semester &amp; Year</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BST 2020 - New Testament Survey				
THG 2010 – Foundations of Ethical Reasoning				
THG 2030 – Theological Studies of Death & Dying				

PSY 1010 – Introduction to Psychology				
LST 1010 – Introduction to Entrepreneurial Leadership Studies				
			<b>TOTAL SEM HOURS</b> □	
<b>Year Three, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
BST 3060 Biblical Interpretation & Exegesis				
THG 2040 – Theology of the Family				
Concentration course				
Concentration course				
PST 3080 Field Education I				

			TOTAL SEM HOURS □	
<b>Year Three, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
Concentration course				
Concentration course				
BST or THG course to complete the major				
BST or THG course to complete the major				
Free elective from any major				
			TOTAL SEM HOURS □	
<b>Year Four, Fall</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
PST 4050 Sexuality and the Black Church				
BST 4140 Life and Teachings of Jesus				
BST 4010 Old Testament Prophets				
BST or THG course to complete the major				
Concentration Course				
			TOTAL SEM HOURS □	



<b>Year Four, Spring</b>				
<b>Course Code &amp; Title</b>	<b>Sem &amp; Yr</b>	<b>Final Grade</b>	<b>Credit Hours</b>	<b>Transfer Credit/Substitute</b>
Concentration Course				
Business Law				
BST or THG course to complete the major				
BST or THG course to complete the major				
BST or THG course to complete the major				
			TOTAL SEM HOURS □	

## American Baptist College

### Course Descriptions

#### Definitions & Explanations of Categories in the Table

**Previous Course Code & Title** – These are the two letter and three number codes with assigned course titles. The ones in this table are collected from 2023-2024 Course Catalog published on the ABC Website; the ABC Course Rotation List kept by Prof. Julius Turnipseed, Curriculum & Pedagogy Specialist; Degree Audit materials used in Advising; and recent course offerings in the Course Schedules from AY 2023-24.

**New Code** – These codes include three letters and a three number code, beginning in the 100s (for example, ENG 101); they supplant the old codes used in the documents referred to above. In some cases, courses will be cross listed in other departments; these cross lists will be noted with the new code.

**New Course Title** – These new titles supplant old titles used in the previous documents referred to above. Some titles remain the same. In some cases, courses will be cross listed in other departments; these cross lists will be noted parenthetically in each course title listing where relevant. Where there is no previous course analogue, this will be noted for clarity.

**Course Level** – Each course will be at the Freshman (100), Sophomore (200), Junior (300), and Senior (400) level. These levels will be listed numerically and tied to Student Learning Outcomes as well as Program Outcomes. General definitions of the levels are as follows:

**1000 - Freshman level courses** will be listed in the 100s and will reflect introductory-level work necessary before additional work can be undertaken.

**2000 - Sophomore level courses** will be listed in the 200s and will reflect mid-level work; these will form the prerequisites for work at the Junior and Senior levels.

**3000 - Junior level courses** will be listed in the 300s and will reflect upper mid-level work verging on advanced work; these will require prerequisites.

**4000 - Senior level courses** will be listed in the 400s and will reflect advanced level work; these will require prerequisites. Some courses may be capstone courses for a major or for a particular concentration within a major.

Professors teaching courses at a particular level will gear their Course Outcomes to the appropriate level for the course, so a 100-level course in Theology will scaffold skill sets and knowledge that will later be needed and expanded in a 200-level Theology course.

**Program Code** - This category refers to the program under which the course is listed. These four-letter codes include:

GENS - General Studies, which is the core for all degree programs  
AAGS - AA in General Studies, an Associate of Arts degree program  
AAMA - AA in Music & the Arts, an Associate of Arts degree program  
BABT – BA in Bible & Theology, a Bachelor of Arts degree program  
BABS – BA in Behavioral Studies, a Bachelor of Arts degree program  
BAEL – BA in Entrepreneurial Leadership, a Bachelor of Arts degree program

A course may include more than one Program Code because it may apply to more than one course of study.

**Thinkers** – This category refers to key thinkers whom students will encounter in the course. These will be tied to the ABC Bibliography, which will reflect texts the faculty believe all well-rounded, educated ABC graduates should have encountered in their studies at the college.

**Concepts** - This category refers to key concepts which students will encounter in the course. These will be linked to Student Learning Outcomes, Program Outcomes, SEAL components, and the ABC Lexicon.

**Works** – This category refers to key works that are assigned for study in this particular course. Some courses may not include entire key works, but all should include part of at least one key work identified as significant in the field. As with the Thinkers category, this list will connect with the ABC Bibliography that we intend to ensure all students have significant exposure to through their coursework.

**Lexicon Codes** – These two-letter codes refer to the ABC Lexicon, which is tied to our approach to SEAL education (Social Justice, Equity, Advocacy, and Leadership) and includes the following terminology:

Advocacy - AD / Audience - AU  
Canon – CN / Critical Thinking – CT / Cultural Competence - CC  
Economics – EC / Equity – EQ / Ethics - ET  
History - HI  
Identity – ID / Intersectionality - IN  
Leadership – LE / Logic/Reasoning - LR  
Religion - RE  
Service – SE / Social Justice - SJ

Includes the following fields of studies needed for General Studies Core Courses and AA in General Studies requirements:

English – ENG \*\* Communications – COM \*\* FINE ARTS, includes two fields: Visual Arts – ART; Church Music – CMU

History – HIS \* \* GENERAL SCIENCES & MATHEMATICS, including two fields: General Sciences – GSC; Mathematics - MAT

**ENGLISH - ENG**

Previous Course Code & Title	NEW CODE	NEW Course Title	Course Description
<b><i>Freshman Level Courses</i></b>			
EN 105 / EN 130 / EN 200L Strategies for College Reading/Reading Strategies/Introduction to College Reading	<b>ENG 1000</b>	<b>College Reading Strategies</b>	This course, for enhancing reading, is designed to help students identify and adapt techniques to improve reading skills to facilitate success with college level course material. Students will gain knowledge through extended instruction and extensive practice activities. Focus will be given to text comprehension, vocabulary within text, summarizing, inferencing skills and improving critical thinking skills.
EN 101 - English Composition	<b>ENG 1010</b>	<b>English Composition I Required for all students.</b>	Students will examine selections from a variety of essays, short stories and other genres, in order to provoke critical thinking and critical writing. Over the course of the semester, students will complete written assignments that demonstrate their ability to use language appropriately to convey their thoughts in a variety of writing styles. This course includes a grammar review and a study of the principles of effective writing and methods of paragraph and theme development. Peer editing and revision will be utilized to enhance the quality of student writings.

EN 102 - English Composition II	<b>ENG 1020</b>	<b>English Composition II Required for all students.</b>	This course is the second of a two-part course that introduces college-level thinking and writing. Successful completion of EN 101
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			is a prerequisite. Students will respond to literary writings by others on social, religious, and political issues relevant to today's world. Students will write a variety of informal essays in response to the readings. Emphasis will be placed on developing research skills, proper documentation, and writing style. Students will be expected to complete a research project on a relevant social issue of the day.
<b><i>Sophomore Level Courses</i></b> Serve as Prerequisites for 300 & 400 level courses.			
EN 201 - Intro to Literature	<b>ENG 2010</b>	<b>Introduction to Literature I: American Literature</b>	This course seeks to introduce the student to the field of literature. Literary terms and genres will be defined. It will also provide a survey of critical approaches to literature as the student is introduced to a closer reading of literary works.
EN 204 - British Literature	<b>ENG 2020</b>	<b>Introduction to Literature II: British Literature</b>	This course seeks to introduce the student to the field of British Literature and culture. It will cover the periods from Old English to 19 <sup>th</sup> century British Literature including poetry and prose.
EN 203 - Cultural Writings	<b>ENG 2030</b>	<b>Cultural Writings</b>	This course will provide students with the historical and emergent traditions of literature, culture, and thought to demonstrate how language mediated through texts arranges and allows various ways of knowing and living.

EN 304- African-American, African, and Caribbean Literature (broken into ENG 204 and ENG 306)	<b>ENG 2040</b>	<b>African-American Literature</b>	A survey of African-American literature from Jupiter Hammon to the present. Special emphasis will be placed on the authors of the Harlem Renaissance Period. Also, a brief survey of the literary
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			contribution of the Black peoples of Africa and the Caribbean. Selected readings will be assigned from representative works.
<b>Junior Level Courses</b> Prerequisite: Any ENG 200-level course.			
EN 303 - Studies in American Literature	<b>ENG 3010</b>	<b>Studies in American Literature</b>	A brief review of representative American literature from the Colonial Period to the present with special emphasis on the development of the American tradition.
NO previous course	<b>ENG 3020</b>	<b>Studies in British Literature</b>	A survey of the development of British literature from the Anglo-Saxon period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts.
TH 350 – Black Religious Writings	<b>ENG 3030 (Cross List THG 3050)</b>	<b>Black Religious Writings</b>	This course delves deep into the rich tapestry of Black religious writings, exploring the intersections of faith, culture, history, and social justice while providing students with a comprehensive understanding of the diverse religious expressions within Black communities and their profound impact on global spiritual traditions.
EN 300 – Writing for Social Media	<b>ENG 3040 (cross list COM 3060)</b>	<b>Writing for Social Media</b>	This course focuses on effective writing practices for a social media environment. You will learn how to structure and write content that will deliver your messaging and engage your audiences.

EN 339 – Intro to Literature in Hip-Hop Culture (also ENG 330)	<b>ENG 3050</b>	<b>Introduction to Literature in Hip-Hop Culture</b>	Hip hop is one of the most important and influential cultural movements of our time. This class will explore the history, theory, and practice of hip hop literature, the culture that
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			produced it as well as its social and political impact.
EN 304- African-American, African, and Caribbean Literature (broken into ENG 204 and ENG 306)	<b>ENG 3060</b>	<b>African Diasporic Literature</b>	A survey of African-American literature from Jupiter Hammon to the present. Special emphasis will be placed on the authors of the Harlem Renaissance Period. Also, a brief survey of the literary contribution of the Black peoples of Africa and the Caribbean. Selected readings will be assigned from representative works.
<b>Senior Level Courses</b> Prerequisite: Any ENG 200- or 300-level course.			
EN 400 – Research Writing	<b>ENG 4010</b>	<b>Research Writing</b>	This upper-level writing course is designed for students who want to increase their mastery of academic writing and critical thinking by way of clarity, conciseness, and depth when writing research and critical academic papers. This course is for students who are planning to enroll in graduate school.

EN 310 – Spiritual Autobiography	<b>ENG 4020</b> <b>(Cross</b> <b>list THG</b> <b>405)</b>	<b>Spiritual</b> <b>Autobiography</b>	This upper-level writing course is designed to acquaint students with the art and process of writing spiritual autobiography. Students will engage the writings of several different authors to explore the value of using memoir as spiritual voice, self-understanding, and self-expression. Students will be exposed to various reflection and writing techniques in order to develop and write their own spiritual autobiography.
NO Previous Course	<b>ENG 4030</b> <b>(cross list</b> <b>COM403</b> <b>0</b>	<b>Narrative</b> <b>Rhetoric of</b> <b>Video Games</b>	This course treats video games as digital literature with the goal of teaching students to analyze the literary elements of video games

			such as characters, settings, narratives, and literary and rhetorical devices.
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**COMMUNICATIONS - COM**

<b>Previous Course Code &amp; Name</b>	<b>NEW CODE</b>	<b>NEW Course Title</b>	<b>Course Description</b>
<b><i>Freshman Level Courses</i></b>			
EN 212 – Fundamentals of Speech	<b>COM 1010</b>	<b>Fundamentals of Speech Prerequisite for COM 201 and COM 301.</b>	The course explores the fundamentals of effective oral communication and expression. Basic forms of speech construction and techniques of public speaking are analyzed and practiced. Oral recitations are emphasized.
<i>No course previously.</i>	<b>COM 1020</b>	<b>Intro to Creative Writing Prereq for Com 202.</b>	Students will explore multiple genres as readers and writers to develop their own creative voices.
<i>CS 160 / CS – Social Justice Internet</i>	<b>COM 1030</b>	<b>Social Justice Internet Prerequ for COM 203.</b>	This course, examining the spread of both mis and disinformation in the digital age, will examine the following questions: how much do we really understand about how this digital environment works? How do we trust the information that we are presented with on a daily basis? What does it mean to be a digital citizen and how can we help others to process the digital world?
<b><i>Sophomore Level Courses</i></b>			
EN 301 – Public Speaking	<b>COM 2010</b>	<b>Public Speaking</b>	This course is for students desiring to develop public speaking skills across a spectrum of settings (e.g., to the media, at political meetings and rallies, social events). The course is an advanced study of public speaking in applied settings.
<i>No course previously.</i>	<b>COM 2020</b>	<b>Creative Writing: Poetry or Prose (alternate years)</b>	This course is for students interested in the creative process in writing poetry or prose. Various genres will be studied and practiced.



CS 250/265 – Information Literacy & Conspiracy Theory	COM 2030	Information Literacy & Conspiracy Theory	Students will consider different approaches toward understanding the conspiracy theory (psychological, political, structural, cultural), but we will also analyze particular conspiracies themselves (from the moon landing to the Great Reset, from the Kennedy assassination to QAnon) as well as seek to answer basic questions such as: Why are there so many American conspiracy theories? Is there something uniquely American about paranoia itself? How will conspiracies impact American democracy in the coming years? How can we prevent their spread online without impeding freedom of speech?
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<b>Junior Level Courses</b> Prerequisites: OT Survey and NT Survey			
PS 301 – Homiletics I	COM 3010 (Cross list PST 3010)	Homiletics I	This course will introduce students to the art and history of preaching and key homiletical concepts. Students will learn different methods of preaching that include: narrative, expository, dialectical and thematic as well as explore the use of rhetoric as a persuasive form of presenting the biblical text.
PS 302 -- Homiletics II	COM 3020 (Cross list PST 3020)	Homiletics II	This course provides a deeper dive into expository preaching with focus on preaching from the various types of biblical literature. Prerequisite is COM 3010/PST 3010 Homiletics.
<b>No course previously.</b>	COM 3030	Poetry Writing Prerequ is COM 2020	Students will develop the craft of writing creative poetry by studying the literary components, complexity, and exploring the strategies of a wide range of poets.
<i>No Course Previously</i>	COM 3040	Fiction Writing Prerequ is COM 2020	Students will examine the fundamentals of fiction including story structure, character, plot, dialogue, description, point of view, style, and voice to develop their own fiction writing skills
<i>No Course Previously</i>	COM 3050	Creative Nonfiction Writing Prerequ is COM 2020.	Creative nonfiction is an expansive mode of inquiry that integrates personal narrative with critical reflection. Students will engage multiple nonfiction essays to assess how these writers examine the self and world around them in order to cultivate deeper understanding of self and society.

EN 300 – Writing for Social Media	<b>COM 3060</b> (cross list with ENG 3040)	<b>Writing for Social Media</b>	This course focuses on effective writing practices for a social media environment (e.g. blogs, podcasts, instant messaging, social networking sites, etc). You will learn how to structure and write content that will deliver your messaging and engage your audiences; you will learn how to think about what a reader needs and wants from your organization.
<b>Senior Level Courses</b> Prerequisite			
<i>No course previously</i>	<b>COM 4010</b>	<b>Podcasting</b>	The course will give students the theoretical and practical framework to produce a narrative podcast as well as essential skills for podcast production such as recording and editing audio and writing for the audio medium.

<i>No course previously</i>	<b>COM 4020</b>	<b>Senior Project in Creative Writing</b>	Intensive workshop course in which students, guided by faculty, assist one another in revising and fine-tuning already existing work. Prior to registering for the course, students must submit a writing sample showing substantial progress to the instructor. Senior projects will be shared with the campus community.
<i>No course previously</i>	<b>COM 4030</b> (cross list with ENG 4030)	<b>Narrative Rhetoric of Video Games</b>	This course treats video games as digital literature with the goal of teaching students to analyze the literary elements of video games such as characters, settings, narratives, and literary and rhetorical devices.

## FINE ARTS

Includes the following fields of study: Visual Arts – ART \*\* Church Music - CMU

Previous Course Code & Name	NEW CODE	NEW Course Title	Course Description
<b>Visual Arts - ART</b>			
<b>Freshman Level Courses</b>			
<i>ART 102 – Photography and Art Appreciation</i>	<b>ART 1010</b>	<b>Art Appreciation</b>	This course will develop the student's ability to identify and analyze a work of art in terms of formal elements and principles of design, placing it in historical, social, and cultural context.
<i>See above – ART 102 – Photography and Art Appreciation</i>	<b>ART 1020</b>	<b>Introduction to Photography</b>	An introductory course that examines the nature of photography and visual literacy through the personal exploration and making of photographic images with various image-making devices such as cameras, Giphy, and Adobe.

<i>No previous course analog.</i>	<b>ART 1030</b>	<b>Introduction to Drawing</b>	This introductory course focuses on the principles and practices of drawing, through an exploration of space, shading, volume, perspective and composition. Emphasis is placed on the development of hand-eye coordination skills.
<i>No previous course analog.</i>	<b>ART 1040</b>	<b>Introduction to Painting</b>	Introduction to the fundamentals of painting. Students will learn practical mechanics of painting while working from direct observation. Focus will be placed on technique, color mixing and critical theory in a range of painting projects while developing art vocabulary.
<i>No previous course analog.</i>	<b>ART 1050</b>	<b>Introduction to Sculpture</b>	Introduction to Sculpture acquaints students with the basic concepts, materials and techniques associated with three-dimensional fabrication in the visual arts. Students will be exposed to the rich traditions and current trends in sculpture from various eras and cultures around the world,
<i>No previous course analog.</i>	<b>ART 1060</b>	<b>Introduction to Mixed Media</b>	This course introduces concepts, materials, and methods of using mixed media. Students will experiment with a variety of media including but not limited to screenprinting, papermaking, and bookbinding.
<i>No previous course analog.</i>	<b>ART 1070</b>	<b>Introduction to Digital Composition</b>	Digital Compositions include a variety of elements such as written texts, images, and audiovisuals. Thus, this course introduces students to the process of creating written or visual content using digital tools and elements.
<i>No previous course analog.</i>	<b>ART 1080</b>	<b>Introduction to Textile Arts</b>	This introductory course is an exploration of materials and techniques employed in traditional and contemporary fiber art, including dyeing, hand

			and machine sewing, knitting, crocheting, felting and weaving.
<b><i>Sophomore Level Courses</i></b>			
<i>No previous course analog.</i>	<b>ART 2020</b>	<b>Photography II</b>	Building on basic photography skills, students will explore various creative assignments such as visual storytelling, studio portraits to develop technical aspects of photography. Prereq: ART 1020 Introduction to Photography
<i>No previous course analog.</i>	<b>ART 2030</b>	<b>Drawing II</b>	This course expands upon the basic skills developed in Drawing I while introducing additional drawing media and techniques to develop the student's conceptual and perceptual capabilities. Prereq: ART 1030 Introduction to Drawing.

<i>No previous course analog.</i>	<b>ART 2040</b>	<b>Painting II</b>	This course expands upon the basic skills developed in Painting I. Emphasis will be placed on expanding color theory proficiency and use of painting materials and tools. Prereq: ART 1040 Introduction to Painting
<i>No previous course analog.</i>	<b>ART 2050</b>	<b>Sculpture II</b>	This course builds on the visual and technical skills developed in Sculpture I. Students will cultivate 3D design principles and develop the skills needed in the sculptural process, such as form, structure, volume, visual balance, surface treatment, composition, movement and scale. Prereq: ART 1050 Introduction to Sculpture.
<i>No previous course analog.</i>	<b>ART 2060</b>	<b>Mixed Media II</b>	With skills gained from Mixed Media I, students will experiment with a variety of art materials, media, and processes. Prereq: ART 1060 Introduction to Mixed Media.
<i>No previous course analog.</i>	<b>ART 2070</b>	<b>Digital Composition II</b>	This course is the continuation of the introduction to techniques and tools in the digital composition of images. Prereq: ART 1070, Introduction to Digital Composition.
<i>No previous course analog.</i>	<b>ART 2080</b>	<b>Textile Arts II</b>	This course is a continued exploration of traditional and nontraditional methods of textile design and fiber construction. Prereq: ART 1080 Introduction to Textile Arts.
<b><i>Junior Level Courses</i></b>			
PS 303 – Biblical Foundations for Christian Worship	<b>Art 3030</b>	<b>History of Christian Art</b>	A survey of Early Christian art examining images, objects, and architecture in conjunction with lectures/discussions concerning Prehistoric, Mesopotamian, Egyptian, Greek, Roman, and Early Christian and Byzantine culture. Emphasis will be placed upon the biblical, theological, and psychological meanings

<i>No previous course analog.</i>	<b>ART 3040</b>	<b>Visual Design for Digital Media</b>	In this course students will gain the foundational visual design skills needed to create design assets for a variety of digital marketing platforms. Students will examine color theory, typefaces, and composition to maximize engagement for the web and social media platforms.
<b><i>Church Music -- CMU</i></b>			
<b><i>Freshman Level Courses</i></b>			

CM 150 & MU 134 – Music Appreciation/MU 101 – Survey of Music in the Arts / MU 210 -Music and the Art of Listening	<b>CMU 1010</b>	<b>Music Appreciation</b>	This course is designed to acquaint students with the elements of music and the musical periods of both African and Western classical music. Students will have a brief overview of the major composers and their music through class lectures, listening to musical examples in class, reading the text, and attending live concerts of suggested performances.
MU 102 – Music Fundamentals	<b>CMU 1020</b>	<b>Music Theory I</b>	Introduces the basics of music theory. Students will study the basic elements of music such as notation, rhythm, scales, key signatures, intervals, chords, beginning level melodic and rhythm dictation, ear-training and sight singing skills.
CM 250 – Music Theory	<b>CMU 1030</b>	<b>Music Theory II</b>	Music Theory II explores elements of diatonic and chromatic harmony including qualities and inversions of triads and seventh chords, nonharmonic tones, secondary dominants, and modulation to closely related keys.
<b><i>Sophomore Level Courses</i></b>			
CM 263 or 260 – Gospel Choir	<b>CMU 2010</b>	<b>Music Ministry &amp; Leadership</b>	This class is designed to teach students the Biblical basis, standard, and purpose of music ministry. In addition to studying the historical development of music ministry and present day development, the function, planning, organization, and structure of an effective Music Ministry program will be explored.
CM 103 – Intro to Church Music / Black Church Sacred Music	<b>CMU 2020</b>	<b>Black Church Music</b>	This course seeks to examine the ways in which gospel music, and contemporary black gospel music in particular, has impacted not only black church culture but broader society in general. Through audio and video media, readings and class discussion, we will discover how gospel music has influenced black church culture and popular culture.
<b><i>Junior Level Courses</i></b>			

CM 265 – Music and Songwriting	<b>CMU 3010</b>	<b>Songwriting</b>	Organization of musical ideas and words into the writing of popular songs. Analysis of current and historic songwriting trends. Emphasis is on the craft and art of the raw song product. Students will record demos of songs and will perform their compositions in class.
CM 302 - Hymnology	<b>CMU 3020</b>	<b>Hymnology</b>	A survey of Christian hymnody, its historical patterns and the broad scope of hymnic literature, and its environment.

PS 303 – Biblical Foundations for Christian Worship	<b>CMU 3030 (Cross list PST 3030)</b>	<b>History of Christian Worship</b>	Study of the basis and structure of communal worship in the Christian tradition. Survey of the history of Christian worship, its biblical, theological, and psychological roots, and various means of expressing worship. Attention will be given to the Biblical and theological framework for planning and conducting worship services.
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## HISTORY - HIS

Previous Course Code & Title	NEW CODE	NEW Course Title	Course Description
<b>HISTORY - HIS</b>			
<i><b>Freshman Level Courses</b></i>			
HI 101 – Development of Western Culture	<b>HIS 1010</b>	<b>Development of Western Culture</b>	This course will survey the broad historical periods that have given rise to the idea of “Western Civilization” from antiquity to the modern period. Attention will be given to religious, cultural, social and political shifts as well as influential thinkers that have influenced many of the ideas that have shaped our contemporary culture.
<i><b>Sophomore Level Courses</b></i>			
HI 250 – African American History	<b>HIS 2010</b>	<b>African American History</b>	This course is designed to introduce students to the contributions, struggles, challenges, leadership and legacies of African Americans throughout American history that influenced the making of America and its diverse presence throughout the world.
<i><b>Junior Level Courses</b></i> Cross List with THG			
HI 202 – The Black Church	<b>HIS 3010</b>	<b>The Black Church</b>	This course will explore the historical development of the black church in America, considering its African antecedents, institutional expressions, leadership, theology, artistic significance, cultural milieu and importance as the fountain head of African American culture. The course will conclude with some attention to the black churches’ practical engagement with contemporary concerns such as civil rights, economic empowerment, the family, and the relationship of African Americans to one another and other oppressed peoples worldwide.
CS 311 – The Church and Social Welfare	<b>HIS 3020</b>	<b>History of the Church and Social Welfare</b>	This course will examine the development of social welfare/justice practices with religious denominations and institutions, exploring how different Christian denominations have historically to the present responded to the dilemma of social issues along with the interplay of theological beliefs.

<b>Senior Level Courses</b> Cross list with THG			
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HI 280 – African American Religious Experience	<b>HIS 4010</b>	<b>African American Religious Experience</b>	This introductory level course will explore the African American religious experience in all of its colorful and multiform variety. Employing a cultural studies approach, some attention will be devoted to African traditions and their influence on the shaping of various expressions of New World black religion. The general focus will be on how African Americans have historically experienced their world through religious understanding, rituals, symbols, and meaning.
CS 275 – African American Politics	<b>HIS 4020</b>	<b>African American Politics</b>	Course focuses on the evolution, nature, and role of African-Americans within the American political system. The concern is with African Americans as actors, creators and initiators in the political process.



## GENERAL SCIENCES & MATHEMATICS

### General Sciences – GSC \*\* Mathematics - MAT

Previous Course Code & Title	NEW CODE	NEW Course Title	Course Description
GENERAL SCIENCES - GSC			
<i><b>Freshman Level Courses</b></i>			
GS 150 – Natural Sciences	<b>GSC 1010</b>	<b>Natural Sciences</b>	A overview of the Natural Sciences; physics, chemistry, earth science, astronomy and biology. Material presented specifically for non-science students. Connecting concepts between all of the physical and life sciences will be covered.
GS 120 - Biology	<b>GSC 1020</b>	<b>Biology &amp; Lab</b>	Biology is a lecture and lab-based course designed to provide students with an interactive learning experience covering general topics in the study of life. This course will use scientific methods and critical thinking to investigate life systems from the micro to the macro level with an emphasis on structure and function. It includes class instructional time as well as a lab.
<i>No course analogue.</i>	<b>GSC 1030</b>	<b>Geology &amp; Lab</b>	This is an introductory course that examines earthquakes, volcanoes, earth's history, the processes that shape earth's surface, and about earth's resources. It includes class instructional time as well as a lab.
<i>GS 130</i>	<b>GSC 1040</b>	<b>Earth Science</b>	This freshman-level course examines the earth's structure, properties, processes, and evolution.
<i><b>Sophomore Level Courses</b></i>			
GS 112 – Issues in Science and Religion	<b>GSC 2010</b>	<b>Issues in Science and Religion</b>	An interpretation of living things from an organism point of view. The view is designed to enable one to recognize both continuity and discontinuity between man and nature, thus allowing for both humanity's kinship with nature and his transcendence of nature. Such an approach is designed to set the stage for dialogue between current religious and scientific thoughts.
GS 275 – Health & the Black Church	<b>GSC 2020</b>	<b>Health and the Black Church</b>	This course will examine the social determinants to health disparities in black church contexts.
<b>MATHEMATICS - MAT</b>			
<i><b>Freshman Level Courses</b></i>			

GS 115 – Exploring Mathematical Principles / GS 201 Integrated Math	<b>MAT 1010</b>	<b>Exploring Mathematical Principles</b>	This course introduces students to mathematical principles by engaging in the process of doing mathematics to examine mathematical claims, explore definitions, form conjectures, attempt proofs, and present results.
<b><i>Sophomore Level Courses</i></b>			
GS 205 / GS 210 – Financial Literacy	<b>MAT 2010</b>	<b>Financial Literacy</b>	This course will help students gain the financial knowledge, skills, and confidence to take charge of their personal finances by developing personal cash flow statements, personal budgets, personal net worth statements, retirement plans, and estate plans.
<b><i>Junior Level Courses</i></b>			
GS 250 – Business Finance	<b>MAT 3010</b>	<b>Business Finance</b>	In this broad-based course, students will learn the fundamentals of business, ministry, and nonprofit finance. This course is finance oriented with emphasis on practical applications and problem-solving techniques that will help students gain financial knowledge and skills for business, ministry, and non-profits.

### **DATA ANALYTICS**

This section is being built out at present through the NSF Data Science Alliance Curriculum & Development Working Group.

**BIBLE & THEOLOGY PROGRAM (All courses are 3 credit hours)**

Includes the following fields of study (codes included): Biblical Studies - BST \*\* Theology – THG \*\* Philosophy &  
Religious Studies - PRS

Pastoral Studies (this field includes former Pastoral Studies, Christian Education, and Missions) - PST

**BIBLICAL STUDIES – BST (Prerequisite to all Bible Courses is BST 1010)**

<b>Previous Course Code &amp; Title</b>	<b>NEW CODE</b>	<b>NEW Course Title</b>	<b>Course Description</b>
<b><i>Freshman Level Course</i></b>			
TH 115 – Introduction to the Academic Study of the Bible	<b>BST 1010</b>	<b>Introduction to the Academic Study of the Bible</b>	Introduces students to hermeneutics, the critical questions, and a basic methodology for reading the biblical text. (Prerequisite for all Bible courses)
BL 206 – The Bible & Its Translations	<b>BST 1020</b>	<b>The Bible &amp; Its Translations</b>	Students will examine various biblical texts and theological concepts to consider translation implications for lived experience.
<b><i>Sophomore Level Courses</i></b>			
OT 101/202 – Old Testament Survey	<b>BST 2010</b>	<b>Old Testament Survey</b>	An introduction to the academic discipline of Old Testament Studies, through examination of the history, literature, geography, and theological concepts presented in the Old Testament. The course deals with content, structure, dating, and attitudes expressed at various stages, concepts, etc. It seeks basically to answer such questions as: what, when, where, who, why, how, to whom, and about whom.
NT 101/ NT 102 / NT 203 – New Testament Survey	<b>BST 2020</b>	<b>New Testament Survey</b>	Introduction to the academic discipline of New Testament Studies, engaging the history, literature, and theology of the New Testament books. Attention will be given to the historical Jesus as well as his mission and message, the formation of the gospel tradition, the Jewish and Hellenistic background of the early church, the life and letters of Paul, other New Testament writings, and the development of the canon.
<b><i>Junior Level Courses</i></b>			
OT 301 - Pentateuch	<b>BST 3010</b>	<b>Pentateuch</b>	A survey of the literary structure and content of the first five books of the Old Testament/Hebrew Bible and the significance of the Pentateuch toward understanding Israelite theology.

OT 303 – Historical Books (Joshua, Judges, & Ruth)	<b>BST 3020</b>	<b>Historical Books (Joshua, Judges, &amp; Ruth)</b>	This course involves learning the content of these biblical books, understanding the conquest and its stages under the leadership of Joshua, examination of the tribal allotments, an introduction to the nations Israel conquered and to those that in turn oppressed it, and an examination of the lives and ministries of God's deliverers known as judges.
OT 304 – Psalms & Wisdom Literature	<b>BST 3030</b>	<b>Psalms and Wisdom Literature</b>	A study of the liturgical use of the Psalms with particular attention given to their form, content and typification. The course will include some comparison to the ancient Egyptian and Mesopotamian literature and its implications/appropriations for the liturgies of the Black church.
TH 330 – The Book of Esther	<b>BST 3040</b>	<b>The Book of Esther</b>	This course is a textual analysis of the Book of Esther to examine the broad trends in Hebrew Bible studies by focusing on linguistic/structural issues and reader response strategies.
NT 310 – New Testament Themes	<b>BST 3050</b>	<b>New Testament Themes</b>	This course will trace the development of the major themes of the New Testament such as grace, discipleship, community, and apocalypticism.
NT 330 – Biblical Interpretation & Exegesis	<b>BST 3060</b>	<b>Biblical Interpretation &amp; Exegesis</b>	This course serves as an introduction to biblical exegesis. Interpretation is a complex process that involves assessments of literary genre, language of texts, as well as historical and social settings. The purpose of the exegetical assignments is to give students the opportunity to develop and apply detailed observation skills to the biblical text. Additionally, students will be asked to focus on developing exegetical skills for use in teaching and/or preaching.
NT 303	<b>BST 3070</b>	<b>The Gospel of Matthew</b>	This course examines the narrative framework of the Matthean view of the life, deeds, teachings and death of Jesus. This examination pays close attention to the Jewish audience for whom Matthew was written, as well as their socio-political realities as a community under the rule of the Roman Empire.
NT 305	<b>BST 3071</b>	<b>The Gospel of Mark</b>	This course examines the healing ministry of the Markan Jesus, particularly as it pertains to his suffering and death. Attention will be given to the role of discipleship and the influence of Hellenism upon the early Christian church.
NT 306	<b>BST 3072</b>	<b>The Gospel of Luke</b>	This course examines Luke's Christology, social, economic, and political views, as well as gender constructions to assess the Gospel's contemporary meaning. Other attention will be given to its narrative structure, particularly the Hellenistic literature.
NT 304	<b>BST 3073</b>	<b>The Gospel of John</b>	The course will encompass a variety of issues and topics. First, the introduction will cover such items as the

			following: the genre of the gospels; the relationship between the Fourth Gospel and the Synoptic Gospels; and the question of reading the Gospel. Second, the main body will be devoted to an analysis of the Gospel from a variety of different perspectives-- historical, literary, socio-cultural, and ideological.
NT 401 – The Book of Acts	<b>BST 3080</b>	<b>The Book of Acts</b>	This course examines the history of the early church as it is outlined in the book of Acts. Special attention will be given to its theology, particularly in light of Lukan theology as well as provide an overview of the missionary journeys, their implications for modern missions, and the impact of the shift from Jerusalem across the Greco-Roman territories.
NT 406 – The General Epistles	<b>BST 3090</b>	<b>The General Epistles</b>	Analysis, exegesis, and exposition of Hebrews, James, and the Epistles of Peter, John and Jude.
BL 321 - BL 322 Elementary Biblical Hebrew I Elementary Biblical Hebrew II	<b>BST 3100</b>  <b>BST 3101</b>	<b>Elementary Biblical Hebrew I</b> <b>Elementary Biblical Hebrew II</b>	Introduction to the elements of Biblical Hebrew. Pronunciation and grammar, fundamentals of syntax, and acquisition of a basic vocabulary.
BL 311 – BL 312 Elementary NT Greek I Elementary NT Greek II	<b>BST 3110</b> <b>BST 3111</b>	<b>Elementary NT Greek I</b> <b>Elementary NT Greek II</b>	Introduction to the elements of New Testament Greek. Pronunciation and grammar, fundamentals of syntax, and acquisition of a basic vocabulary.
<b>Senior Level Courses</b>			
OT 302 – Hebrew Prophets / OT 490 – OT Prophets	<b>BST 4010</b>	<b>Old Testament Prophets</b>	An expository study of the Hebrew prophets with emphasis on their message, historical background, theological content, and present homiletic significance.
OT 408 - Jeremiah	<b>BST 4020</b>	<b>Jeremiah</b>	A systematic study of Jeremiah's life and prophecies against the political, social, and religious background of the end of the seventh and the beginning of the sixth century B.C. in Israel.
OT 406 - Isaiah	<b>BST 4030</b>	<b>Isaiah</b>	An exegetical and textual study of Isaiah in light of both its place in historical Christian understandings and contemporary academic scholarship. When appropriate, differences between the traditions of Jewish and Christian readings of the text will be highlighted. Critical Hebrew sources will be utilized where possible.

OT 405 – Suffering, Violence, & Hope in the Bible	<b>BST 4040</b>	<b>Suffering, Violence, &amp; Hope in the Bible</b>	This course explores key biblical texts that interweave themes of suffering, violence and hope. Students will examine the power of social location and contextual theology in listening to biblical texts dealing with war,
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			rape, and structural violence such as poverty, colonization, racism, patriarchy and slavery.
OT 410 – Apocalyptic Literatures	<b>BST 4050</b>	<b>Apocalyptic Literatures</b>	This course examines the meaning of apocalypse, and the rise of the apocalyptic movement in Judaism. Special attention will be given to the apocalyptic elements of Isaiah, Daniel, Ezekiel, Joel and Zechariah as well as an examination of the cultural-rhetorical aspects behind each text.
NT 302 – Life & Writings of Paul	<b>BST 4060</b>	<b>The Life &amp; Writings of Paul</b>	This is an examination of the life and writings of the Apostle Paul in their social, political and religious context. A variety of hermeneutical methods are used with special attention in relation to Roman imperial society. Major theological themes from the “undisputed and disputed epistles” are examined in each original literary setting, including social status, ethnic and gender relations, slavery, and religious ritual. Furthermore, the course seeks to make a comparison of the theological stance between the Pauline letters with the strategies of the Jerusalem Church (Acts of the Apostles).
NT 402 Romans	<b>BST 4070</b>	<b>Consensus Pauline Letters: Romans</b>	This course provides a theological overview of the book of Romans. Particular attention will be given to Paul’s theological themes of law, grace, justification and sanctification.
NT 403 Corinthian Correspondence	<b>BST 4071</b>	<b>Consensus Pauline Letters: Corinthian Correspondence</b>	An overview of the first and second letters to the church at Corinth, examining the rhetorical style of the letters and the disputes among the Corinthian congregation and their meaning for the contemporary Black church.
NT 404 Thessalonians & Galatians	<b>BST 4072</b>	<b>Consensus Pauline Letters: Galatians</b>	One of the earliest letters of Paul, this course covers a systematic exposition of the themes in its social, cultural, religious and philosophical contexts of the letters, and its relationship with the rest of the Pauline corpus.
NT 404 Thessalonians & Galatians	<b>BST 4073</b>	<b>Consensus Pauline Letters: I Thessalonians</b>	One of the earliest letters of Paul, this course covers a systematic exposition of the themes in its social, cultural, religious and philosophical contexts of the letters, and its relationship with the rest of the Pauline corpus.
No previous analogue	<b>BST 4074</b>	<b>Consensus Pauline Letters: Philippians</b>	An exegetical study of Paul’s letter to the Philippi community.

No previous analogue	<b>BST 4075</b>	<b>Consensus Pauline Letters: Philemon</b>	An expository treatment of Paul's advice to Onesimus and what it means for black religious faith.
No previous analogue	<b>BST 4080</b>	<b>Deutero-Pauline Letters: I &amp; II Timothy, Titus</b>	An expository treatment of the epistles to Timothy and Titus with emphasis on historical and cultural contexts.

NT 404 Thessalonias & Galatians	<b>BST 4081</b>	<b>Deutero-Pauline Letters: II Thessalonians</b>	Analysis and exegesis of the second letter to the Thessalonica community
No Previous analogue	<b>BST 4082</b>	<b>Deutero-Pauline Letters: Colossians</b>	Analysis and exegesis of the letter to the Colossae community.
No previous analogue	<b>BST 4083</b>	<b>Deutero-Pauline Letters: Ephesians</b>	Analysis and exegesis of the letter to the Ephesian community.
NT 406	<b>BST 4090</b>	<b>General Epistles</b>	Analysis and exegesis of Hebrews, James, and the Epistles of Peter, John and Jude.
	<b>BST 4100</b>		
NT 410 – The Book of Revelation	<b>BST 4110</b>	<b>The Book of Revelation</b>	Various interpretations of Revelation will be consulted in this exegetical study of the Evangelist's message regarding the reign of God and its eschatological teachings. Special attention will be given to the socio-cultural settings of the ancient writer and audience.
BL-TH 402	<b>BST 4120</b>	<b>Women in the Bible</b>	This course will survey the construction of gender and roles of women in the Old Testament, New Testament and early Christian religious communities. Course participants will examine the role(s) and function(s) of women in the biblical world, consider interpretive methods, and explore how modern-day presentations of women are impacted by the Bible.
NT 405 – The Parables of Jesus	<b>BST 4130</b>	<b>The Parables of Jesus</b>	This course will use the parables of Jesus as the exegetical lens through which modern methods of biblical interpretation will be applied, including but not limited to African American biblical interpretation, postcolonial criticism, feminist/womanist criticism, reader-response criticism, and narrative criticism. (
NT 301 – The Life and Teachings of Jesus	<b>BST 4140</b>	<b>The Life &amp; Teachings of Jesus (Required CAPSTONE for MAJOR)</b>	An exegetical study of the life and ministry of Jesus as depicted in the gospels. Attention is given to background study, the interpretation of the teachings and acts of Jesus and the application of these truths in our world today.

### THEOLOGY - THG

Previous Course Code & Title	NEW CODE	NEW Course Title	Course Description
<i><b>Freshman Level Courses</b></i>			
TH 150	<b>THG 1010</b>	<b>Biblical Faith Rooted Justice</b>	This course is to inform the intuition, emotions, and intellect of the students to establish values regarding their call and callings for ministry and spiritual formation and “to do” theology.
TH 152	<b>THG 1020</b>	<b>Six Holy Currencies: A Way to Do Theology (THG 1010 is prereq or permission of Professor and Dean)</b>	A continuation of the class Exploring Biblical Faith-Rooted Justice, students will move their biblical faith rooted values to action.
TH 101	<b>THG 1030</b>	<b>Introduction to Theology</b>	Equips students in the basic terms of theology, as well as preparing them to write academic theological essays and use biblical reference materials. <b>This course is the prerequisite for all theology courses.</b>
TH 102	<b>THG 1040</b>	<b>Survey of Christian Doctrine</b>	This course examines the biblical and theological framework of Christian doctrines.
<i><b>Sophomore Level Courses</b></i>			
TH 205 – Foundations of Ethical Reasoning	<b>THG 2010 (Cross list PRS 2010)</b>	<b>Foundations of Ethical Reasoning</b>	This course will introduce philosophical ideas of individual and societal justice as well as study the life and death of Socrates and the structures that inhibit personal and group progression toward a just society. Moreover, the course will provide an understanding of the role of the philosopher and the intentionality required to observe individual and social practices of injustice.
TH 408	<b>THG 2020</b>	<b>Thinking Theologically</b>	This course is an introduction to the approach to theological thinking and learning. We will deploy a theological model that attends seriously to the pluralistic contexts in which theology is done, to the person doing the theology, to the resources of the students’ traditions, and to our deepest theological values.



TH 207	<b>THG 2030</b>	<b>Theological Studies of Death &amp; Dying</b>	This course provides an in-depth exploration of the physical, emotional, and spiritual dimensions of death and dying in an historical, scientific, theological, and pastoral context
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TH 209	<b>THG 2040</b>	<b>Theology of the Family</b>	
TH 215	<b>THG 2050</b>	<b>Hip Hop Theology</b>	This course will examine both the historical, social, and political influences on hip-hop culture as well as hip-hop culture's appropriation and interpretation of religious language, images, and symbols. Conversely, the course will probe the ways that religious institutions have both resisted and appropriated rap music and hip-hop culture.
<i>Junior Level Courses</i>			
TH 302 / TH 305	<b>THG 3010</b>	<b>Sports and Religion</b>	This course examines possible relationships and intersections between sports and religion. The course will primarily take a Christian perspective but will also incorporate some perspectives from the sociology of religion. The course will also incorporate films based on sports.
TH 314	<b>THG 3020</b>	<b>Preachers, Pimps, &amp; Prophets</b>	This course will explore how the core themes of manipulation, space, and power are observed, defined, and applied to the preacher, pimp, and prophet roles. It will examine prophetic speech of the pimp and how preachers <i>pimp</i> parishioners and use privilege to manipulate space as a means of personal expansion. The course will also provide a theoretical position of the black prophetic tradition and how prophets in this tradition speak to systemic racism in America.
TH 317	<b>THG 3030</b>	<b>Contemporary Issues in Theology</b>	Students will engage recent trends in theological studies as well as explore the intersection of theology and culture.
TH 380	<b>THG 3040</b>	<b>History of Theology: Martyrs</b>	This course will examine early Christian beginnings through Late Antiquity. Discussions will focus on themes such as persecution and martyrdom, monasticism and asceticism.

	<b>THG 3050</b> (cross list with ENG 3030)	<b>Black Religious Writings</b>	This course delves deep into the rich tapestry of Black religious writings, exploring the intersections of faith, culture, history, and social justice. Students will develop a comprehensive understanding of the diverse religious expressions within Black communities and their profound impact on global spiritual traditions.
<i>Senior Level Courses</i>			

TH 301	<b>THG 4010</b>	<b>Systematic Theology</b>	A systematic study of the historically established principal doctrines of Christian orthodoxy, including revelation, atonement, the triune God, Christology, theological anthropology, pneumatology, ecclesiology and eschatology.
TH 400	<b>THG 4020</b>	<b>Theologies of Liberation</b>	This course will help students develop a critical understanding of the methods, sources, commonalities and differences of the various forms of liberation theology that emerged across the globe in the 20 <sup>th</sup> century.
TH 405/406	<b>THG 4030</b>	<b>Black, Womanist, &amp; Liberation Theology</b>	An in-depth study of major Black Christian thinkers in America such as Katie Canon, James Cone, and Martin Luther King, Jr. and Delores Williams. Also, attention will be given to other liberation theology, e.g., Third World theology and other writers who address human oppression in the light of biblical teaching.
TH 325	<b>THG 4040</b>	<b>Liberation Theology of James Cone</b>	This reading intensive course will introduce students James Cone considered by many to be the founding father of black liberation theology. Students will explore his writings that were developed from the Civil Rights and Black Power movements and that have been descriptive and prescriptive for theologians, preachers, civil rights activists, and other persons seeking to work toward a just society.
	<b>THG 4050</b> (cross list with ENG 4020)	<b>Spiritual Autobiography</b>	The purpose of this course is to introduce students to the literary genre of spiritual autobiography in order to engage the writings of ancient and contemporary writers to explore the significance of autobiography and memoir as spiritual voice, self-understanding, and self-expression. Students will also utilize literary analysis to reflect and interrogate metaphysical, existential and ontological matters of the human condition such as suffering, happiness, joy, pain, peace, passion, truth, virtue, body, etc. Through careful reflection on personal narratives and journey, students will take up the artistic and creative process of writing their own spiritual autobiographies.

TH 303	<b>THG 4060</b>	<b>Senior Seminar: MLK, Gandhi, &amp; Thurman</b>	This course will survey the life and thoughts of Howard Thurman, Mohandas K. Gandhi and Martin Luther King, Jr. and their respective visions of God and humanity. In addition, special attention will be paid to the social influences that shape their understanding of the role of religion in the transformation of persons and society. The course will culminate with an examination of the contemporary relevance and legacy of nonviolence.
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MI 412 – Evangelistic Missions	<b>THG 4070</b>	<b>Senior Seminar: Kingdom of God</b>	This seminar will explore the idea of the “‘kingdom’ of God/ <i>basileia tou Theou</i> ” in New Testament texts and beyond.
CS 409 – Building the Beloved Community – Then & Now	<b>THG 4080</b>	<b>Senior Seminar: Building the Beloved Community – Then &amp; Now</b>	This seminar will engage early texts articulating the beloved community including the philosopher Josiah Royce and Martin L. King, Jr. The course will then turn to 21 <sup>st</sup> century models of building the beloved community.

### PHILOSOPHY & RELIGIOUS STUDIES - PRS

Previous Course Code & Title	NEW CODE	NEW Course Title	Course Description
<b><i>Freshman Courses</i></b>			
PH 102 – Introduction to Philosophy	PRS 1010	Introduction to Philosophy	An introductory course dealing with scientific methods in psychology, interpersonal processes, abnormal behavior, biological foundations of behavioral principles, motivation, learning, sensation, perception and other topics.
No previous course	PRS 1020	Introduction to Religious Studies	This course provides an introduction to the study of religion by looking at topics and themes such as doctrine, ritual, scripture, mysticism, pilgrimage, and myth across the major religions in the world, including Christianity, while also introducing methodological approaches to the comparative study of religion.
CS 150 – Introduction to Social Justice	PRS 1030	Introduction to Social Justice	This course is designed to introduce students to social justice issues and assist them in discovering their ability to create positive change in their own world. The course will introduce students to social justice concepts, issues, and remedies to encourage students to think critically and expansively about the social world and the conditions of humanity.
<b><i>Sophomore Level Courses</i></b>			
TH 205 – Foundations of Ethical Reasoning	PRS 2010 (Cross list THG 2010)	Foundations of Ethical Reasoning	This course will introduce philosophical ideas of individual and societal justice as well as study the life and death of Socrates and the structures that inhibit personal and group progression toward a just society. Moreover, the course will provide an understanding of the role of the philosopher and the intentionality required to observe individual and social practices of injustice.
TH 401 – Comparative Religions	PRS 2020	Comparative Religions	Comparative Religions is a course that studies Christianity along with 4 major world religions and several other religions to determine, discuss, and better understand their points of similarities and differences.
PH 404 – Film as Genre of Theo-Ethical Reflection	PRS 2030	Film as Genre of Theo-Ethical Reflection	
CS 325 – Social Ethics for Leaders	PRS 2040	Social Ethics for Leaders	This course explores dynamic traditions of Black social movements through the perspectives of religious and cultural thinkers, artists and leaders who articulate

			concepts of justice, freedom, flourishing, and
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			fulfillment in North America from the 18th century to present.
<b>Junior Level Courses</b>			
CS 260 – The Role of Religion in Social Change	PRS 3010	<b>The Role of Religion in Social Change</b>	While faith traditions and its practitioners have contributed to social movements, religion itself is a contested category. Thus, this course will explore the role that religions play in social movements from four perspectives: sociologically, politically, theologically, and economically to gain insight into the broader relationship between religion, politics, theology, and economics.
PH 402 – Christian Ethics	PRS 3020	<b>Christian Ethics</b>	This course that explores the major sources, methods, and insights of Christian social and theological ethics with particular emphasis on the moral significance of major Christian theological themes and affirmations.
PH 405	PRS 3030	<b>Liberation Ethics</b>	
CS 312 – Religion and American Politics / CS 350 – The Politics of Race & Justice	PRS 3040	<b>Religion, Justice, &amp; American Politics</b>	This course is about the intersection of American religion and politics view through the contemporary political landscape and will provide an overview of the influence of religion on politics. Students will explore the on-going debates about religion in public life and politics that include but are not limited to gay marriage, abortion rights, religious right activism, etc.
<b>Senior Level Courses</b>			
	PRS 4010 (Cross list HIS 4010)	<b>African American Religious Experience</b>	This introductory level course will explore the African American religious experience in all of its colorful and multiform variety. Employing a cultural studies approach, some attention will be devoted to African traditions and their influence on the shaping of various expressions of New World black religion. The general focus will be on how African Americans have historically experienced their world through religious understanding, rituals, symbols, and meaning.

	<b>PRS 4020 (Cross list ENG 4020)</b>	<b>Spiritual Autobiograph y (Crosslist with ENG 4020)</b>	The purpose of this course is to introduce students to the literary genre of spiritual autobiography in order to engage the writings of ancient and contemporary writers to explore the significance of autobiography and memoir as spiritual voice, self-understanding, and self-expression. Students will also utilize literary analysis to reflect and interrogate metaphysical, existential and ontological matters of the human condition such as suffering, happiness, joy, pain, peace, passion, truth, virtue, body, etc. Through careful reflection on personal narratives and journey,
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			students will take up the artistic and creative process of writing their own spiritual autobiographies.
TH 450 – Philosophical Development of Racist Ideology	<b>PRS 4030</b>	<b>Philosophical Development of Racist Ideology</b>	This course will grapple with key areas of inquiry concerning the development of racist ideology: the roots, ideology, and resistance to anti-black racism. Students will explore the roots of anti-Black racism, the ideas that undergird the creation of racial hierarchies, and themes of resistance to anti-Black racism.
CS 493 – Religion, Poverty, & Justice	<b>PRS 4040</b>	<b>Religion, Poverty, &amp; Justice</b>	A study of poverty and justice embedded in structural – race, class and gender – issues in the United States and globally. Students will engage poverty and justice theoretically and experientially, with an emphasis on listening to, learning from and working with those who are impoverished and oppressed.
CS 407 – Voices from the Movement – Then & Now	<b>PRS 4050</b>	<b>Voices from the Movement – Then &amp; Now</b>	This course will explore the civil rights movement with a focus on the role of faith communities and religious leaders in the Nashville movement. We will also explore the application of prophetic witness, nonviolence strategy and interfaith community organizing as they might apply to current issues within our community.

## PASTORAL STUDIES – PST

**Includes former Pastoral Studies, Christian Education, Missions, and some Church & Society**

Previous Course Code & Name	NEW CODE	NEW Course Title	Course Description
<b><i>Freshman Level Courses</i></b>			
PS 101 – Intro to Christian Ministries & Missions / MI 202 – Missions & Evangelism	<b>PST 1010</b>	<b>Introduction to the Practice of Christian Ministry &amp; Cultural Competence</b>	This study will explore the Biblical and community models for Christian ministry and mission.
<b><i>Sophomore Level Courses</i></b> Serve as Prerequisites for 300 & 400 level courses.			
CE 201 – Educational Ministries of the Church	<b>PST 2010</b>	<b>Educational Ministries of the Church</b>	This course seeks to acquaint the student with the teaching of Jesus, Black Church traditions and the various educational ministries of the local church. Attention will be given to theology, pedagogy, program structures, and techniques of teaching, recruitment procedures for volunteer workers, and resources for church educational programs.
CE 420 – Sunday School & Christian Education in the Black Church	<b>PST 2020</b>	<b>Challenges and Opportunities in Digital Ministry</b>	This course will attempt to give the student an appreciation for the immense challenge associated with building a healthy growing digital ministry. The student will learn principles of organization and administration to develop effective strategies for church growth. The student will be able to strengthen, enhance and perhaps even reshape the present digital ministries to meet God’s vision for a learning, teaching, prophetic church in the new century.
PS 201 – Foundations in Pastoral Care & Counseling	<b>PST 2030</b>	<b>Foundations in Pastoral Care &amp; Counseling</b>	This course explores counseling theory and practice, providing students with a strong foundation on which to build further learning about and practice in pastoral caregiving and counseling. Serves as a prerequisite to PST 4020.
<b><i>Junior Level Courses</i></b> Prerequisite: Any 200-level course from list above.			

PS 301 – Homiletics I	<b>PST 3010</b> <b>(Cross list</b> <b>COM</b> <b>3010)</b>	<b>Homiletics I</b>	This course will introduce students to the art and history of preaching and key homiletical concepts. Students will learn different methods of preaching that include: narrative, expository, dialectical and thematic as well as explore the use of rhetoric as a persuasive form of presenting the biblical text.
PS 302 – Homiletics II	<b>PST 3020</b> <b>(Cross list</b> <b>COM</b> <b>3020)</b>	<b>Homiletics II</b>	This course provides a deeper dive into expository preaching with focus on preaching from the various types of biblical literature. Prerequisite is COM 3010/PST 3010 Homiletics.
PS 303 – Biblical Foundations for Christian Worship	<b>PST 3030</b> <b>/ (Cross</b> <b>list CMU</b> <b>3030)</b>	<b>History of</b> <b>Christian Worship</b>	Study of the basis and structure of communal worship in the Christian tradition. Survey of the history of Christian worship, its biblical, theological, and psychological roots, and various means of expressing worship. Attention will be given to the Biblical and theological framework for planning and conducting worship services.
PS 307 – Pastoral Ministry & Administration	<b>PST 3040</b>	<b>Pastoral Ministry,</b> <b>Finance, &amp;</b> <b>Administration</b>	Investigation of the role and function of the ordained minister, including leadership styles and skills. Attention will be given to the pastor's self-understanding, call, relationship to the church and the community, the various ministerial and administrative tasks and resources, including financial oversight of the church.
No previous course analogue.	<b>PST 3050</b>	<b>Christian</b> <b>Education</b>	This course is designed to provide a broad overview of pedagogies that are effective in teaching church ministries in light of the needs of the human person across the lifespan. The course invites the student to prepare and teach lesson plans for Christian ministry and receive feedback from the professor and other students in a workshop style so that students may test out novel or previously employed pedagogies for Christian education.
CE 305 – Christian Education of Children & Youth	<b>PST 3051</b>	<b>Christian</b> <b>Education of</b> <b>Children &amp; Youth</b>	This course is designed to study the characteristics and needs of children and youth, and the educational methods employed in ministry with them. We will analyze the physical, psychological, social, and spiritual development during the childhood/teenage years and investigate the curriculum content, equipment, program aims, and teaching techniques necessary to meet the needs of children and youth.
CE 406 – Christian Education of Adults	<b>PST 3052</b>	<b>Christian</b> <b>Education of</b> <b>Adults</b>	This course is designed to study the needs and characteristics of adults as well as effective and creative educational methods employed in ministry with them. We will analyze the physical, social,



			psychological, and spiritual development during the adult years and investigate the curriculum content, program aims, resources and teaching techniques necessary to meet the needs of adults.
CE 309 – Family Ministries in the Church	<b>PST 3053</b>	<b>Family Ministries in the Church</b>	This course is designed to give the student an overview of the church's ministry with family units. Areas to be explored are: 1) biblical concepts of families; 2) specific needs of whole and fragmented families in the church and community, and then strategies for a family-life ministry in a local church; and 3) examining creative resources and techniques available for family ministries, including recreation ministries. (
MI 411 – Urban Ministries	<b>PST 3060</b>	<b>Urban Ministries</b>	This course will explore Mission ministry opportunities in an urban setting. It explores the dynamics and implications of various Mission ministries from historical, denominational, non-denominational, multicultural, and Liberation Theology perspectives. Creative Models of Urban Ministry will be examined that will assist students in the formation of their own way of approaching Urban Ministry.
MI 308 – Cultural Anthropology	<b>PST 3070</b>	<b>Cultural Anthropology</b>	This course covers the nature and role of the individual in culture and society. It will analyze the basic principles of cultural anthropology. It also explores the theological and missiological implications of the principles of anthropology. This knowledge will prove essential in any mission effort that takes serious multiculturalism and globalism.
CS 322 – Christian Service Placement/Field Education	<b>PST 3080</b>	<b>Field Education I</b> <i>Placement in a church.</i>	Field Education I is designed to offer concrete opportunities for service in the community with supervisory support and reflection classes. The course will also help students explore their gifts and skills for ministry in the world; enlarge their understanding of what ministry might look like and identify concrete challenges in doing practical theology in community engagement. The focus is on experiential learning and theological reflection, working with the action/reflection model within a church setting. Students will share case studies during the semester so that the class can provide constructive dialogue, critical feedback and support. Students spend 70 hours in supervised field placement work in addition to class sessions and reading/writing assignments.
CS 315- Religion and Popular Education	<b>PST 3081</b>	<b>Field Education II</b>	Field Education II is designed to offer concrete opportunities for service in the community with

		<i>Placement in nonprofit or other non-church organization.</i>	supervisory support and reflection classes. The course will also help students explore their gifts and skills for ministry in the world; enlarge their understanding of what ministry might look like and identify concrete challenges in doing practical theology in community engagement. The focus is on experiential learning, theological reflection, and examining case studies. Students spend 70 hours in supervised field placement work in addition to class sessions and reading/writing assignments.
<b>Senior Level Courses</b> Prerequisite: Any 200-level course from list above.			
MI 401 – African Culture and the Christian Church	<b>PST 4010</b>	<b>African Culture and the Christian Church</b>	This course provides an overview of African culture and the impact of African cultural/religious traditions on the Christian church.
PS 402 – Pastoral Care	<b>PST 4020</b>	<b>Pastoral Care &amp; Chaplaincy</b>	This course deepens the student’s understanding and articulation of counseling theory and practice, building upon previous learning about and practice in pastoral caregiving and counseling. Serves as a prerequisite to PST 4020.
MI 303 – Faith and Public Policy	<b>PST 4030</b>	<b>Faith and Public Policy</b>	This course is designed to focus the student’s attention on the intersection of faith and its relationship to the formation of public policy. One fundamental issue will be how Mission ministry might more effectively respond to Jesus’ mandate as given in the Great Commission and the Great Mission as recorded in Luke 4:18-21.
PS 415 – African American Spirituality	<b>PST 4040</b>	<b>African American Spirituality</b>	This course examines African spirituality, ubuntu, and the Black Church traditions, including Howard Thurman, Jeremiah Wright, Flora Wilson Bridges, Emilie Townes, Barbara Holmes, James Forbes, Renita Weems and others. Students will have the opportunity to engage the spiritual practices studied.
CE 410 – Sexuality and the Black Church	<b>PST 4050</b>	<b>Sexuality and the Black Church</b>	This course seeks to work with students (1) to explore the variety of approaches to sexuality in the Bible and the Black Church traditions; (2) to understand why sexuality in general has been a “taboo” subject for the Black Church and community; (3) to help the faith community develop healthy attitudes and behaviors toward sexually related issues within the Black church and community; (4) to help the faith community to create safe places for discussion and fellowship. This course will challenge the student to create a “holistic” theology of human sexuality for the faith

			community as it seeks to encourage growth in moral accountability with compassion and mercy.
CS 408 – Gerontology and the Church	<b>PST 4060</b>	<b>Gerontology &amp; the Church</b>	This course will study the problems of aging from a sociological, psychological, and spiritual point of view. Methods/models of church ministries for and with older adults will be explored.
CE 205 – Minister as Educator	<b>PST 4070</b>	<b>Minister as Educator (CAPSTONE)</b>	This course serves as a capstone course for Bible and Theology majors, inviting students to grapple with the responsibilities of the minister as a teacher. The course will examine the biblical witness and Christian history for models of teaching ministries and will consider the theological bases for these model.

#### CHURCH AND SOCIETY – CHS

Previous Course Code & Name	NEW CODE	NEW Course Title	Course Description
<b><i>Freshman Level Courses</i></b>			
CS 150 – Introduction to Social Justice	<b>CHS 1010</b>	<b>Introduction to Social Justice</b>	This course is designed to introduce students to social justice issues and assist them in discovering their ability to create positive change in their own world. The course will introduce students to social justice concepts, issues, and remedies to encourage students to think critically and expansively about the social world and the conditions of humanity.
<b><i>Sophomore Level Courses</i></b> Serve as Prerequisites for 300 & 400 level courses.			
CS 201 – Intro to Service Learning / Service Learning I	<b>CHS 2010</b>	<b>Introduction to Service Learning</b>	This course is designed to allow the student to gain hands-on experience in the field of behavioral studies while also making a difference in her/his community. In the course, the student will work with a community partner to identify a need and develop a service project that addresses that need, spending 50 hours at the supervised placement site, completing the service project and reflecting on experience.

CS 212 – Service Learning II	<b>CHS 2011</b>	<b>Service Learning II</b>	Service Learning II is a continuation of Introduction to Service Learning. This class will discuss race and its roles in university-community partnerships to
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			encourage race's difficult and much-needed inclusion in dialogues of national service and community engagement (Evans, 2009). Students will spend 50 hours at a supervised placement site during the semester and reflect upon their experiences in case studies and reflection papers.
CS 275 – African American Politics	<b>CHS 2020</b>	<b>African American Politics</b>	This course engages the idea of <i>Universal Freedom</i> and the way in which it has been compromised in the Constitution by racism and the ideology of white supremacy. The student will develop a vocabulary around politics and social movements and will learn to identify and describe the distinctive elements of African American political culture, and the roles played by the church, informal groups and more formal groups, such as the NAACP. Some attention will be paid to the interactions between politics and government on federal, state, and local levels.
<b>Junior Level Courses</b> Prerequisite: Any 200-level course from list above.			
CS 311 – The Church and Social Welfare	<b>CHS 3010 (cross list HIS 3020)</b>	<b>History of the Church and Social Welfare</b>	This course will examine the development of social welfare/justice practices with religious denominations and institutions, exploring how different Christian denominations have historically to the present responded to the dilemma of social issues along with the interplay of theological beliefs.

## ENTREPRENEURIAL LEADERSHIP PROGRAM

### LEADERSHIP STUDIES - LST

Previous Course Code & Name	NEW CODE	NEW Course Title	Course Description
<b><i>Freshman Level Courses</i></b>			
CS 101/ LS 101 – Introduction to Entrepreneurial Leadership	<b>LST 1010</b>	<b>Introduction to Entrepreneurial Leadership</b>	This course challenges students to think and explore the true meaning of what goes into preparation, planning, strategizing, innovating, and financing an entrepreneurial business by focusing on the leadership knowledge, skills, and missional mindset, to build businesses that are based on sound strategy and financial planning as well as centered in Godly leadership principles with an emphasis of producing business models that will drive positive kingdom and community outcomes.
LS 103 – Developing the Healthy Leader	<b>LST 1020</b>	<b>Developing the Healthy Leader</b>	The role of healthy leadership is important now more than ever. We'll examine ways that leaders choose to be 'themselves' in order to demonstrate their individuality and remain healthy, versus falling into the impostor syndrome. Questions addressed include: What are some attributes of an unhealthy leader? And how can one shift from being an unhealthy to a healthy leader?
<b><i>Sophomore Level Courses</i></b>			
LS 201 – Leadership Styles & Methods	<b>LST 2010</b>	<b>Leadership Styles &amp; Methods</b>	Leadership Styles and Methods is designed to introduce students to research conducted in the area of leadership approaches as well as provide students with a balanced perspective on leadership within an organization by studying proven approaches to leadership.
LS 205 – Enhancing Leadership for Technology	<b>LST 2020</b>	<b>Enhancing Leadership for Technology</b>	Students will assess how the impact of technology or the lack thereof, can be seen across every platform, including ministry, entrepreneurial endeavors, business, non-profit and education. Through lectures, videos, articles, participatory activities, and other tools, students will better understand the connectivity of technology and leadership. As a result of this course, students will be able to understand, define, and execute technology more effectively as a

			communication tool, an educational tool, and as a leadership strategy.
LS 215 – Concepts of Organizational Leadership	<b>LST 2030</b>	<b>Concepts of Organizational Leadership</b>	This course draws from communications, religion, and business to provide students with a balanced perspective on leadership within an organization. Students will learn the skills, strategies, and tools to develop leadership responsibilities for guiding organizations effectively.
CS 202 – Leadership Principles / LS 260 and LS 301 – Effective Leadership Principles for Business & Ministry	<b>LST 2040</b>	<b>Leadership Principles for Business &amp; Ministry</b>	This course challenges students to think critically about foundational principles of leadership both personally and professionally. Students will be challenged to reflect and process how self-leadership and Christian theology intersect to promote an holistic model of leadership that is authentic, and develops their own understanding of what effective leadership means to them.
CS 301 / LS 150 / LS 318 – Dynamics of Biblical Leadership / CS 308 - Biblical Leadership & God's Shalom / Biblical Concepts of Leadership / CS 410 – Sexual Misconduct & Biblical Standards of Leadership	<b>LST 2050</b>	<b>Biblical Leadership</b>	The course will provide future leaders with blended information and challenge preconceived notions about what leadership means while also equipping lay and clergy to be change agents. Participants will learn how to analyze issues and power structures, assess congregations and communities, develop effective outreach and grassroots organizing strategies, provide basic educational workshops, impact public policy, work well with media, and initiate/sustain collaborations, coalitions and partnerships.
<b>Junior Level Courses</b>			
LD 301 / LS 301 – Entrepreneurship & Business Ethics	<b>LST 3010</b>	<b>Entrepreneurship &amp; Business Ethics</b>	This course will explore entrepreneurship fundamentals and business ethics to support the considerations of planning, launching, owning, and managing a small business enterprise. Special consideration will be given to understanding business practices and ethics that must flow through the digital revolution, instant communication, and globalization.
LS 382 – Personality Profile & Models of Leadership	<b>LST 3020</b>	<b>Personality Profile &amp; Models of Leadership</b>	This course focuses on what it means to be a good leader, emphasizing the practice of leadership undergirded by examination of

			<p>each student's own personality profile. The course will examine topics such as: understanding leadership; recognizing leadership traits; engaging people's strengths; understanding philosophy and styles; attending to tasks and relationships; developing leadership skills; creating a vision; establishing a constructive climate; listening to out-group members; handling conflict; addressing ethics in leadership and overcoming obstacles. Students will assess their leadership traits and skills to improve their own leadership performance, and they will discern how they fit within various models of leadership.</p>
LD 305 – Faith-Based Community Economic Development / CS 311 – Church & Social Welfare	<b>LST 3030</b>	<b>Faith-Based Community Economic Development</b>	<p>This course examines the past, present, and future role of the Black Church as participant and catalyst for human development, economic empowerment and community revitalization in African American communities. The course will 1) explore the historical foundation of the Church's economic development mission; 2) examine current economic and social conditions that motivate the Church's involvement in local economic development; 3) describe a conceptual framework within which to categorize and develop faith-based economic development endeavors; 4) investigate the strengths, weaknesses, opportunities, and threats of Church involvement in community development; 5) highlight successful models of Church-initiated development.</p>
LS 350 – Foundations of Entrepreneurship	<b>LST 3040</b>	<b>Foundations of Entrepreneurship</b>	<p>Foundations of Entrepreneurship is a comprehensive course designed to provide students with a solid understanding of the fundamental concepts and principles of entrepreneurship. The course explores the process of starting and managing a new venture, including the identification of viable business opportunities, the development of innovative ideas, and the creation of a sustainable business model. Students will examine various aspects of entrepreneurship, such as market research, financial planning, marketing strategies, and</p>

			<p>risk management. Students will also gain a deeper understanding of how entrepreneurship can address wealth inequality, create job opportunities, and contribute to social change. They will be encouraged to think critically about the role of entrepreneurs in promoting economic empowerment and the responsibility they have to use their businesses as a force for positive social impact. Our analysis will engage each of the four pillars of SEAL: Social Justice, Equity, Advocacy, and Leadership.</p>
LS 384 – Exploring Gender Differences in Leadership	<b>LST 3050</b>	<b>Gender Differences in Leadership</b>	<p>This course provides an overview into social and political issues pertaining to gender equality and leadership. During the course, students will learn about and practice mediation skills for resolving identified issues, including how to do research into the issue and make informed decisions about paths to resolution. As a final project, students will make a formal presentation to the class tracking their research and the resolution approach they have chosen for the issue they designated.</p>
<b>Senior Level Courses</b>			
LS 400 – Business Law	<b>LST 4010</b>	<b>Business Law</b>	<p>This course examines the role of the law on all aspects of business ownership and management by using conversational instruction, writing style, real stories, and hands-on activities with cases to successfully explains complex legal topics and illustrates how legal concepts apply to everyday business decisions. Throughout the course, students focus on legal ethics, court procedures, and various areas of the law related to formation, finance, and fiduciary duties.</p>
LS 462 – Leadership Principles for Business	<b>LST 4020</b>	<b>Advanced Leadership Principles for Business</b>	<p>This course invites students to understand their motivational drivers, emotional intelligence, and communication methods to establish a personal leadership style. Additionally, students will consider models of adapting their leadership styles to meet</p>



			specific challenges, to manage the conditions that drive team performance, and to coach colleagues and share feedback in ways that enable them to develop and deliver on goals. The course will help students navigate the challenges of transitioning from being individual contributors to leaders in their contexts.
LS 310 – Strategic Thinking for Servant Leaders / LS 465 – Strategic Planning & Decision Making	<b>LST 4030</b>	<b>Strategic Planning &amp; Decision Making</b>	This course addresses the decision making challenges that organizational leaders face at 3 levels: the individual level; the group and organizational level; and the market level. The class includes examining decision making issues at all three levels and students learning how to manage them with different frameworks and tools. We will draw upon lessons learned from multiple contexts, including the COVID-19 pandemic and the ever-rising concerns for environmental, social, and governance issues. Through simulations, exercises, cases, videos, and lectures, the course will draw out learnings that students can apply when making decisions in their contexts.
LS 463 – Leadership Internship	<b>LST 4040</b>	<b>Mentorship in Leadership</b>	Market place internship for juniors and seniors.
LS 471 Case Studies in Leadership	<b>LST 4050</b>	<b>Case Studies in Leadership</b>	Students will examine and evaluate case studies and other leadership strategies as well as their own leadership practices.

### BEHAVIORAL STUDIES PROGRAM

Includes the following fields of study: Sociology – SOC \*\* Psychology – PSY \*\* Behavioral Studies – BEH

#### **SOCIOLOGY - SOC**

<b>Previous Course Code &amp; Title</b>	<b>NEW CODE</b>	<b>NEW Course Title</b>	<b>Course Description</b>
<b><i>Freshman Level Courses</i></b>			
SO 112 – Introduction to Sociology	<b>SOC 1010</b>	<b>Introduction to Sociology (Required for all students.)</b>	An introduction to some sociological concepts and methods of sociological analysis. Topics include stratification, race and ethnic relations, social change, socialization, and the major social situations-- the family, the political and economic orders, religion and education.
CS 150 – Intro to Social Justice	<b>SOC 1020</b>	<b>Introduction to Social Justice</b>	This course examines the major streams of social justice thought processes such as social movements, social equality, personal freedom, and capital, access to social resources, marginalization, stigmatization, racism, sexism, genderism, discrimination, and the ways in which society respond to these issues. Attention will be paid to the role of the church in the ideas and processes of social justice throughout the last 100 years in American life.
<b><i>Sophomore Level Courses</i></b>			
SO 302 – Foundations of Peacemaking	<b>SOC 2010</b>	<b>Foundations of Peacemaking</b>	Foundations for Peacemaking will create a biblical, theological and sociological framework for analyzing conflict including the exploration of power and struggle, structural and systemic violence, nonviolent direct action, transformative justice, conflict mediation and reconciliation.
<b><i>Junior Level Courses</i></b>			
SO 320 – Conflict Management & Crisis Intervention	<b>SOC 3010</b>	<b>Conflict Management &amp; Crisis Intervention</b>	The primary focus of the course will be on crisis prevention and diffusion. Students will become familiar with the indicators of potential institutional unrest. Verbal as well as physical interventions will be studied. The structure and functions of negotiation teams and tactical responses will be examined.

SO 206 – Sexual Violence in Church & Society	<b>SOC 3020</b>	<b>Sexual Violence in Church &amp; Society</b>	This course will be a study of various forms of violence and abuse and the theological and practical implications of the Gospel for these topics. We will investigate sexual harassment, sexual assault, and domestic violence in the contexts of families, churches, and workplaces to better understand each issue as well as the prevalence of the issue and effects on survivors. We will explore the how the Gospel offers help, hope, and healing to survivors. This course will focus on theological engagement and practical engagement.
CS 313 – Marriage & the Black Family	<b>SOC 3030</b>	<b>Marriage &amp; the Black Family</b>	This interdisciplinary study examines cultural, historical and interpersonal factors that influence the shifting structure and function of African American families and intimate relationships, including an overview of engagement and treatment strategies used in working with of couples and families. Topics covered include: love, dating, courtship, cohabitation, marriage and its alternatives, childbirth and parenting, and crisis faced in intimate relationships such as divorce and family violence.
CS 404 – Gender Roles in Church and Society	<b>SOC 3040</b>	<b>Gender Roles in Church and Society</b>	Issues of gender roles within the church and society have become highly contentious issues as new understandings of gender have arisen. World expectations and norms that have been in place for decades or centuries are currently being questioned. Women's positions in the church and in wider society are shifting rapidly. This course will explore the issues arising from changing understandings of gender and the impact of these changes on roles for both women and men within church and society.
<b>Senior Level Courses</b>			
SO 406 / CG 301 – Group Dynamics	<b>SOC 4010 (Cross list BEH 4010)</b>	<b>Group Dynamics</b>	An examination of interpersonal relationships in social situations. Among the problems to be considered are: determinants of group behavior, actor's definitions of the situation, types of interpersonal strategies, the construction and elaboration of "fronts," empathy, role-taking, and the imputation of motives. Role-playing is used extensively for illustration.
SO 326 – SEAL.ed Strategies for Civic Transformation	<b>SOC 4020</b>	<b>SEAL.ed Strategies for Civic Transformation</b>	This course focuses on a different civic issue each time it is taught to challenge students to learn about and experiment with different models and methods of civic transformation and to identify and integrate embedded theologies of justice, accountability, repair,

			healing, and grace in our shared resources. Through
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			hands-on assessments and assignments, students will be invited to synthesize course knowledge and skills into the ministry work to which they are called.

**PSYCHOLOGY - PSY**

<b>Previous Course Code &amp; Title</b>	<b>NEW CODE</b>	<b>NEW Course Title</b>	<b>Course Description</b>
<b><i>Freshman Level Courses</i></b>			
PY 101 / PY 111 – Intro to Psychology	<b>PSY 1010</b>	<b>Introduction to Psychology (Required for all students.)</b>	The course is designed to introduce students to the science of Psychology. This course will emphasize the major theories of behavior and mental processes, the contemporary methods used by psychologists, and the major findings of psychological research. This course is designed to give students a basic understanding of various topics studied by psychologists (such as neuroscience, perception, learning, memory, personality, social behavior, and psychological disorders, among others), as well as foster critical thinking about psychological phenomena, and awareness of how empirically validated psychological principles apply to daily life.
<b><i>Sophomore Level Courses</i></b>			
PY 303 – Human Growth & Development	<b>PSY 2010</b>	<b>Human Growth &amp; Development</b>	Students will engage contemporary theories of development, current research, and practical applications to examine the progression of physical, cognitive, emotional, social, and moral development across the lifespan.
No previous course analogue.	<b>PSY 2020</b>	<b>Applied Psychology (Prerequisite for PSY 4030.)</b>	This introductory course will include an introduction to psychological methods, theories, principles and research findings to understanding and resolution of social problems. Students will explore diverse topics, such as environmental psychology, health psychology, poverty, childcare, and schooling. Students will conclude the course with a project applying these learnings.
<b><i>Junior Level Courses</i></b>			
PY 210 / OT 210 – The Books of Ruth & Esther: Women's Psychological Development	<b>PSY 3010</b>	<b>Psychology of the Black Female</b>	This course, taught in a seminar format via online discussion, lecture, and other mediums of instruction, will examine the psychological development of the black female. The framework will help students understand the black female's social construction and how social thought informs an existential mode of meaninglessness for many who identify as such. Students will engage media (e.g., film, music, art, etc.) to promote conversation associated with the process of psychological catharsis as seen in the black female lived

			experience. Lastly, this course will highlight historical eras such as chattel enslavement, emancipation, the civil rights movement, and the current state of the black freedom movement to contextualize how and why the black female mind functions as it does within a 21st-century context.
PY 305 – Psychology of the Black Male	<b>PSY 3020</b>	<b>Psychology of the Black Male</b>	This course, taught in a seminar format via online discussion, lecture, and other mediums of instruction, will examine the psychological development of the black male. The framework will help students understand the black male's social construction and how social thought informs an existential mode of meaninglessness for many who identify as such. The course will especially utilize media (e.g., film, music, art, etc.) to promote conversation associated with the process of psychological catharsis as seen in the black male lived experience. Lastly, this course will highlight historical eras such as chattel enslavement, emancipation, the civil rights movement, and the current state of the black freedom movement to contextualize how and why the black male mind functions as it does within a 21st-century context.
No previous course	<b>PSY 3030</b>	<b>Psychology of the Family</b>	This advanced course provides insights from both clinical and academic psychology by readings in such areas as sexual attitudes and behavior, dating, the psychological dynamics of the family as a unit, parent-child interactions, the effect of developmental events on the psychology of the family, mate selection, the institution of marriage and the various alternatives, single parenthood, and dual career marriage.
<b>Senior Level Courses</b>			
PY 308 – Theories of Personality	<b>PSY 4010</b>	<b>Theories of Personality</b>	This senior-level course surveys current personality theories and their historical development, emphasizing the structure, development, and analysis of the organized behavior of the individual. Attention will be paid to application of these theories in the contexts of home, work, church, and wider society.
No previous course analogue.	<b>PSY 4030</b>	<b>Advanced Applied Psychology (PSY 2020 as prerequisite.)</b>	This senior-level course will include an overview of applications of psychological methods, theories, principles and research findings to understanding and resolution of social problems. Students will explore diverse topics, such as environmental psychology, health psychology, poverty, childcare, and schooling.

### BEHAVIORAL STUDIES – BEH

Previous Course Code & Title	NEW CODE	NEW Course Title	Course Description
<b><i>Freshman Level Courses</i></b>			
BS 101 / BS 201 – Introduction to Behavioral Studies	<b>BEH 1010</b>	<b>Introduction to Behavioral Studies (Required for all majors.)</b>	This course provides students with a comprehensive introduction and overview of Behavioral Studies. Students will gain knowledge of human behavior and social dilemmas, and it will overview theoretical frameworks that are used in behavioral studies. The coursework leads the student to be able to analyze, compare and implement research methods. This course will help students understand how it is important to understand the role of human behavior and will give them opportunities to analyze social problems through research, critical thinking, and gain knowledge of evidence-based practice. Students will also gain knowledge on a variety of careers, clinical, educational, and industrial environments as well as advanced graduate training in psychology, counseling, sociology, criminal justice, and law and the relationship to behavioral studies.
BS 105 – Introduction to Counseling	<b>BEH 1020</b>	<b>Introduction to Counseling</b>	This course provides students with an introduction and overview of the foundational and historical theories of counseling as well as the knowledge, skills, and values needed for those seeking careers in counseling. Knowledge, skills, and values provided by this class also serve as a solid foundation for other professions i.e. ministry, business, and health care. Throughout this course, students will be introduced to how the study of human behavior, human development, and societal dilemmas are incorporated into care of people and addressed at the individual, family, and community level from a behavioral studies perspective.
<b><i>Sophomore Level Courses</i></b>			
BS 201 / BS 202 – Case Management for Human Agencies and Services and CS 201 – Service Learning I	<b>BEH 2010</b>	<b>Introduction to Service Learning</b>	Service learning is a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes. In this introductory course, students will work with a community partner to identify a need and develop a service project that addresses that need. The student

			will then spend 50 hours at the supervised placement site, completing the service project and reflecting on her/his experiences through case studies and a personal reflection paper.
BS 240 – Prevention & Behavioral Studies	<b>BEH 2020</b>	<b>Prevention &amp; Behavioral Studies</b>	This course will help prepare students to progress through their Behavioral Studies coursework by exposing them at an entry-level to mid- level to addiction prevention and connecting course knowledge to real-world examples using readings, videos, case studies, and basic applications. Students will have multiple opportunities to exchange, discuss, and receive feedback, which is a critical part of the educational process as it allows the learner to assess progress regarding educational goals.
CS 201 – Intro to Service Learning	<b>BEH 2030</b>	<b>Case Management for Human Agencies and Services</b>	This sophomore-level course begins from the foundational point that “the primary purpose of case management is to improve the quality of life for your clients.” In each week’s readings, students will the history and importance of case management, develop their case management vocabulary, and learn about the various processes involved in case management in the three distinct levels of services (administrative case management, resource coordination, and intensive case management).
AS 200	<b>BEH 2040</b>	<b>Foundations of Addictions</b>	This course is designed to build a comprehensive understanding of addiction, explore the criteria for assessment and diagnosis of substance abuse, and define levels of treatment. The course will introduce students to definitions of addiction in accordance with the American Society of Addiction Medicine (ASAM) and other professional organizations, teach them to describe the diagnosis of substance use disorders, and enable them to utilize the basic terminology used to describe the core features of addiction treatment.
	<b>BEH 2050</b>	<b>Ministering to Addictive Behaviors</b>	This course introduces you to issues regarding the etiology, treatment, and prevention of addictive behaviors. A multidimensional approach that includes ministry, biological, psychological, and social factors is emphasized. Topics covered include dependence on alcohol, nicotine, and other drugs, as well as pathological gambling, helping people through the ministerial approach and the role of the minister, eating disorders, and compulsive sexual behavior.
<i>Junior Level Courses</i>			



AS 400 – Intervention & Prevention	BEH 3010	Intervention & Prevention	Students in this course will engage the theories and practices for developing intervention practices, intervention models, intervention effectiveness, as well as identifying the ethical and value issues of interventions.
SO 309 – The Criminal Justice System & the Politics of Race	BEH 3020	The Criminal Justice System	This course examines the complex relationship between race, politics, and the pursuit of justice. It explores how racial dynamics intersect with political systems, institutions, and policies, shaping social structures and impacting individuals' lives. Through an interdisciplinary approach, students will critically analyze historical and contemporary issues related to race and justice, explore theoretical frameworks, and explore the intersectionality of these robust topics within the context of religious practice and congregational life.
CS 212 – Service Learning II	BEH 3030	Service Learning II	Service Learning II is a continuation of Introduction to Service Learning. In this class, students will discuss race and its roles in university-community partnerships, giving a platform to encourage race's difficult and much-needed inclusion in dialogues of national service and community engagement (Evans, 2009). Students will write two (2) case studies and a personal reflection paper on how the chosen service site corresponds with the overall emphasis of the behavioral studies program. Students will spend 50 hours at a supervised placement site during the semester.
<b>Senior Level Courses</b>			
SO 406 / CG 301 – Group Dynamics	BEH 4010 (Cross list SOC 4010)	Group Dynamics	This course is a study of group development, dynamics, and theories in relation to group guidance, group counseling, and group therapy. Leadership styles, techniques and roles are explored as well as ethical and legal issues related to group interventions.
BS 430 – Christian & Ethical Issues in Behavioral Studies	BEH 4020	Christian & Ethical Issues in Behavioral Studies	This course will examine topics such as voluntary participation in research, informed consent, anonymity, confidentiality, potential for harm, and results communication. Students will also review cases to examine ethical dilemmas and mock hearings to determine if violations were committed.
CS 411 – Service Learning Practicum	BEH 4030	Service Learning Practicum	This senior-level Service-Learning Practicum is a capstone course that builds upon students' prior service-learning experiences to cultivate a deep commitment to community engagement and social justice. Students will engage in in-depth reflection on their service, integrating theological perspectives with

			behavioral studies to inform ethical decision-making and leadership development.
CG 401 / BS 410 – Special Issues Seminar	<b>BEH 4040</b>	<b>Special Issues Seminar (Capstone for the Major)</b>	This is a senior-level week course that addresses various critical topics in behavioral studies, giving students a comprehensive understanding of contemporary issues and challenges in the field.

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The Alumni Association is composed of all graduates of American Baptist College. Its purpose is: to encourage, develop, and maintain a continuing bond of friendship among the alumni; to encourage its members to develop their abilities to the fullest; to organize and mobilize the collective strength of the alumni in support of the school; and to cooperate with the College in suggesting and carrying out programs designated to effect the continued progress, growth, development, and welfare of their Alma Mater.

## ALMA MATER

We love thee, Alma Mater, the school we  
cherish so. The world will read thy data  
where ever we may go Thy words we'll never  
alter,

We'll never, never falter in showing forth thy faithfulness,  
A.B.T.S.

The world will praise thy students wherever they may go  
Thy walls have made them prudent because they love thee  
so. They'll ne'er forget the pleasures, the care and precious  
treasures Of all thy love and righteousness, A.B.T.S.



The mem'ry of thy teachers shall linger in our  
hearts. The words of all thy preachers shall  
battle Satan's darts. We'll honor thee forever,  
forsake thee never, never, For'er we'll sing thy  
blessedness, A.B.T.S.

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