



BOB JONES UNIVERSITY  
EST. 1927

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# GRADUATE CATALOG

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# Academic PROGRAMS

## GRADUATE CERTIFICATE & DEGREE PROGRAMS (CONCENTRATIONS)

Biblical Counseling, CBC	78
Biblical Counseling, MA	79
Biblical Language & Literature, MA	83
Biblical Studies, MA	80
Communication, CC	124
Communication Studies, MA	125
Doctor of Ministry	74
<i>(Preaching &amp; Pastoral Ministry or Biblical Counseling, concentrations)</i>	
Educational Leadership, MS	141
Instructional Leadership, CIL	139
Intercultural Studies, MA	81
K-12 Educational Leadership, CEL	139
K-12 Teaching & Learning CTL	137 & 138
Master of Divinity	71
<i>(Biblical Counseling, General Studies, Global Missions or Preaching &amp; Pastoral Ministry concentrations or Advanced Track)</i>	
Master of Music Education	123
Master of Public Health	109
<i>(Community Health concentration)</i>	
Master of Theology	84
Ministry Studies, MA	82
Speech-Language Pathology, MS	108
Sport Administration & Coaching, MA	107
Sports Coaching, CSC	106
Teaching & Learning, MEd	140
Teaching Bible, CTB	77
Theological Studies, PhD	85
<i>(Biblical &amp; Systematic Theology, New Testament Interpretation or Old Testament Interpretation concentrations)</i>	

## UNDERGRADUATE CERTIFICATE & DEGREE PROGRAMS (CONCENTRATIONS)

Please refer to the current undergraduate Catalog for detailed information regarding each of the degree offerings.

Accounting, BS	
Actuarial Science, BS	
Applied French for the Professions, BS	
Applied Spanish for the Professions, BS	
Biblical Counseling, BS	
<i>(Apologetics &amp; Biblical Worldview, Biblical Languages, Global Leadership, Pastoral Ministry, Philosophy, Women's Ministry Worship Leadership or Youth Ministry concentrations)</i>	
Biblical Studies, BA	
<i>(Apologetics &amp; Biblical Worldview, Biblical Counseling, Biblical Languages, Global Leadership, Pastoral Ministry, Philosophy, Women's Ministry, Worship Leadership or Youth Ministry concentrations)</i>	
Biblical Studies & Ministry, BA	
<i>(Online program)</i>	

Biblical Worldview & Leadership, CBL	
Biochemistry & Molecular Biology, BS	
Biology, BS	
<i>(Biotechnology, Cell Biology, or Zoo &amp; Wildlife concentrations)</i>	
Business, AS	
<i>(Residential or online program)</i>	
Business BS	
<i>(Degree completion program)</i>	
Business Administration, BS	
<i>(General, Data Analytics, Entrepreneurship, Finance, Hospitality, Human Resources or Marketing concentrations)</i>	
Chemistry, BS	
Child Care & Development, AS	
Child Development, BS	
<i>(Child, Youth &amp; Family Studies or Early Intervention concentrations)</i>	
Christian Ministries, AS	
Christian Worldview & Ministry, BS	
<i>(Degree completion program)</i>	
Communication, BA	
Communication Sciences & Disorders, BS	
Composition, BMus	
Computer Science, BS	
Criminal Justice, AS	
Criminal Justice, BS	
Culinary Arts, AS	
Cybersecurity, BS	
Early Childhood Education, BS	
Educational Studies, BS	
<i>(Global Education &amp; Outreach or Social Services concentrations)</i>	
Elementary Education, BS	
Engineering, BS	
<i>(Aerospace, Civil, Computer, Electrical or Mechanical concentrations)</i>	
English, BA	
<i>(Creative Writing or Literature concentrations)</i>	
English Education, BS	
Film & Digital Storytelling, BS	
French, BA	
General Business BS	
<i>(Online program)</i>	
Graphic & Digital Design, BFA	
Health & Fitness Science, AS	
Health Sciences, BS	
<i>(General, Healthcare Administration, Nutrition, or Pre-Physician Assistant concentrations)</i>	
History, BA	
Humanities, BA	
Information Technology, BS	
Interdisciplinary Studies in Global Leadership, BA & BS	
Interior Architecture & Design, BFA	
Kinesiology, BS	
<i>(Exercise Physiology or Sports Medicine &amp; Rehabilitation concentrations)</i>	
Liberal Arts, AA	
<i>(Residential or online program)</i>	
Mathematics, BS	
Mathematics Education, BS	
Media Technology, AS	
Middle School Education, BS	
<i>(Language Arts, Mathematics, Science or Social Studies concentrations)</i>	
Ministry & Leadership, BS	
<i>(Apologetics &amp; Biblical Worldview, Biblical Counseling, Global Leadership, Pastoral Ministry, Philosophy, Women's Ministry, Worship Leadership or Youth Ministry concentrations)</i>	
Multimedia Journalism, BS	
Music, BA & BS	
<i>(Guitar, Keyboard, Orchestral Instrument, or Voice principals)</i>	
Music Education, BME	
<i>(Choral or Instrumental tracks)</i>	
Music Performance, BMus	
Nursing, BSN	
Performance, BMus	
<i>(Guitar, Keyboard, Orchestral Instrument, or Voice tracks)</i>	
Photography, BS	
Physics, BS	
Political Science, BA	
Premed/Preudent, BS	
Professional Studies, BS	
<i>(Degree completion program)</i>	
Public Accounting, BS	
Science Education, BS	
Social Studies Education, BS	
Spanish, BA	
Special Education, BS	
Sport Management, BS	
<i>(Residential or online program)</i>	
Strategic Communication, BS	
Studio Art, BFA	
Theatre, BA	
Visual Arts, BS	

Within the cultural and academic soil of liberal arts higher education,  
BOB JONES UNIVERSITY EXISTS TO GROW

*Christlike*  
**CHARACTER**

THAT IS SCRIPTURALLY DISCIPLINED,  
OTHERS-SERVING, GOD-LOVING,  
CHRIST-PROCLAIMING AND FOCUSED *above*

**AS A CHRISTIAN LIBERAL ARTS HIGHER EDUCATION INSTITUTION WE:**

- Educate regenerate men and women of varying educational backgrounds and proficiencies from across the nation and around the world.
- Educate the whole person through a biblically integrated liberal arts curriculum.
- Equip individuals with a biblical worldview and with the ability to defend that worldview.
- Offer programs leading to undergraduate and graduate degrees in a range of disciplines in a residential environment and via distance learning and professional development opportunities.
- Foster spiritual, intellectual, social and physical development and cultural expansion of the individual.
- Are committed to excellence in teaching by a godly, competent and professional faculty who are dedicated to furthering the University's mission.



## AS A CHRISTIAN HIGHER EDUCATION INSTITUTION COMMITTED TO HELPING CHRISTIAN STUDENTS GROW IN CHRISTLIKENESS WE:

- Emphasize excellence and hold students accountable to pursue it for the purpose of developing character.
- Teach individuals to apply the Scriptures to practical Christian living.
- Seek to develop individuals who are committed to Jesus Christ as Lord, who are engaged in service and leadership in a biblically faithful local church, and who have a compelling concern for reaching the unconverted with the Gospel.
- Are steadfastly committed to remaining faithful to the biblical doctrine and principles in our founding charter.
- Develop a constituency of regenerated students who have adequate preparation to profit from a Christian college education.

# Message

## FROM THE PRESIDENT

FOR 98 YEARS, BOB JONES UNIVERSITY HAS BEEN DEVELOPING CHRISTLIKE CHARACTER WITHIN A THRIVING COMMUNITY OF BELIEVERS INTENT ON SERVING CHRIST.



**DR. BRUCE MCALLISTER**

President

Since our founding in 1927, well over 103,000 students have benefitted from the care, discipleship, and academically rigorous education provided by our highly credentialed, dedicated, and supportive faculty and staff.

BJU is well known for its steadfast commitment to academic excellence and a biblical worldview. It is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the Transnational Association of Christian Colleges and Schools.

Bob Jones University graduates serve the Lord all over the world and across all vocations. They are in full-time ministry, business and the arts. They are accountants, pastors, lawyers, doctors, educators, military officers and public servants. They are in demand for their career skills, because they also have the soft skills and personal character that employers are seeking.

BJU presents today's Christian graduate students with unparalleled opportunities to not just learn how to make a living, but how to live a life that demonstrates Christ to all around them, regardless of where the Lord places them.

BJU offers graduate programs at BJU Seminary, the School of Health Professions, School of Fine Arts and Communication, and School of Education and Human Services. The School for Continuing, Online and Professional Education assists with the course delivery for programs offered online. The courses in each program are expertly designed to help students excel in their chosen field. BJU professors teach courses from a biblical worldview, helping students grow spiritually as they learn.

Bob Jones University has a spirit all its own and offers students a wealth of incredible opportunities to develop the whole person outside the classroom. From participation in a variety of ministries to leadership opportunities and exposure to the arts, the BJU graduate experience offers Christian fellowship and development in personal growth.

As a Christian higher education institution, BJU stands firmly for the authority of God's Word, and each year every faculty member in the University and BJU Seminary signs our orthodox creed. We have proven as an institution that it is possible to stand for our faith and uphold the highest academic standards.

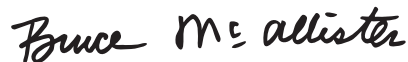
Bob Jones University is committed to providing an outstanding Christian graduate education purposefully designed to inspire a lifelong pursuit of learning, loving and leading.

Simply put, BJU stands as a testament to our Lord and Savior

Jesus Christ. This University is His doing—it is not our own. Our constant prayer is that we will point students to Christ both in and out of the classroom. Through the training they receive here and their ministry in local churches, our students leave BJU prepared for a lifetime of service in whatever location and vocation God has called them.

I invite you to visit Bob Jones University and BJU Seminary to see for yourself the great work God is doing here.

Come join us!

A handwritten signature in black ink that reads "Bruce McAllister". The signature is written in a cursive, flowing style.

Bruce McAllister

# *University* **CHARTER**

The general nature and object of the corporation shall be to conduct an institution of learning for the general education of youth in the essentials of culture and the arts and sciences, giving special emphasis to the Christian religion and the ethics revealed in the Holy Scriptures; combating all atheistic, agnostic, pagan and so-called scientific adulterations of the Gospel; unqualifiedly affirming and teaching the inspiration of the Bible (both the Old and the New Testaments); the creation of man by the direct act of God; the incarnation and virgin birth of our Lord and Saviour, Jesus Christ; His identification as the Son of God; His vicarious atonement for the sins of mankind by the shedding of His blood on the cross; the resurrection of His body from the tomb; His power to save men from sin; the new birth through the regeneration by the Holy Spirit; and the gift of eternal life by the grace of God.



# *Our Christian* **PHILOSOPHY OF EDUCATION**

Christian education at BJU is a spiritual ministry that has as its purpose to further the process of spiritual development in the image of God. BJU endeavors to teach students to know God and to imitate Him in His character and in His works. This commitment embraces all that is done in and out of the classroom. Knowledge of the written Word of God, the Bible, remains at the center. The disciplinary studies radiate from this center as studies of God's works. Biblical truth is not confined to the required Bible courses but is diffused throughout the curriculum.

Yet to know God implies more than just knowledge about God. The knowledge of God that is unique to Christian education is a personal knowledge that begins with repentance of sin and faith in Jesus Christ as Savior and develops through obedience to and communion with God. To know God is to be born into the family of God and to live in fellowship with Him. With this knowledge as the starting point, student attention is directed outward to the full range of natural facts and human experience and to formulations of that experience in history and philosophy, literature and art—all as reflective of the work of God intersecting with the work of man. The student develops a worldview coherent with the work of God in his life.

The work of God in a student's life is a process of his imitating God in his character and service. Accordingly, BJU faculty and administration urge students onward in this process and provide an environment structured toward this purpose. As in secular education, the environment of Christian education is artificially selective, including elements favorable to its purpose and suppressing those unfavorable to it. BJU does not apologize for the prescriptiveness of the educational experience here. Its character goals require it.

BJU also provides students with ministry opportunities so it becomes natural to them to live out their beliefs in service to God and to others. Students are requested to have weekend ministries of various sorts both in the immediate area and in surrounding states as well. The University keeps before all its students their responsibility to share the Gospel and minister to others.



# Academic YEAR OVERVIEW

## Fall Semester 2025

Summer Orientation .....	June 20–21
New International Student Orientation .....	August 17–22
New & Transfer Student Check-In .....	August 22
Returning Student Check-in Deadline .....	August 25
Semester Begins: Opening Exercises .....	August 25
Classes begin .....	August 27
Seminary Modules Week .....	October 13–17
Fall Break .....	October 20–21
Thanksgiving Break .....	November 24–28
Finals Week: Class Periods/Exams .....	December 15–18
Semester Ends .....	December 18

## Spring Semester 2026

New, Transfer & Returning Student Check-In Deadline .....	January 12
Semester Begins: Opening Exercises .....	January 13
Classes begin .....	January 14
Bible Conference .....	February 17–20
Seminary Modules Week .....	March 10–14
Spring Break .....	March 23–27
Finals Week: Class Periods/Exams .....	May 4–7
Commencement Activities .....	May 7–8
Semester Ends .....	May 8

## Summer 2026

Summer Session .....	May 11–August 15
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# Information DIRECTORY

## For information on:

## Contact:

General Information, Admission & Catalogs . . . . .	Director of Admission
Transcripts & Records of Incoming Students . . . . .	Director of Admission
Fees, Expenses, Methods of Payment . . . . .	Chief Financial Officer
Academic Reports, Course Offerings & Other Scholastic Matters . . . . .	Registrar
Graduate Programs . . . . .	Dean of BJU Seminary, Health Professions, Fine Arts & Communication or Education & Human Services
Undergraduate Programs . . . . .	Dean of Arts & Science, Health Professions, Theology & Global Leadership, Fine Arts & Communication, Education & Human Services or Business (see the <i>Undergraduate Catalog</i> for more information)
Online Learning . . . . .	Associate Dean of School for Continuing, Online & Professional Education
Alumni Information . . . . .	Vice President for Advancement & Alumni Relations
Employment	
Faculty . . . . .	Office of the Provost
Staff . . . . .	Human Resources
Graduate Assistantships . . . . .	Human Resources
Student . . . . .	Human Resources
Gifts, Bequests & Scholarship Donations . . . . .	Chief Financial Officer
Outreach Ministries . . . . .	Director of Center for Leadership Development
Visiting Students Activities & Residence Hall Reservations . . . . .	Welcome Center

It is understood that attendance at Bob Jones University is a privilege and not a right, which may be forfeited by any student who does not conform to the standards and regulations of the institution. BJU may request withdrawal of any student at any time, who, in the opinion of the University, does not fit the spirit of the institution, regardless of whether or not he or she conforms to specific policies and regulations of BJU.

# Admission

## TO GRADUATE EDUCATIONAL PROGRAMS

### GENERAL REQUIREMENTS

This catalog has been written and designed to answer most of the questions that might be asked about the University's academic programs and services, as well as its academic, admission, registration, curriculum development, and research policies. This volume is intended to be used as a guideline and does not create an expressed or implied contract.

Bob Jones University (BJU) reserves the right to expand, delete, or otherwise modify its degree programs or courses of study and associated policies; to change its rules and policies affecting the admission and retention of students or the granting of credit or degrees; to change the academic calendar, course offerings, course content, or academic programs; or to alter its fees and other charges whenever such changes are judged by it to be desirable or necessary. In any such case, BJU will give appropriate notice as reasonably practicable under the circumstances.

Candidates for admission to any of the schools of BJU must give evidence of good character. Students transferring from other institutions may be asked to present statements of honorable dismissal. Under normal circumstances, admittance decisions are made by admission personnel through an established admission process. However, if extraordinary circumstances arise, the Admissions Committee decides the case in consultation with the appropriate faculty. The director of Admission will inform the applicants of the admission decision.

### NOTIFICATION OF NONDISCRIMINATION

BJU admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the institution. BJU does not discriminate on the basis of race, color, age, sex, national or ethnic origin, protected disability, or veteran status, and for married students, medical needs arising from pregnancy, childbirth, or related medical condition in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other institution-administered programs.

### GENERAL GRADUATE PROGRAM ADMISSION STANDARDS

Applicants with degrees from American institutions must hold a bachelor's degree from an accredited college or university and must qualify for a program of study leading to a graduate degree or certificate. International students or students with degrees from unaccredited institutions are considered on a case-by-case basis. The student's undergraduate program of study must be

substantially equal to criteria established in the standards of the Southern Association of Colleges and Schools Commission on Colleges. General graduate work approval includes meeting one of the following:

- 2.5 cumulative undergraduate GPA or higher on all college work
- 2.0 cumulative undergraduate GPA or higher on all college work for admission to the Master of Divinity with concentrations (3.0 for Advanced Track) the Master of Arts in Ministry Studies, the Master of Arts in Biblical Counseling, and graduate certificates
- 2.4 cumulative undergraduate GPA and B average in major
- 2.4 cumulative undergraduate GPA and exceptional talent
- 2.4 cumulative undergraduate GPA and 170 on the GRE w/150 on the verbal portion (before August 1, 2011, 800 on the GRE w/450 on the verbal portion).

Further details concerning specific requirements are given elsewhere in the *Graduate Catalog* under the BJU Seminary, School of Health Professions, School of Fine Arts and Communication, and School of Education and Human Services.

An applicant who is deficient 13 or more credits will be admitted as a Postgraduate Special Student limited to undergraduate courses only. Once this student has less than a 13-credit deficiency, admission to candidacy may be granted. All students should remove academic deficiencies as early in their program as possible. In every case an applicant for graduate study must present an undergraduate record of such quality as to predict success on the graduate level. A student may be accepted into the Doctor of Ministry program who lacks a Master of Divinity degree or its equivalent; the student will be regarded as a Doctor of Ministry Student while completing a maximum of 20 credits of graduate-leveling courses.

## ADMISSION PROCEDURES

### Students Attending BJU for the First Time

1. Apply online at [www.bju.edu/apply](http://www.bju.edu/apply) or call the Admission office at BJU.
2. Fill in the application form completely and submit it.
3. Request each college or university where coursework has been previously taken to send a complete transcript to BJU.
4. Upon receipt of these materials, admission personnel will process the application, notify the applicant of his or her admission status, and send further information.

### Students Who Attended BJU Previously

1. Apply online at [www.bju.edu/apply](http://www.bju.edu/apply) or call the Admission office at BJU.
2. Fill in the application form completely and submit it.
3. If the student has completed college credit at other institutions since attending BJU, request official transcripts from these institutions.
4. Upon the receipt of these materials, admission personnel will process the application, notify the student of his or her admission status, and send further information.

### Former Students Who Have Been Suspended or Denied Re-enrollment

A student who is suspended from or denied re-enrollment in BJU may be considered for readmission for a term that begins at least one complete semester following the date of his or her enrollment denial.

In addition to following the procedures for “Students Who Previously Attended BJU,” the student will be asked to provide a recommendation from his or her pastor; and in some cases, an interview with the director of student life or the women’s director of student life will be required.

## Time Required for Processing of Application

BJU realizes the importance of the college decision and processes each application in a timely manner. Within five days of receiving the necessary information, an admittance decision will be made and the student will be notified.

Following an applicant's acceptance into a residential program, a nonrefundable reservation fee must be paid to confirm the reservation. Upon enrollment, the reservation fee will be applied toward the semester's tuition and fees. No reservation is final until all records and the reservation fee have been received.

The School of Fine Arts and Communication graduate programs have deadlines for the submission of all admission materials: application, audition/portfolio, and any program-specific requirements. The fall semester deadline is the previous April 1, and the spring semester deadline is the previous October 15.

## OTHER ADMISSION CATEGORIES

### Admission of International Students

One of the unique features of BJU as a private liberal arts university is the enrollment of students each year from virtually all the states, the U.S. territories, and more than 40 countries.

BJU welcomes international students from all over the world; our population is growing through admission and partnership with like-minded students, families, and institutions globally. An international student who desires to study in residence in the U.S. applies to BJU in the same manner as any other student—with the additional requirements of the student's own country plus the requirements of the United States for approval to study in this country. Before a letter can be sent from BJU to assist the student in securing the necessary credentials to leave the student's own country to enter the United States for study, the international student must complete the following:

1. Submit the electronic application with the reservation fee for the semester the student plans to attend BJU (must be in U.S. funds). In the event the application is denied, the reservation fee will be refunded.
2. Furnish satisfactory evidence of the student's character, ability to meet financial obligations in this country, and academic preparation for study in an American university. The student must also provide proof of proficiency in the English language.

An international student who desires to work on a degree remotely from his home country must follow these steps:

1. Submit the electronic application with the reservation fee for the semester the student plans to attend BJU (must be in U.S. funds). In the event the application is denied, the reservation fee will be refunded.
2. Furnish satisfactory evidence of the student's character and academic preparation for study in an American university. The student must also provide proof of proficiency in the English language.

All students for whom English is not their native language must take the Test of English as a Foreign Language (TOEFL) exam or a similar exam upon applying to BJU. The TOEFL exam is offered only at select times and places. Information, dates offered, online registration, etc., are available at [www.ets.org/toefl](http://www.ets.org/toefl). It normally takes four to six weeks for the exam results to be reported to BJU. The TOEFL code number of our institution is 5065. These test scores are useful in evaluating a student's mastery of the English language.

<i>Minimum Admission</i>	<i>TOEFL (iBT)</i>	<i>TOEFL Essentials</i>	<i>English 3 (E3PT)</i>
Undergraduate	61 (section scores of 15)	7.5 (section scores of 7)	62 (section scores of 15)
Graduate	79 (section scores of 19)	9 (section scores of 8.5)	72 (section scores of 16)
Doctorate	100 (section scores of 23)	10.5 (section scores of 10)	82 (section scores of 20)

In establishing evidence of academic preparation for study at BJU, students educated outside the United States will have their secondary education records evaluated by BJU or an agency which evaluates higher education credentials. Those with prior university work should request a course-by-course evaluation to be sent directly to BJU.

Because of the time involved, every international applicant is expected to submit his or her application with all the necessary documents in a timely fashion. A letter of tentative acceptance is granted to an international student on the basis of satisfactory preliminary information, but is subject to final confirmation when BJU receives all records including the evaluation of academic credentials, which is binding in all cases.

### Veterans Readmission

BJU fully supports and complies with the veteran readmission requirements in the Higher Education Opportunity Act of 2008. In general, any student whose departure and absence from BJU is necessitated by reason of service in the uniformed services shall be entitled to readmission to the University (exceptions include individuals receiving dishonorable or bad conduct discharges or those who are sentenced in a court-martial). In most cases, the student must apply for readmission within five years of completion of U.S. military service.

## TRANSFER CREDIT

### Graduate Transfer Credit Regulations

The regulations governing the transfer of credits earned in other institutions are as follows:

1. BJU considers for transfer the credits earned in an institution of higher education accredited by either a regional or national accreditor recognized by the U.S. Department of Education. The accreditation status of the other institution(s) is a factor in decisions to transfer credit, but it is not the sole or primary factor.
  - a. Coursework earned at an institution that is not accredited by either a regional or national accreditor is evaluated on a course-by-course basis by the registrar. The registrar consults the faculty in the relevant academic program to ascertain if the coursework is at the graduate level and is comparable to courses offered at BJU.
  - b. International students who complete post-secondary study outside of the United States must submit a credential evaluation report from World Education Services ([www.wes.org/](http://www.wes.org/) application). Such students must request a course-by-course evaluation and identify BJU as the recipient of the completed report. See the BJU Admission of International Students Policy for additional information.
2. Only those credits which carry a grade of at least B at the graduate level may be transferred (no grades of C, D, F, or P).
3. BJU accepts courses for transfer that are substantially in line with the mission of BJU and the curriculum of the program which the student proposes to follow. To be accepted, a course need not be identical with a course offered at BJU; but it must align with the degree requirements

defined in the BJU Catalog. However, courses that do not align directly with the program into which a student proposes to transfer may be transferable as general electives on a limited basis.

4. BJU evaluates courses for transfer in terms of courses as they are defined in the BJU Catalog. Though the original course titles are retained, the student's transfer record will show the course number as it appears in the BJU Catalog. Transfer courses for which there exist no parallel courses at BJU, but which are acceptable for transfer, are assigned the proper subject area classification.
5. BJU does not accept in transfer any graduate courses offered by an institution that does not grant graduate degrees.
6. BJU does not accept in transfer for graduate credit any undergraduate courses taken at another institution, even if the offering institution accepts the coursework as graduate-level work.
7. The unit of credit at BJU is a semester hour. Quarter hours are transposed into semester hours at the ratio of 3:2; that is, three quarter hours equal two semester hours. No fractional credits are recorded, and course credits of a fragmentary nature are disallowed.
8. Students in the Seminary or School of Education and Human Services may transfer up to 50% of credits for a master's degree (or have a combination of 50% of transfer and advanced standing credits for the MA in Biblical Counseling). Eight credits may be transferred into the Doctor of Ministry degree program, 6 credits into the Master of Theology, and 12 credits into the Doctor of Philosophy. For graduate certificates of 15 to 19 credits, 6 credits may qualify for advanced standing or transfer. For graduate certificates of 12 to 14 credits, 3 credits may qualify for advanced standing or transfer. Transfer credit is limited to a maximum of 6 credits for the master's degree programs in the School of Health Professions or the School of Fine Arts and Communication. Up to a maximum of 43 credits may be transferred into the Master of Divinity degree program with concentrations (36 for Advanced Track). It is understood that students transferring in substantial credits at the graduate level will not normally take additional work in transfer once they are accepted into a graduate program at BJU.
9. A graduate student's transfer work is not calculated into his or her grade point average.
10. Credit Appeals Process: Upon completion of the credit review processes, students will be notified of the decision by the Registrar's Office. A student wishing to challenge course credits deemed ineligible for credit must file a written appeal with the registrar, who will bring the matter to the attention of the Deans Council. Within 10 business days of receipt of the appeal, the chair of the Deans Council will notify the student of the Deans Council's decision.

## TRANSFER WORK PROCEDURES

The following terms directly apply to the graduate transfer credit process:

**Approved Work:** Accepted courses are recorded with a BJU catalog number and the title of the course transferred from the other institution. Approved transfer work is available on one's checksheet in StudentCentral. Any apparent contradiction, omission, or error should immediately be brought to the attention of the credentials analyst in the Registrar's Office.

**Validation Approval:** Courses subject to validation by placement test, portfolio, or division approval. Validation ensures the level of instruction for continued study in the subject area.

1. If continuing in a subject area at BJU, all validations must be secured at the time of the student's initial semester registration at BJU.
2. If not continuing in a subject area, validation is not necessary and the courses may be approved as elective credit. By the end of the student's initial semester of enrollment at BJU, the student must notify the Registrar's Office of his or her intent to discontinue study in that area at BJU.

**Conditionally Approved:** Courses currently in progress at another institution and conditionally approved based upon final grades with receipt of an official transcript. Only grades of A or B will transfer.

**Pending Approval:** Courses where additional information is needed (e.g., course description, syllabus, etc.) before a decision can be made.

**Deficiencies:** Work to complete any deficiencies must begin as soon as the class schedule permits and continue until all deficiencies are completed. Any deficiencies listed on a student's checksheet must be successfully completed before a degree can be conferred from BJU. Graduate students who did not attend BJU may, at the discretion of the Deans Council, be required to take undergraduate Bible courses as deficiencies.

## HOUSING AT BJU

Many have found the convenience of living in residence halls on campus to be beneficial during graduate studies. Residence hall accommodations are available to single students. Once a room is reserved for the semester, it is understood that the graduate student will continue in that housing for that entire semester. Graduate students can elect residence hall housing on a semester-by-semester basis. Graduate students may sign up for summer housing during the spring semester.

*Note:* BJU is not legally liable for injuries or damages to property, or for failure or interruption of utilities, or for interruption of services due to weather or acts of nature occurring in the residence halls. Students are strongly encouraged to provide their own personal insurance. Further information concerning graduate student housing can be obtained by contacting the Student Life office via email at StudentLife@bju.edu or calling (864) 241-1645.

## STUDENT IMMUNIZATIONS

Each student is required to complete the BJU Student Immunization Form as well as the Tuberculosis Screening Questionnaire before his or her arrival on campus. These forms are to be submitted to Student Health Services.

## GRADUATE ASSISTANTSHIPS

Each year BJU awards graduate assistantships to outstanding students who wish to pursue a graduate degree. An assistantship runs for one year with an opportunity to extend. Graduate Assistant positions are available in two categories:

- Academic graduate assistants which are typically 9-month positions.
- Staff graduate assistants which are typically 12-month positions.\*

\* International student requirements will differ. For more information, contact the BJU Human Resources office.

Designated positions are reserved for those who wish to continue their education while working part-time simultaneously. Thirty-hour, part-time benefited positions can be found in a variety of departments across campus providing opportunities for service using diverse skill sets.

### How to apply

- Open "Graduate Assistant" positions can be found at [www.bju.careers](http://www.bju.careers).
- Once an application is submitted and the applicant's graduate student status is confirmed, the application will be processed with a department.

Further information concerning Graduate Assistantships can be obtained by contacting the Human Resource office via email at [hrstaffingservices@bju.edu](mailto:hrstaffingservices@bju.edu) or calling 864-241-1631.

# Financial INFORMATION

## GRADUATE STUDIES

<i>Full-Time Students</i>	
Tuition per semester (8–12 credits)	\$7,470
Room & Board per semester: Full Meal Plan	\$4,250
Room & Board per semester: Value Meal Plan	\$3,745
Program Fee per semester	\$250
Additional credits above 12 (per credit)	\$410
<i>Part-Time Students</i>	
Tuition per credit (1–7 credits)	\$820
Program Fee per semester	\$250
Audit (per credit)	\$280
<i>Summer</i>	
Internships—Tuition (per credit)	\$185
Directed Studies, Capstone, Linguistics Courses—Tuition (per credit)	\$535

## MS, SPEECH-LANGUAGE PATHOLOGY

Tuition (per credit)	\$730
Program Fee per semester	\$250

## MASTER OF PUBLIC HEALTH

Tuition (per credit)	\$575
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## ONLINE LEARNING

Online Course Tuition (per credit)	\$450
MDiv Online Course Tuition* (per credit)	\$350
Online Course Fee (per credit, resident students)	\$115

\* Master of Divinity students employed in “full-time ministry”—Employed in Christian service as one’s primary focus, including serving as a pastor or pastoral staff member, missionary, evangelist, itinerant preacher or teacher, Christian school faculty or staff member, or a staff member in a parachurch ministry (e.g., a Christian counseling center, rescue mission, or mission agency).

## BJU SEMINARY

<i>Full-Time Students</i>	
Tuition per semester (8–12 credits)	\$4,250
MDiv Tuition per semester (8–12 credits)	\$3,150
Room & Board per semester: Full Meal Plan	\$4,250
Room & Board per semester: Value Meal Plan	\$3,745
Program Fee per semester	\$275
Additional credit over 12 (per credit)	\$225
MDiv Additional credit over 12 (per credit)	\$175
<i>Part-Time Students</i>	
Tuition per credit (1–7 credits)	\$450
MDiv per credit (1–7 credits)	\$350
Program Fee per semester	\$275
<i>Summer</i>	
Internships—Tuition (per credit)	\$185
Directed Studies, Capstone, Linguistics Courses—Tuition (per credit)	\$450

(Rates subject to change if necessary)

## TUITION

The full-time tuition rate for residential graduate students includes a load of 8–12 semester credits. There will be an additional per credit hour charge for any load over 12 credits.

- In order to be eligible for federal student loans, graduate students must be enrolled in at least four credits.

Part-time students who repeat a course will be required to pay the regular per credit charge for that course. Part-time students who audit a course will pay a reduced per credit charge for that course.

- **Summer:** Tuition for summer resident courses, mission teams, study abroad, and internships is due at the time of registration. No refund of tuition will be given if the course is not completed.
- **Dissertation or Research Project:** Tuition is due at the time of registration. No refund of tuition will be given if the project/research is not completed.
- **Online Courses:** Tuition for all online courses will be charged separately from resident courses unless the student is also a full-time resident student. Tuition includes access to the learning management system and online proctoring.

## GRADUATE FINANCIAL INCENTIVE PROGRAMS

### School of Education & Human Services and School of Fine Arts & Communication

Educator Professional Development Program: Full-time teachers and administrators and educational leadership of Christian schools who have been approved for a graduate education program (K-12 Teaching and Learning Certificates, MEd in Teaching and Learning, MS in Educational Leadership, or Master of Music Education) are eligible to receive a 50% discount on tuition for graduate online courses that fulfill certificate or degree requirements. The discount does not apply to required deficiencies.

### BJU Seminary

Students enrolled in the Seminary may receive discounts on tuition and/or incentives. For further information, contact the director of Financial Aid.

- Any first-time Doctor of Ministry student will receive his first course tuition free. Room, board, and other fees will still apply.
- A Doctor of Ministry graduate may audit unlimited additional courses tuition-free. This benefit may be received for Doctor of Ministry students who have completed the coursework for the degree and are working on the research project/dissertation requirements.

## FEES

<i>Admission</i>	
Application	\$25
Reservation deposit (new student)*	\$250
Reservation deposit (returning student)*	\$50
*Credited against the first month's billing per semester	
<i>Courses</i>	
Drop/Add per course (residential & livestream only)	\$5
Course Fee	Varies

Studio fee (per course) non-music majors or minors	
• Private Applied Lessons per semester	\$300
• Group Applied Lessons per semester	\$125
<i>Certificate Completion</i>	
Certificate order	\$25
Certificate reorder	\$35
<i>Graduation</i>	
Master's degree	\$120
Doctoral degree	\$140
Diploma reorder	\$70
<i>Dissertation/Thesis</i>	
Copy (per page)	10¢
Binding (per copy)	\$25
<i>Miscellaneous</i>	
International Student Fee	\$875
International Student Orientation	\$250
Instrument rental	\$125
Vehicle Registration per semester	\$120
Vintage (Yearbook) per semester	\$40
Seminary retreat	\$75-100

*(Rates subject to change if necessary)*

## EXPLANATION OF FEES

### Program Fee

A program fee will be charged at the beginning of every semester to every student enrolled in at least one campus classroom course. The program fee covers various aspects of the student experience including the use of the library, athletic facilities and events, computer network access, and other technology services, mail services, registration expenses, and supply fees associated with courses. The program fee will vary according to the student's major as expenses for each major may differ greatly. The fee also covers Concert, Opera & Drama Series tickets for students who are enrolled with at least six credits. All privileges covered by the program fee are forfeited for the remainder of the year if a student withdraws during a term for any reason.

### Online Course Fee

Graduate BJU resident students may register for online classes. Students are responsible for any applicable online course fees.

### Application Fee

An administrative fee required for processing one's application to Bob Jones University.

### Reservation Fee

Once a student has been notified of his or her admittance, a reservation fee will be due by May 1 for fall semester and November 1 for spring semester. This is a nonrefundable fee but is credited to the first bill.

## Course Fee

A fee will be charged to students in courses which note such a fee in the course description. This fee is beyond tuition and program fees.

## Applied Music Lessons

The Division of Music is pleased to offer all University students, regardless of major, the opportunity to take applied music lessons for academic credit, subject to audition and faculty availability. Studio fees cover the additional cost of specialized instruction from our artist-teacher faculty, instrument and equipment maintenance and repair, and access to practice facilities.

- **Private applied music lessons:** Students receive individualized instruction in piano, organ, voice, and orchestral instruments in 12 weekly lessons and earn one (1) academic credit per semester.
- **Group applied music lessons:** Students developing beginning- to intermediate-level skills may receive group instruction in piano, voice, violin, or cello and earn one (1) academic credit per semester.

Students may audition for applied music lessons during Summer Orientation and during any University pre-registration/registration period.

The private applied lesson studio fee applies to any non-music major or music minor enrolled in a private lesson.

The group applied lesson studio fee applies to any non-music major enrolled in a group class (e.g., Pi 101, Vi 101, Vo 101, etc.). Music minors must audition into private applied lessons, so the group studio fee policy does not apply to them.

Music majors pay a program fee that includes studio fees for private lessons and group classes; they are not charged additional studio fees.

Studio fees are billed after Drop/Add.

## Certificate Completion

All students who are completing a certificate will be charged a certificate completion fee. This fee covers the cost of the certificate and administrative costs. Certificates are ordered from the engraver using this schedule: in October for December graduates, in February for May graduates, and in June for August graduates. If a student's plans for a certificate completion change after the certificate has been ordered, the student will be charged a certificate reorder fee.

## Graduation

All students who are completing a degree and are candidates for graduation will be charged a graduation fee. This fee covers the cost of the diploma, the rental of academic regalia and administrative costs, and is payable in full whether the candidate receives the degree in person or in absentia. Diplomas are ordered from the engraver using this schedule: in October for December graduates, in February for May graduates, and in June for August graduates. If a student's plans for graduation are canceled or changed after the diploma has been ordered, the student will be charged a diploma reorder fee.

## Vehicle Registration

A student who brings an automobile or motorcycle to campus must register the vehicles with the Office of Public Safety. A vehicle registration fee will be charged per semester for all residence hall and day student vehicles. Day students who have more than one vehicle to register may register the additional vehicle, provided only one of the vehicles will be parked on campus at any given time. A separate smaller fee will be charged for each additional vehicle.

### Vintage (Yearbook) Fee

Fulltime residential students pay a yearbook fee (required) in both the fall and spring semesters. A student attending only one semester of an academic year may purchase a yearbook by paying the second semester fee.

### TERMS OF PAYMENT

Semester charges (including tuition, room, board, and program fee) will be posted to a residential student's account prior to the start of each new semester with payment due by Aug. 5 for the first semester and Jan. 5 for the second semester. The balance may be paid in full or a minimum payment may be made based on the schedule in the "Residential Student Billing" schedule provided below. The first minimum payment must be made before a student can complete registration and attend class. If a student fails to pay a student account bill or any monies due and owing BJU by the scheduled due date, BJU will place a financial hold on the student's account, preventing the student from registering for future classes or receiving a diploma.

Any student whose past-due balance from a previous semester has not been paid by July 1 for the Fall semester or by January 2 for the Spring semester may not enroll for the upcoming semester until payment in full of the past due balance AND the first minimum payment of the upcoming semester have both been paid.

Any student using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® or Vocational Rehabilitation and Employment benefits, while payment to the institution is pending from the VA and who has on file with the financial aid office an Intent to Use Military Benefits form, will not be prevented enrollment, assessed a late fee, required to secure alternative or additional funding, or be denied access to any resources available to other students who have satisfied their tuition and fee bills to the University.

### Residential/Livestream Student Billing

<i>Amount Owed</i>	<i>Fall Semester</i>	<i>Spring Semester</i>
25% of the total balance	August 5	January 5
33⅓% of the total balance	September 5	February 5
50% of the total balance	October 5	March 5
100% of the total balance	November 5	April 5

### Billing Statements

BJU has paperless billing statements. The guarantor of a student's account will be notified by email on approximately the 16th of each month that the statement is available online.

A student may view his or her account and statements online at any time through the student information system. A student may also grant his or her parents or guarantor rights to view the account and statements online.

### Methods of Payment

Payments may be made online by students or parents/guarantors who have been given rights to view account information.

Payments may be made by mailing a check or money order to Financial Services. Payments may be made in person at the Student Services Hub with cash or check. Payments may also be made by phone, using electronic check, American Express, Discover, MasterCard or Visa (a fee will be added for credit and debit card payment).

Payments received in the Financial Services office after 4 p.m. will be credited to the student's account the next business day.

### Late Fees

A \$25 late fee will be added to any unpaid portion of the minimum payment due if not paid by the due date.

In recognition that most graduate students are working to help pay for the cost of attending graduate school, the late payment fees will be waived unless there is an identified problem with nonpayment on a regular monthly basis.

### Return Check/ACH Policy

A returned check fee will be charged on any check or ACH payment returned by a bank unpaid.

### Early Withdrawal

Any residential student who withdraws after completing the check-in process for any term will owe tuition, program fee, and room and board charges for the semester prorated through the date of withdrawal. This applies to a student who leaves for any reason—either voluntary withdrawal or suspension.

Any present students who withdraw at the change of semester must state their intentions to do so no later than 5 business days prior to the first day of classes for second semester.

### Course Withdrawal Adjustment Policy

No adjustment will be made in tuition or program fees for courses which are dropped after the first withdrawal deadline of the term.

### Nonacademic Term Room & Board

Any student who wishes to remain on campus during a nonacademic term will be charged for room (and board when the BJU Dining Services are available).

### Collection Fees

If it becomes necessary to refer unpaid charges to a collection agency, the cost of collection (33 percent of the outstanding balance) will be added to the balance due. This amount (in addition to the outstanding balance) must be paid before the account is considered satisfied.

### Release of Transcript

If the student/former student has a balance on his or her account, the registrar will determine whether to release a student's transcript based on the student's educational and employment circumstances and demonstrated willingness to pay outstanding indebtedness to BJU.

### Return of Title IV Funds Policy

Students earn federal financial aid by attending classes, and federal regulations state that students who withdraw during a term may keep only the Title IV financial aid funds they have earned up to the date of withdrawal.

If a student withdraws prior to completing 60 percent of the period or term, the Office of Financial Services will calculate the earned portion of federal financial aid by determining the percentage of the payment period or term that has been completed. The date of withdrawal used to calculate the return of Title IV aid is based on the last date of a residence student's attendance in class or an online student's last date of academic engagement. The funds to be returned will be calculated based on a formula provided by the U.S. Department of Education.

If a student earned less aid than was disbursed, the institution is required to return a portion of the funds and the student may be required to return a portion of the funds as well. Once the Title IV funds are returned, the student may have a balance due on his or her account.

If a student received a disbursement of federal aid for educational expenses over and above the charges for tuition, program fee, and room and board (when applicable), the student may be required to repay a portion of those funds to the federal aid programs. Failure to return federal aid money may result in loss of eligibility for federal aid in the future.

If a student earned more aid than was disbursed to him, the institution would owe the student a post-withdrawal disbursement which must be paid within 180 days of the student's withdrawal.

Title IV funds will be returned to the U.S. Department of Education in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Parent (PLUS) Loan
4. Federal Pell Grant
5. Federal Supplemental Opportunity Grant
6. Other Title IV assistance
7. Other state aid
8. Private and institutional aid
9. The student

*Note:* Students who never began attendance in any classes at BJU are not eligible for Title IV funds. If a disbursement was made prior to determining that the student never began attendance, funds must be returned by the student to the U.S. Department of Education.

### Return of Department of Defense Tuition Assistance Funds Policy

If a student withdraws prior to completing 60 percent of the period of the term, the Office of Student Financial Aid will calculate the earned portion of Tuition Assistance Funds by determining the percentage of the payment period or term that has been completed. The date of withdrawal used to calculate the return of Tuition Assistance Funds is based on the last date of the student's attendance in class. The funds to be returned will be calculated by the Office of Student Financial Aid using the formula below.

<i>16-week Course Withdrawal Timeline</i>	
Before or during weeks 1-2	100% return
During weeks 3-4	75% return
During weeks 5-8	50% return
During weeks 9-10	40% return (60% of course is completed)
During weeks 11-16	0% return

### 8-week Course Withdrawal Timeline

Before or during weeks 1	100% return
During weeks 2	75% return
During weeks 3-4	50% return
During weeks 5	40% return (60% of course is completed)
During weeks 6-8	0% return

Unearned Tuition Assistance funds will be returned to the government within 30 days of a student's withdrawal. In instances when a United States service member stops attending or withdraws due to a military service obligation, the Office of Student Financial Aid will work with the affected service member to identify solutions that will not result in student debt for the returned portion.

## APPLICATION FOR FINANCIAL AID

### Step 1: Apply to BJU

In order to qualify for financial aid, the recipient must be admitted as a student.

### Step 2: Complete the FAFSA (Free Application for Federal Student Aid)

The FAFSA will open October 1 each year for the next academic year at [www.fafsa.gov](http://www.fafsa.gov). The Bob Jones University (BJU) institution code is 003421. The FAFSA application process will identify the student's SAI (Student Aid Index)—this number is an index of financial need. The SAI is used not only to determine federal aid but also to establish eligibility for BJU financial aid.

## GRADUATE STUDENT SCHOLARSHIP

The Graduate Student Scholarship assist men and women who seek training at either the master's or doctoral levels. Scholarships will be applied to tuition costs at Bob Jones University. The scholarship will be renewed each year as long as eligibility requirements are met. Scholarships will be applied to each semester in which the student is enrolled in graduate programs. Eligible applicants may be awarded scholarships at levels from 10% to 75% of tuition, based on need.

This scholarship will not be applied to anyone who receives an *academic* assistantship with *tuition benefits*.

Scholarship applications are available through [Seminary.bju.edu/aid](http://Seminary.bju.edu/aid). Questions can be directed to the Financial Aid Office by emailing [finaid@bju.edu](mailto:finaid@bju.edu).

## MILITARY TUITION ASSISTANCE

BJU is a proud supporter of members of the U.S. military. Active service members may take advantage of the Tuition Assistance Benefits. Our Military Educational Benefits Coordinator collects the required documentation and informs the respective military branch that a beneficiary has begun enrollment in order for benefits to begin. Below are the steps for applying for Tuition Assistance benefits.

### How to Apply for Tuition Assistance Benefits

1. Speak with your Educational Services Officer prior to enrollment.
2. Apply to BJU.
3. After being admitted to BJU, request Tuition Assistance for the course(s) you wish to take following your military branch's instructions. Note: Each branch has its own deadlines.

4. Complete the Office of Student Financial Aid's Intent to Use Military Benefits form which must be submitted each semester the student wishes to use the benefit.
5. Upon receipt of all required documents and after drop/add period, enrollment certification will be submitted to the appropriate branch by the Military Educational Benefits Coordinator.

## VETERANS BENEFITS

Eligible veterans, their spouses, and their children can use Veterans Administration (VA) education benefits to help cover their tuition and fees at BJU. Our VA Educational Benefits Coordinators collect the required documentation and inform the VA that a beneficiary has begun enrollment in order for benefits to begin. Below are the steps for applying for VA benefits.

### How to Apply for VA Benefits

1. Apply to BJU.
2. After being admitted to BJU, apply for Veterans Educational Benefits. Information about eligibility, applications and certification from the Veterans Administration can be found at (888) GI-BILL-1 or from BJU's Military Educational Benefits Coordinator.
3. Send a copy of your Certificate of Eligibility and complete the Intent to Use Military Benefits form which must be submitted each semester the student wished to use the benefit.
4. Chapter 1606: Send monthly amount letter. If eligible for the Kicker, send Kicker verification.
5. Upon receipt of all required documents and after the drop/add period, enrollment certification will be submitted to the VA Regional Office.

## FEDERAL LOANS

### Federal Direct Student Loan Program

Graduate students enrolled at least half time (4 credits) may be eligible for the Federal Unsubsidized loans. The unsubsidized loan is a fixed interest rate loan. It can be requested through BJU's Office of Financial Aid. To receive the loans, the student must also complete Entrance Counseling and a Master Promissory Note (MPN) at [www.studentaid.gov](http://www.studentaid.gov).

### Federal Direct PLUS Loan Program

Graduate students who have reached their aggregate limit of unsubsidized loans, may be eligible for the Federal PLUS loan for graduate or professional students. Eligibility is based on credit history, not financial need, and graduate students may borrow up to the maximum cost of attendance (COA). Application for this loan can be made at [www.studentaid.gov](http://www.studentaid.gov).

## PRIVATE LOANS

The private student loan market includes a multitude of lenders. While BJU does not recommend, promote, or endorse one lender above another, it does provide a comparison tool from ELMSelect ([www.elmselect.com](http://www.elmselect.com)) of a variety of lenders in order to aid its students in their initial search process.

The lenders used are neither exhaustive of all private lenders available nor a limitation of a student's choice of lending institution; it serves only as a reference point. A student may also want to pursue private loans offered through his or her home state and/or personal financial institution. BJU will work to certify any student's choice of lender.

## SATISFACTORY ACADEMIC PROGRESS POLICY FOR ALL FINANCIAL AID AND MILITARY BENEFITS FOR GRADUATE STUDENTS

Federal and state regulations require that all students who receive financial aid must maintain Satisfactory Academic Progress (SAP) while working toward an eligible degree. BJU's SAP standards are as strict as or stricter than the academic performance standards of the University and are measured in three areas: completion rate, cumulative grade point average (GPA), and maximum time frame (pace). The Standards of SAP apply to all federal, state, institutional aid and all military benefits including tuition assistance and veteran benefits. Progress is measured at the end of each payment period (fall, spring, or summer) that a student is taking classes.

Students must meet all of the following requirements in order to receive financial aid:

### Completion Rate

Completion rate is measured by dividing the number of attempted credits into the number of earned credits (i.e., received a grade of A, B, C, or D). A student must earn 67 percent of credits attempted to maintain SAP. Completion rate is rounded to the nearest percentage point.

The following are considered when evaluating a student's completion rate:

1. All transfer credits that are accepted by BJU toward a graduate degree. Transfer credits from other institutions are counted at the end of the payment period in which they are received.
2. All courses in which a student remains enrolled past the Drop/Add period.
3. Audited courses do not count towards the completion rate.
4. Withdrawals (W, WF), incompletes, and failures (grade F), and courses for which academic forgiveness has been received are considered attempted but not earned credits.
5. For pass/fail courses:
  - a. *Pass* is considered attempted and earned credits.
  - b. *Failed* is considered attempted but not earned.
6. Repeated courses are included in the completion rate as follows:
  - a. A previously passed course may be repeated only once in order to improve the grade.
  - b. A failed course may be repeated as often as necessary in order to pass.
  - c. A course is considered passed even if the grade is not considered acceptable for a specific program (e.g., receiving a D in a major course).

### Cumulative GPA

The GPA calculation includes all courses taken at BJU, campus or online, and any approved transfer courses including any BJU coursework that has received academic forgiveness. Withdrawals (W and WF) are not included in the GPA calculation.

In order to retain financial aid eligibility, a student must maintain a cumulative GPA as listed below.

### Master's Degrees / Doctor of Ministry Degree

- 2.5 for 8 or fewer credits attempted
- 2.75 for 9–16 credits attempted
- 3.0 for 17 or more credits attempted

## Master of Divinity Degree

- 2.25 for 16 or fewer credits attempted
- 2.35 for 17–32 credits attempted
- 2.45 for 33–48 credits attempted
- 2.55 for 49–64 credits attempted
- 2.6 for 65 or more credits attempted

## Master of Theology Degree

- 3.35 for 10 or fewer credits attempted
- 3.45 for 11–20 credits attempted
- 3.5 for 21 or more credits attempted

## Doctor of Philosophy Degree

- 3.35 for 24 or fewer credits attempted
- 3.45 for 25–48 credits attempted
- 3.5 for 49 or more credits attempted

## Maximum Time Frame (PACE)

Students must complete their degree within a maximum time frame. This maximum time frame is met when the attempted credits equal 150 percent of the credits required for a degree program. All attempted credits are counted, including transfer credits accepted toward the degree, whether or not financial aid was received or the coursework was successfully completed.

## Satisfactory Academic Progress (SAP) Status

Academic progress is reviewed at the end of each payment period (fall, spring, and summer). Students not meeting the SAP standards will be notified of their SAP status and be placed in one of the following statuses for the subsequent payment period.

### Financial Aid Warning

- A student is placed on Financial Aid Warning for the payment period following the payment period in which he or she did not meet SAP standards.
- A student is eligible to receive financial aid funds during this payment period but must meet the SAP standards by the end of the warning period.
- If the student has not met SAP standards by the end of the warning period, the student will be notified that he or she is ineligible to receive financial aid for the next payment period.
- A student may be placed on Financial Aid Warning more than once during his or her college enrollment but may not be placed on Warning for two consecutive pay periods.

### Financial Aid Ineligible

A student will be considered Ineligible IF:

- At the end of the Warning period the student does not meet SAP standards and does not appeal the Ineligible status;
- An appeal for Probation is denied.

### Financial Aid Probation

A student is placed on Financial Aid Probation and will be eligible to receive financial aid for the next payment period IF:

- The student appeals the determination that he or she is ineligible, and the appeal is approved (see Appeals Process) AND

- It is determined that he or she should be able to meet SAP standards by the end of the probation period OR
- An Academic Plan is submitted that establishes a specific point in time when SAP standards will be met (see Academic Plans).

## Appeal Process

A student may appeal their ineligible status to the SAP Committee no later than the end of the Drop/Add Period.

1. Student must submit the following to the Office of Student Financial Aid:
  - a. The Appeal Form includes:
    - i. Reason for an appeal which may include but is not limited to the following: health, family, catastrophe, or other special circumstances as determined by the University.
    - ii. An explanation of what has changed that will ensure future academic success.
  - b. Additional documentation as required by the University to support the reason for the appeal.
2. The Appeal will be reviewed by the SAP Committee.
  - a. A determination will be made to approve or deny the appeal.
  - b. A determination will be made if an Academic Plan is required.
3. If the appeal is approved, the student will be notified that he or she will be on probation for the next payment period and must meet SAP standards by the end of that period or an academic plan must be signed by his or her advisor or an Academic Resource Center coach and submitted to the Office of Student Financial Aid.

*\*Caution: If the appeal has not been approved prior to the registration, the student is responsible to pay the amount required to begin classes.*

## Academic Plans

If it is determined that a student cannot meet the SAP standards in one payment period, the student may be placed on an academic plan which establishes the required number of credits and required GPA for each payment period during which the student will continue to work toward the goal. The Academic Plan must be approved by the student's advisor or an Academic Resource Center coach. This staff member must be familiar with the student's abilities and determine that the academic plan can be met in the time allowed.

## Reinstatement

A student's eligible status will be reinstated for the following reasons:

- The student meets SAP requirements at the end of a subsequent semester following ineligible status.
- The student has successfully appealed an ineligible status (see Appeals Process).
- An undergraduate student in a bachelor's program may change to an associate's degree which could reset their financial aid status back to eligible.

Once reinstated, the student must meet SAP standards at the next evaluation period. If SAP standards are not met, the student will be placed on Financial Aid Warning for the following semester.

# Academic INFORMATION

Bob Jones University (BJU) is composed of eight schools: the College of Arts and Science, the School of Health Professions, the School of Theology and Global Leadership, the BJU Seminary, the School of Fine Arts and Communication, the School of Education and Human Services, the School of Business and the School for Continuing, Online and Professional Education (SCOPE).

Please refer to the current *Undergraduate Catalog* for detailed information regarding undergraduate degree offerings, including information regarding learning objectives, goals, course offerings and sequencing, and degree conferral requirements.

## ACCREDITATION

### Regional

*Southern Association of Colleges and Schools Commission on Colleges*

Bob Jones University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees. Questions about the accreditation of Bob Jones University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website: [www.sacscoc.org](http://www.sacscoc.org).

### National

*Transnational Association of Christian Colleges and Schools*

Bob Jones University is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; email: [info@tracs.org](mailto:info@tracs.org)] having been awarded Reaffirmation I of its Accredited Status as a Category IV institution by the TRACS Accrediting Commission on April 13, 2021. This status is effective for a period of ten years. TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation, and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

## PROGRAM ACCREDITATION & RECOGNITION

Bob Jones University is an accredited institutional member of the National Association of Schools of Music.

## DEANS COUNCIL

The Deans Council consists of the provost, the deans of all the academic schools, and the administrators in the Office of the Provost. This council creates academic strategy to support the

University's mission. This council also makes final decisions on matters such as graduate admission, alternative credentialing of faculty, and academic policy. Students who seek exceptions to academic policies may appeal to the Deans Council.

## CURRICULA REQUIREMENTS

### Semester Credits & Grade Point Average

**Graduate Certificate:** At least 12 credits and a 2.6 cumulative grade point average must be earned for the graduate certificate.

**Master's Degree:** At least 30 credits and a 3.0 cumulative grade point average must be earned for the master's degree.

**MA in Ministry Studies and MA in Biblical Counseling Degrees:** At least 35 credits and a 2.6 cumulative grade point average must be earned for these master's degrees.

**Master of Divinity Degree:** For the degree program with concentrations, at least 88 credits and a 2.6 cumulative grade point average must be earned, or for the Advanced Track, at least 73 credits and a 3.0 cumulative grade point average must be earned.

**Master of Theology:** At least 26 credits and a 3.5 cumulative grade point average must be earned for the Master of Theology degree.

**Doctor of Ministry Degree:** At least 30 credits and a 3.0 cumulative grade point average must be earned for the Doctor of Ministry degree.

**Doctor of Philosophy Degree:** At least 60 credits (or 34 credits for those entering with a Master of Theology degree) and a 3.5 cumulative grade point average must be earned for the Doctor of Philosophy degree.

Requirements of the different programs are listed under each school. In addition to course requirements, the completion of a creative project, thesis, approved project, portfolio, or comprehensive examination may be required.

### Bible Requirements

Graduate students who did not attend Bob Jones University may, at the discretion of the Deans Council, be required to take Bible courses. Bible deficiencies must be begun the initial semester of a student's enrollment until all deficiencies are completed.

## GENERAL ENROLLMENT REQUIREMENTS

Once accepted in a certificate program, a certificate candidate must complete all deficiencies and degree requirements within four years.

Once accepted in a graduate degree program, a degree candidate must complete all deficiencies and degree requirements within a specified number of years, regardless of modality:

- Master of Arts, Science or Music, five years
- Master of Divinity, six years
- Master of Theology, four years
- Doctor of Ministry, six years
- Doctor of Philosophy, eight years

A student who interrupts his or her enrollment in BJU for more than four semesters (excluding summer sessions) must reapply through the Office of Admission for Deans Council approval and if approved, must meet the catalog requirements which are in effect at the time of the student's re-enrollment and any new time limit expectations.

## SECOND DEGREES

*Master's Degree Candidates:* Students desiring to pursue a second master's degree must complete a minimum of 15 credits through BJU following the completion of the first master's degree.

*Note:* Students desiring to enter a graduate program at BJU the next semester must have all undergraduate degree course requirements completed by the Wednesday prior to the beginning of classes for the next semester. Accelerated dual enrollment tracks, such as the BA Biblical Studies/MDiv program, are exceptions to this policy.

## REGISTRATION & ENROLLMENT POLICIES

### Getting Started

#### *Academic Year*

The Bob Jones University academic year is divided into two semesters plus a summer session. The semester hour is the unit of credit. Semesters are further subdivided into sessions of 7 or 8 weeks, primarily for the purpose of online education. BJU also uses “term” generically to speak of any sub-division of the academic year regardless of its length.

The current version of the academic calendar may be found on the BJU website, as well as in the current course catalogs.

#### *Initial Check-in*

Upon arrival at the start of Welcome Week, all residential students must check in. At check-in, students claim their reservation for enrollment and receive materials as a student at BJU (i.e., ID card). Students continuing residence enrollment from fall to spring semester must check in to claim their reservation during posted check-in hours.

### Preparing to Register

#### *Course Offerings & Descriptions*

The curricula of the catalogs and the class schedule are structured primarily with the degree student in mind. Although the schedule of courses presented in the catalogs are meant to be as nearly as possible an accurate account of the courses to be offered, BJU reserves the right to make any necessary changes at any time in the courses to be offered, amount of credit to be given, or any other details. Indicated after the description of each course in the respective catalogs is the semester in which it is normally offered and the amount of semester credit hours that it carries.

Credit is given in semester hours, each semester hour representing one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for the standard 15-week semester or a minimum of 30 hours of laboratory work with one hour of outside work conducted by the student. Therefore, a course which meets for classwork three hours a week for a semester will ordinarily give three semester hours of credit. Other types of courses require the following for each credit awarded:

- Laboratory courses (with little outside preparation required)—Three hours of instruction or supervised student work conducted in the laboratory.
- Laboratory courses (with moderate outside preparation required)—Two hours of instruction or supervised student work conducted in the laboratory and one hour of preparation work conducted by the student.
- Studio work—Two hours of studio instruction or supervised student work and one hour of student work completed outside of the studio.
- Music lessons—One hour of direct instruction and two hours of student work or practice outside of class; or one-half hour of direct instruction and three hours of student work or practice outside of class.

- Internships/practicums/field experiences—Three hours of documented work completed by the student.
- Field trips/educational travel—Three hours of actual student time spent engaged in learning.
- Workshops—At least one hour of instruction or supervised work and two hours of work completed by the student individually.
- Online courses—Three hours representing a combination of instruction, discussion, group work, and/or individual student work.

### *Numbering of Courses*

Courses numbered from **100** to **199** are primarily for freshmen.

Courses numbered from **200** to **299** are primarily for sophomores.

Courses numbered from **300** to **399** are primarily for juniors.

Courses numbered from **400** to **499** are primarily for seniors.

Courses numbered from **500** to **599** are advanced courses primarily for juniors, seniors, and graduate students. Whether undergraduate or graduate credit is awarded will be determined by the student's classification or the student's intent at the time he or she registers for the course. Students taking 500-level courses for graduate credit will demonstrate an advanced level of rigor in their outcomes, reading of the literature in the field, and research projects.

Courses numbered from **600** to **799** are primarily for graduate students pursuing master's degrees.

Courses numbered from **800** to **999** are primarily for advanced graduate and doctoral students.

### Student Loads & Course Repeats

A normal full-time graduate student load is 8–12 credits a semester or at least 1 credit for doctoral students. A graduate student may take a maximum of six credits per session (e.g., a 7- or 8-week online session) and a maximum of 15 credits per semester. Students with a GPA of 3.5 or above may apply to their advisor for a waiver to take an additional course above the maximum load limit. Both the advisor and the Deans Council must approve the waiver.

The minimum full-time load for residence hall students is 8 credits; however, during their final semester when completing their degree, students may take less than a full-time load. No course which has been completed with a grade of B- or above at BJU may be repeated except as an audit. Permission to audit requires the approval of the registrar or the dean of the school offering the course. Any course repeated without this permission will be considered an audit, for which no grade will be given—although the course will count on the student's load. However, students may take advantage of the Academic Forgiveness Policy to meet the academic standards of their graduate programs; see the Academic Forgiveness Policy (stated in this catalog) for provisions specific to each school and program. After exhausting the provisions of this policy, students who have been disqualified from their current graduate program may seek admission into another BJU graduate program.

### Criminal & Drug Screen Notice

BJU is committed to ensuring that students have the ability to benefit from the education received at BJU. Students and applicants should therefore be aware that certain affiliates associated with BJU might require that students placed in their facility for internships or clinical or educational experiences clear a criminal background check and/or drug screening prior to placement.

A student whose background check is unsatisfactory may be prevented from having access to the internship or to the educational or clinical site; and as a result, the student may not have sufficient experience to successfully complete his or her program. Similarly, students whose drug screening reveals evidence of illegal drug use may be prevented access to the internship or to the educational or

clinical site; and as a result, the student may not have sufficient experience to successfully complete his or her program.

Additionally, state licensing boards may deny the individual the opportunity to sit for an examination if an applicant has a criminal history or a positive drug screen. BJU and its staff and faculty are not responsible for finding internship, educational or clinical placements for students who are rejected from potential opportunities because of criminal histories or drug use.

## Coursework Taken Elsewhere

Any currently enrolled student in good standing who plans to take work elsewhere, including during the summer, with the intention of counting the work toward degree requirements in BJU must have the permission of the registrar before enrolling in such courses. When this work is completed, the student should request a transcript to be mailed immediately to BJU. Students who fail to observe the regulations of BJU concerning work completed elsewhere may forfeit credit for this work. No grades of P or CR or below B- are accepted in transfer credit. A student may not be enrolled for any residential courses at any other institution while enrolled at BJU, with the exception of approved online learning work.

## Registering for Class

### *Registration & Advisory System*

One to two days are set aside at the beginning of each semester for residential registration. During this time, each residential student is supplied with complete information regarding the class schedule and his or her own previous academic record. Online students follow the course registration schedule outlined in the academic calendar. Online students may access the online course schedule and their previous academic record at any time in StudentCentral.

Each student is assigned to an advisor who assists him or her in planning out a program of study. During the academic year a student may consult his or her advisor, dean, division chair, program coordinator, or the Registrar's Office at any time concerning his or her course of study and future academic plans. Every degree candidate is furnished with a checklist showing his or her exact standing in relation to degree conferral requirements. While everything possible is done to help the student plan his or her program correctly, the final responsibility for taking the courses which will fulfill the degree conferral requirements rests upon the student.

### *Registration Holds*

A residential student will not be permitted to register if there is a "hold" on his or her account. Obligations that can result in holds are most often financial (e.g., past due accounts, including unpaid tuition and fees). Other holds may be related to academic standing (probation or suspension) or incomplete admission files (missing transcripts). To clear a hold, the student must contact the Student Services Hub in the Student Center to find out what must be done to fulfill the obligation(s).

### *Music Auditions, Placement Tests, Examinations & Evaluations*

Examinations given during the academic year are listed below with an indication of the groups of whom they are required, the approximate time they are given, and the use made of the results.

**Music Lesson Auditions:** Students taking music lessons for the first time at BJU or changing to a different music area must audition before registering for classes. After completing the audition, students will enter the assigned course number on their class schedules. Students continuing lessons are to register each semester. The Music Qualifying Test is required of any student who is not a music major or minor and is auditioning for music lessons for the first time at BJU. An accompanist and other audition materials will be provided as needed. See specific audition requirements at <https://music.bju.edu/apply/audition-requirements/>.

**Music Group Auditions:** All students may audition for a music group (choirs, bands, orchestras, instrumental groups). Auditions will take place at the same times and locations as the auditions for music lessons. Students desiring to join a music group may block hours during registration for rehearsal times. See specific audition requirements at <https://music.bju.edu/apply/audition-requirements/>.

**Placement Tests:** Placement tests are given to determine the level of instruction for which a student should register. Students should take all placement tests that apply to them before registering for classes. Following each test, students will be informed as to which course(s) they should register for and/or waive.

**Greek Placement Test:** Required of students who desire to take SNT 622, Methods of Greek Exegesis, if the student did not complete 3 semesters of Greek at BJU. If the student has a low proficiency in Greek, it is recommended that the student first take SNT 621, Foundations of Greek Exegesis.

**Examinations:** The graduate examinations given are listed below.

1. **Comprehensive Examinations:** Required of candidates for the Master of Arts degree in Biblical Studies, Intercultural Studies, and Biblical Languages and Literature during their last semester of enrollment and for the Doctor of Philosophy degree upon completion of all coursework.
2. **Research-Language Proficiency Examination** (typically German): Required of all Doctor of Philosophy students.

**Evaluations:** Various programs may require individual evaluations of a student's performance at certain milestones in his or her program.

### *Auditing Courses*

Students may, with the permission of the registrar, audit courses without credit. Audited courses will count toward a student's course load. Degree-seeking students may audit only one course per term.

Auditors of courses are required to follow the same registration procedures as students taking the courses for credit. Auditors do not receive grades or credits. Participation in class discussion and written work is permitted at the discretion of the course instructor. An audit course is included in a full-time student's tuition charge. Part-time residential students pay a reduced per credit charge for an audit course. The status of an auditor cannot be changed after the course has begun. BJU reserves the right to cancel an audit registration if class size exceeds space available.

Please note that a student may not take a course for credit after he or she has audited the course; so if a student signs up for a course that is a required course in the student's degree program, the student cannot audit it. Also, if a student has been denied enrollment as a graduate student, the student may not audit a graduate course.

### *Change of Course: Drop, Add & Withdrawal*

After registration the student is given time to make any necessary adjustments in his or her schedule. See the academic calendar for the official drop/add period. All schedule changes for residential students are subject to a change fee. Online students are not charged a change fee for courses dropped by the end of the drop/add period. After the drop/add period, students may withdraw from a course when necessary, but no new courses may be added.

**Withdrawal schedule for full-semester courses:** For full-semester courses, students who withdraw from a course during the first six weeks will receive a grade of "W." From then until the final three weeks of the semester, withdrawal from any course will carry a grade of WF (Withdrawn Failure). Students may not withdraw from a course during the final two weeks of regular classes or during finals week. Course withdrawals during the final two weeks of classes will be processed as a grade of F.

***Withdrawal schedule for courses shorter than the full semester:*** For courses shorter than the full semester, please refer to the academic calendar for your appropriate withdrawal deadlines.

A student who discontinues attendance in a course without following the correct procedure established by BJU will receive a grade of F for the course involved. While withdrawing from a course in accordance with established procedures and timelines will have no impact on a student's GPA, a student's eligibility to continue receiving financial aid may be adversely impacted. Withdrawal can also potentially adversely impact a student's VA benefits, and for foreign students it may impact their immigration status. A student is therefore encouraged to consult with his or her academic advisor, the Registrar's Office, and the Office of Financial Aid before withdrawing. Students are considered the responsible parties for any/all transactions processed against their academic records.

***Course Withdrawal for Medical Reasons:*** Students who seek to withdraw from a course for medical reasons must submit medical documentation to the registrar. Students who are granted a medical withdrawal by the registrar after the last day to withdraw will receive a "W" grade for the enrolled courses.

### *Prerequisite Overrides*

In certain circumstances, the dean responsible for the course may approve a student's entering a course without having satisfied the prerequisite requirements. The dean's decision is final.

### *Closed Class Permission*

To register for a closed course that has reached its enrollment capacity, a student must request permission from the dean responsible for the course.

### *Course Substitution & Waiver*

Students are expected to satisfy all degree requirements. Only under unavoidable and exceptional circumstances will BJU permit a student to deviate from an academic program's requirements via a course substitution or waiver. When it becomes necessary to request a deviation from the prescribed course of study, the student must consult his or her dean. In preparing the request, the student is requested to be mindful of the following:

1. The course to be substituted must be in the same discipline as the required course or in a closely related discipline.
2. Substitution of a course for a previously failed required course is seldom granted.
3. Failure on the part of the student to schedule a required course is not sufficient reason for granting permission for a course substitution or waiver.

A student wishing to challenge the dean's decision must file a written appeal with the registrar within five business days of receiving the decision. Upon receipt of the appeal, the registrar will immediately bring the matter to the attention of the Deans Council. Within 10 business days of receipt of the appeal, the chair of the Deans Council will notify the student of the Deans Council's decision.

### *Course Enrollments*

Excluding private lessons, internships, and independent study courses, no course will be offered in any of the graduate divisions unless there is an enrollment of at least five students (three for doctoral courses)—unless an exception is made by the dean.

## **Textbooks**

In compliance with the Higher Education Opportunity Act, BJU provides a listing of required and/or optional textbooks for all courses offered.

For residential courses, the textbook listing is made available through the Bruins Shop and Textbook Store website (accessible through StudentCentral). Along with the textbook title, the website includes the International Standard Book Number (ISBN) and/or the publication information if

the ISBN is not available. The Textbook Store also provides the retail price of the recommended or required book or supplemental material for all courses offered by BJU.

For courses offered through SCOPE, textbook information is available on the SCOPE website (Scope.bju.edu). Along with the title of the book, the SCOPE website provides the International Standard Book Number (ISBN), if available, and the publication information (i.e., author or editor, publisher, and copyright date).

If textbooks for residence courses are not listed on the Textbook Store website two weeks prior to the start of classes, students should contact the instructor directly. SCOPE students should contact Scope@bju.edu. Students are free to choose where they purchase course materials. There is no obligation to purchase a textbook through the Bruins Shop website. The same textbook may also be available from independent retailers.

## WITHDRAWAL FROM THE UNIVERSITY

*Withdrawal from a Course:* See the Change of Course: Drop/ Add & Withdrawal section above.

*Withdrawal for a Semester:* Resident graduate students who wish to withdraw from all courses for a semester must notify the Registrar’s Office for completion of the requisite form and dissemination of the information to the appropriate offices. Students who are granted a withdrawal after the last day to withdraw will receive “W” grades for all enrolled courses.

*Withdrawal from a Program:* Graduate students who wish to withdraw from a graduate program must notify the Registrar’s Office. Students who withdraw from a program will need to reapply to the University should they wish to return, and readmission is not guaranteed. Any student who withdraws from a program before completing all requirements for degree conferral is responsible to meet the catalog requirements which are in effect at the time of the student’s re-enrollment.

## KEEPING UP WITH YOUR STUDENT RECORDS

### Classification of Graduate Students

Academic classification is granted to all university students according to the following standards:

*Graduate:* Possession of a baccalaureate degree from an approved college or university and approval to take graduate courses or admission to a program of study leading to a graduate certificate or an advanced degree.

*Postgraduate Special:* Possession of a baccalaureate degree from an approved college or university but admitted as a special student not taking a program of study leading to an advanced degree. Students in this classification are limited to undergraduate courses while making up deficiencies to be accepted into a graduate program.

### Grading System—Graduate Programs

The following grading system is used by all schools of BJU:

A	Excellent
B	Good
C	Passing
D	Unsatisfactory
F	Failure
I	Incomplete
W	Withdrawn from course
WF	Withdrawn failure
AU	Audit

NR	Not reported
P	Passed
Cr	Credit

After exhausting the provisions of the Academic Forgiveness Policy, any grade below a C in a graduate course disqualifies a graduate student from continuation in the student's academic program. Students must maintain an average of B in all graduate programs with the exception of the Master of Divinity, MA in Ministry Studies, and MA in Biblical Counseling degrees and graduate certificates offered by the seminary.

## Quality Points–Graduate Programs

Quality points will be computed as follows in all schools of BJU:

A	4 quality points per credit attempted
B	3 quality points per credit attempted
C	2 quality points per credit attempted
D	1 quality point per credit attempted
F	0 quality points per credit attempted
P	0 quality points per credit attempted

## Grade Reports

All residential students are given an opportunity to evaluate their progress at approximately the midpoint of the semester. All online students can access their current academic progress at any time within the learning management system.

Final grade reports are issued once each academic period (i.e., at the end of each semester or session). Any questions concerning the accuracy of a grade report must be submitted to the respective course instructor within 20 business days of the report issued. The course instructor will confer with the student within two business weeks thereafter and will review the records and evidence to determine whether any error or omission has occurred. If the issue is not resolved between the student and the course instructor, the student must follow the procedures set forth in the BJU Academic Grievance and Complaint Policy.

Evaluation of student performance is the prerogative and responsibility of the course instructor.

Students must be aware that in questions relating to the quality of that performance, the professional judgment of the faculty member is commonly accepted as authoritative by the University. An academic grievance is most likely to result in a change of grade for a course if it includes evidence that there was an error in computing the grade or that the grade was determined by standards improperly different from those applied to other students in the course.

Students who receive an Incomplete (“I”) grade must complete all course work within 30 days after the last date of the class regardless of the student’s enrollment status. Incomplete grades not made up by the deadline convert to grades of F. An incomplete grade is calculated as an F in the student’s grade point average until the work is made up and a final grade is assigned. For additional information regarding Incomplete Grades, see Policy Volume V on the university intranet at [home.bju.edu/bju-policies/](http://home.bju.edu/bju-policies/).

## Missed Final Exams

Students who do not take the final exam must be given a zero when the faculty member computes the final grade. Residential students who miss an exam for legitimate reasons must secure permission from the registrar and make arrangements with the instructor to take the exam prior to the deadline to turn in grades. If the Registrar’s Office has been notified that the reason for missing the exam prohibits the student from taking the exam prior to the deadline, the instructor will be notified by the Registrar’s Office and an incomplete grade may be awarded.

## Revocation of Academic Credit or Degree

BJU certifies the academic achievement of its students through the awarding of course credits and, ultimately, formal degrees. Employers, graduate schools, and other entities outside of BJU rely upon academic degrees to verify the knowledge and qualifications possessed by university graduates. As such, BJU maintains procedures to ensure that only those students who have completed their academic requirements in accordance with all university policies receive course credits or degrees. Despite these efforts, it is possible that some students who are ineligible to receive course credit or a degree may—because of administrative error, fraud, or other misconduct—be erroneously awarded credit or a degree before the violation is discovered. In such cases, BJU reserves the right to revoke the credit or degree in question, regardless of the amount of time that has passed since the certification was issued. For the guidelines by which BJU processes credit or degree revocation for fraudulent application, academic dishonesty, disciplinary misconduct, and administrative error, see Policy Volume V on the university intranet at [home.bju.edu/bju-policies/](http://home.bju.edu/bju-policies/).

## ACADEMIC POLICIES

### Academic Integrity

A key aspect of Christlike character is integrity. In their academic lives, students exhibit integrity by being truthful about their own academic work and properly acknowledging sources of ideas and information.

#### *Cheating*

Cheating in any form is not tolerated. Cheating includes:

- Copying from another student's test or assignment or allowing another person to copy one's own academic, research or creative work—whether intentionally or recklessly.
- Unauthorized provision or use of notes, textbooks, or other unauthorized helps on a test or assignment—such as requesting or accepting answers on a quiz or test from another student who has already taken it, discussing test information to any extent with other students, transmitting quizzes or tests or answers to quizzes or tests electronically to other students via cellphone, email, etc.
- The unauthorized use of electronic instruments such as cellphones or other mobile devices to access or share information.
- Changing answers after a test or assignment has been completed.
- Reporting false information about the completion of an assignment, including turning in someone's work as one's own (another student's, a purchased paper from an online source, etc.).
- The unauthorized completion of academic work for another person.
- The unauthorized collaboration with any other person on an academic exercise, including collaboration on a take-home or makeup academic exercise.
- Bypassing or attempting to bypass security measures or electronic assessments, (e.g., passwords).
- Unauthorized use of a proctor who does not meet assigned criteria.

#### *Plagiarism*

Another form of cheating is plagiarism, the intentional or unintentional use, to any degree, of the ideas or words of one's source material without proper acknowledgement. Plagiarism typically takes two forms:

**Substantial**—Failure to acknowledge the use of an author's ideas or organization by footnote or identification of the source in the text of the paper. Incomplete paraphrase (mere rearrangement of syntax and substitution of synonyms for the author's words) is plagiarism.

**Verbal**—Failure to acknowledge the use of an author’s words by quotation marks, as well as by footnote or identification in the text.

Plagiarism is theft, and the Scriptures are clear that we are to respect the property of others and to be honest and above reproach in all things (Exod. 20:15; Rom. 12:17; Heb. 13:18). Regardless of the source being used (internet site, book, database, magazine, newspaper, computer program, speech, class notes, handouts, etc.), all words and information from those sources must be presented accurately and acknowledged properly so that a student’s integrity is not called into question and his or her testimony harmed.

#### **Examples of appropriate and inappropriate handling of source material:**

**Original text**—“As Rome became involved in wars fought on many fronts and with many soldiers, supplying military provisions became a lucrative business. Usually, the contractors were paid as soon as their work was completed. In a military emergency, however, they might be asked to accept a promise of deferred payment (probably with interest).” (Shelton, JoAnn. *As the Romans Did: A Source Book in Roman Social History*. New York: Oxford UP, 1988. 146–47. Print.)

**Unacceptable Paraphrase**—As Rome fought wars on many fronts and with many soldiers, supplying provisions to the military became a money-making business. Usually, contractors were paid right away, but in an emergency, they were asked to accept deferred payment (Shelton 146–47). [This paraphrase is inappropriate because it follows the same syntax (sentence structure) and uses many of the same words as the original.]

**Acceptable Paraphrase**—Dealing in military supplies was a profitable industry when Rome’s armies grew and became entangled on multiple fronts. Although suppliers in times of crisis were willing to be paid on a delayed schedule, in most cases the Roman government was able to pay them immediately (Shelton 146–47). [Note different words and different syntax.]

**Plagiarism Checking**—Students should be aware that faculty members have access to software programs that allow them to check student writing for plagiarism.

Students may refer to College Writing (Ch. 5) and Companion to College English (Ch. 23) for more information regarding plagiarism and how to avoid it.

#### *Sanctions for Plagiarism*

- Any student whose paper clearly exhibits plagiarism of substance or expression will receive an F on the assignment and may be required to submit a replacement assignment for no credit.
- If the course is one in which the preparation of an acceptable research paper is the main requirement, the student whose research paper exhibits plagiarism will receive an F in the course.

#### *Copyrighted Material*

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#### *Other Types of Academic Integrity Violations*

Other issues of academic integrity include collusion—cooperating with or assisting other students for the purpose of cheating; recycling—submitting work for which the student has already received credit; sabotage—destruction or deliberate inhibition of progress of another student’s work; and falsification of data, information, or records.

## *Violations/Resolutions*

Penalties for violations of academic integrity are usually academic but may also be disciplinary. For additional information regarding penalties, resolutions and sanctions, as well as the appeals process for issues of academic integrity, see Policy Volume V on the university intranet at [home.bju.edu/bju-policies/](http://home.bju.edu/bju-policies/). For online courses, students must abide by these policies (SCOPE Academic Integrity Policies).

## Classes

### *Class Attendance*

**Online Class Attendance**—A student who has not participated in any academically related activities for 14 consecutive days in an online class will be administratively withdrawn from that class.

**Virtual Class Attendance**—Students enrolled in residential programs may not attend residential courses virtually or online while away from campus. Any exception to this policy must be approved by the Office of the Provost before the student plans to be away from campus. The restriction does not apply to Livestream courses.

**Residential/Livestream Class Attendance**—Students are expected to attend all scheduled class sessions for each course in which they are enrolled—including finals week—and to arrive on time. Students are to use effective time management in order to be in attendance and are not to be absent from a class to work on other class assignments or to extend a designated break.

### *Class Deportment*

Appropriate class deportment is a matter of self-control. Students are expected to be attentive in class. Talking, reading, studying other materials, text messaging, emailing, and sleeping are inappropriate. Students using a laptop or handheld device may use it only for functions the instructor deems pertinent to the class they are in—not for answering email, playing games, browsing the internet, participating in social media sites, or working on assignments for other classes. Water and other beverages in covered containers may be brought into the classroom at the discretion of the instructor.

### *Relationships in the Classroom*

BJU students are brothers and sisters in Christ and should treat one another with respect, both inside and outside the classroom. While instructors are in a position of authority in the classroom, students and instructors are also brothers and sisters in Christ. In the event of some form of disagreement, they should approach one another respectfully and in accordance with biblical principles. Appropriate discourse in a reasoned fashion is part of the education process, and strong opinions informed by fact, logic, spiritual maturity, and biblical insight are valued. At the same time, disagreement over ideas and other academic issues can occur. Students are not only welcome but also invited to discuss any matter with their instructors. In particular, if a student wishes to discuss an area of disagreement with an instructor, he or she should go directly to that instructor outside of class and respectfully present his or her concerns without fear of academic penalty. Airing complaints publicly in venues such as social media is not an appropriate means of resolving an issue.

### *Classroom Courtesy*

Professional responsibility requires prompt and regular attendance of course instructors at their residential classes and other assigned duties. Classes are to begin and end promptly. Students are free to assume that a class has been canceled and leave if the instructor is not present within 20 minutes of the usual starting time, unless the instructor has established an alternate procedure.

## *Class Cancellations*

On rare occasions, it may be necessary to cancel a scheduled residential class due to inclement weather or an instructor's inability to meet a class.

***Inclement Weather Cancellations:*** Unless announced via email; television stations WYFF Channel 4, WHNS Fox Carolina 21, or WSPA Channel 7; or radio stations WORD 106.3 FM or WYRD 1330 AM, classes will continue as usual on days of inclement weather.

***Faculty Member Decision to Cancel Class:*** Students will be notified if a class is cancelled or will be moved because of an instructor's absence or due to pre-arranged remote or project-based learning.

## Certificate Completion

Students completing certificate requirements in December, May, or August must complete a certificate order. Certificates will be awarded at the end of the final grade reporting in December, May, or August. (Commencement participation is for degree candidates.) The student must use his or her full legal name—absolutely no initials.

## Degree Conferral

### *Prospective Graduates*

***Anticipated Conferral:*** The month and the year are listed in StudentCentral if the student declared his or her intent to graduate.

***Graduate Approval for Seniors:*** Seniors in their last two semesters of enrollment in a bachelor's degree program who wish to take one graduate course for graduate credit or enter a graduate program at BJU the next semester must receive graduate approval from the Deans Council. Application must be made at the Registrar's Office.

***Diploma Orders and Graduation:*** Students completing degree requirements in December, May, or August must complete a diploma order. Under certain circumstances a candidate for a degree may be permitted to participate in the commencement procession prior to completion of all coursework or requirements. The student must use his or her full legal name—absolutely no initials.

A woman who is married prior to the conferral of her degree may opt to use either her maiden or married last name. Example: first, middle, maiden OR first, middle and/or/both maiden, married.

***Note:*** October 1 is the last day to cancel a December diploma order without being charged the graduation fee; February 1 for a May diploma order; and July 1 for an August diploma. Diploma changes must be made with the Registrar's Office. Students whose conferral date is changed after October 1, February 1, or July 1 will be charged a diploma reorder fee.

***Deficiencies:*** Any deficiencies listed on a student's checksheet must be made up before he or she may receive a degree from BJU.

### *Commencement Information for Graduating Students*

BJU confers degrees in December, May, and August with one commencement ceremony (in May) each year. Commencement activities are scheduled for Thursday and Friday.

***December Conferral:*** All students finishing degree requirements in December are encouraged to participate in commencement. December degrees will be conferred on the Friday after the fall semester finals week.

***May Conferral:*** Eligible prospective graduates who are in residence during the spring semester and are receiving their degrees in May are to participate. Students finishing degree requirements in May by online courses and/or transfer work are encouraged to participate in commencement. Prospective graduates not in residence during the spring semester will receive information about

commencement around mid-March. This information will include a commencement participation questionnaire that is to be returned to the Registrar's Office by April 15.

**August Conferral:** Students completing degree requirements during the summer for an August degree conferral may be eligible to participate in our annual May commencement procession and should review the Procession Concession requirements for eligibility. August degrees will be conferred on the Friday prior to the official opening of the academic year for the fall semester.

**Coursework at Another Institution Spring Semester** (either by online learning or in residence): In order for a student to participate in commencement, the following course completion and grade reporting deadlines to the Registrar's Office must be observed:

- All coursework taken in residence or by online learning at another institution must be approved in advance based on submission of a Transfer Work Request form to the Registrar's Office. Grades for any coursework taken from another institution must be reported to the Registrar's Office by 5 p.m. on the Monday prior to commencement in order for the student to participate in the commencement procession. BJU will accept a phone call from the school indicating satisfactory completion of the course for the purpose of marching; however, an official transcript must be received before the diploma can be released. *Note:* Some institutions take three to four weeks to process and report grades.
- Students who have an outstanding incomplete in any course, including online learning courses in progress but not completed, will not be eligible to participate in the commencement procession.

#### *Procession Concession Eligibility Requirements*

BJU wants all students finishing degree requirements to have the opportunity to participate in commencement. Because the University conducts only one commencement each year (in May), some students may have completed applicable enrollment requirements or will complete them in BJU summer session but may not have completed all of their course or checkpoint requirements by the deadline for participation in the commencement program. Many students finishing requirements for their degree during the summer will qualify to participate. To be considered for a Procession Concession, the student must meet the following academic criteria and be planning to complete all outstanding degree requirements prior to the August degree conferral date. (Summer degrees are conferred the Friday prior to the official opening of the academic year for the fall term.)

#### **Master's Degree Candidates:**

- Have a minimum 3.0 cumulative GPA (2.6 MDiv with concentrations, MA in Ministry Studies, and MA in Biblical Counseling).
- Have completed applicable enrollment requirement.
- Lack credits scheduled through BJU or another approved institution.
- May lack MA Religion Comprehension Exam or Portfolio.

The following do not fulfill Procession Concession qualifications: language proficiencies or thesis/dissertation.

## ACADEMIC FORGIVENESS

A student who desires academic forgiveness must submit an Academic Forgiveness Request form to the registrar's office at the Student Services Hub (located at the Student Center on campus). All requests must be made prior to the conferral of the student's degree. Both the original course and the repeated course must be taken at BJU. Academic forgiveness does not apply to a student's Satisfactory Academic Progress eligibility required to receive financial aid. According to Federal Student Aid program regulations, all credits attempted and all grades earned must be used to calculate a student's cumulative GPA and completion rate to confirm eligibility for financial aid.

**Graduate Academic Forgiveness Policy:** A graduate student who earns a grade lower than a B- in a course may repeat the course. However, the School of Fine Arts and Communication and the School of Health Professions do not permit a graduate student to use academic forgiveness for any course with a grade of F; a grade of F disqualifies a student from the graduate program.

- A student in a master's program may repeat up to six credits of courses.
- A student in the Master of Divinity program may repeat up to 12 credits of courses.
- A student in the Master of Theology program or a doctoral program may repeat up to four credits of courses.

A student in these programs may repeat each of these courses once under this policy. The grades for each course attempt will remain on the student's academic record; however, only the grade achieved in the second attempt will count toward the student's grade point average. If a student pursues a master's degree, completes that degree and begins a Master of Divinity degree, any use of the forgiveness policy in pursuit of the first master's degree will count toward the total number of uses of the forgiveness policy allowed under the Master of Divinity degree. If a student is pursuing a master's degree, and changes to another degree with or without completing the first degree, any use of the forgiveness policy in pursuit of the first degree will count toward the total number of uses of the forgiveness policy allowed under the second degree.

The Academic Forgiveness Policy does not apply to:

- Repeating or replacing a course requirement by a course substitution or transfer work.
- Any course in which the student was previously found in violation of the academic integrity policy.

## FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

BJU complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380), which affords students certain rights with respect to their education records. Students have the right to the following:

- Inspect and review the student's education records.
- Request the amendment of the student's education records.
- Consent to disclosures of personally identifiable information.
- File a complaint with the U.S. Department of Education.

Students are notified of their rights annually by email. Students accept or waive their rights under FERPA once a year and have the opportunity to update that choice at any time. Additional information and university policies regarding the protection of student records are published online in StudentCentral. Also see Policy Volume II on the university intranet at [home.bju.edu/bju-policies/](http://home.bju.edu/bju-policies/) for information on the procedures for inspecting student records or requesting amendment of student records.

## STUDENT INTELLECTUAL PROPERTY

The term "intellectual property" refers to creative works, such as works of an artistic nature (literature, art, music, performances, broadcasts, etc.), software, inventions, trademarks, etc. Such works can be copyrighted or patented. For the most part, students own the intellectual property they generate in the course of their studies at BJU. There are a few exceptions, such as the following:

1. Students cannot sell course materials such as notes, outlines, quizzes or tests that were part of a course they took.

2. If the student was paid by BJU to produce the work in question as part of BJU employment or through grant or contract funding secured through BJU, then that intellectual property would be owned by BJU or a third party.
3. If the student and BJU entered in a written agreement defining ownership of student intellectual property as not being the student's. Such an agreement would need to have been entered into before any work started.

## Use of Student Intellectual Property

As a pre-condition of enrollment at BJU, each student grants to BJU, a perpetual, non-exclusive, non-transferrable, royalty-free license to use the student's intellectual property, subject to his or her privacy rights under federal law.

For more information, see the detailed Intellectual Property Policy in Volume 2 of the BJU Policy Manual on the BJU Intranet.

## STUDENT GRIEVANCES & COMPLAINTS

### Academic Grievances & Complaints

Students are free to speak with instructors or online facilitators to express concerns about final grades. If a student does not feel his or her instructor has resolved the issue satisfactorily, he or she may express in writing a grievance or complaint to the dean of his or her college or school. (If the complaint is against his or her dean or involves any other academic matter, the student may appeal directly to the Office of the Provost, as described below.)

If the student does not feel that such a course of action resolves the issue, he or she may submit a letter of Inquiry/Complaint to the Office of the Provost. When the Office of the Provost receives a formal letter of inquiry or complaint, the provost will convene the Administrative Hearing Committee to consider the inquiry or complaint. The Administrative Hearing Committee will conduct an appropriate investigation and will render a written explanation/decision within 30 days of the filing of the inquiry or complaint to both the student who made the complaint and the vice provost. The vice provost will keep a record of all student complaints and documentation of how they were handled.

If the student making the inquiry or complaint is not satisfied with the outcome of the process, he or she may appeal to the president of the University. The decision of the president is final.

### *Disability Grievances & Complaints*

Any student currently enrolled at BJU who believes he or she has been discriminated against or harassed on the basis of disability by a university employee (e.g., administrator, faculty, staff, adjunct faculty, or other agent of BJU), university student or, in certain circumstances, by a visitor to the University, may use the BJU Disability Grievances and Complaints Policy (see Policy Volume II on the university intranet at [home.bju.edu/bju-policies/](http://home.bju.edu/bju-policies/)) and/or file a formal discrimination complaint pursuant to the BJU Discrimination and Harassment Policy (see Policy Volume II on the university intranet at [home.bju.edu/bju-policies/](http://home.bju.edu/bju-policies/)).

### *Program Integrity Complaints*

U.S. Department of Education Regulation 34 CFR 600.9, the "Program Integrity Rule," was adopted to ensure that students have the opportunity to voice concerns relating to programs offered by postsecondary educational institutions authorized under Title IV of the Higher Education Act, as amended. The regulations require states to provide the opportunity for students to lodge the following types of complaints:

1. Allegations of state consumer protection violations including, but not limited to, fraud and false advertising.
2. Allegations that state laws or rules addressing the licensure of postsecondary institutions have been violated.
3. Allegations regarding the quality of education or other accreditation requirements.

In compliance with the Federal Program Integrity Rule, BJU has listed multiple alternatives for individuals who wish to submit complaints regarding the above. BJU expects that any student complaint will be filed in accordance with any procedures currently in place at the institution before resolution is sought from a state agency or the University's accreditation body. In the absence of a procedure, the complaint should be filed with the Office of the President for appropriate referral.

### Filing a Complaint with BJU

BJU has adopted a general student grievance and complaint procedure to address and resolve questions and concerns students may have relating to the Program Integrity Rule. Please see Policy Volume VI on the University intranet for additional information.

#### *For Complaints Alleging Consumer Fraud*

##### **South Carolina Department of Consumer Affairs**

[www.consumer.sc.gov/consumer/ComplaintInstructions/Pages/default.aspx](http://www.consumer.sc.gov/consumer/ComplaintInstructions/Pages/default.aspx)

The South Carolina Department of Consumer Affairs (SCDCA) is the state consumer protection agency and has the role of receiving and mediating consumer complaints. SCDCA encourages consumers to contact the business first to try and resolve a complaint. If you have a consumer question or would like to file a complaint, please contact the SCDCA:

Consumer Complaints | Consumer Affairs ([sc.gov](http://sc.gov))

#### *For Complaints Regarding State Licensing of Postsecondary Institutions*

##### **South Carolina Commission on Higher Education**

1122 Lady St., Suite 300

Columbia, SC 29201

Phone: (803) 737-2260

Fax: (803) 737-2297

[Complaint\\_Procedures\\_and\\_Form.pdf](#) ([sc.gov](http://sc.gov))

#### *Filing a Complaint with BJU's Accreditation Associations*

BJU is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Inquiries regarding compliance with accreditation policies and standards may be directed to the following:

Commission on Colleges

1866 Southern Lane

Decatur, Georgia 30033

Phone: (404) 679-4500

Fax: (404)679-4558

Email: [questions@sacscoc.org](mailto:questions@sacscoc.org)

BJU is accredited by the Transnational Association of Christian Colleges and Schools. Inquiries regarding compliance with accreditation policies and standards may be directed to the following:

Transnational Association of Christian Colleges and Schools  
15935 Forest Road  
Forest, VA 24551

Phone: (434) 525-9539  
Fax: (434) 525-9538  
Email: [info@tracs.org](mailto:info@tracs.org).

#### *Complaints Arising Outside of South Carolina*

If students participating in a BJU educational program outside the State of South Carolina, such as through online learning, have complaints that are not resolved by BJU, they may appeal to the SARA state portal agency contact:

Peggy Simons  
South Carolina Commission on Higher Education  
1122 Lady Street, Suite 300  
Columbia, SC 29201

Phone: (803) 737-7781  
Email: [psimons@che.sc.gov](mailto:psimons@che.sc.gov)

#### *Filing a Complaint Concerning Discrimination*

BJU does not discriminate on the basis of race, color, sex (including pregnancy), national origin, age, disability, veteran status, or genetic information. The following office has been designated to handle inquiries regarding the nondiscrimination policies:

Title IX Coordinator  
1700 Wade Hampton Blvd.  
Greenville, SC 29614

Phone: (864) 770-1374  
Email: [titleix@bju.edu](mailto:titleix@bju.edu)

# Student LIFE

## STUDENT CONDUCT

Within the context of a liberal arts education, the mission of Bob Jones University (BJU) is to help students develop Christlike character that is manifested in a Scripturally disciplined life, service to others, love for God, sharing of the Gospel, and biblical discernment about what God values for eternity. Accomplishing healthy discipleship requires an edifying campus atmosphere and an environment that promotes spiritual growth.

In order to maintain such an environment, BJU bases its system of accountability and correction on the functions of Scripture taught in 2 Timothy 3:16: teaching, reproof, correction, and training in righteousness. The goal is to develop “complete” Christians fully equipped for every good work (2 Tim. 3:17).

In executing correction, BJU is interested in the student’s long-term spiritual success. The University recognizes that while the total campus community—students, faculty, and staff—continually battles the flesh on an individual basis, when the Holy Spirit is at work in the believer’s heart, spiritual growth and sanctification take place.

## STUDENT ACTIVITIES & ORGANIZATIONS

### Student Activities

**Art Exhibits**—regionally and nationally recognized guest artists, exhibitions of work by BJU Art and Design alumni, juried competitions, and exhibitions of faculty and student work

**Baccalaureate & Legacy Ceremony**—combines BJU’s traditional Baccalaureate Service with our Alumni Legacy Ceremony to recognize and honor the graduating class

**Bible Conference**—three-day conference each spring featuring outstanding fundamental Bible teachers, pastors and evangelists

**BJU Heritage Day**—a day set aside each October to remember the rich heritage of Bob Jones University since its founding in 1927

**Bruins Spirit Week/Day**—days set aside each year when the University family wears Bruins gear and participates in special activities in support of our intercollegiate teams

**Center for Community & Global Health**—promotes experiential learning and collaboration with key partners to impact a fallen world for Christ by creating innovative approaches to health and utilizing health education for lasting change

**Center for Global Opportunities**—enlists the University family in Gospel-centered activity locally and around the world

**Chapel Services**—35-minute services held three to four times each week; a source of great inspiration to all students, faculty, and staff. Seminary Chapel is also held once a week for graduate students, addressing inspirational and practical subjects relevant to serving in the Christian ministry.

**Christmas Celebration**—annual community event attracting thousands for a carol sing and lighting of nearly 100,000 Christmas lights followed by an evening of family activities

**Commencement Activities**—degrees are conferred in December, May, and August with one commencement ceremony (in May) each year

**Concert, Opera & Drama Series**—programs by the world's leading solo artists and ensembles, as well as a Shakespearean production (included in the student program fee)

**CoRE Conference**—annual conference hosted by BJU Seminary that addresses theological or ministry issues facing church leaders today

**Evangelism Conference**—a series of messages by a guest chapel speaker to inspire and instruct students and faculty on how to improve their witness for Christ to the lost

**Global Opportunities Week**—outstanding missionary speakers preach in chapel and representatives of mission boards meet with potential missionary candidates

**Homecoming**—a weekend each October filled with BJU alumni reunions and events at which guests build friendships and enjoy time with their families

**Intercollegiate Athletics**—BJU participates in the National Christian College Athletic Association (NCCAA) Division II in soccer, basketball, cross-country, track and field, women's volleyball, golf and baseball

**Intramural Sports**—students participate in soccer, basketball, softball, volleyball, dodgeball, flag football, spikeball, disc golf, ultimate frisbee, badminton, table tennis, and pickleball

**Living Gallery**—annual presentation of BJU and BJU Museum & Gallery that uses life-size recreations of sacred masterworks and drama to present the Gospel

**Local Church Attendance**—students are required to select a local church and attend all of its Sunday activities

**Ministry Teams**—(Drama, Music, Science & Technology)—teams of students use their talents to build up schools and churches while demonstrating the academic strength of BJU

**Mission Teams**—each summer students may join teams that go to various countries and use trade skills, medical skills, sports, music, and preaching/teaching to share the Gospel, reach the lost, and encourage spiritual growth

**Museum & Gallery**—a collection of old master paintings that reflects universal and Scriptural truths based on God's Word and works

**Seminary Retreat**—each year, the Seminary student body and faculty gather together for a time of spiritual refreshment, fellowship and recreation. This annual spiritual retreat sets the tone for the academic year and provides opportunities for the students and faculty to interact outside of the classroom environment.

**Seminary Stewart Custer Lecture Series**—a guest scholar recognized in a field such as systematic theology, historical theology, or biblical studies will present a multi-hour series of lectures on a topic of significance to the Seminary faculty and student body

**SMART (Sharing Masterworks of Art) Program**—an educational outreach program that serves secondary students in the community by hosting them for the last dress rehearsal of each Shakespearean play

**STAND (Sound Teaching About Navigating Decisions) Conference**—an annual conference for young people that integrates a biblical worldview into current topics

*Study Abroad*—opportunities conducted by experienced members of the BJU faculty to various countries; course credit is optional

*Washington Center Day (Special Olympics)*—more than 500 BJU students help over 1,200 students with intellectual disabilities from Greenville County School District’s Washington Center in this international athletic program

*Weekly Ministry Groups*—dozens of outreach ministries in which students spread the Gospel in the community and surrounding region

## Fine Arts Groups

*Symphonic Wind Band*

*String Orchestra*

*University Symphony Orchestra*

*Chamber Orchestra*

*Choral Groups*—all students are welcome to audition and are placed according to their classification and abilities in one of seven graded choirs: University Singers, Collegiate Choir, Lyric Choir, Men’s Glee, Concert Choir, Chorale, and Chamber Singers

*Classic Players*—one of the outstanding college Shakespearean repertoire groups in the world; membership is open to students who show the requisite ability in public tryouts

*Instrumental Ensembles*—qualified students may perform in the brass ensemble, woodwind ensemble, string ensemble, guitar ensemble, chamber harp ensemble, handbell choir, and percussion ensemble

*Recitals*—the culmination of their college career for students in performance majors; these performances are open to the public

*University Opera Association*—opera and musical productions are presented biennially, often with guest artists featured in the principal roles along with students and faculty in supporting roles

## Campus Media

*The Collegian*—BJU’s student newspaper which is published online and printed and distributed once a month for free on campus

*The Vintage*—BJU’s yearbook, produced by a staff of students, is a colorful, uniquely photographed and beautifully bound record of the academic year; full-time students pay a fee each semester for the book.

# STUDENT SUPPORT PROGRAMS & SERVICES

## Academic Advising

Each student is assigned to an academic advisor who assists him or her in making out a degree plan of study. Academic advisors provide assistance both with studies in general and academic programs. During the academic year a student may consult his or her advisor, dean, division chair, program coordinator, transition advisor, or the Registrar’s Office concerning his or her course of study and future academic plans.

## Academic Resource Center

The Academic Resource Center seeks to assist students in achieving academic excellence by providing a variety of services and resources to support students’ academic goals.

- *Academic advisors* help students develop their academic plan and strengthen their specific academic skills, such as time management, study and test-taking skills, note taking, and goal setting.
- *Study groups* provide a forum for students to work together to reinforce their understanding of specific course content.
- *Tutor Referral* assists students who are seeking individualized tutoring sessions for specific college courses.
- The *Writing Center* supports students in the development of writing skills by guiding them through the writing process.
- *Academic Accommodations* provides a personalized support system to students with documented disabilities by establishing reasonable academic accommodations and offering individualized academic assistance.
- *Transition Advising* guides students through the decision-making process of selecting or changing their degree program.
- *IT Support Center* assists students and faculty by providing technical support for personal computing devices and by offering advice and guidance related to the selection and use of instructional technology equipment and applications.

### Bellis Copy Center

The Bellis Copy Center offers high quality color and black/white printing at a very competitive price. It also offers a wide range of services catered to meet almost every printing or finishing need, including printing, collating, stapling, binding, laminating, and cutting. The lobby area includes worktables furnished with a paper cutter, hole punch, staplers, and other incidental office supplies, as well as Mac and PC computers for customer use.

### BJU Textbook Store

The BJU Textbook Store is conveniently located in The Den. The Textbook Store (online in Student Central) provides students with up-to-date textbook lists for their classes and the opportunity to purchase or rent textbooks either in-store or through the website.

### Canvas LMS & Honorlock

All students have online access to a web-based course management tool called Canvas (powered by Instructure) and students in online courses have access to Honorlock online proctoring.

### Center for Career & Calling

The Center for Career and Calling team empowers students and alumni to skillfully pursue their target careers by offering personalized career coaching, resume and interview preparation, internship support, recruiting events, and employment connections.

### Davis Field House (DFH), Fremont Fitness Center & Recreational Facilities

The Davis Field House provides facilities for the intercollegiate athletic program, intramurals, as well as faculty/staff/student recreational opportunities. The facility includes, locker rooms, team rooms, a women's fitness center, an indoor jogging track, and a swimming pool.

There are three separate court areas in the DFH which can provide four regulation courts for basketball and volleyball, and six badminton courts. Seating is available for approximately 4,000 people for athletic and special events on the main court.

The Fremont Fitness Center contains locker rooms and an exercise facility featuring aerobic equipment, weights, and other strength and conditioning equipment. Additional campus recreational facilities include the athletic fields, the Stadium Field track and the home court recreational facilities. The home court features pickleball courts and a court for futsal (indoor soccer) or other activities.

## Dining Services

Dining with friends is an integral part of the college experience. Whether it is a quick bite on the go or a casual sit-down meal, BJU Dining Services makes it easy for students to refuel and reconnect, offering many dining styles to enhance the college experience. Campus locations include: the Dixon-McKenzie Dining Common (full-service cafeteria), The Den (retail food court area with offerings including Chick-fil-A® and Cuppa Jones (campus coffee shop), and Boba Jones located near the Mack Building/Seminary Building.

## Disability Support Services

BJU, within the bounds of its resources, provides reasonable accommodations and accessibility to allow all students accepted into a program of study an equal opportunity to effectively reach their academic and personal goals. Requests for academic accommodations will be processed on an individual basis through the Academic Resource Center (ARC). The ARC provides a personalized support system to students with documented learning disabilities and/or other disabilities by establishing reasonable academic accommodations and offering individualized academic assistance. To receive assistance from the ARC, students with learning disabilities and/or ADHD must provide a current evaluation report from a qualified examiner verifying the disability and describing the current function limitations and recommended accommodations. Students with physical, developmental, emotional, or sensory impaired disabilities must provide official documentation from an appropriate medical physician documenting the disability and its effects on academic achievement and its recommended accommodations. An individualized accommodations plan will be created and implemented for all students qualifying for this service. See the Academic Resource Center for additional information. Residence hall students and applicants are encouraged to contact Student Life which will process specific housing accommodation requests on an individual basis. See the BJU Housing Accommodation Policy for additional information. BJU reasonably accommodates persons with disabilities who require the assistance of Service or Support Animals as appropriate. See the BJU Service and Support Animals Policy for additional information.

## Discipleship Group Partnership

The Discipleship Group Partnership Program provides opportunities for faculty, staff, and graduate assistants to partner with a discipleship group in the men's and women's residence halls for an entire academic year. This partnership provides additional opportunities for faculty, staff, and graduate assistants to interact with and mentor students spiritually, socially, and academically. Discipleship group partners commit to pray for the discipleship group consistently and aim to interact with the discipleship group members through informal and formal gatherings at meals and on- or off-campus events.

## Emergency Notification

If a situation arises on or off campus that threatens the well-being of the university community or if information needs to be conveyed to the campus family immediately, such as weather cancellations, Public Safety will utilize the emergency notification system, which issues warnings to students by campus email and by cell phone for those who opt in. Caller ID will identify the message as BJU Alert. For everyone's safety, students are to follow transmitted messages precisely. Communications or Public Safety may also communicate information via email and/or post more detailed information on the intranet or on the website for the general public. To ensure they receive text and/or phone notifications, students are to add their cell number to the Rave emergency notification system.

## Financial Aid

The Office of Student Financial Aid seeks to help students supplement the cost of a BJU education through a variety of financial aid options.

## Financial Services

Financial Services provides students with billing and payment services through the Student Services Hub.

## International Students

BJU provides an international counselor who functions as the key facilitator for international students in the college enrollment process by giving guidance on careers and degree programs, advising on high school course selection, preparing students for college admission tests, and facilitating the transfer credit and financial aid processes. The international counselor applies country-specific information to these topics, including academic credentials and evaluation services, international career trends, and currency/income. Students for whom English is not their native language receive special communication using easy-to-understand terms and phrases; the international counselor uses students' results from the Test of English as a Foreign Language (TOEFL) to guide students into appropriate degree study, ESL programs, and other remedial helps.

As the Primary Designated School Official, the international student advisor is the competent immigration authority on campus, ensuring institutional compliance and fulfilling reporting obligations to the Student and Exchange Visitor Program. Beginning with preparation for a visa interview and continuing on through graduation and return home or change of visa status, the international student advisor works to educate international students on receiving and maintaining lawful status in the United States. In addition, the international student advisor assists international students with travel arrangements, cultural adjustment, money handling, community services, employment authorization, health care, housing, and utilities.

## Mack & Music Libraries

The library seeks to assist students by providing a variety of services to help facilitate the use of library resources during a course and the completion of class assignments.

**My Account:** Set up an online account to view items on loan, renew items, borrow books through PASCAL (Partnership Among South Carolina Academic Libraries), place library items on hold, or save preferred catalog searches.

**Interlibrary Access:** PASCAL Delivers enables students to request books from participating academic libraries in the state and to receive them at BJU in just a few business days. The Interlibrary Loan (ILL) system enables students to borrow items not available through PASCAL.

**Reference Service:** A librarian is available to assist students in locating information or resources.

**LibGuides:** Online library guides provide research assistance by subject, specific classes and projects, or by discipline, and are developed by librarians and faculty.

**Ask a Librarian:** A librarian is available to assist in researching a question and preparing bibliographies.

**Workshops:** Each semester, workshops are offered that teach students the skills to complete their assignments with quality work.

**Music Library:** Located on the first floor of the Gustafson Fine Arts Center, this library houses 7,704 volumes of music, 14,237 scores, 355 CDs, 840 DVDs, and 40 Blu-ray discs as well as periodicals and other reference materials. This library also has a webpage which makes available an extensive variety of electronic resources.

## Post Office

BJU offers students, faculty, staff, and community members a full-service, on-campus post office with mailing and shipping services provided through the United States Postal Service, UPS, and FedEx. Mail is distributed each business day to campus post office boxes and mail stops, with each

residence hall student assigned a campus P.O. Box. Large packages are delivered to the main campus post office for individual pickup.

## Public Safety

The Office of Public Safety strives to protect and serve the University, promoting safety and security while training and maturing its employees to Christlikeness. In addition to the daily routine of locking and unlocking buildings, Public Safety provides traffic and parking control, helps stranded motorists with vehicle assists, gives directions to visitors, and provides safe school crossings for BJA elementary students, and 24-hour patrol of the campus.

## Registrar's Office

The Registrar's Office records and processes all academic records in accordance with the academic policies established by the Deans Council and the Curriculum Committee. The Registrar's Office provides services to both faculty and students for maintaining and distributing academic information.

## Residence Halls

Residence halls at BJU are staffed with a resident supervisor, resident mentors, and resident assistants.

There are four men's and four women's residence halls for single students. Residence hall rooms are fully carpeted, air-conditioned, and provide computer connections to the campus network. Each room is outfitted with built-in furniture (two student desks, two bunk bed units, overhead and hanging closet space, and built-in drawer space). Each residence hall also provides a study lounge. Some residence halls are equipped with handicapped access. To aid campus security, residence hall doors are accessible only by student ID cards, and all outside entrances to the residence halls are monitored by video surveillance equipment.

All residence hall students attend a Discipleship Group from 10:30–10:50 p.m. on Sunday and Monday. On Thursday, both day and resident students attend a Discipleship Group from 11:00–11:35 a.m. Residence hall discipleship group meetings provide students with a time to deepen their relationship with the Lord by studying God's Word together and interceding on one another's behalf in prayer.

## Student Care Office

The Student Care Office (SCO) provides a place of free, voluntary, on-campus, and confidential biblical counseling and counseling-related resources for enrolled students. In addition, the Student Care Office trains BJU faculty, staff, and student leaders for continual biblical growth in skillful student care. The SCO also is a place where students can get confidential advice about Title IX reporting.

## StudentCentral

StudentCentral is the internet portal for accessing student academic information and for registering for classes. The portal is available at [www.bju.edu/students](http://www.bju.edu/students) or the University's intranet at [home.bju.edu](http://home.bju.edu).

## Student Development & Discipleship

Student Development & Discipleship is primarily responsible to help students thrive through campus life and to spearhead student discipleship efforts. Its major functions include the coordination of mentoring, accountability, leadership development, and medical assistance. The Student Development & Discipleship offices consist of Student Life, Student Care, Student Health Services, and the Center for Leadership Development.

## Student Health Services

Student Health Services (SHS) serves as an on-campus liaison to connect students to health care in the community and to provide first aid and minor medical services for students. SHS oversees and provides support to students with chronic illnesses and special dietary needs due to health conditions. SHS also admits and cares for resident students in quarantine.

## Student Services Hub

The Student Services Hub is a one-stop resource for services in the Admission Office, Registrar's Office, Financial Services, and Financial Aid. The Hub handles student needs related to ID cards, tuition and billing, payments, financial aid, registration, enrollment verifications, grades, and transcripts. The Hub also offers notary services.

## Student Work Program

Students enrolled at BJU can earn money working on campus during the summer and the academic year. Students can work a variety of positions and hours depending on jobs available. Earnings are paid biweekly through direct deposit to the student's bank account or applied to a student's tuition account. Campus job opportunities are available in many departments. Students work for managers who are concerned for the students' academic well-being and are flexible in accommodating class schedules. Applications for a job may be made through [www.bju.edu/studentjobs](http://www.bju.edu/studentjobs).

International students are limited to a maximum of 19 hours per week and are subject to additional labor laws. A limited number of student employees may also qualify for the Federal Work-Study Program, which is a federally funded aid program available to full-time students. See the BJU Federal Work-Study Application for more information.

## ALUMNI RELATIONS

BJU Alumni Relations serves our graduates by enabling them to support one another, the University, and the Gospel through prayer, networking, giving, and promotion. They provide tools and encouragement to aid graduates in building relationships with one another and the University, including Homecoming & Family weekend, class reunions, [AlumNation.bju.edu](http://AlumNation.bju.edu) (an interactive online directory), the annual Alumni Report, the Bruin Nation 5K Family Race, and regional gatherings around the U.S. Alumni Relations offers benefits such as group discounts with businesses, cash grants to alumni children, and awards presented to outstanding, faithful alumni. They also keep alumni informed about important events through email, social media, and the online publication, *The Voice of the Alumni*. Additionally, Alumni Relations strives to serve current BJU students by increasing their excitement about becoming a part of the alumni family.





*BJU*  
**SEMINARY**

# PROGRAMS

BJU Seminary equips Christian leaders through an educational and ministry experience that is biblically shaped, theologically rich, historically significant and evangelistically robust.

## GOALS

BJU Seminary is a non-denominational institution operating in a tradition of historical fundamentalism with a commitment to practice responsible biblical separation and a desire to produce men and women who will ...

- Grow in love and obedience to Jesus Christ, recognizing His supremacy in all aspects of life.
- Demonstrate significant knowledge, accurate interpretation, and contemporary application of the Bible.
- Communicate effectively God's authoritative Word in expositional preaching, teaching, and/or biblical counseling.
- Embrace the centrality of the local church as responsible for the spread of the Gospel and the discipleship of the believer.
- Adopt a compelling vision for and display a personal participation in the Great Commission.
- Appreciate the rich heritage of past and present defenders of the doctrines of the Word of God.

## DIVISIONS

The BJU Seminary is organized into two divisions:

- Division of Professional Ministry Studies
- Division of Graduate Studies

## CERTIFICATES OFFERED

The Graduate Certificate in Biblical Counseling

The Graduate Certificate in Teaching Bible

## DEGREES OFFERED

### *Graduate Degrees*

The *Master of Arts* degree with majors in Biblical Counseling, Biblical Language and Literature, Biblical Studies, Intercultural Studies, and Ministry Studies

The *Master of Divinity* degree

The *Master of Theology* degree

The *Doctor of Ministry* degree

The *Doctor of Philosophy* degree in Theological Studies

### *Undergraduate Certificate and Degrees—School of Theology & Global Leadership\**

The *Undergraduate Certificate* in Biblical Worldview and Leadership

The *Associate of Science* degree with a major in Christian Ministries

The *Bachelor of Arts* degree with majors in Biblical Studies, Biblical Studies and Ministry, and Interdisciplinary Studies in Global Leadership

The *Bachelor of Science* degree with a major in Biblical Counseling, Interdisciplinary Studies in Global Leadership, and Ministry and Leadership

*\*Please refer to the current Undergraduate Catalog for detailed information regarding each of the certificate and degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and degree conferral requirements.*



**Neal D. Cushman, PhD**  
*Dean*

## PROGRAM EMPHASIS

### Ministry Training

BJU Seminary's degree programs are designed to provide training for a wide variety of ministries. We concentrate especially on preparing those who intend to enter vocational Christian service. Our programs focus on biblical interpretation, theology, and ministry philosophy and practice. We emphasize the centrality of the local church in the accomplishment of the Great Commission.

### Progressive Sanctification

Spirit-produced growth in Christlikeness is vital for all believers but especially for Christian leaders. Consequently, we highlight spirituality and character development in all our degree programs and all our courses. Sanctification is further encouraged through chapel services, involvement in local-church ministry, an annual retreat, and faculty mentoring.

### Accurate Interpretation

Our faculty embraces the fundamental doctrines of orthodox Christianity. For example, we hold to the inspiration and inerrancy of the Bible as the Word of God and believe that it is the sole authority for faith and practice. We also affirm that God is one Being who exists in three co-equal Persons: the Father, the Son, and the Holy Spirit. The person and work of the Lord Jesus Christ are central to all that we preach and teach. Human beings are saved by grace alone through faith alone in Christ alone, and we experience sanctification only through an intimate relationship with Him.

Throughout our curriculum we highlight the role of biblical theology. This means that we recognize the primary authority of and give primary emphasis to the explicit teachings of Scripture. It also means that we underscore the connection between individual passages, books, and themes and the redemptive storyline of the entire Bible.

We believe that historically informed systematic theology plays a vital role in the theological enterprise. This includes drawing inferences from Scripture's statements in the effort to correlate the various strands of biblical teaching to form a comprehensive whole. On the other hand, we strive to avoid minimizing or distorting any part of Scripture in constructing theological systems.

While devoting ourselves to exegesis and doctrine, we also emphasize the need to apply the Bible's teachings to daily living and contemporary issues. Careful application is vital to submitting to the authority of Scripture and experiencing its life-transforming power.

As a historically fundamentalist, nondenominational institution, BJU Seminary deems liberty appropriate when discussing historically debated theological positions that are within the bounds of orthodoxy. On the other hand, the appointed faculty shares certain foundational convictions. Hermeneutically, we are committed to a consistent grammatical-historical interpretation of Scripture. This leads us to a moderate dispensational theology. Specifically, we believe that Israel and the Church differ in their nature, composition, and purpose. We also hold to a premillennial, pretribulational understanding of eschatology. The faculty reflects a diversity of views on finer points such as the relationship of the Church to the Kingdom of God.

We uphold and teach all the published theological positions of Bob Jones University. These include literal six-day creationism, cessationism with reference to the sign gifts, complementarianism with reference to male-female roles, and the sufficiency of Scripture for counseling. For additional information, see the BJU website.

## SEMINARY CURRICULUM

### Core Courses

All degree candidates (except Master of Theology, Doctor of Ministry, and Doctor of Philosophy) will complete the core courses as part of their degree program. These courses consist of New Testament Introduction or Survey of the New Testament, Old Testament Introduction or Survey of the Old Testament, Biblical Hermeneutics, Biblical Sanctification and two courses in Systematic Theology. These courses represent a foundational and essential body of knowledge expected of any student earning a degree at the Seminary, whether they enter immediately into active church ministry or advance to additional graduate degree work. Candidates for the Master of Theology, Doctor of Ministry, and Doctor of Philosophy degrees will have already completed this core or its equivalent.

### Curriculum Framework

Each degree platform is a building block toward a larger acquisition of knowledge and a higher degree of academic and ministry skill attainment. The courses required in each program assist the student in building toward the completion of the next degree. These degrees represent the scope of the knowledge obtained, the rigor of specific course expectations, and the level of overall performance expected of the students.

## STANDARDS FOR PROJECTS, PAPERS, THESES & DISSERTATIONS

Each student will be required to complete projects in all of the Seminary curriculum core courses using Logos Bible software. The student should plan to acquire this biblical research software when he or she enrolls in his or her first core course.

All research papers will be prepared according to Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* (9th ed.), supplemented by the BJU Seminary Style Manual.

The graduate student should thoroughly understand the proper technical form for his or her graduate papers early in the program. In addition, the graduate student must present his or her thoughts and research in an acceptable and correct grammatical style. Mere technical form is not enough; the material should reflect the high quality of research and knowledge expected of graduate students.

All graduate theses and dissertations must be completed, approved and the registrar notified of the completion by November 30 for December degree conferral, April 30 for May degree conferral or by July 15 for August degree conferral.

Any student who has completed all the requirements for any graduate degree with the exception of his or her thesis or dissertation must be registered in the University each semester until the thesis or dissertation is completed and approved.

## SEMINARY COURSE DELIVERY OPTIONS

The BJU Seminary provides various course delivery options for students to complete requirements for the graduate certificate and degree programs. These options may vary per program and course based upon when courses are scheduled each term. These course delivery options include

- Residence classroom
- Livestream
- Online classes

### Scheduling Options

Synchronous - Eastern Time (residence or livestream)

- Standard Scheduling
- Flex classes
- Advanced Modules (twelve weeks of online work and one week of module)

Asynchronous (online class)

## GRADUATE CERTIFICATES

### Admission

The prospective graduate student in the BJU Seminary should consult the information on both general admission and admission to graduate work in the introductory section of the *Graduate Catalog*. For a *Graduate Certificate*, the applicant must have a bachelor's degree. Students completing a graduate certificate may apply to continue toward an advanced degree.

### Curricula & Requirements

A student who is admitted to a graduate certificate will demonstrate and maintain a high level of achievement and scholarship. For the *Graduate Certificate*, a cumulative 2.6 GPA must be earned for the certificate. A grade of C or better is required for all courses.

### Load Requirements

For the Graduate Certificate, the maximum full-time term load for a graduate student is six credits of online classes per session. For all course formats, the maximum full-time load is 15 credits per semester. Students with a GPA of 3.5 or above may apply to their advisor for a waiver to take an additional course above the maximum load limit. Both the advisor and the Deans Council must approve the waiver.

### Enrollment

Once accepted in a graduate certificate program, a certificate candidate must complete all certificate requirements within four years.

## MASTER'S DEGREES

### Admission

The prospective graduate student in the BJU Seminary should consult the information on both general admission and admission to graduate work in the

introductory section of the *Graduate Catalog*. Applicants for graduate programs must hold a bachelor's degree that includes a minimum of a 30-credit general education component substantially equal to criteria established in the standards of the Southern Association of Colleges and Schools Commission on Colleges. Deficiencies in either general academic background or the field of concentration must be removed before the applicant can become a candidate for an advanced degree. An applicant with 13 or more credits of deficiencies may be accepted as a postgraduate special student making up deficiencies. After deficiencies have been reduced to 12 or fewer credits, the applicant will be reevaluated for graduate admission consideration.

For the *Master of Arts* degree in Biblical Counseling or Ministry Studies programs, the applicant must have a bachelor's degree with a cumulative GPA of 2.0 or above. Students who completed a bachelor's degree in a Bible or ministry-related area may be able to complete the MA in Biblical Counseling program with fewer than 41 credits. Students with a BJU undergraduate degree in Biblical Counseling may complete the program with 35 credits.

For the *Master of Arts* degree in Biblical Language and Literature, Biblical Studies or Intercultural Studies programs, the applicant must have a bachelor's degree with a cumulative GPA of 2.5 or above. Nine credits in Greek (beginning and intermediate levels) may be required for those who enroll in programs that require graduate-level Greek.

For the *Master of Divinity* degree program, the applicant must have a bachelor's degree with a cumulative GPA of 2.0 or above, including nine credits in Greek (beginning and intermediate levels). A student may qualify for the Advanced Track upon enrollment in the Master of Divinity degree if he has completed a bachelor's degree in a Bible or ministry related area with a cumulative GPA of 3.0 or above. The Advanced Track makes it possible to finish in an accelerated time framework.

For the *Master of Theology* degree program, the applicant must have a Master of Divinity degree or equivalent with a cumulative GPA of 3.0 or above. Depending on his academic background, the applicant may be required to take graduate leveling courses to ensure that he is adequately prepared for advanced level work. For example, it is expected that applicants will have taken at least one approved graduate course in Hebrew exegesis and one approved graduate course in Greek exegesis. In addition to transcripts of prior graduate work, the applicant must submit a letter of intent, stating his reasons for application and envisioned plan for completing the degree as well as his agreement with the BJU creed and his supportiveness of the philosophical, theological and programmatic emphases of BJU Seminary. The applicant must also submit one letter of recommendation (from a pastor or Christian leader); a minimum 25-page writing sample covering a biblical or theological topic (Turabian format); and a professional curriculum vitae describing in detail the applicant's ministry education and experience.

## Curricula & Requirements

A student who is admitted to candidacy for a graduate degree will demonstrate and maintain a high level of achievement and scholarship.

For the *Master of Arts* degree programs, an average of B must be maintained in the work the student takes while registered as a graduate student (2.6 for the MA in Ministry Studies and MA in Biblical Counseling), with no maximum number of C's. A maximum of six credits of C grades may be applied toward the requirements for

the Master of Arts in Biblical Language and Literature program. After exhausting the provisions of the Academic Forgiveness Policy, a grade of D or F (except for the Master of Divinity concentrations degree program) disqualifies a student as a candidate for an advanced degree from the BJU Seminary. The Master of Arts student will complete comprehensive exams in the final semester of his or her coursework for the degree. The examination covers material from the core courses (New Testament Introduction, Old Testament Introduction, Biblical Hermeneutics, Biblical Sanctification, and STh 601 and STh 602 Systematic Theology).

In place of the standard comprehensive exam:

- the Biblical Counseling student will complete Biblical Counseling Practicum (SCM 640 and SCM 695 or SCM 700).
- the Ministry Studies student will complete an internship and integration project.

For the *Master of Divinity* degree with a concentration, a cumulative 2.6 GPA must be earned for the degree. A grade of C or better is required for all courses. For the Master of Divinity degree with the Advanced Track, a cumulative 3.0 GPA must be earned for the degree. A maximum of 12 credits of C grades may be applied toward the degree requirements. The Master of Divinity student will submit a portfolio to the dean of the Seminary in the final semester of his coursework. The portfolio will include the following: the candidate's testimony of conversion to Christ and call to ministry, a full doctrinal statement, three detailed, full-content sermon or lesson outlines prepared while a seminary student, a philosophy of ministry statement, a philosophy statement on one of the following: preaching, counseling, missions, worship, or Bible translation; a resume of ministry activities to date, and a letter of reference from a pastor. All of the materials should be saved as a single pdf file and submitted to [seminary@bju.edu](mailto:seminary@bju.edu) by the deadline published in the seminary calendar.

*Graduate Greek Proficiency Examination*—This examination indicates whether master's students are capable of succeeding in SNT 622 Methods of Greek Exposition. Students who do not score well are required to take SNT 621 Foundations of Greek Exegesis to prepare to take SNT 622.

For the *Master of Theology* degree program, a cumulative 3.5 GPA or above must be maintained. Master of Theology students must achieve a minimum grade of B- in each course. After exhausting the provision of the Academic Forgiveness Policy, a grade of C or below disqualifies a student as a candidate for the Master of Theology degree. For the Master of Theology degree program, the student will complete a thesis in the chosen field of study, at the direction of a seminary faculty advisor.

## Residency & Load Requirements

The maximum full-time term load for a graduate student is six credits of online classes per session and 15 credits of resident and/or online classes per semester. Students with a GPA of 3.5 or above may apply to their advisor for a waiver to take an additional course above the maximum load limit. Both the advisor and the Deans Council must approve the waiver.

For the *Master of Arts* degrees, no resident study is required. Courses to fulfill requirements may be completed via residence, online or livestream classes.

For the *Master of Divinity* degree program, no resident study is required for the Master of Divinity core. Courses to fulfill requirements for these degrees and/or deficiencies are available via residence, online, or livestream classes.

For the *Master of Theology* degree, no resident study is required. Master of Theology students typically take 4 credits each semester. During thesis research/writing, however, the program core includes a 2-credit course in theological research and writing. Therefore a Master of Theology student is classified as a full-time student each semester he takes at least 2 credits. Most courses are organized around a one-week, on-campus seminar (referred to as the “module week” that takes place in the middle of the course. Leading up to and following the seminars, students will complete any number of reading assignments, projects and papers, online discussions, and peer reviews. The seminars are livestreamed so that students may join virtually. On-campus participation is extremely valuable, however, both for learning and for building community with professors and fellow students. Thus, Master of Theology students are strongly encouraged to complete a minimum of their coursework credits by attending the seminars in person: 12 credits (3 courses).

## Enrollment

Once accepted in the graduate degree program, a degree candidate must complete all deficiencies and degree requirements within a specified number of years.

The *Master of Arts* degree programs must be completed within five years.

The *Master of Divinity* degree program must be completed within six years.

The *Master of Theology* degree program must be completed within four years.

Any master’s degree student who interrupts his or her enrollment for more than four semesters (excluding summer terms) must reapply through Admission for Deans Council approval. If approved, he or she must meet the catalog requirements that are in effect at the time of the student’s re-enrollment and any new time-limit expectations.

## DOCTORAL DEGREES

A summary of the requirements for the doctoral programs offered by the BJU Seminary are included in this catalog. For a more detailed explanation of requirements, refer to the Seminary *Guide to Doctoral Studies*, which is available at [seminary.bju.edu/students](http://seminary.bju.edu/students).

## Admission

The prospective graduate student in the BJU Seminary should consult the information on both general admission and admission to graduate work in the introductory section of the *Graduate Catalog*.

For the *Doctor of Ministry* degree program, the applicant must have a Master of Divinity degree or the equivalent with a cumulative GPA of 3.0 or above, and a minimum of two years of ministry experience. The applicant must also submit a letter of recommendation;\* a minimum 15-page formal writing sample covering a biblical, theological or ministry-related topic (Turabian format); a statement of doctrinal agreement and a statement of one’s understanding and appreciation of the philosophical, theological and programmatic emphases of BJU Seminary; a professional curriculum vitae describing in detail the applicant’s ministry education and experience; a letter of intent, stating the applicant’s reasons for application and plan to complete the degree; and an interview with the Doctor of Ministry program coordinator.

An applicant lacking the Master of Divinity degree or the equivalent may be accepted into the Doctor of Ministry program provided the applicant requires 20 or fewer credits of graduate leveling courses. Before Doctor of Ministry courses can be taken, a student should have 12 or fewer credits of leveling courses remaining. While completing these leveling courses, the student may take a maximum of 12 credits of Doctor of Ministry Courses. Applicants for the Biblical Counseling Concentration must have had 12 credits of graduate Biblical Counseling courses or have attained ACBC Certification. Otherwise, graduate Biblical Counseling courses may be required for leveling.

For the *Doctor of Philosophy* degree program, the applicant must have a Master of Divinity degree or a research-oriented Master of Arts degree (such as BJU Seminary's Master of Arts in Biblical Language and Literature) with a cumulative GPA of 3.5 or above. Other master's degrees may qualify at the discretion of the dean and the PhD coordinator. In such cases the applicant may be required to take graduate leveling courses to ensure that he is adequately prepared for doctoral work. For example, it is expected that applicants will have taken at least one approved graduate course in Hebrew exegesis and one approved graduate course in Greek exegesis.

In addition to transcripts of prior graduate work, the applicant must submit a letter of intent, stating his reasons for application and envisioned plan for completing the degree as well as his agreement with the BJU doctrinal statement and his supportiveness of the philosophical, theological and programmatic emphases of BJU Seminary. The applicant must also submit a letter of recommendation,\* a minimum 25-page writing sample covering a biblical or theological topic (Turabian format), and a professional curriculum vitae describing in detail the applicant's ministry education and experience. An applicant with a Master of Theology degree from BJU Seminary must submit only graduate transcripts and a letter of recommendation from one of his Master of Theology professors.

After submitting the admission documentation, the applicant will have an interview with the Doctor of Philosophy program coordinator and the dean of the Seminary. Additionally, applicants to the Old Testament Interpretation concentration must pass a Hebrew proficiency exam, and applicants to the New Testament Interpretation concentration must pass a Greek proficiency exam.

\*Recommendation from a leader in one's church (pastor, pastoral staff, or another church leader). Pastors may submit the name of one Christian leader outside one's church. Recommendations should be non-relatives, at least 25-years of age, who have a leadership role in one's life and have contact with the applicant for at least six months.

## Curricula & Requirements

A student who is admitted to candidacy for a doctoral degree will maintain a high level of achievement and scholarship—which will be demonstrated by achieving a 3.0 GPA or above for the Doctor of Ministry degree and a 3.5 GPA or above for the Doctor of Philosophy degree. Doctor of Ministry and Doctor of Philosophy students must achieve a minimum grade of B- in each course. After exhausting the provisions of the Academic Forgiveness Policy, a grade of C or below disqualifies a student as a candidate for a doctoral degree from the BJU Seminary.

For the *Doctor of Ministry* degree program, the student will complete a research project or dissertation on some dimension of the ministry of expository preaching, biblical counseling or pastoral ministry under the direction of a committee comprised of seminary faculty members.

For the *Doctor of Philosophy* degree program, the student will complete:

- Research-Language Proficiency Examination—Each student must pass at the 80-percent proficiency level an examination in a research language, typically German.
- Doctoral Comprehensive Examinations—A series of five days of oral and written examinations over the program core and the chosen field of concentration.
- A dissertation in the candidate's chosen field of study under the direction of a committee comprised of seminary faculty members.

## Residency & Load Requirements

The maximum full-time term load for a graduate student is six credits of online classes per session and 15 credits of resident and/or online classes per semester. Students with a GPA of 3.5 or above may apply to their advisor for a waiver to take an additional course above the maximum load limit. Both the advisor and the Deans Council must approve the waiver.

Doctoral students typically take 4 credits each semester. During dissertation research/writing, however, Doctor of Ministry students typically register for only 1 or 2 credits. Therefore a Doctor of Ministry student is classified as a full-time student each semester he takes at least 1 credit. During comprehensive examinations and dissertation research/writing, Doctor of Philosophy students typically register for only 2 credits. Therefore the Doctor of Philosophy student is classified as a full-time student each semester he takes at least 2 credits.

The Doctor of Ministry and Doctor of Philosophy degrees do not require residency at BJU. Most doctoral courses are organized around a one-week, on-campus seminar (referred to as the “Advanced Module” that takes place in the middle of the course. Leading up to and following the seminars, students will complete any number of reading assignments, projects and papers, online discussions, and peer reviews. The seminars are livestreamed so that students may join virtually. On-campus participation is extremely valuable, however, both for learning and for building community with professors and fellow students. Thus, doctoral students are strongly encouraged to complete a minimum of their coursework credits by attending the seminars in person: 8 credits (2 courses) for Doctor of Ministry students and 12 credits (3 courses) for Doctor of Philosophy students.

## Enrollment

Once accepted in a graduate degree program, a degree candidate must complete all prerequisites and degree requirements within a specified number of years.

The *Doctor of Ministry* degree program must be completed within six years.

The *Doctor of Philosophy* degree program must be completed within nine years.

# DIVISION OF PROFESSIONAL MINISTRY STUDIES

## PURPOSE

In support of Bob Jones University's commitment to grow Christlike character, the Division of Professional Ministry Studies exists to provide master's and doctoral degrees, in both residence and distance learning formats, for men serving or seeking ordination in full-time ministry as pastors, evangelists, missionaries or leaders in parachurch organizations or for women seeking significant ministry training in non-preaching or non-ordination roles. Those objectives are met by developing students' practical ministry skills and their facility in interpreting Scripture.

## GOALS

The student will ...

- Mature as a Christian communicator, proclaiming biblical truth effectively, especially in genre-specific expository preaching and teaching.
- Mature as a servant-leader, employing principles and strategies for effective administration of church ministries.
- Mature as a biblical counselor, applying scriptural truth to help individuals overcome spiritual problems.

# Master of Divinity

Layton MacD. Talbert, PhD  
Program Coordinator

## MDIV (Concentration) DEGREE COURSES

Required core: 51 credits

SCH 601	Ancient & Medieval Christianity (3)
SCH 602	Reformation & Modern Christianity (3)
SCM 610	Sex Abuse Prevention & Response Training (0)
SCM 632	Foundations of Biblical Counseling <sup>1</sup> (3)
SNT 622	Methods of Greek Exegesis (3)
SNT 681	New Testament Introduction (3)
SOT 601	Elementary Hebrew I (3)
SOT 602	Elementary Hebrew II (3)
SOT 681	Old Testament Introduction (3)
STh 601	Systematic Theology (3)
STh 602	Systematic Theology (3)
STh 613	Christian Apologetics (3)
STh 635	Biblical Hermeneutics (3)
STh 692	Introduction to Seminary Research & Writing (1)
STh 701	Advanced Systematic Theology (3)
STh 703	Biblical Sanctification (3)
STh 740	Old Testament Theology (3)
STh 750	New Testament Theology (3)
STh 776	Theology & Practice of Prayer (2)

6 credits from the following:

SCM 601	Philosophy & Practice of Ministry (3)
SCM 607	Theological Issues in Church Ministry (3)
SCM 637	Marriage & Family Counseling (3)
SCM 707	Principles & Practices of Church Worship (3)

3 credits from the following:

SCM 675	Biblical Theology of Missions (3)
SCM 777	Biblical Strategy of Missions (3)

2 credits from the following:

SHM 634	Expository Sermon Preparation (2)
SHM 635	Principles & Methods of Teaching Bible (2)

3 credits from the following:

SOT 703	Methods of Hebrew Exegesis (3)
SNT 621	Foundations for Greek Exegesis (3)
SNT 703	Exegesis of Paul's Epistles (3)
SNT 711	Exegesis of John's Writings (3)

In support of the Division of Professional Ministry Studies commitment to develop students' practical ministry skill and their facility in interpreting Scripture, the Master of Divinity degree provides the traditional graduate ministry training program for those called of God to be pastors, teachers, counselors, missionaries and evangelists. It is a balanced three-year program which concentrates on a mastery of biblical content, theology, church history, biblical languages and ministry skills. The program ensures a solid foundation in every aspect of the Christian ministry. The Master of Divinity degree with a concentration requires 80-86 credits including a 12 credit concentration. Concentrations include Biblical Counseling, General Studies, Global Missions, or Preaching and Pastoral Ministry. The Master of Divinity degree with the Advanced Track requires 74 credits.

Courses for this degree are available in residence or via livestream during the academic year and/or online learning.

<sup>1</sup> Biblical Counseling concentration students who completed a bachelor's degree in Bible or ministry-related area may be able to complete the program with fewer credits. Students with a BJU undergraduate degree in Biblical Counseling may complete the program with 86 credits.

## Program Learning Outcomes

The student will ...

- Apply principles of interpretation to Scripture.
- Exegete Scripture in the original languages.
- Prepare outlines of theological positions.
- Assess historical and contemporary movements, denominations, significant writings and prominent leaders in church history.
- Display growth in a personal knowledge of God through scriptural means.

9 credits from the following:

SHM 726	Homiletics (3)
SOT 611	Exposition of the Pentateuch (3)
SOT 613	Exposition of the Historical Books of the Old Testament (3)
SOT 615	Exposition of the Psalms (3)
SOT 616	Exposition of the Old Testament Wisdom Books (3)
SOT 617	Exposition of Isaiah (3)
SOT 618	Exposition of Jeremiah, Ezekiel, & Daniel (3)
SOT 619	Exposition of the Minor Prophets (3)
SNT 611	Exposition of the Synoptic Gospels (3)
SNT 612	Exposition of John's Gospel & Epistles (3)
SNT 613	Exposition of Acts (3)
SNT 614	Exposition of Romans (3)
SNT 615	Exposition of the Corinthian Epistles (3)
SNT 616	Exposition of Paul's Shorter Epistles (3)
SNT 618	Exposition of the General Epistles (3)
SNT 619	Exposition of Revelation (3)

Concentration (12)

- Biblical Counseling (12)
- General Studies (12)
- Global Missions (12)
- Preaching & Pastoral Ministry (12)

**Total (minimum): 80-86**

General Studies

Concentration: 12 credits

12 credits from the following subject areas:

- SCH - Church History
- SCM - Church Ministries
- SHM - Homiletics
- SNT - New Testament Interpretation
- SOT - Old Testament Interpretation
- STH - Theology, Biblical & Systematic

### Biblical Counseling

#### Concentration: 15 credits

SCM 633	Counseling Issues (3)
SCM 635	Advanced Counseling Issues (3)

#### 6 credits from the following:

SCM 630	Counseling Children & Adolescents (3)
SCM 631	Theories of Counseling (3)
SCM 637	Marriage & Family Counseling <sup>1</sup> (3)
SCM 638	Addiction Issues in Counseling (3)
SCM 640	Biblical Counseling Practicum I (3)
SCM 695	Biblical Counseling Practicum II (3)

### Global Missions

#### Concentration: 12 credits

SCM 673	Cross-Cultural Internship (3)
SCM 675	Biblical Theology of Missions (3)
STh 763	History & Theology of Religions (3)

#### 3 credits from the following:

SCM 671	History of Christian Missions (3)
SCM 677	Church Planting & Revitalization (3)
SNT 613	Exposition of Acts (3)
STh 613	Christian Apologetics (3)

### Preaching & Pastoral Ministry

#### Concentration: 15 credits

SCM 601	Philosophy & Practice of Ministry (3)
SCM 637	Marriage & Family Counseling (3)
SCM 709	Pastoral Ministry Internship (3)
SHM 726	Homiletics (3)

#### 3 credits from the following:

SOT 703	Methods of Hebrew Exegesis (3)
	<i>Greek Exegesis Elective</i> (3)
	<i>New Testament Exposition</i> (3)
	<i>Old Testament Exposition</i> (3)

## BIBLICAL COUNSELING CONCENTRATION

The Biblical Counseling concentration prepares students for a ministry of counseling in the local church, in missions, in camps, in biblical counseling centers, and in other venues in which people seek help in the midst of life's challenges.

The concentration requires 15 credits and supports the Division's goal to help students mature as a biblical counselor, applying scriptural truth to help individuals overcome spiritual problems.

### Program Learning Outcomes

The student will . . .

- Apply the theological framework of progressive sanctification and sufficiency of Scripture in relationship to biblical counseling.
- Apply a biblical methodology that facilitates change and growth to the glory of God in individuals who struggle with multiple counseling issues.
- Critique secular and integrational counseling theories and methodologies from a biblical counseling perspective.

## GLOBAL MISSIONS CONCENTRATION

The Global Missions concentration prepares students theologically, culturally, and linguistically to serve in any field of the world. Students will study current missions philosophy and practices, evaluating them according to biblical teaching. This 15-credit concentration supports the Division's goal that students will mature as a servant-leader, employing principles and strategies for effective administration of church ministries.

### Program Learning Outcomes

The student will . . .

- Analyze missiological theories and practices in respect to a consistent missions theology.
- Contrast a biblical worldview with the tenants of Islam, Buddhism, Hinduism, and other world religions.
- Apply cultural principles to aspects of living and serving in a culture other than his own.

## PREACHING & PASTORAL MINISTRY CONCENTRATION

The Preaching and Pastoral Ministry concentration prepares students to spiritually feed believers from Scripture and administer the programs of a local church.

Students will demonstrate proficiency in expository preaching and principles of pastoral leadership. The concentration requires 15 credits and supports the Division's goals to mature as a Christian communicator, proclaiming biblical truth effectively, especially in genre-specific expository preaching and teaching and to mature as a servant-leader, employing principles and strategies for effective administration of church ministries.

### Program Learning Outcomes

The student will . . .

- Create and deliver expository sermons.
- Create a strategic plan for implementing and assessing a new ministry or department within a current ministry.

## MDiv (Advanced Track) DEGREE COURSES

### Required core: 51 credits

SCM 610	Sex Abuse Prevention & Response Training (0)
SCM 632	Foundations of Biblical Counseling (3)
SHM 726	Homiletics (3)
SNT 622	Methods of Greek Exegesis (3)
SNT 681	New Testament Introduction (3)
SOT 601	Elementary Hebrew I (3)
SOT 602	Elementary Hebrew II (3)
SOT 681	Old Testament Introduction (3)
SOT 703	Methods of Hebrew Exegesis (3)
STh 601	Systematic Theology (3)
STh 602	Systematic Theology (3)
STh 613	Christian Apologetics (3)
STh 635	Biblical Hermeneutics (3)
STh 692	Introduction to Seminary Research & Writing (1)
STh 701	Advanced Systematic Theology (3)
STh 703	Biblical Sanctification (3)
STh 740	Old Testament Theology (3)
STh 750	New Testament Theology (3)
STh 776	Theology & Practice of Prayer (2)

### 3 credits from the following:

SCH 601	Ancient & Medieval Christianity (3)
SCH 602	Reformation & Modern Christianity (3)

### 9 credits from the following:

SCM 601	Philosophy & Practice of Ministry (3)
SCM 607	Theological Issues in Church Ministry (3)
SCM 633	Counseling Issues (3)
SCM 637	Marriage & Family Counseling (3)
SCM 675	Biblical Theology of Missions (3)
SCM 707	Principles & Practices of Church Worship (3)
STh 630	Application of Scripture (3)

### 2 credits from the following:

SHM 634	Expository Sermon Preparation (2)
SHM 635	Principles & Methods of Teaching Bible (2)

## ADVANCED TRACK

The Advanced Track builds upon undergraduate Bible or ministry-related areas with a strong foundation in biblical languages, hermeneutics, theology, and church history. The Advanced Track makes it possible to finish in an accelerated time frame, requiring 74-77 credits rather than the prescribed 83-89 credits.

### Program Learning Outcomes

The student will . . .

- Apply principles of interpretation to Scripture.
- Exegete Scripture in the original languages.
- Display growth in a personal knowledge of God through scriptural means.
- Prepare outlines of theological positions.
- Assess historical and contemporary movements, denominations, significant writings and prominent leaders in church history.

### 9 credits from the following:

SOT 611	Exposition of the Pentateuch (3)
SOT 613	Exposition of the Historical Books of OT (3)
SOT 615	Exposition of the Psalms (3)
SOT 616	Exposition of the OT Wisdom Books (3)
SOT 617	Exposition of Isaiah (3)
SOT 618	Exposition of Jeremiah, Ezekiel & Daniel (3)
SOT 619	Exposition of the Minor Prophets (3)
SNT 611	Exposition of the Synoptic Gospels (3)
SNT 612	Exposition of John's Gospel & Epistles (3)
SNT 613	Exposition of Acts (3)
SNT 614	Exposition of Romans (3)
SNT 615	Exposition of the Corinthian Epistles (3)
SNT 616	Exposition of Paul's Shorter Epistles (3)
SNT 618	Exposition of the General Epistles (3)
SNT 619	Exposition of Revelation (3)

### 3 credits may be required from the following:<sup>1</sup>

SNT 703	Exegesis of Paul's Epistles (3)
SNT 711	Exegesis of John's Writings (3)

### **Total (minimum): 74-77**

<sup>1</sup> Required biblical language courses based on previous language courses along with proficiency tests in Greek and Hebrew.

## Doctor of Ministry

**Billy M. Gotcher, DMin**  
Program Coordinator

### DEGREE COURSES

Required core: 8 credits

SPM 891	Research & Writing Seminar (2)
SPM 896	Research Project/Dissertation Prospectus (1)
SPM 897	Research Project/Dissertation I (2)
SPM 898	Research Project/Dissertation II (2)
SPM 899	Research Project/Dissertation Defense (1)

Concentration: 24 credits

- Preaching & Pastoral Ministry (24)
- Biblical Counseling (24)

**Total (minimum): 32**

In support of the Division of Professional Ministry Studies' commitment to develop students' biblical interpretation and practical ministry skills, the Doctor of Ministry degree program sharpens the servant of the Lord in pastoral ministry, expository preaching, and biblical counseling. Courses are taught by selected resident and adjunct faculty who are experts in their ministry fields, blending lectures with peer learning and experiential projects.

The Doctor of Ministry in Preaching and Pastoral Ministry is a 32-credit professional-development program for men\* engaged in vocational ministry who have completed a Master of Divinity degree or its equivalent (72 credits). The Doctor of Ministry in Biblical Counseling does not include preparation for preaching ministry, therefore, both men and women who qualify academically are able to apply. Qualification for the DMin in Biblical Counseling program includes a minimum of 12 credits of Masters-level courses in Biblical Counseling.

Students who hold a master's degree in a ministry-related area should contact the Seminary office to inquire how many leveling courses may be needed to achieve Master of Divinity equivalency.

The coursework for the Doctor of Ministry degree consists of six 4-credit courses, a 2-credit research and writing course, and 6 credits of work for a research project or dissertation on some dimension of the student's concentration.

In each 4-credit course, students read and prepare papers and projects remotely throughout the semester (including the summer term). Halfway through the course, there is a week-long "advanced module" consisting of on-campus lectures and presentations by students. DMin students may join either in person or via livestream. Students are encouraged to attend as many of these modules in-person as possible. One in-person module is required, though exceptions to this policy may be made on a case-by-case basis, especially for our international students.

\*See BJU's position statement on complementarianism at [bju.edu](http://bju.edu).

### Program Learning Outcomes

The student will ...

- Exegete scripture using a grammatical/historical hermeneutic.
- Engage the problems facing our contemporary society with sound theology and practical application from the Word of God.
- Create and defend a research project or dissertation related to his/her concentration.

### Preaching & Pastoral Ministry Concentration: 24 credits

SPM 863	Expository Preaching in the Old Testament (4)
SPM 865	Expository Preaching in the New Testament (4)
SPM 867	Challenging Texts in Expository Preaching (4)
SPM 877	A Mission-Sending Pastor/Church (4)
SPM 879	A Disciple-Making Pastor/Church (4)

#### 4 credits from the following:

SPM 840	Contemporary Issues in Christian Ministry (4)
SPM 850	Counseling Ministry in the Church (4)
SPM 871	Theology & Application of Worship (4)
SPM 873	Theology & Development of Leadership (4)
SPM 875	Cultivating the Practice of Prayer (4)
SPM 881	Teaching Practicum (4)
SPM 890	Independent Study (4)

### Biblical Counseling Concentration: 24 credits

SPM 851	Biblical Ministry to the Addicted (4)
SPM 853	Advanced Family & Marriage Counseling (4)
SPM 855	Advanced Counseling Methodology (4)
SPM 857	Biblical Ministry to Trauma Sufferers (4)
SPM 859	Counseling Contemporary Issues (4)

#### 4 credits from the following:

SPM 840	Contemporary Issues in Christian Ministry (4)
SPM 850	Counseling Ministry in the Church (4)
SPM 875	Cultivating the Practice of Prayer (4)
SPM 881	Teaching Practicum (4)
SPM 890	Independent Study (4)

## PREACHING & PASTORAL MINISTRY CONCENTRATION

Pastoral courses develop the students' skills in leading and shepherding a local church. Preaching courses provide the student with the highest level of training in the preparation, delivery, and evaluation of expository sermons. Students in this program receive guidance in leading the local church to effectively engage in her mission to glorify God through Christ-like disciples who make other disciples. This program seeks to serve the church by helping leaders develop a Missions-sending church. Students will grow in their ability to teach and preach from the various genres of Scripture. Accomplished preachers provide valuable feedback for each student. The church will be served as pastor-teachers grow in their ability to communicate God's life-changing Word.

### Program Learning Outcomes

The student will ...

- Apply principles related to leading and shepherding a local church to his congregation.
- Develop a Biblical model for disciple-making.
- Apply Scripture to practical questions and problems of life for sermonic development.
- Develop communication skills for preaching and teaching.

## BIBLICAL COUNSELING CONCENTRATION

Biblical Counseling presents advanced studies in topics and methodologies which equip pastors and church counselors to deal with individuals and couples whose problems are more complex and more entrenched. Advanced studies in Biblical Counseling include addictions, trauma, marital issues, stress, and gender issues.

### Program Learning Outcomes

The student will ...

- Develop advanced strategies for helping counselees who suffer with various problems such as addictions, trauma, marriage problems, stress, or gender confusion.

# DIVISION OF GRADUATE STUDIES

## PURPOSE

In support of Bob Jones University's commitment to grow Christlike character, the Division of Graduate Studies exists to provide master's and doctoral degrees, in both residence and distance learning formats, for students seeking advanced training in biblical languages, interpretation, theology, missions, leadership and practical church ministry.

## GOALS

The student will ...

- Mature in scholarship within a variety of disciplines related to biblical studies.
- Mature in communicating biblical truth, especially via academic writing and expository preaching and teaching.
- Mature in critical thinking and assessment of theological concepts and movements.

## Graduate Certificate in Teaching Bible

**Brian R. Hand, PhD**  
*Program Coordinator*

### CERTIFICATE COURSES

*Required core: 12 credits*

SHM 635	Principles & Methods of Teaching Bible (2)
SNT 620	Survey of the New Testament (2)
SOT 620	Survey of the Old Testament (2)
STh 630	Application of Scripture (3)
STh 635	Biblical Hermeneutics (3)

**Total (minimum): 12**

The Graduate Certificate in Teaching Bible prepares individuals, both in vocational and lay ministry, to teach the Bible effectively to teens and adults. Those with graduate credits in religion or education may be exempted from some requirements. The certificate requires 12 credits and is available in hybrid and online formats. Courses with grades of B or higher may be applied to Master of Arts or Master of Divinity degrees at BJU Seminary.

Courses for this certificate are available in residence or via livestream during the academic year and/or online learning. Students completing the Graduate Certificate in Teaching Bible may apply to continue toward the Master of Arts or Master of Divinity degree.

### Program Learning Outcomes

The student will ...

- Apply principles of interpretation to Scripture.
- Create Bible lessons or sermons for church or other ministry settings.

## Graduate Certificate in **Biblical Counseling**

**Gregory J. Mazak, PhD**  
*Program Coordinator*

### CERTIFICATE COURSES

*Required core: 12 credits*

SCM 631	Theories of Counseling (3)
SCM 632	Foundations of Biblical Counseling <sup>1</sup> (3)
SCM 633	Counseling Issues (3)
SCM 635	Advanced Counseling Issues (3)

*6 credits from the following:*

SCM 630	Counseling Children & Adolescents (3)
SCM 637	Marriage & Family Counseling <sup>1</sup> (3)
SCM 638	Addiction Issues in Counseling (3)

**Total (minimum): 12-18**

The Graduate Certificate in Biblical Counseling prepares graduate students for a ministry of counseling in the local church, in missions, in camps, in biblical counseling centers, and other venues in which people seek help in the midst of life's challenges. Students take courses in various aspects of biblical counseling. The certificate requires 18 credits and supports the Seminary's purpose to provide understanding in the content and interpretation of the Word of God, and in-depth biblical philosophy of Christian ministry and detailed instruction in applied ministry skills.

Courses for this certificate are available in residence or via livestream during the academic year and/or online learning. Students completing the Graduate Certificate in Biblical Counseling may apply to continue toward the Master of Arts degree in Biblical Counseling.

<sup>1</sup> Students who completed a bachelor's degree in Bible or ministry-related area may be able to complete the program with fewer credits. Students with a BJU undergraduate degree in Biblical Counseling may complete the program with 12 credits.

### Program Learning Outcomes

The student will ...

- Apply the theological framework of progressive sanctification and sufficiency of Scripture in relationship to biblical counseling.
- Apply a biblical methodology that facilitates change and growth to the glory of God in individuals who struggle with multiple counseling issues.
- Critique secular and integrational counseling theories and methodologies from a biblical counseling perspective.

## Master of Arts, **Biblical Counseling**

**Gregory J. Mazak, PhD**  
Program Coordinator

### DEGREE COURSES

Required core: 35 credits

SCM 610	Sex Abuse Prevention & Response Training (0)
SCM 630	Counseling Children & Adolescents (3)
SCM 631	Theories of Counseling (3)
SCM 632	Foundations of Biblical Counseling <sup>1</sup> (3)
SCM 633	Counseling Issues (3)
SCM 635	Advanced Counseling Issues (3)
SCM 637	Marriage & Family Counseling <sup>1</sup> (3)
SNT 620	Survey of the New Testament (2)
SOT 620	Survey of the Old Testament (2)
STh 601	Systematic Theology (3)
STh 602	Systematic Theology (3)
STh 635	Biblical Hermeneutics (3)
STh 692	Introduction to Seminary Research & Writing (1)
STh 703	Biblical Sanctification (3)

6 credits from the following:

SCM 640	Biblical Counseling Practicum I (3)
SCM 695	Biblical Counseling Practicum II (3)
SCM 700	Biblical Counseling Advanced Practicum <sup>2</sup> (3)

**Total (minimum): 35–41**

The Master of Arts degree in Biblical Counseling prepares students for a ministry of counseling in the local church, in missions, in camps, in biblical counseling centers, and in other venues in which people seek help in the midst of life's challenges. Students take courses in Bible, theology and biblical counseling. The program requires 35–41 credits and supports the Division's purpose to provide understanding in the content and interpretation of the Word of God, an in-depth biblical philosophy of Christian ministry and detailed instruction in applied ministry skills.

Courses for this degree are available in residence or via livestream during the academic year and/or online learning.

<sup>1</sup> Students who completed a bachelor's degree in Bible or ministry-related area may be able to complete the program with fewer credits. Students with a BJU undergraduate degree in Biblical Counseling may complete the program with 35 credits.

<sup>2</sup> Students who are certified by the Association of Certified Biblical Counseling take SCM 700 Biblical Counseling Advanced Practicum and may complete the program with 38 credits.

### Program Learning Outcomes

The student will ...

- Apply the theological framework of progressive sanctification and sufficiency of Scripture in relationship to biblical counseling.
- Apply a biblical methodology that facilitates change and growth to the glory of God in individuals who struggle with multiple counseling issues.
- Critique secular and integrational counseling theories and methodologies from a biblical counseling perspective.
- Apply biblical, ethical and legal responsibilities in the counseling context.

## Master of Arts, **Biblical Studies**

**Bruce K. Meyer, DMin**  
Program Coordinator

### DEGREE COURSES

#### Required core: 28 credits

SCM 610	Sex Abuse Prevention & Response Training (0)
SCM 632	Foundations of Biblical Counseling (3)
SNT 681	New Testament Introduction (3)
SOT 681	Old Testament Introduction (3)
STh 601	Systematic Theology (3)
STh 602	Systematic Theology (3)
STh 635	Biblical Hermeneutics (3)
STh 692	Introduction to Seminary Research & Writing (1)
STh 703	Biblical Sanctification (3)
STh 740	Old Testament Theology (3)
STh 750	New Testament Theology (3)

#### 3 credits from the following:

SCH 601	Ancient & Medieval Christianity (3)
SCH 602	Reformation & Modern Christianity (3)

#### 3 credits from the following:

SNT 611	Exposition of the Synoptic Gospels (3)
SNT 612	Exposition of John's Gospel & Epistles (3)
SNT 613	Exposition of Acts (3)
SNT 614	Exposition of Romans (3)
SNT 615	Exposition of the Corinthian Epistles (3)
SNT 616	Exposition of Paul's Shorter Epistles (3)
SNT 618	Exposition of the General Epistles (3)
SNT 619	Exposition of Revelation (3)
SOT 611	Exposition of the Pentateuch (3)
SOT 613	Exposition of the Historical Books of the Old Testament (3)
SOT 615	Exposition of the Psalms (3)
SOT 616	Exposition of the Old Testament Wisdom Books (3)
SOT 617	Exposition of Isaiah (3)
SOT 618	Exposition of Jeremiah, Ezekiel & Daniel (3)
SOT 619	Exposition of the Minor Prophets (3)
STh 630	Application of Scripture (3)

#### 2 credits from the following:

SHM 634	Expository Sermon Preparation (2)
SHM 635	Principles & Methods of Teaching Bible (2)

**Total (Minimum): 36**

The Master of Arts in Biblical Studies is a flexible degree program for students who desire advanced education in the content, interpretation and theology of the Bible with a goal of strengthening the student's ability to carefully exegete and teach the text. The degree program is 36 credits, which includes 25 credits of biblical introduction and theological studies, 5 credits of hermeneutics and sermon/lesson preparation, 3 credits of biblical counseling and 3 credits of church history. The program provides an essential foundation for preaching or teaching in one's calling as a pastor, youth pastor, counselor, missionary, Christian school teacher or lay leader in a local church.

This degree program has no Greek or Hebrew language requirements. All credits in this Master of Arts program may be applied toward the Master of Divinity degree.

Courses for this degree are available in residence or via livestream during the academic year and/or online learning.

### Program Learning Outcomes

The student will ...

- Articulate and defend Christian doctrine in an organized fashion.
- Analyze and critique theories that challenge the divine origin and inerrancy of Scripture.
- Exposit Scripture using principles of sound biblical interpretation.



## Master of Arts, Intercultural Studies

**Pearson L. Johnson III, DMin**  
*Program Coordinator*

### DEGREE COURSES

*Required core: 34 credits*

SCM 610	Sex Abuse Prevention & Response Training (0)
SCM 673	Cross-Cultural Internship (3)
SCM 675	Biblical Theology of Missions (3)
SCM 777	Biblical Strategy of Missions (3)
SNT 681	New Testament Introduction (3)
SOT 681	Old Testament Introduction (3)
STh 601	Systematic Theology (3)
STh 602	Systematic Theology (3)
STh 635	Biblical Hermeneutics (3)
STh 692	Introduction to Seminary Research & Writing (1)
STh 703	Biblical Sanctification (3)
STh 740	Old Testament Theology (3)
STh 750	New Testament Theology (3)

*9 credits from the following subject area:*

- SCH - Church History (9)
- SCM - Church Ministries (9)
- STH - Theology, Biblical & Systematic (9)

**Total (Minimum): 43**

The Master of Arts in Intercultural Studies integrates the study of Scripture, theology, culture and missions strategy to prepare students for leadership roles in cross-cultural settings or in multicultural ministry in their home country. The coursework in this program establishes a firm foundation of hermeneutics, exegesis and theology. Practical studies follow with an emphasis on prayer, evangelism, discipleship, teaching skills, leadership principles, teamwork, cultural anthropology and understanding world religions. Graduates in this program may pursue further academic work or careers in missionary ministry or in those areas that require international skills.

Courses for this degree are available in residence or via livestream during the academic year and/or online learning.

### Program Learning Outcomes

The student will ...

- Exegete and interpret Scripture carefully and accurately.
- Analyze and understand peoples and cultures and how to communicate well across cultures.
- Apply Scripture effectively across cultures and in new situations.
- Demonstrate growth in intercultural skills through an apprenticeship.

## Master of Arts, Ministry Studies

**Pearson L. Johnson III, DMin**  
Program Coordinator

### DEGREE COURSES

#### Required core: 30 credits

SCM 601	Philosophy & Practice of Ministry (3)
SCM 607	Theological Issues in Church Ministry (3)
SCM 610	Sex Abuse Prevention & Response Training (0)
SCM 632	Foundations of Biblical Counseling (3)
SCM 790	Church Ministry Internship & Integration Project (4)
SNT 620	Survey of the New Testament (2)
SOT 620	Survey of the Old Testament (2)
STh 601	Systematic Theology (3)
STh 602	Systematic Theology (3)
STh 635	Biblical Hermeneutics (3)
STh 692	Introduction to Seminary Research & Writing (1)
STh 703	Biblical Sanctification (3)

#### 2 credits from the following:

SHM 634	Expository Sermon Preparation (2)
SHM 635	Principles & Methods of Teaching Bible (2)

#### 9 credits from any the following subject areas:

- SCH - Church History (9)
- SCM - Church Ministries (9)
- SHM - Homiletics (9)
- SNT - New Testament Interpretation (9)
- SOT - Old Testament Interpretation (9)
- STH - Theology, Biblical & Systematic (9)

**Total (minimum): 41**

The Master of Arts degree in Ministry Studies is designed to provide students with a competent understanding of the theological content of the Scripture, while equipping them with the skill to apply the Scripture in practical areas of real-world ministry. Graduates will be able to serve the local church in at least one of two significant ways, first by providing pastoral or administrative leadership in an established local church and second by starting or revitalizing a local church in a needy area. Courses for this degree are available in residence or via livestream during the academic year and/or online learning.

### Program Learning Outcomes

The student will ...

- Organize and lead local church ministry in a way that reflects a mature understanding of sound biblical doctrine and leadership principles.
- Formulate biblically sound theological beliefs that show critical thinking and experienced knowledge of the Scriptures.
- Communicate biblical truth, especially through careful writing and culturally effective preaching or teaching, while giving attention to sound hermeneutics.

## Master of Arts, **Biblical Language & Literature**

**Brian R. Hand, PhD**  
Program Coordinator

### DEGREE COURSES

Required core: 44 credits

SCM 610	Sex Abuse Prevention & Response Training (0)
SNT 622	Methods of Greek Exegesis (3)
SNT 681	New Testament Introduction (3)
SOT 601	Elementary Hebrew I (3)
SOT 602	Elementary Hebrew II (3)
SOT 681	Old Testament Introduction (3)
SOT 703	Methods of Hebrew Exegesis (3)
STh 601	Systematic Theology (3)
STh 602	Systematic Theology (3)
STh 635	Biblical Hermeneutics (3)
STh 692	Introduction to Seminary Research & Writing (1)
STh 701	Advanced Systematic Theology (3)
STh 703	Biblical Sanctification (3)
STh 740	Old Testament Theology (3)
STh 750	New Testament Theology (3)
STh 792	Introduction to Theological Research (1)
STh 799	MA Thesis (3)

6 credits from the following:

SNT 703	Exegesis of Paul's Epistles (3)
SNT 711	Exegesis of John's Writings (3)
STh 640	Discourse Analysis (3)
STh 790	Independent Study (3)

3 credits from the following:

SCH 601	Ancient & Medieval Christianity (3)
SCH 602	Reformation & Modern Christianity (3)

2 credits from the following:

SHM 634	Expository Sermon Preparation (2)
SHM 635	Principles & Methods of Teaching Bible (2)

**Total (minimum): 55**

The Master of Arts degree in Biblical Language and Literature is designed to provide students with a high level of competence in biblical studies for teaching, missions or pastoral ministry. Students in this program become proficient in Greek, Hebrew, biblical theology, systematic theology and research writing. The program entails a thesis as the culmination of the degree. Students in the program may qualify for advanced degrees such as the Doctor of Philosophy.

Courses for this degree are available in residence or via livestream during the academic year and/or online learning.

### Program Learning Outcomes

The student will ...

- Articulate and defend Christian doctrine apologetically from the text of Scripture.
- Translate the Bible from the original languages of Greek and Hebrew.
- Write on a scholarly level in the field of biblical studies.



## Master of Theology

**Kenneth G. Casillas, PhD**  
*Program Coordinator*

### DEGREE COURSES

*Required core: 6 credits*

STh 805 Theological Research & Writing (2)  
 STh 860 ThM Thesis (4)

*8 credits from the following:*

STh 840 Advanced Biblical  
 Hermeneutics (4)  
 STh 850 Advanced Theological Method (4)  
 STh 941 Advanced Biblical Theology (4)  
 STh 945 Biblical Intertextuality (4)

*12 credits from the following, all  
 within one discipline:*

SOT 801 Biblical Aramaic (4)  
 SOT 850 Old Testament Backgrounds (4)  
 SOT 905 Advanced Hebrew Grammar (4)  
 SOT 910 Advanced Hebrew Exegesis (4)  
 SOT 935 Problems of Old Testament  
 Interpretation (4)  
 SOT 955 Advanced Old Testament  
 Theology (4)  
 SNT 850 New Testament Backgrounds (4)  
 SNT 881 New Testament Textual  
 Criticism (4)  
 SNT 905 Advanced Greek Grammar (4)  
 SNT 910 Advanced Greek Exegesis (4)  
 SNT 935 Problems of New Testament  
 Interpretation (4)  
 SNT 955 Advanced New Testament  
 Theology (4)  
 STh 875 Topics in Historical Theology (4)  
 STh 882 Issues in Biblical Ethics (4)  
 STh 901 Contemporary Theology (4)  
 STh 907 Soteriology (4) 602

**Total (minimum): 26**

The Master of Theology develops an advanced level of knowledge and proficiency in Bible and theology. The program prepares students to conduct theological research at an advanced level, to teach the Scriptures in a variety of settings, and to pursue a Doctor of Philosophy degree. The Master of Theology requires select doctoral-level courses and culminates in the writing of a thoroughly researched thesis. Degree requirements work together to equip students for robust theological contributions to the academy and the church. The Master of Theology supports the Division of Graduate Studies' purpose of providing advanced training in biblical languages, interpretation, and theology.

### Program Learning Outcomes

The student will ...

- Exegete biblical texts at a high level of precision.
- Assess scholarship on select biblical/theological topics.
- Produce scholarly research in Bible/theology.

## Doctor of Philosophy, Theological Studies

**Kenneth G. Casillas, PhD**  
Program Coordinator

### DEGREE COURSES

Required core: 32 credits

STh 805	Theological Research & Writing (2)
STh 840	Advanced Biblical Hermeneutics (4)
STh 850	Advanced Theological Method (4)
STh 941	Advanced Biblical Theology (4)
STh 945	Biblical Intertextuality (4)
STh 991	Teaching Internship (2)
STh 992	Comprehensive Examinations (2)
STh 993	Dissertation Prospectus (2)
STh 994	Dissertation Research I (2)
STh 995	Dissertation Research II (2)
STh 996	Dissertation Research III (2)
STh 997	Dissertation Defense (2)

Concentration (28)

- Old Testament Interpretation (28)
- New Testament Interpretation (28)
- Biblical & Systematic Theology (28)

**Total (minimum): 60**

In support of the Division of Graduate Studies' commitment to develop students' understanding and skills in the content, theology, interpretation, and application of Scripture, the Doctor of Philosophy degree in Theological Studies provides advanced preparation for those who desire (1) to teach Bible/theology on the college, graduate, or other adult levels, (2) to engage in a ministry of theological research and writing and/or (3) to serve the Church as pastor-scholars. Courses are taught by selected resident and adjunct faculty who are experts in their fields and blend lectures, peer learning, and experientially oriented projects.

The Doctor of Philosophy program requires a Master of Divinity degree (72 credits) or a research-oriented Master of Arts degree such as BJU Seminary's Master of Arts in Biblical Language and Literature (55 credits). Students who hold a different master's degree in a Bible/theology area should contact the Seminary office to inquire how many leveling courses may be needed to gain admission. The Doctor of Philosophy program assumes a solid foundation of biblical and theological knowledge and skill relative to the student's chosen concentration, confirmed by the Doctor of Philosophy entrance examination.

The Doctor of Philosophy program requires a total of 60 doctoral-level credits, 32 from the interdisciplinary core and 28 in a concentration of the student's choice: Old Testament Interpretation, New Testament Interpretation, or Biblical and Systematic Theology. For those entering the program with an approved Master of Theology degree, the total required credits are reduced to 34, with specific requirements customized by the Doctor of Philosophy program coordinator. Most Doctor of Philosophy courses are semester-long hybrid courses that combine independent study, online interaction, and a one-week seminar.

The Doctor of Philosophy degree requires proficiency in a research language, typically German, confirmed by an examination toward the midpoint of a student's coursework. The program culminates with three capstone experiences: (1) a teaching internship, (2) a battery of oral and written comprehensive examinations, and (3) a scholarly dissertation (typically 75,000 to 100,000 words), written under the supervision of a faculty committee.

For more specific information about program requirements, see the *Guide to Doctoral Studies* published by BJU Seminary.

### Program Learning Outcomes

The student will ...

- Interpret Scripture in the original languages based on sound hermeneutics.
- Develop a sound methodology to assess theological issues.
- Teach original Bible/theology lessons.
- Compose original scholarly writings in Bible/theology.

### Old Testament Interpretation Concentration [28 credits]

SOT 801	Biblical Aramaic (4)
SOT 850	Old Testament Backgrounds (4)
SOT 889	Readings in Old Testament Studies (4)
SOT 905	Advanced Hebrew Grammar (4)
SOT 910	Advanced Hebrew Exegesis (4)
SOT 935	Problems of Old Testament Interpretation (4)
SOT 955	Advanced Old Testament Theology (4)

### New Testament Interpretation Concentration [28 credits]

SNT 850	New Testament Backgrounds (4)
SNT 881	New Testament Textual Criticism (4)
SNT 889	Readings in New Testament Studies (4)
SNT 905	Advanced Greek Grammar (4)
SNT 910	Advanced Greek Exegesis (4)
SNT 935	Problems of New Testament Interpretation (4)
SNT 955	Advanced New Testament Theology (4)

### Biblical & Systematic Theology Concentration [28 credits]

SNT 955	Advanced New Testament Theology (4)
SOT 955	Advanced Old Testament Theology (4)
STh 875	Topics in Historical Theology (4)
STh 882	Issues in Biblical Ethics (4)
STh 885	Readings in Theology (4)
STh 901	Contemporary Theology (4)
STh 907	Soteriology (4)

## OLD TESTAMENT INTERPRETATION CONCENTRATION

Cultivates sound hermeneutical theory and exegetical method. Develops mastery of the background, languages, content and theology of the Old Testament. Equips the student for in-depth research, writing and teaching on the Old Testament.

### Program Learning Outcomes

The student will . . .

- Interpret the Hebrew/Aramaic Old Testament at an advanced level
- Evaluate key contributors, literature, theories, trends and movements in the field of Old Testament studies.

## NEW TESTAMENT INTERPRETATION CONCENTRATION

Cultivates sound hermeneutical theory and exegetical method. Develops mastery of the background, languages, content and theology of the New Testament. Equips the student for in-depth research, writing and teaching on the New Testament.

### Program Learning Outcomes

The student will . . .

- Interpret the Greek New Testament at an advanced level.
- Evaluate key contributors, literature, theories, trends and movements in the field of New Testament studies.

## BIBLICAL & SYSTEMATIC THEOLOGY CONCENTRATION

Cultivates sound theological methodology. Develops mastery of the explicit theological teaching of the Bible, warranted theological inferences and theological systems. Equips the student for in-depth research, writing and teaching on biblical and systematic theology.

### Program Learning Outcomes

The student will . . .

- Develop advanced-level analyses of biblical books, themes and doctrines.
- Evaluate key contributors, literature, theories, trends and movements in the fields of biblical and systematic theology.

# COURSES

## DIVISION OF PROFESSIONAL MINISTRY STUDIES

### **SPM 840** Contemporary Issues in Christian Ministry (4 credits)

An analysis of contemporary issues in the Christian Church and parachurch ministries and an evaluation of current and proposed biblical ministry responses.

### **SPM 849** Knowing & Loving God (4 credits)

A robust and penetrating treatment of the supreme objective and task of every believer. From Adam to the Apostle John and throughout the history of the church, no other preoccupation holds as much value as knowing and loving God. This course explores the theology and practice of this grand theme.

### **SPM 850** Counseling Ministry in the Church (4 credits)

Equips church leaders with the tools necessary to plan and implement a counseling ministry in the context of their local church. Students will learn about different approaches to counseling in the local church with special attention given to counseling situations that arise in the local church and when referrals outside the church are needed. They will also learn about the process and value of having ACBC certified counselors in the church.

### **SPM 851** Biblical Ministry to the Addicted (4 credits)

Equips church leaders to understand and minister to those enslaved to life-dominating sins and intractable habits.

Covers both substance addictions and behavioral addictions. Stresses the importance of knowing which community resources are helpful to the church's mission and how the church can minister to those in bondage.

### **SPM 853** Advanced Family & Marriage Counseling (4 credits)

An advanced study of the contemporary issues facing marriages and families with special emphasis upon utilizing week-long intensive marriage counseling, resolving long-standing conflicts, confronting domestic violence, counseling couples with sexual difficulties, and working with families impacted by addiction, trauma, or other highly stressful situations.

### **SPM 855** Advanced Counseling Methodology (4 credits)

An advanced study in the methodologies and micro-skills utilized in biblical counseling with special emphasis upon developing the core competencies necessary to establish a safe counselor-counselee relationship, to assess the counselee's whole-person needs, to develop ministry plans for the path forward, including effective homework strategies, and to enlist others in the church and community to provide needed counsel and resources for the counselee.

### **SPM 857** Biblical Ministry to Trauma Sufferers (4 credits)

An advanced study on the theology of suffering and its

application to those experiencing great adversity or trauma—those whose lives have been shattered by military or civilian first-responder experiences, personal assault, devastating natural disasters, life-threatening accidents and diseases, and so forth. This course will survey some of the most popular current therapies for dealing with trauma and will critique them Scripturally and offer biblical approaches in their place.

**SPM 859** Counseling Contemporary Issues (4 credits)

An advanced study in the current cultural, psychological, legal, and medical challenges confronted by biblical counselors with special emphasis upon how these challenges affect the counseling ministry of the local church to its people and before the local community.

**SPM 862** Evangelistic Expository Preaching (4 credits)

Emphasizes the need for expository preaching when doing the work of evangelism. Attention given to building evangelistic series to be preached in the local church. Students learn how to connect their sermons to the gospel in appropriate ways.

**SPM 863** Expository Preaching in the Old Testament (4 credits)

Covers Old Testament narrative, law, poetry, and prophecy in respect to expositional preaching. Students learn to interpret and apply various Old Testament passages in respect to the genre of the writing. Special emphasis on the tension of continuity and discontinuity in preaching texts that relate to Israel to an audience that lives in the church age.

**SPM 865** Expository Preaching in the New Testament (4 credits)

Addresses the issues related to preaching biography, history, letters, and prophecy of the New Testament to a 21st-century audience. Special emphasis on how to approach Old Testament quotations or allusions in the New Testament, along with possible typological connections that the New Testament author sought to make.

**SPM 867** Challenging Texts in Expository Preaching (4 credits)

Addresses biblical texts from both the Old and New Testaments that present difficult interpretive problems or issues in normativity. Topics are selected by the professor that are consistent with his interest or that are problematic for the church today.

**SPM 871** Theology & Application of Worship (4 credits)

A study of biblical and theological themes related to the individual and corporate worship of God in both testaments. Attention given to the application of these themes in local church contexts, as well as the issues that have emerged from its application.

**SPM 873** Theology & Development of Leadership (4 credits)

A study of the theological foundations and implications of leadership in ministry, including how the culture affects one's approach to leading and developing leaders. Emphasis given to the personal life, personality, philosophy and doctrine of the leader.

**SPM 875** Cultivating the Practice of Prayer (4 credits)

A systematic investigation of the teaching of Scripture on prayer and incorporation of biblical teaching and models into personal prayer practices. Readings from classic treatments of prayer.

**SPM 877** A Mission-Sending Pastor/Church (4 credits)

Establishes the core theological commitments and principles that must be woven into the culture of the local church in order to become a mission-sending church. Students will be encouraged to pray for the Lord of the harvest to send forth laborers into His harvest field and be equipped to cultivate the soil in their local assembly.

**SPM 879** A Disciple-Making Pastor/Church (4 credits)

Establishes the need for a discipleship culture in the local church that is not another program. Students develop a philosophy of ministry that makes discipleship part of the core identity. They are prepared to address the challenges of implementing a discipleship culture and presented with successful examples of implementation.

**SPM 881** Teaching Practicum (4 credits)

A teaching experience in which the student is guided through the process of developing a Bible/ministry related course which includes learning objectives, lesson plans, delivery methods, assessment and evaluation. May be fulfilled in a cross-cultural educational setting, but may not be fulfilled as a series of sermons or a Sunday School sequence. Participants are required to demonstrate skillful teaching, to critique their teaching and to make connections.

**SPM 889** Independent Study (3 credits)

Independent research in an area that is related to the student's concentration (pastoral ministry, expository preaching, or counseling). The study is typically associated with the student's final project; however, students may receive permission from the Doctor of Ministry coordinator to pursue research in another related area related to ministry. Students may take one independent study for this program.

**SPM 890** Independent Study (4 credits)

Independent research in an area that is related to the student's concentration (pastoral ministry, expository preaching, or counseling). The study is typically associated with the student's final project; however, students may receive

permission from the Doctor of Ministry coordinator to pursue research in another area related to ministry. Students may take one independent study for this program.

**SPM 891** Research & Writing Seminar [2 credits]

A comprehensive introduction to the writing process, correct writing style, research methodologies and formatting of graduate papers and dissertations. An intensive, one-week modular course taken the first summer after approval for Professional Ministry doctoral studies.

**SPM 896** Research Project/Dissertation Prospectus [1 credit]

Proposal and approval of a DMin research-project/dissertation topic. Research and writing of the prospectus. *Prerequisite: completion of DMin coursework.*

**SPM 897** Research Project/Dissertation I [2 credits]

Research and writing of DMin research-project/dissertation chapters. *Prerequisite: SPM 896.*

**SPM 898** Research Project/Dissertation II [2 credits]

Research and writing of DMin research-project/dissertation chapters. *Note: If a doctoral candidate is not prepared to register for SPM 899 Research Project/Dissertation Defense after taking SPM 898, he must register again for SPM 898 the following semester and continue to register for SPM 898 each semester until he is ready to defend the dissertation. Prerequisite: SPM 897.*

**SPM 899** Research Project/Dissertation Defense [1 credit]

Completion of oral defense of DMin research project/dissertation. Submission of final draft of research project/dissertation. *Prerequisite: SPM 898.*

## DIVISION OF GRADUATE STUDIES

### CHURCH HISTORY

**SCH 601** Ancient & Medieval Christianity [3 credits]

History of the professing Christian Church from the apostolic age through medieval times.

**SCH 602** Reformation & Modern Christianity [3 credits]

History of the professing Christian Church from the Reformation to the present.

**SCH 650** American Church History [3 credits]

History of the Christian Church in America from its European origins to the present: colonial beginnings, Puritanism, revivalism, the church and the Revolution, religious liberty, the church and slavery, sectionalism, denominationalism and recent tendencies.

**SCH 689** European Studies: Early Modern Era [3 credits]

Combination of travel and lectures in Europe and Asia Minor. Visits and discussions related to men, movements and sites of Protestant, Eastern Orthodox and Roman Catholic history.

**SCH 696** Biblical Geography & Archaeology [3 credits]

A study of the geographical features and important archaeological discoveries of the Holy Land, enhancing the understanding of both the Old and New Testaments.

**SCH 697** Holy Land Studies [3 credits]

An in-depth study tour of Bible lands, visiting the sites of

the major events of the Old and New Testaments. Course requirements include assigned reading and papers.

**SCH 698** Journeys of Paul [3 credits]

A study tour focusing on many sites of the missionary travels of the Apostle Paul, including Asia Minor, Greece and Rome. Course requirements include assigned readings and papers.

### CHURCH MINISTRIES

**SCM 601** Philosophy & Practice of Church Ministry [3 credits]

A study of the biblical philosophy of the local church, discipleship and educational ministries, organizational structures, and leadership functions. Addressed are practical challenges facing ministry leadership.

**SCM 602** Church Music: The Protestant Tradition [3 credits]

Music in the Old and New Testaments; the development of psalmody and hymnody from the Reformation through 19th-century England.

**SCM 604** American Hymnody [3 credits]

Significant movements in American hymnody; colonial psalmody, singing schools, the Great Awakening, Kentucky Revival, shape-note singing, the Sunday School songs and the gospel song.

**SCM 607 Theological Issues in Ministry (3 credits)**

A study of the theology of church leadership in its various polities; the biblical basis, qualifications, and responsibilities of pastoral and deacon ministry, including an evaluation of the roles of men and women in the church. A theology of discipleship and worship are developed as a basis for practices in ministry.

**SCM 610 Sex Abuse Prevention & Response Training (0 credits)**

Equips church leaders regarding the dangers and signs of sexual abuse in the context of ministry. Prepares church leaders to create policies and procedures that protect the vulnerable in the church and provide a response plan when an incident is discovered. *Course fee \$40.*

**SCM 630 Counseling Children & Adolescents (3 credits)**

Presents the biblical counseling principles and procedures for helping elementary and secondary school-age children. Topics include self-image, anxiety, fear, and abuse. Case study examples encourage application of course content. *Prerequisite: SCM 632.*

**SCM 631 Theories of Counseling (3 credits)**

A historical survey of the relationship of secular, integrationist, and biblical counseling models to the church. Examines the counseling theories of prominent Christian counselors and counseling organizations from a biblical counseling viewpoint. Guides students towards the development of a distinctly biblical counseling model.

**SCM 632 Foundations of Biblical Counseling (3 credits)**

Establishes a theological and practical introduction to the ministry of biblical counseling. Presents a biblical Christ-centered foundation, including the doctrines of the sufficiency of Scripture and progressive sanctification. Provides a biblical methodology for addressing counseling related problems.

**SCM 633 Counseling Issues (3 credits)**

Builds on the foundation of SCM 632. Focuses on the dynamics of the heart as it pertains to biblically counseling those struggling with common counseling issues including anger, anxiety, depression and guilt. *Prerequisite: SCM 632.*

**SCM 635 Advanced Counseling Issues (3 credits)**

An advanced study in the current cultural, psychological, legal, and medical challenges confronted by biblical counselors with special emphasis upon how these challenges affect the counseling ministry of the local church to its people and before the local community. *Prerequisite: SCM 632. Corequisite: SCM 640.*

**SCM 637 Marriage & Family Counseling (3 credits)**

Presents issues and methods of marriage and family counseling within the church, including pre-marital counseling. *Prerequisite: SCM 632.*

**SCM 638 Addiction Issues in Counseling (3 credits)**

Addresses the theological, physiological, and secular theoretical models of addiction. Examines the core theological and physiological issues involved in behavioral life-dominating sins—sexual addiction, obsessive behaviors, etc. Establishes a biblical framework for ministry to individuals enslaved to substances and experiences with special emphasis upon the involvement of the church community in helping those seeking deliverance. *Prerequisite: SCM 632.*

**SCM 640 Biblical Counseling Practicum I (3 credits)**

Practical application of the biblical counseling principles and practices covered in the biblical counseling curriculum. Emphasizes how to develop rapport, collect data, assess problems, develop a ministry plan, facilitate biblical change, give hope, and assign homework based on case studies. Reinforces a biblical code of ethics in counseling. Supervised counseling required. *Course fee: \$450. Prerequisites: SCM 633. Corequisite: SCM 635.*

**SCM 671 History of Christian Missions (3 credits)**

A study of the history of the spread of the Gospel from the founding of the church. Particular emphasis will be given to key missionary-leaders and organizations of the modern missionary era (1750 to the present). Various philosophies of missionary practice will be examined from a historical perspective.

**SCM 673 Cross-Cultural Internship (3 credits)**

A six to eight week internship that provides exposure to a variety of cultural experiences, participation in language intensive activities and involvement in ministry opportunities under the mentorship of a host missionary with the purpose of helping the student integrate cultural theory and practice by immersing him in a cultural milieu foreign to his own. Includes pre-trip reading requirements, participant observation and evaluation after the experience.

**SCM 675 Biblical Theology of Missions (3 credits)**

An examination and systematization of the teaching of Scripture on the subject of missions and church planting, particularly across cultures. Includes a comparison of the biblical model of missions with other contemporary models and contextualized theologies.

**SCM 677 Church Planting & Revitalization (3 credits)**

A study of the techniques and unique challenges of establishing or revitalizing a local church from a New Testament

perspective in an urban center. Specific attention will be given to the biblical justification for multiethnic ministry and the logistical steps toward establishing/reestablishing a church.

#### **SCM 695** Biblical Counseling Practicum II (3 credits)

Further develops the knowledge and skills necessary to biblically counsel others. Assesses the student's knowledge and skills in three key areas: observation, experience, and organization. Students will enroll in this capstone course in their final semester of the MA Biblical Counseling program. *Course fee: \$450. Prerequisite, SCM 635 and SCM 640.*

#### **SCM 700** Biblical Counseling Advanced Practicum (3 credits)

This class offers the student added counseling supervision, difficult case discussions along with additional counseling observation opportunities. *Prerequisites: SCM 695 and/or current ACBC certification.*

#### **SCM 707** Principles & Practices of Church Worship (3 credits)

A study of the historical development of worship in the local church, with special emphasis on the growth of church worship from the synagogue, to the Reformation, to the modern church. The course will also cover the practical aspects of planning and leading worship, especially worship in the local church, with special attention will be given to the wise selection and ordering of the worship elements and to the organization of worship leaders.

#### **SCM 709** Pastoral Ministry Internship (3 credits)

An 8- to 12-week internship designed to help the student integrate and apply his seminary education in a local-church setting. Includes mentorship by an experienced pastor, on-site directed experiences, and readings and reflections in the theory and practice of pastoral ministry.

#### **SCM 710** Worship Ministry Internship (3 credits)

A summer- or semester-long internship, in which the student will work in a mentoring relationship with the pastor/pastoral staff member of a local church, serving and leading in the worship ministry of the congregation. *Prerequisite: SCM 707.*

#### **SCM 777** Biblical Strategy of Missions (3 credits)

Study of a biblical philosophy of missions and basic biblical strategies. Examination of major worldviews. Evaluation of theories of the mission process, and current trends in Protestant missions. Also covers missionary problems, current literature and a geographical survey of missions needs.

#### **SCM 790** Church Ministry Internship & Integration Project (4 credits)

A six- to eight-week internship in a local church in which the student participates in evangelism, discipleship, worship, teaching and other functions of the church as determined by the supervising pastor. Students will test their theory and methodology with hands-on experience in the local church, resulting in a summative integration project.

## HOMILETICS STUDIES

#### **SHM 634** Expository Sermon Preparation (2 credits)

A step-by-step approach to the development of expository sermons, with careful attention to exegetical accuracy and effective homiletical formatting. Students will prepare sermons from a variety of biblical genres, including Old Testament and New Testament passages.

#### **SHM 635** Principles & Methods of Teaching Bible (2 credits)

A study of principles and methods for teaching the Bible with an emphasis on understanding the core themes of biblical passages and articulating those themes in a semi-formal fashion that is appropriate for Sunday school classes, conferences, and special ministry events.

#### **SHM 726** Homiletics (3 credits)

The preparation, delivery and evaluation of biblical messages based on the student's oral presentation of sermons prepared in previous seminary classes.

## NEW TESTAMENT INTERPRETATION

#### **SNT 611** Exposition of the Synoptic Gospels (3 credits)

A survey and comparison of the three Gospels, with an investigation of the synoptic problem and an exposition of the characteristic teachings of each Gospel. Hermeneutical principles especially applicable to the Synoptics will be considered. Preparation of expository sermons from the Synoptics required.

#### **SNT 612** Exposition of John's Gospel & Epistles (3 credits)

An analysis of the major theological themes of each book coupled with an exposition of selected portions of each. Special attention will be given to hermeneutical principles vital to a proper exposition of John's writings. Preparation of expository sermons from the Johannine literature required.

#### **SNT 613** Exposition of Acts (3 credits)

An exposition of the book, including discussions of the origin of the church at Jerusalem, the character of early

Judean Christianity, initial apostolic missionary activity, and Paul's life and journeys into the Hellenistic world. Extensive exposure to the most recent commentary literature. Instruction and weekly practice in the preparation of expository sermons from Acts.

**SNT 614** Exposition of Romans (3 credits)

An exposition of the epistle in light of the circumstances and experience of the Apostle Paul and the congregation in Rome. Careful attention is given to the structure of the book and the development of its major theological arguments. Exposure to both the classic and most recent commentary literature on Romans. Preparation of expository sermons required.

**SNT 615** Exposition of the Corinthian Epistles (3 credits)

A thorough exposition of selected portions of the epistles. Reading from the best commentary literature on the books. Preparation of expository sermons required.

**SNT 616** Exposition of Paul's Shorter Epistles (3 credits)

An exposition of selected portions from Paul's shorter epistles (the Thessalonian, Prison and Pastoral Epistles). Thorough exposure to the commentary literature. Direction and practice in the preparation of expository sermon series.

**SNT 618** Exposition of the General Epistles (3 credits)

An exposition of the theological themes and selected portions from the general epistles. Thorough exposure to the commentary literature. Preparation of expository sermons from each book.

**SNT 619** Exposition of Revelation (3 credits)

An exposition of the content of the Apocalypse. Reading in the best, standard commentaries. Preparation of expository sermons from each section of the book.

**SNT 620** Survey of the New Testament (2 credits)

Orientation of the student to the content and theological message of each book of the New Testament. The focus is on the macroscopic perspective and the relevance of the New Testament to the present. Emphasizes the use of the NT in teaching, counseling and bible study.

**SNT 621** Foundations for Greek Exegesis (3 credits)

Extensive review of Greek fundamentals, with translation of a variety of New Testament passages. Focused instruction in a practical approach to grammatical and syntactical diagramming leading to excellence in interpretation, culminating in a major exegetical project. Remedial in nature, this course is especially suited for students who must increase their competency before continuing with higher level Greek courses.

**SNT 622** Methods of Greek Exegesis (3 credits)

Advanced reading in the NT Greek text with an introduction to hermeneutical theory and exercises that explore a variety of exegetical methods, culminating in an advanced exegetical paper. Students with a marginal mastery of Greek fundamentals should consider first taking SNT 621 Foundations for Greek Exegesis. *Excludes: SNT 621.*

**SNT 681** New Testament Introduction (3 credits)

The canon and text of the New Testament: composition, authorship, date and content of each book. The course gives special attention to the current Greek text controversy.

**SNT 703** Exegesis of Paul's Epistles (3 credits)

Readings in the Greek text of Paul's epistles, emphasizing translation, syntax and exegesis with application to sermon development. Includes writing in sermon and exegesis-paper styles and dissertation style. *Prerequisite: SNT 622.*

**SNT 711** Exegesis of John's Writings (3 credits)

Readings in the Greek text of John's Gospel and epistles and Revelation, emphasizing translation, syntax and exegesis with application to sermon development. Includes writing in sermon and exegesis-paper styles and dissertation style. *Prerequisite: SNT 622.*

**SNT 850** New Testament Backgrounds (4 credits)

Investigation of the Second Temple period as background to the writings of the New Testament. Study of Jewish, Greek and Roman history and culture as they relate to the New Testament.

**SNT 881** New Testament Textual Criticism (4 credits)

Studies in the history, theory and praxis of New Testament textual criticism, with special attention to various Greek manuscripts, language versions and the testimony of the Church Fathers.

**SNT 889** Readings in New Testament Studies (4 credits)

Faculty-supervised research in areas of individual interest in New Testament studies.

**SNT 905** Advanced Greek Grammar (4 credits)

The syntax of New Testament Greek, using standard grammars of advanced level. Designed to enable the student to read at sight all grammatical constructions in the Greek New Testament.

**SNT 910** Advanced Greek Exegesis (4 credits)

Develops proficiency in the entire exegetical process, using a variety of New Testament genres. Integrates background study, textual criticism and lexical, syntactical, structural and theological analyses. Requires the writing of an advanced

exegetical paper and a corresponding expository sermon/lesson.

**SNT 935** Problems of New Testament Interpretation  
(4 credits)

Analysis of selected difficult passages and topics in the New Testament.

**SNT 955** Advanced New Testament Theology (4 credits)

Extensive reading in the discipline of New Testament theology. Refinement of skill in biblical-theological methods through studies of selected New Testament words, themes and books.

## OLD TESTAMENT INTERPRETATION

**SOT 601** Elementary Hebrew I (3 credits)

Introduction to the phonology, vocabulary, grammar and syntax of biblical Hebrew. Includes translation and analysis of selected passages in the Hebrew Bible.

**SOT 602** Elementary Hebrew II (3 credits)

Reinforces and develops the basic principles of Hebrew grammar and syntax. Includes translation and analysis of selected portions of the Hebrew Bible. Emphasizes study methodologies in the Hebrew text within the abilities of the first-year student.  
*Prerequisite: SOT 601.*

**SOT 611** Exposition of the Pentateuch (3 credits)

An exposition of the first five books of the Old Testament. The spiritual significance of Israel's ceremonial worship practices and the theological relationship of these books to the rest of Scripture.

**SOT 613** Exposition of the Historical Books of the Old Testament (3 credits)

An exposition of special introductory, literary and hermeneutical issues in the books of Joshua through Esther. Verse-by-verse exposition of vital theological passages will be done. Preparation of expository sermons from the books will be required.

**SOT 615** Exposition of the Psalms (3 credits)

The nature and characteristics of Hebrew poetry as demonstrated in the Psalms. An exposition of selected Psalms centering on worship and knowing God. Special emphasis on the homiletical value of the book. Preparation of expository sermon outlines required.

**SOT 616** Exposition of the Old Testament Wisdom Books (3 credits)

An expositional study of Job, Proverbs and Ecclesiastes.

Difficult interpretive passages from each of these books and discussed. Preparation of expository sermon outlines from selected passages required.

**SOT 617** Exposition of Isaiah (3 credits)

Expositional studies in Isaiah with an emphasis on the integrity of the structure of the book and the development of the book's theme throughout its content in refutation of critical claims. Includes discussion of how to structure a preaching series from Isaiah and allows the student an opportunity to develop messages from different-sized portions of the book. Covers vital hermeneutical and translational problems in the book.

**SOT 618** Exposition of Jeremiah, Ezekiel & Daniel (3 credits)

Exposition of the theology and selected passages from each book. Includes an investigation of the political and social background of the time. Emphasis on the preaching and application of the key messages from these major prophets. Preparation of expository sermons from selected passages required.

**SOT 619** Exposition of the Minor Prophets (3 credits)

The exposition of the content of the 12 minor prophets with special attention to the themes of the books and hermeneutically challenging passages. Preparation of expository sermons from selected passages required.

**SOT 620** Survey of the Old Testament (2 credits)

Orientation of the student to the content and theological message of each book of the Old Testament. The focus is on the macroscopic perspective and the relevance of the Old Testament to the present. Emphasizes personal Bible study methods.

**SOT 703** Methods of Hebrew Exegesis (3 credits)

Rapid review of Hebrew fundamentals, followed by translation and exegesis of texts from various genres of the Old Testament. Development of expository sermons based on standard methods of Hebrew exegesis. *Prerequisite: SOT 602.*

**SOT 681** Old Testament Introduction (3 credits)

Canon and text of the Old Testament; composition, authorship, date and content of each book. Emphasis on refutation of critical views.

**SOT 801** Biblical Aramaic (4 credits)

Phonology, vocabulary, grammar and syntax of Biblical Aramaic. Translation and study of the Aramaic portions of the Old Testament.

**SOT 850** Old Testament Backgrounds (4 credits)

Investigation of ancient Near Eastern history and culture as

they relate to Old Testament Israel. Old Testament historicity and chronology.

**SOT 889** Readings in Old Testament Studies (4 credits)

Faculty-supervised research in areas of individual interest in Old Testament studies.

**SOT 905** Advanced Hebrew Grammar (4 credits)

Deepens the student's understanding of the syntax of Biblical Hebrew using standard grammars of advanced level. Refinement of the student's skill in reading, translating, and exegeting the Hebrew Bible.

**SOT 910** Advanced Hebrew Exegesis (4 credits)

Develops proficiency in the entire exegetical process, using a variety of Old Testament genres. Integrates background study, textual criticism and lexical, syntactical, structural and theological analyses. Requires the writing of an advanced exegetical paper and a corresponding expository sermon/lesson.

**SOT 935** Problems of Old Testament Interpretation (4 credits)

Analysis of selected difficult passages and topics in the Old Testament.

**SOT 955** Advanced Old Testament Theology (4 credits)

Extensive reading in the discipline of Old Testament theology. Refinement of skill in biblical-theological methods through studies of selected Old Testament words, themes and book

## THEOLOGY, BIBLICAL & SYSTEMATIC

**STh 600** Theological English (2 credits)

An advanced ESL course for international seminary students, with reading and practice within the disciplines of biblical studies, theology, apologetics, and church history. Includes both written and spoken practice in using theological English to communicate gospel truths in the everyday tasks that are part of ministry settings. Topics include advanced English grammar, research and reading, BJU Seminary style and citations, and the writing process. Students who enroll in Theological English are exempt from taking Introduction to Seminary Research and Writing. All international students whose first language is not English must take Theological English. Exceptions may be made for those who have studied in an American school for at least four years.

**STh 601** Systematic Theology (3 credits)

A study of the nature, necessity, methods and materials of theology; and the application of the principles of systematic

theology to the scriptural revelation about God, man and sin. Students prepare a doctrinal statement for each major systematic heading.

**STh 602** Systematic Theology (3 credits)

The application of the principles of systematic theology to the doctrines of Christ, salvation, the Church and the end times; taught from a Baptist and moderately dispensational perspective. Students prepare a doctrinal statement for each major systematic heading.

**STh 613** Christian Apologetics (3 credits)

Explores biblical philosophies and methodologies for the defense of the Christian faith. Addresses evidences for the existence of God, the historicity of Jesus' resurrection, and the reliability of the Bible's testimony. Examines the relation between faith and reason, the problem of evil, and worldview issues.

**STh 630** Application of Scripture (3 credits)

Investigation of the theological basis for the discipline of biblical application and development of a methodology for sound application. Illustrates the process for applying various genres of Scripture and for using Scripture to address contemporary issues. Emphasis on the application component in the preparation of expository lessons/sermons.

**STh 635** Biblical Hermeneutics (3 credits)

A study of the principles and practices essential to biblical interpretation with an emphasis on the conservative, grammatical-historical-contextual method, presupposing the inerrancy of Scripture. Special attention will also be given to the interpretation of the various genres of Scripture, including poetry, narrative, epistolary and apocalyptic literature.

**STh 640** Discourse Analysis (3 credits)

System in language beyond the sentence level and how the discourse context often determines choices within sentences. Using knowledge of discourse phenomena both for increased understanding of texts and for clear and effective communication. Individually selected readings and projects related to biblical texts, receptor languages for Bible translation, and /or spoken/written discourse in students' native languages.

**STh 692** Introduction to Seminary Research & Writing (1 credit)

Provides BJU Seminary students with an understanding of the dynamics and goals of seminary education. Instruction regarding ministry educational philosophy, research tools, writing techniques, Turabian format, and general seminary life. Special focus on the use of Logos®.

**STh 701** Advanced Systematic Theology (3 credits)

A systematic study of the biblical doctrines of the Holy Spirit, the Church, and the end times. Includes exegesis of key passages, analysis of disputed issues, and readings in relevant theological literature. Additional doctrines of special interest may be examined at the instructor's discretion. *Prerequisites: STh 601 and STh 602.*

**STh 703** Biblical Sanctification (3 credits)

A study of the theology of biblical holiness, with a special emphasis on individual progressive sanctification; and the theology of ecclesiastical unity and separatism.

**STh 710** Contextualization for Ministry (3 credits)

A study of contextualization in Christian ministry, with particular application for missions. Emphasis on communicating the gospel effectively across cultures, successfully appropriating cultural norms without violating Scripture. Case studies discuss contextualized language, theology, forms and practice.

**STh 735** The Old Testament & Evolution (3 credits)

An exegetical, theological study of the Old Testament teaching concerning creation in light of contemporary theories of evolution. Metaphysical naturalism, theistic evolution, and the literary framework hypothesis of Genesis's early chapters are examined and critiqued.

**STh 740** Old Testament Theology (3 credits)

Principles and methods of biblical theology as applied to the Old Testament.

**STh 745** Bioethics (3 credits)

A consideration of bioethical theories and issues within the framework of biblical worldview and ethics, with an emphasis on a systematic theology of personhood and its implications for contemporary discussion.

**STh 750** New Testament Theology (3 credits)

Explores the New Testament's theological core, content, and leading motifs from a biblical theological perspective. Lectures include the nature of NT theology, the kingdom of God, and the new covenant. Projects are designed to familiarize the student with key tools of biblical theology.

**STh 755** Miracles & the Resurrection (3 credits)

An analysis of contemporary views of miracles, with special focus given to the bodily resurrection of Jesus Christ and its significance for Christian apologetics.

**STh 763** History & Theology of Religions (3 credits)

A study of the origin and historical development of religion, and a comparative survey of major religions, including

Judaism, Islam, Eastern religions, Roman Catholicism, Protestantism and major cults.

**STh 765** Christianity, Pluralism & Postmodernity (3 credits)

An examination of the challenges of philosophical pluralism and epistemological relativism to the Christian faith, with a focus on sound ministry in the context of postmodern culture.

**STh 775** Quran & Hadith (3 credits)

An examination of the doctrine of revelation as it pertains to the major texts of Islam. This course will cover the origin, development, and literary features of the major texts of Islam, as well as how authoritative texts have led to the various schools of jurisprudence in the Islamic faith. Students will read and analyze these texts to note their influence on the thinking and practice of the followers of Muhammad.

**STh 776** Theology & Practice of Prayer (2 credits)

A biblical-theological exploration of prayer throughout the Old and New Testaments with targeted prayer exercises based on biblical models and instruction, and readings from devotional and expositional treatments of prayer.

**STh 785** Applied Apologetics (3 credits)

A capstone experience applying biblical apologetics to a contemporary challenge to the Christian faith. Students will write individual papers and collaborate on a final project.

**STh 790** Independent Study (3 credits)

Independent research and writing in an area of interest to the student. The study is normally associated with the student's final writing project. However, students may also receive permission from their program coordinator to pursue research in another area related to ministry. Students are limited to one independent study course in their program.

**STh 792** Introduction to Theological Research (1 credit)

An introduction to the research process and writing techniques in biblical and theological studies. Emphasis on obtaining and analyzing primary and secondary sources in the writing of publishable, scholarly papers.

**STh 799** MA Thesis (3 credits)

Independent research writing under the supervision of the program coordinator of the Biblical Language and Literature degree. Students in this program enroll in MA Thesis after receiving approval from the coordinator to begin research and writing.

**STh 805** Theological Research & Writing (2 credits)

Instruction in hard-copy and electronic resources for theological research. Methods for the collection, analysis and

organization of research data. Introduction to argumentation, writing and documentation at the doctoral level.

**STh 840** Advanced Biblical Hermeneutics (4 credits)

In-depth examination of the theory for interpreting and applying Scripture accurately. Exposes the student to the history of the interpretation of the Old and New Testaments. Addresses key topics such as literal interpretation, current linguistic theory in biblical Greek, the use of the Old Testament in the New Testament, and theological systems that relate the Testaments.

**STh 850** Advanced Theological Method (4 credits)

Development of the process for doing theology. Special attention is given to the relationships among hermeneutics, exegesis, biblical theology, historical theology, systematic theology and practical theology. Students will evaluate extra-biblical truth claims in light of the practice of theology and consider the central interpretive motif and theological method of various theologians.

**STh 860** ThM Thesis (4 credits)

Research and writing for the ThM thesis on an approved topic under the supervision of a faculty advisor. Revision of material per the advisor's direction. Submission and approval of the entire thesis. The length of the thesis will be 80-100 pages.

**STh 875** Topics in Historical Theology (4 credits)

Studies in the historical development of the understanding and expression of Christian doctrines. Special attention is given to leaders of theological thought, philosophical backgrounds in the history of dogma and the creeds of Christendom.

**STh 882** Issues in Biblical Ethics (4 credits)

Development of a biblically based methodology for moral decision-making. Discussion of selected ethical problems in contemporary society.

**STh 885** Readings in Theology (4 credits)

Faculty-supervised research in areas of individual interest in biblical and/or systematic theology.

**STh 901** Contemporary Theology (4 credits)

Examination of the most important contemporary theologians and the relationship of their theology to biblical teaching.

**STh 907** Soteriology (4 credits)

Systematic study of the biblical doctrine of salvation, including exegesis of the key New Testament passages on the salvific work of Christ and its application to the believer. Examination of the various schools of thought concerning the doctrine. Thorough survey of salient literature.

**STh 941** Advanced Biblical Theology (4 credits)

Extensive reading in the discipline of biblical theology, with an emphasis on the Bible's theological metanarrative. This course addresses the philosophy and parameters of biblical theology, in addition to treating the study of selected biblical words, themes and books.

**STh 945** Biblical Intertextuality (4 credits)

Study of the various ways in which biblical authors use earlier Scripture. Special attention is given to the New Testament use of the Old Testament and the hermeneutical implications of this usage. Evaluation of contemporary perspectives on biblical intertextuality.

**STh 991** Teaching Internship (2 credits)

An experiential learning course that guides the student through the process of developing and teaching a Bible/theology course or course unit. Readings in relevant educational philosophy and methodology will be required. The intern will develop learning objectives, lesson plans, and assessments. The intern's teaching will be evaluated by a Seminary faculty member and, when possible, by an on-site mentor.

**STh 992** Comprehensive Examinations (2 credits)

Preparation for and completion of written and oral PhD comprehensive examinations. *Note: A PhD student past the coursework phase must register for STh 992 each semester until he or she successfully completes the comprehensive exams.*

**STh 993** Dissertation Prospectus (2 credits)

Proposal and approval of a PhD dissertation topic. Research and writing of the prospectus. *Prerequisite: STh 992.*

**STh 994** Dissertation Research I (2 credits)

Research and writing of PhD dissertation chapters. *Prerequisite: STh 993.*

**STh 995** Dissertation Research II (2 credits)

Research and writing of PhD dissertation chapters. *Prerequisite: STh 994.*

**STh 996** Dissertation Research III (2 credits)

Research and writing of PhD dissertation chapters.

*Note: If a doctoral candidate is not prepared to register for STh 997 Dissertation Defense after taking STh 996, he or she must register again for STh 996 the following semester and continue to register for STh 996 each semester until he or she is ready to defend the dissertation. Prerequisite: STh 995.*

**STh 997** Dissertation Defense (2 credits)

Completion of oral defense of PhD dissertation. Submission of final draft of dissertation. *Prerequisite: STh 996.*

# FACULTY



## DEAN

### **Neal Dean Cushman (2015)**

BA, Bob Jones University;  
MA, Bob Jones University;  
PhD, Baptist Bible College & Seminary

### **Kenneth Glen Casillas (2001)**

BA, Bob Jones University; MA, Bob Jones University;  
PhD, Bob Jones University

### **Alyssa Jo Cathers (Adjunct)**

BA, Moravian University; MA, Missio Theological Seminary;  
Additional graduate work, East Stroudsburg University

### **Kevin Neal Carson (Adjunct)**

BA, Baptist Bible College; BS, Baptist Bible College;  
MA, Baptist Bible College; MDiv, Baptist Bible College; DMin,  
Westminster Theological Seminary

### **Brenton Hunter Cook (2006)**

BA, Bob Jones University; MA, Bob Jones University;  
PhD, Bob Jones University; Additional graduate work,  
Southern Evangelical Seminary

### **Steven Francis Cruice Sr. (2006)**

BS, Pennsylvania State University-Main Campus;  
MDiv, Calvary Baptist Theological Seminary;  
DMin, Calvary Baptist Theological Seminary;  
Additional graduate work, Calvary Baptist Bible College

### **Billy Mack Gotcher (2021)**

BBA, University of Mary Hardin-Baylor; MDiv, Detroit  
Baptist Theological Seminary; DMin, Bob Jones University;  
ThM, Detroit Baptist Theological Seminary

*Dates indicate beginning year as University faculty.*

**Brian Richard Hand (2004)**

BA, Bob Jones University; BS, Bob Jones University;  
MA, Bob Jones University; PhD, Bob Jones University

**Timothy Alan Hughes (2025)**

BA, Bob Jones University; MA, Bob Jones University;  
PhD, Bob Jones University

**Pearson Lee Johnson III (Adjunct)**

BS, Bob Jones University; MDiv, Bob Jones University;  
ThM, Detroit Baptist Theological Seminary;  
DMin, The Southern Baptist Theological Seminary

**Andreas Johannes Köstenberger (Adjunct)**

BS, Vienna University of Economics and Business; MDiv,  
Columbia International University; PhD, Trinity  
International University

**Benjamin Wallace Marshall (Adjunct)**

BA, Saint Martin's University; MA, The Master's University  
and Seminary; DEdMin, The Southern Baptist Theological  
Seminary

**Gregory Joseph Mazak (1988)**

BS, Ohio State University; MEd, Clemson University;  
MDiv, Bob Jones University; PhD, Bob Jones University

**Bruce Karl Meyer (2021)**

BA, Bob Jones University; MA, Bob Jones University;  
MDiv, Calvary Baptist Theological Seminary; DMin, Calvary  
Baptist Theological Seminary

**James Duaine Newcomer (Adjunct)**

BA, Bob Jones University; MA, Bob Jones University;  
DMin, Northland International University; Additional  
graduate work, Moody Bible Institute, Virginia Beach  
Theological Seminary

**Kevin Paul Oberlin (2007)**

BA, Bob Jones University; MA, Bob Jones University;  
PhD, Bob Jones University; DIcs, Grace College and  
Theological Seminary; Additional graduate work, Geneva  
Reformed Seminary, Trinity International University and  
Jerusalem University College

**Gary Robert Reimers (1998–2017, Adjunct)**

BA, Bob Jones University; MA, Bob Jones University;  
PhD, Bob Jones University

**Stuart Wesley Scott (2022)**

BA, Columbia International University; MDiv, Grace  
Theological Seminary; DMin, Covenant Theological  
Seminary; ThM, The Southern Baptist Theological Seminary

**Mark Edward Sidwell (2001–2025, Adjunct)**

BA, Bob Jones University; MA, Bob Jones University;  
PhD, Bob Jones University; Additional graduate work,  
American Military University

**Michael Darrel Stallard (Adjunct)**

BS, University of Alabama in Huntsville; MDiv, Liberty  
University; ThM, Dallas Theological Seminary;  
PhD, Dallas Theological Seminary

**Gregory John Stiekes (2016–2024, Adjunct)**

BA, Bob Jones University; MA, Bob Jones University;  
MDiv, Central Baptist Theological Seminary;  
ThM, Erskine College and Seminary;  
PhD, Southeastern Baptist Theological Seminary

**Layton MacDonald Talbert (2001)**

BA, Bob Jones University; MA, Bob Jones University;  
PhD, Bob Jones University

**Mark Craig Vowels (2014)**

BA, Bob Jones University; MA, Bob Jones University;  
MA, Columbia International University; Additional graduate  
work, Grace College and Theological Seminary; and Trinity  
International University

**Jeremy Lee West (Adjunct)**

BMus, Bob Jones University; MA, Bob Jones University;  
PhD, Bob Jones University





*School of*  
**HEALTH PROFESSIONS**

The School of Health Professions supports the university goals of growing Christlike character and serving others by preparing students for professions that enhance individual and community health and wellness. Undergraduate courses that combine classroom instruction and practical experience are offered in the areas of nursing, health science, and exercise science. Faculty challenge students to view the human condition from God's perspective and to embrace the knowledge and skills needed to care for the health and well-being of people. By building on God's Word and the liberal arts in every program and by striving to grow Christlike character in every student, the School of Health Professions uniquely blends faith and learning in support of BJU's mission.

## GOALS

The student will ...

- Cultivate a biblical view of the human condition and issues related to the care of people.
- Apply biblical principles, disciplinary concepts, and critical thinking skills to make decisions and solve problems.
- Solve problems in multiple facets of the healthcare industry.
- Apply evidence-based principles in health settings.
- Exhibit biblically based, professional behavior.

## DIVISIONS

The School of Health Professions is organized into three divisions:

- Division of Exercise and Sport Science
- Division of Health Sciences
- Division of Nursing

## CERTIFICATE OFFERED

The *Graduate Certificate* in Sports Coaching

## DEGREES OFFERED

### *Graduate Degrees*

The *Master of Arts* degree with a major in Sport Administration and Coaching

The *Master of Science* with a major in Speech-Language Pathology

The *Master of Public Health*

### *Undergraduate Degrees\**

The *Associate of Science* degree with a major in Health and Fitness Science

The *Bachelor of Science* degree with majors in Communication Sciences and Disorders, Kinesiology, Health Sciences, Premed/Preudent, and Sport Management

The *Bachelor of Science* in Nursing degree with a major in Nursing

*\*Please refer to the current Undergraduate Catalog for detailed information regarding each of the certificate and degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and degree conferral requirements.*



Jessica L. Minor, PhD  
Dean

## GRADUATE CERTIFICATES

### Admission

The prospective graduate student in the School of Health Professions should consult the information on both general admission and admission to graduate work in the introductory section of the *Graduate Catalog*.

For a *Graduate Certificate*, the applicant must have a bachelor's degree. Students completing a graduate certificate may apply to continue toward an advanced degree.

### Curricula & Requirements

A student who is admitted to a graduate certificate will demonstrate and maintain a high level of achievement and scholarship. For the *Graduate Certificate*, a cumulative 2.6 GPA must be earned for the certificate. A grade of C or better is required for all courses.

### Load Requirements

The *Graduate Certificate in Sports Coaching*, all courses are available via online learning. The maximum full-time term load for a graduate student is six credits per session and 15 credits per semester. Students with a GPA of 3.5 or above may apply to their advisor for a waiver to take an additional course above the maximum load limit. Both the advisor and the Deans Council must approve the waiver.

### Enrollment

Once accepted in a graduate certificate, a certificate candidate must complete all certificate requirements within four years.

## MASTER'S DEGREES

### Admission

The prospective graduate student in the School of Health Professions should consult the information on both general admission and admission to graduate work in the introductory section of the Graduate Catalog. Applicants for graduate programs must hold a bachelor's degree that includes a minimum of a 30-credit general education component from an institution accredited by an organization recognized by the U.S. Department of Education or its equivalent.

Deficiencies in either general academic background or the field of concentration must be removed before the applicant can become a candidate for an advanced degree. An applicant with 13 or more credits of deficiencies may be accepted as a postgraduate special student making up deficiencies. After deficiencies have been reduced to 12 or fewer credits, the applicant will be reevaluated for graduate admission consideration.

### Division of Exercise & Sport Science

For the Master of Arts in Sport Administration and Coaching, the applicant must have a bachelor's degree with a cumulative GPA of 2.5 or above.

### Division of Health Science

For the Master of Science in Speech-Language Pathology, the applicant must have a bachelor's degree with a cumulative GPA of 3.0 or above with a minimum of 18 credits of acceptable undergraduate work in communication disorders and three credits in each of the following subject areas: statistics, biology, chemistry or physics and psychology.

The applicant must also submit two letters of recommendation, a personal statement sharing one's key interests in the field and examples of personal preparation for a career as an SLP and a documented summer of 25 hours of observation SLP name and ASHA certification number.

For the Master of Public Health, the applicant must have a bachelor's degree with a cumulative GPA of 3.0 or above. The applicant must also submit a professional curriculum vitae.

### Curricula & Requirements

A student who is admitted to candidacy for a graduate degree will maintain a high level of achievement and scholarship, which will be demonstrated by his or her earning an average of B in the work he or she takes while registered as a graduate student. A maximum of six credits of C grades may be applied toward the requirements for the master's program. After exhausting the provisions of the Academic Forgiveness Policy, a grade of D or F disqualifies a student as a candidate for an advanced degree from the School of Health Professions.

### Standards for Projects & Theses

All graduate papers and theses are to be prepared according to the Publication Manual of the American Psychological Association (seventh ed.), the form being adapted to the particular kind of writing to be done. The graduate student should thoroughly understand the proper technical form for his or her graduate papers early in the program. In addition, the graduate student must present his or her thoughts and research in an acceptable and correct grammatical style. Mere technical form is not enough; the material should reflect the high quality of research and knowledge expected of graduate students. All graduate projects must be completed and approved, and the registrar notified of the completion by April 15 for a May degree conferral or by August 1 for an August degree conferral. Any student who has completed all the requirements for any graduate degree with the exception of his or her thesis or special project must be registered in the University each semester until the thesis or project is completed and approved.

### Residency & Load Requirements

For the Master of Science degree, a minimum of two semesters of resident study is required. For the Master of Public Health and Master of Arts degrees, no resident study is required.

The maximum full-time term load for a graduate student is six credits via online learning per session and 15 credits of resident and/or online classes per semester. Students with a GPA of 3.5 or above may apply to their advisor for a waiver to take an additional course above the maximum load limit. Both the advisor and the Deans Council must approve the waiver.

### Enrollment

Once accepted in the graduate degree program, a degree candidate must complete all deficiencies and degree requirements within five years. Any master's degree student who interrupts his or her enrollment for more than four semesters (excluding summer sessions) must reapply through Admission for Deans Council approval. If approved, he or she must meet the catalog requirements that are in effect at the time of the student's re-enrollment and any new time limit expectations.

# DIVISION OF EXERCISE & SPORT SCIENCE



Stephen C. Chen, PhD  
*Chair*

## Graduate Certificate in **Sports Coaching**

**Anthony W. Miller, EdD**  
*Program Coordinator*

### CERTIFICATE COURSES

#### Required core: 9 credits

ESS 610	Sport Leadership & Administration (3)
ESS 670	Foundations for Sport Coaching (3)
ESS 671	Psychology of Coaching (3)

#### 3 credits from the following:

ESS 672	Theories & Strategies for Coaching Volleyball (3)
ESS 673	Theories & Strategies for Coaching Basketball (3)
ESS 674	Theories & Strategies for Coaching Soccer (3)
ESS 675	Theories & Strategies for Coaching Golf (3)

**Total (minimum): 12**

The Graduate Certificate in Sports Coaching exist to prepare students to become leaders in careers in sport and athletics. The program provides research-based instruction in areas such as sport leadership and administration, sport ethics, sport psychology, and sports coaching.

Courses for this degree are available via online learning.

### Program Learning Outcomes

The student will . . .

- Expand and refine their leadership and coaching skills.
- Develop a biblical philosophy of coaching.
- Apply knowledge of curriculum and instruction in practical sport experiences.

## Master of Arts, Sport Administration & Coaching

**Anthony W. Miller, EdD**  
*Program Coordinator*

### DEGREE COURSES

Required core: 15 credits

ESS 610	Sport Leadership & Administration (3)
ESS 620	Legal Issues in Sport (3)
ESS 621	Ethics & Sport (3)
ESS 660	Research Methods in Sport (3)
ESS 690	Internship (3)

15 credits from the following:

ESS 630	Sport Marketing (3)
ESS 640	Sport Finance (3)
ESS 650	Sport Facility & Event Management (3)
ESS 670	Foundations for Sport Coaching (3)
ESS 671	Psychology of Coaching (3)
ESS 672	Theories & Strategies for Coaching Volleyball (3)
ESS 673	Theories & Strategies for Coaching Basketball (3)
ESS 674	Theories & Strategies for Coaching Soccer (3)
ESS 675	Theories & Strategies for Coaching Golf (3)

**Total (minimum): 30**

The Master of Arts degree program in Sport Administration and Coaching exist to prepare students to become leaders in careers in sport and athletics. The program provides research-based instruction and practical experience in areas such as sport leadership and administration, sport ethics, sport psychology, sport facility and event management and sports coaching. The program requires 30 credits.

Courses for this degree are available via online learning.

### Program Learning Outcomes

The student will . . .

- Expand and refine their leadership and management skills.
- Develop a biblical philosophy of administration and coaching.
- Apply knowledge of curriculum and instruction in practical sport experiences.



# DIVISION OF HEALTH SCIENCE

Jessica L. Minor, PhD  
Chair

## Master of Public Health

Marcia S. Jackson, PhD  
Program Coordinator

### DEGREE COURSES

#### Required core: 21 credits

HS 602	Foundations of Community & Public Health (3)
HS 605	Public Health Policy & Healthcare Systems (3)
HS 610	Principles of Epidemiology (3)
HS 614	Evidence-based Public Health: Methods & Measurements (3)
HS 615	Ethics in Public Health Research & Practice (3)
HS 790	Capstone Project (6)

#### Community Health Concentration: 15 credits

HS 620	Community Engagement (3)
HS 635	Health Education & Promotion (3)
HS 650	Disease Prevention & Control (3)
HS 675	Public Health Interventions & Programs (3)
HS 705	Public Health Leadership & Communication (3)

#### 6 credits from the following:

HS 600	Health Professions Collaboration (3)
HS 625	Public Health Nutrition (3)
HS 710	International Development & Health (3)
HS 725	Environmental Health (3)
HS 740	Health Across the Lifespan (3)

**Total (minimum): 42**

At the forefront of academic excellence and advocacy for healthier communities, the Master of Public Health (MPH) program, with a concentration in Community Health, seeks to train a new generation of public health leaders capable of innovative health interventions both locally and abroad. The program builds on student-centered integrative learnings models with an emphasis on equity, community partnerships, and positive societal change from a biblical perspective. The MPH program requires 42 credits. Upon completion students will be prepared to serve in a variety of public health fields, including public health research, policy or practice, health education, healthcare leadership, and an academic setting.

Courses for this degree are available via online learning.

### Program Learning Outcomes

The student will . . .

- Evaluate the influence of the interaction between the environment, biology, lifestyles, and health systems on disease distribution, health disparities, and health outcomes.
- Apply quantitative and qualitative investigation methods to collect, analyze, and interpret health-related data and use findings to guide action.
- Analyze country health systems using an equity-focus approach to generate new ideas for healthcare reform and health policy change.
- Create, implement, and evaluate health promotion programs to address current and emerging public health issues using relevant theories and models.
- Lead through identifying and solving public health issues and effectively communicating to a variety of audiences.
- Apply an ethical and biblically based worldview to public health research and practice with culturally diverse populations.
- Propose evidence-based policies and strategies aiming at improved quality of life and survival across the lifespan from embryo-fetal life to old age.

## Master of Science, Speech-Language Pathology

**Hannah R. Benge, ClinScD**  
Program Coordinator

### DEGREE COURSES

*Required core: 61 credits*

HS 600	Health Professions Collaboration (3)
SLP 602	Developmental Language Disorders & Literacy (3)
SLP 604	Speech Sound Disorders (3)
SLP 606	Dysphagia & Feeding Disorders (3)
SLP 608	Neural Bases of Communication & Acquired Neural Disorders (4)
SLP 610	Voice & Motor Speech Disorders (3)
SLP 612	Research Methods in Speech-Language Pathology (3)
SLP 614	AAC, ASD & Social Communication Impairments (3)
SLP 616	Disorders of Fluency (3)
SLP 618	Professional Issues in Speech-Language Pathology (3)
SLP 620	Audiology & Auditory (Re)Habilitation (2)
SLP 650	Clinical Methods & Practicum I (2)
SLP 652	Clinical Methods & Practicum II (4)
SLP 654	Externship I (9)
SLP 656	Clinical Methods & Practicum III (4)
SLP 658	Externship II (9)

**Total (minimum): 61**

The Master of Science, Speech-Language Pathology program provides students the graduate coursework and clinical experience necessary to begin their career as a speech-language pathologist. The program requires 33 credits of course work and 28 credits of clinical practicum. Course work covers the broad scope of communication disorders from a biblical worldview. Practicum sites include clinic, school, and medical settings. Classroom instruction and clinical experience are carefully designed to ensure that the student is well prepared for a career in speech-language pathology.

### Program Learning Outcomes

The student will . . .

- Integrate a knowledge of human speech-language and swallowing development across the lifespan with communication and swallowing interventions.
- Demonstrate appropriate administration of assessment tools, use of prevention and intervention strategies, and application of technology in the clinical treatment of speech-language, cognitive, and swallowing impairments.
- Combine research, clinical experience, and client preferences to provide individualized therapy recommendations that are evidence based.
- Apply an understanding of ethical principles, linguistic and cultural awareness, and advocacy to the care and treatment of individuals with speech-language and swallowing disorders.
- Critique theoretical constructs, current literature, and professional issues in the field of speech-language pathology.
- Formulate a biblical philosophy of intervention that engages compassionately and competently with all individuals.

### SUGGESTED SCHEDULE

#### First Year

HS 600	Health Professions Collaboration (3)	SLP 606	Dysphagia & Feeding Disorders (3)
SLP 602	Devel Language Disorders & Literacy (3)	SLP 610	Voice & Motor Speech Disorders (3)
SLP 604	Speech Sound Disorders (3)	SLP 614	AAC, ASD & Social Comm Impairments (3)
SLP 608	Comm & Acquired Neural Disorders (4)	SLP 652	Clinical Methods & Practicum II (4)
SLP 650	Clinical Methods & Practicum I (2)	<b>Total Credits: 15</b>	

#### Second Year

SLP 654	Externship I (9)
<b>Total Credits: 9</b>	

#### Second Year

SLP 612	Research Methods in SLP (3)	SLP 658	Externship II (9)
SLP 616	Disorders of Fluency (3)	<b>Total Credits: 9</b>	
SLP 618	Professional Issues in SLP (3)		
SLP 620	Audiology/Auditory (Re)Habilitation (2)		
SLP 656	Clinical Methods & Practicum III (4)		
<b>Total Credits: 15</b>			

# COURSES

## DIVISION OF EXERCISE & SPORT SCIENCE

### **ESS 610** Sport Leadership & Administration (3 credits)

A foundation for administration and leadership skills necessary for sport. *Online.*

### **ESS 620** Legal Issues in Sport (3 credits)

Legal issues connected to the administration of sport organizations and sport facilities. Topics include constitutional law, contract law, risk management and tort law. *Online.*

### **ESS 621** Ethics & Sport (3 credits)

The ethical and moral issues in sport. Topics include the recruitment of student athletes, performance enhancing drugs, sportsmanship and youth sports participation, among others. *Online.*

### **ESS 630** Sport Marketing (3 credits)

Examines the marketing mix of place, product and price for sport organizations. Additional topics of study include branding, licensing, marketing strategy and public relations. *Online.*

### **ESS 640** Sport Finance (3 credits)

Provides an overview of financial aspects of sport. Topics include accounting, budgeting, financial statements, funding, economic impact, and supply and demand. *Online.*

### **ESS 650** Sport Facility & Event Management (3 credits)

The development and management of sport facilities and venues. Topics include crowd control, customer satisfaction, ticket sales, risk management and special event planning. *Online.*

### **ESS 660** Research Methods in Sport (3 credits)

An overview of research design, scientific methods and statistical analysis of data required for research in sport-related topics. *Online.*

### **ESS 670** Foundations for Sport Coaching (3 credits)

Provides a basis for sport coaching, including the development of coaching philosophies, pedagogical practices and an understanding of player psychology. Topics include communication, leadership, motivation, stress and team cohesion. *Online.*

### **ESS 671** Psychology of Coaching (3 credits)

Examines the psychological principles associated with coaching. Psychological theories and concepts are discussed in the context of sport coaching. *Online.*

### **ESS 672** Theories & Strategies for Coaching Volleyball (3 credits)

Designed to provide advanced instruction and training in technical and tactical skills for volleyball. *Online.*

**ESS 673** Theories & Strategies for Coaching Basketball (3 credits)

Designed to provide advanced instruction and training in technical and tactical skills of basketball. *Online.*

**ESS 674** Theories & Strategies for Coaching Soccer (3 credits)

Designed to provide advanced instruction and training in technical and tactical skills of soccer. *Online.*

**ESS 675** Theories & Strategies for Coaching Golf (3 credits)

Designed to provide advanced instruction and training in technical and tactical skills of golf. *Online.*

**ESS 690** Internship (3 credits)

Supervised work in a position related to coaching or sport administration. To be eligible, students must have completed all the core courses. Students must complete a total of 150 clock hours. *Online.*

## DIVISION OF HEALTH SCIENCES

### SPEECH-LANGUAGE PATHOLOGY

**SLP 602** Developmental Language Disorders & Literacy (3 credits)

Language disorders have a significant impact on a child's development, academic achievement, and life attainment. This class will examine linguistic development, language disorders occurring throughout childhood and adolescence, assessment of speech, reading, and writing, and language and literacy intervention. The course will provide evidence-based approaches and promote intercultural awareness and understanding.

**SLP 604** Speech Sound Disorders (3 credits)

Students will analyze contemporary research methods for the diagnosis and treatment of articulation and phonological disorders in children with application to the clinical setting.

**SLP 606** Dysphagia & Feeding Disorders (3 credits)

Students will identify typical swallowing development and function as well as best practice for evaluating and treating swallowing impairments and feeding disorders in populations with central and peripheral neurological damage, structural deficits, and sensory impairments.

**SLP 608** Neural Bases of Communication & Acquired Neural Disorders (4 credits)

Speech-language deficits stem from neuroanatomical and neurophysiological bases. This course will investigate the neuroscience behind language, hearing, sensory, and motor functions with an application to various developmental and acquired conditions treated in this field. Students will apply their knowledge of neurocognitive functioning to the diagnosis and treatment of patients with acquired brain injury (e.g., TBI, CVA, MND) with an emphasis on current research findings, interprofessional practice, and an incorporation of the patient's values and preferences.

**SLP 610** Voice & Motor Speech Disorders (3 credits)

Students will develop a deeper understanding of vocal anatomy and physiology as they apply to voice function and motor speech disorders. The course will address special considerations for the professional voice user as well as the effects of voice, resonance, and motor speech impairments on various populations. Current research evidence will be applied to the assessment and treatment of voice and motor speech disorders.

**SLP 612** Research Methods in Speech-Language Pathology (3 credits)

Students will apply quantitative and qualitative methods of research design to evaluate literature, conduct research, describe results, and select evidence-based treatments. *Identical to HS 614. Online.*

**SLP 614** AAC, ASD & Social Communication Impairments (3 credits)

This course addresses the evaluation, selection, and facilitation of unaided and aided augmentative and alternative communication (AAC) to improve the lives of individuals who are low-verbal or non-verbal by providing them with greater communication independence. Students will explore available AAC and assistive technology options and apply these methods and devices to the treatment of individuals with neurologic, muscular, sensory, and social communication impairments. Special focus will be given to the etiology, diagnosis, and treatment of speech and language skills in children and adults on the autism spectrum.

**SLP 616** Disorders of Fluency (3 credits)

A survey of facts and theories on the nature and origin of stuttering will be discussed. The students will learn and implement major therapeutic strategies of disfluency through case studies, evaluations, and treatment through role-playing with each other and interacting with individuals who stutter.

**SLP 618 Professional Issues in Speech-Language Pathology (3 credits)**

This course will prepare students for clinical practice in a variety of settings in speech-language pathology through education on ethics, counseling, and career preparation. Students will apply the ASHA Code of Ethics, ASHA SLP Scope of Practice, and key counseling skills to a variety of case studies. Finally, career preparation related to the praxis, clinical fellowship, licensure, certificate of clinical competency, supervision, and various settings will be discussed.

**SLP 620 Audiology & Auditory (Re)Habilitation (2 credits)**

This course prepares students to assist those who are deaf and hard of hearing by evaluating models of aural habilitation, counseling, amplification systems, classroom/speech acoustics, central auditory problems, and therapy methods for habilitation and rehabilitation.

**SLP 650 Clinical Methods & Practicum I (2 credits)**

This course will orient students to clinical practicum through clinical simulations, observations, and supervised treatment in an on-campus and community settings. Students will learn to write goals, plan lessons, provide clinical documentation, self-evaluate, follow privacy regulations, and demonstrate ethical conduct.

**SLP 652 Clinical Methods & Practicum II (4 credits)**

This course will provide supervised clinical experience in an external placement with potential hours in the on-campus or community clinics as well. Students will focus on continued refinement of their skills with clinical documentation, session planning, self—analysis of performance, implementation of evidence-based practice, behavior management, and interdisciplinary practice. Additionally, the students will participate in a weekly seminar designed to facilitate the student's development of the aforementioned skill. The course will provide approximately 50+ clock hours of supervised clinical practice. *Prerequisite: SPL 650.*

**SLP 654 Externship (9 credits)**

Students will participate 35-36 hours per week in supervised clinical practice in the assessment and treatment of children or adults. The course will provide approximately 150+ clock hours of supervised clinical practice potentially in a key area of interest to the student. The student is expected to move from needing direct/active feedback at the beginning of the externship to becoming more consultative by the end.

**SLP 656 Clinical Methods & Practicum III (4 credits)**

This course will provide supervised clinical experience in an external placement with potential hours in the on-campus or community clinics as well. The student will be expected to

demonstrate an expansion of their diagnostic and therapeutic skills demonstrated by a transition to greater self-supervision and as measured by the supervisor's clinical assessments of the student's clinical knowledge and skill. The course will provide approximately 50+ clock hours of supervised clinical practice. *Prerequisite: SPL 652.*

**SLP 658 Externship II (9 credits)**

Students will participate 35-36 hours per week in supervised clinical practice in the assessment and treatment of children or adults, whichever population they did not work with in SLP 604. The course will provide approximately 150+ clock hours of supervised clinical practice potentially in a key area of interest to the student. The student is expected to move from needing some direct/active feedback at the beginning of the externship to becoming more consultative by the end. *Prerequisite: SPL 654.*

**SLP 690 Master's Thesis (1 credit)**

Research experience culminating in a presentation and defense of the thesis.

## HEALTH SCIENCES

**HS 600 Health Professions Collaboration (3 credits)**

Because of the complexity of health care, professionals increasingly function as teams. Health Professions Collaboration will introduce and evaluate principles of teamwork, collaboration, coordination, quality and safety of care, and systems thinking in health-related fields. This class will focus on developing and implementing one major group project, requiring students from different programs to work together in order to achieve a common goal. *Online.*

**HS 602 Foundations of Community & Public Health (3 credits)**

This course provides an overview of public health issues as they relate to community health and population health. Theories and models relevant to community health programs, interventions, and research are presented. Emphasis is placed on obtaining evidence-based public health data to enable practical, applied, community-wide planning and cooperation among varied stakeholders. *Online.*

**HS 605 Public Health Policy & Healthcare Systems (3 credits)**

Study of the healthcare system and policy development in the United States. The changing roles of health professionals, hospitals, and government agencies. Students will evaluate the healthcare system based on patient experience,

population health, care team well-being, and costs. Topics include policy development, quality improvement, regulatory agencies, access to care, and patient safety. *Online.*

**HS 610 Principles of Epidemiology (3 credits)**

Designed to examine the factors which influence the emergence and distribution of diseases and health problems in populations. Illustrates and practice using epidemiology to better understand, characterize, and promote health at a population level. *Online.*

**HS 614 Evidence-based Public Health: Methods & Measures (3 credits)**

Discusses a systematic and critical approach to public health investigations using qualitative and quantitative methods. Equips students to identify a health problem and develop steps to define, collect, analyze, and interpret relevant data. Emphasizes techniques of knowledge dissemination and translation. *Identical to SLP 614. Online.*

**HS 615 Ethics in Public Health Research & Practice (3 credits)**

Analyzes the importance of oversight of research and public health interventions in light of historic ethical cases. Discusses current ethical guidelines for public health. Applies ethical principles to research and interventions with a focus on protecting vulnerable groups. *Online.*

**HS 620 Community Engagement (3 credits)**

This course examines the processes of community engagement, providing foundational knowledge essential for effective participation. Students will acquire key skills to understand the critical role of community engagement in public health initiatives. These skills will enable students to develop the tools necessary for implementing successful community engagement strategies, which will serve as a vital component of their capstone project. *Online.*

**HS 625 Population Health Nutrition (3 credits)**

Understand the role of food and nutrition education in health promotion and disease prevention. Examine the historical, psychosocial, economical, and political determinants of the food habits of special population groups. Understand the opportunities and challenges for providing effective nutrition education to different population groups. Create and evaluate nutrition education materials for specific target groups using sound nutrition education principles. *Online.*

**HS 635 Health Education & Promotion (3 credits)**

Discusses theories and planning models for interventions aimed at improving health outcomes at both individual and community levels. Develops strategies for behavior

and policy change through communication and advocacy. Elaborates on techniques to engage communities and various stakeholders. Describes the process of evaluating the success in improving individual and community health. *Online.*

**HS 650 Disease Prevention & Control (3 credits)**

Addresses both communicable and non-communicable diseases of public health relevance. Analyzes risk factors, progression of disease, and distribution over time, as well as the repercussions on societal health measures. Describes options and strategies to reduce incidence and prevalence and to limit the deleterious effects on life expectancy and quality of life within communities. *Online.*

**HS 675 Public Health Interventions & Programs (3 credits)**

Provides an overview of financial aspects of sport. Topics include accounting, budgeting, financial statements, funding, economic impact, and supply and demand. *Online.*

**HS 705 Public Health Leadership & Communication (3 credits)**

Discusses management competencies and communication skills needed in the field of public health. Equips students with knowledge, skills, and aptitude to conduct negotiation and mediation with communities, organizations and specific sectors affecting health. Presents effective communication strategies to facilitate understanding along and across different cultures. *Online.*

**HS 710 International Development & Health (3 credits)**

Exposes students to the world of globalization and international commerce and the impacts on health of communities in the developing world. Evaluates the roles of bilateral and multilateral funding agencies and their contributions to global health. Analyzes pathways to promote equity and improve health outcomes of populations most vulnerable to changes in the global economy. *Online.*

**HS 725 Environmental Health (3 credits)**

Describes the influences of physical environment and occupation on human health. Discusses health consequences of physical, chemical, and biological hazards. Introduces and discusses signs of hazardous exposures. Reviews regulations and methods for prevention and mitigation. Discusses global effects of climate on food production and disease transmission for adverse impacts on human health. *Online.*

**HS 740 Health Across the Lifespan: Policies & Strategies (3 credits)**

An approach to health based on demographic trends and the different stages of life. Elaborates on the social and environmental implications of the demographic transition

in the US. Discusses challenges and current policies and strategies to improve health outcomes for maternity, newborns, children, and the elderly. Analyzes existing health promotion approaches to each of these vulnerable groups.

*Online.*

**HS 790** Capstone Project (6 credits)

Integrates the sum of knowledge, skills, and aptitudes acquired throughout the curriculum in a project of interest at home or abroad. Designed in collaboration with a public health professional as mentor who supervises the work.

Student defends the capstone project before a jury. *Online.*

# FACULTY



## DEAN

***Jessica Lynn Minor (2014)***

BS, Bob Jones University;  
MA, Trinity International University;  
PhD, Duquesne University

## DIVISION OF EXERCISE & SPORT SCIENCE

### DIVISION CHAIR

***Stephen Chun Lam Chen (2016)***

BS, Appalachian State;  
MS, University of South Carolina-Columbia;  
PhD, University of South Carolina-Columbia

***Vickie Grooms Denny (2015-2025, Adjunct)***

BS, Bob Jones University; MS, University of Illinois;  
PhD, Florida State University; Additional graduate work,  
The Ohio State University

***Anthony Wayne Miller (2007)***

BS, Bob Jones University;  
MEd, Bob Jones University;  
EdD, United States Sports Academy

***Dennis Lee Scott (2014)***

BS, Maranatha Baptist University;  
MSS, United States Sports Academy;  
EdD, United States Sports Academy

## DIVISION OF HEALTH SCIENCES

### DIVISION CHAIR

***Jessica Lynn Minor (2014)***

BS, Bob Jones University; MA, Trinity International  
University; PhD, Duquesne University

***Hannah Ruth Bengel (2007)***

BA, Bob Jones University; MS, Medical University of  
South Carolina; ClinScD, Rocky Mountain University of  
Health Professions

***Lindsay Jo Egli (2023)***

BS, University of Florida; MA, University of Florida; EdD,  
A.T. Still University

***David Alan Eoute Jr. (2010)***

BA, Bob Jones University; MA, Bob Jones University;  
MSP, University of South Carolina-Columbia;  
PhD, University of South Carolina-Columbia

***Amy Rehn Gosnell (2021)***

BS, Bob Jones University; MCD, University of South  
Carolina-Columbia

***Marcia Salam Jackson (2024)***

BS, Bob Jones University; MA, Liberty University; PhD,  
Liberty University





*School of*  
**FINE ARTS &  
COMMUNICATION**

# PROGRAMS

The School of Fine Arts and Communication exists to provide Scripturally based, quality education to students interested in Christian ministries and professions related to the arts and communication; to provide a broad range of cultural experiences for the University in line with the charter, mission, core values and institutional goals of the institution, and to provide support for arts-related outreach ministries of the University.

## GOALS

The student will ...

- Refine skills and aesthetic sensibilities through scripturally based, quality training in art and design.
- Refine skills and aesthetic sensibilities through scripturally based, quality training in music.
- Refine skills and aesthetic sensibilities through scripturally based, quality training in communication.

## DIVISIONS & DEPARTMENTS

The School of Fine Arts and Communication is organized into three divisions:

- Division of Art and Design
- Division of Music
  - Department of Music History and Literature*
  - Department of Music Theory and Technology*
  - Department of Performance Studies*
  - Department of Music Education*
- Division of Communication
  - Department of Communication Studies*
  - Department of Journalism and Mass Communication*
  - Department of Cinematic Arts*
  - Department of Theatre*

## CERTIFICATE OFFERED

The *Graduate Certificate* in Communication

## DEGREES OFFERED

### *Graduate Degrees*

The *Master of Arts* degree in Communication Studies

The *Master of Music Education* degree

### *Undergraduate Degrees\**

The *Associate of Science in Media Technology*

The *Bachelor of Arts* degree with majors in Communication, Music, and Theatre

The *Bachelor of Fine Arts* degree with majors in Graphic and Digital Design, Interior Architecture and Design, and Studio Art

The *Bachelor of Music* degree with majors in Composition and Performance

The *Bachelor of Science* degree with majors in Film and Digital Storytelling, Multimedia Journalism, Music, Photography, Strategic Communication, and Visual Arts

The *Bachelor of Music Education* degree with a major in Music Education in coordination with the School of Education and Human Services and the Division of Teacher Education.

*\*Please refer to the current Undergraduate Catalog for detailed information regarding each of the degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and degree conferral requirements.*



**Pattye J. Casarow, DMA**  
*Interim Dean*

## GRADUATE CERTIFICATES

### Admission

The prospective graduate student in the School of Fine Arts and Communication should consult the information on both general admission and admission to graduate work in the introductory section of the *Graduate Catalog*.

For a *graduate certificate*, the applicant must have a bachelor's degree. Students completing a graduate certificate may apply to continue toward an advanced degree.

### Curricula & Requirements

A student who is admitted to a graduate certificate will demonstrate and maintain a high level of achievement and scholarship. For the *graduate certificate*, a cumulative 2.6 GPA must be earned for the certificate. A grade of C or better is required for all courses.

### Load Requirements

The *Graduate Certificate in Communication* must be completed in residence. The maximum full-time term load for a graduate student is six credits per session and 15 credits per semester. Students with a GPA of 3.5 or above may apply to their advisor for a waiver to take an additional course above the maximum load limit. Both the advisor and the Deans Council must approve the waiver.

### Enrollment

Once accepted in a graduate certificate, a certificate candidate must complete all certificate requirements within four years.

## MASTER'S DEGREES

### Admission

The prospective graduate student in the School of Fine Arts and Communication should consult the information on both general admission and admission to graduate work in the introductory section of the *Graduate Catalog*. Applicants for graduate programs must hold a bachelor's degree that includes a minimum of a 30-credit general education component substantially equal to criteria established in the standards of the Southern Association of Colleges and Schools Commission on Colleges. The applicant should have at least a 2.5 grade point average based on a four-point scale.

Deficiencies in either general academic background or the field of concentration must be removed before the applicant can become a candidate for an advanced degree. An applicant with 13 or more credits of deficiencies may be accepted as a postgraduate special student making up deficiencies. After deficiencies have been reduced to 12 or fewer credits, the applicant will be reevaluated for graduate admission consideration.

### Division of Music

For the *Master of Music Education* degree, the student must have a bachelor's degree in music education with successful teaching experience is preferred. However, applicants with significant music and teaching experience, as well as an undergraduate degree in a field other than music education, may also apply. These applicants will be given non-degree status until evidence of program readiness is submitted and approved.

To demonstrate program readiness (for applicants with a non-music education degree):

- Submit a video of a successful teaching session or ensemble rehearsal with the corresponding lesson plan.
- Submit one professional reference from a credentialed educator who has observed your teaching.
- Submit a performance audition video (required for non-music degrees only).  
Details available from Admissions.

### Division of Communication

Prospective *Master of Arts* degree applicants must submit an academic writing sample and arrange for an interview with the graduate faculty.

For the *Master of Arts* degree in Communication Studies, the applicant must have a bachelor's degree with a minimum of 12 credits of acceptable undergraduate work in the proposed major field, including courses in communication or public address.

### Curricula & Requirements

A student who is admitted to candidacy for a graduate degree will maintain a high level of achievement and scholarship, which will be demonstrated by his or her earning an average of B in the work he or she takes while registered as a graduate student. A maximum of six credits of C grades may be applied toward the requirements for the master's program. After exhausting the provisions of the Academic Forgiveness Policy, a grade of D or F disqualifies a student as a candidate for an advanced degree from the School of Fine Arts and Communication.

### Division of Music

The Master of Music Education student will complete comprehensive exams. No recital is required for the *Master of Music Education* degree.

### Division of Communication

The *Master of Arts* student majoring in Communication Studies will complete comprehensive exams or complete a thesis.

### Standards for Projects & Theses

All graduate papers and theses are to be prepared according to the style manual appropriate to each field of study, the form being adapted to the particular kind of writing to be done. For Communication Studies, the *Publication Manual of the American Psychological Association* (seventh ed.) is used. The graduate student should thoroughly understand the proper technical form for his or her graduate papers early in the program. In addition, the graduate student must present his or her thoughts and research in an acceptable and correct grammatical style. Mere technical form is not enough; the material should reflect the high quality of research and knowledge expected of graduate students. All graduate projects must be completed and approved, and the registrar notified of the completion by December 1 for December conferral, April 15 for May degree conferral or by August 1 for August degree conferral. Any student who has completed all the requirements for any graduate degree with the exception of his or her thesis or special project must be registered in the University each semester until the thesis or project is completed and approved.

## Residency & Load Requirements

For the *Master of Arts* degree (except Master of Music Education), a minimum of two semesters of resident study is required. The maximum full-time term load for a graduate student is six credits via online learning per session and 15 credits of resident and/or online classes per semester. Students with a GPA of 3.5 or above may apply to their advisor for a waiver to take an additional course above the maximum load limit. Both the advisor and the Deans Council must approve the waiver.

## Enrollment

Once accepted in the graduate degree program, a degree candidate must complete all deficiencies and degree requirements within four years. Any master's degree student who interrupts his or her enrollment for more than four semesters (excluding summer sessions) must reapply through Admission for Deans Council approval. If approved, he or she must meet the catalog requirements that are in effect at the time of the student's re-enrollment and any new time limit expectations.

## Educator Professional Development Program

To encourage the continued professional improvement of Christian school leaders and teachers, Bob Jones University offers the Educator Professional Development Program. Full-time teachers and administrators and educational leadership of Christian schools who have been approved for a graduate education program (Master of Music Education) are eligible for a 50 percent discount on tuition for online courses that fulfill degree requirements. The discount does not apply to required deficiencies. For further information, contact the director of Financial Aid.



# DIVISION OF MUSIC

Bob Jones University is an accredited institutional member of the National Association of Schools of Music.

**Michael W. Moore, PhD**  
*Chair*

## Master of Music Education

**Patty J. Casarow, DMA**  
*Program Coordinator*

### DEGREE COURSES

Required core: 27 credits

ME 502	Music Business (2)
ME 503	Early Childhood Music Education (3)
ME 610	Writing/Arranging School Ensembles (2)
ME 611	Music Curriculum (3)
ME 612	Principles/History of Music Ed (3)
ME 613	Foundational Approaches in Music Ed (2)
ME 614	Psychology of Music (3)
ME 615	Pedagogy Seminar (3)
ME 691	Testing & Research in Music Ed (3)
ME 695	Graduate Seminar in Music Education (3)

3 credits from the following:

ME 510	History of American Music (3)
ME 511	World Music (3)

**Total (minimum): 30**

The Master of Music Education degree program provides K–12 music teachers and supervisors with an in-depth study of music learning, teaching, leadership and research from a biblical worldview. Students will examine historical precedents, philosophies and methods in music education, explore the latest research on music psychology and learning, and apply innovative curriculum building to their area of interest. In addition to core courses in music education, students will take courses covering advanced rehearsal techniques and performance literature, music theory, music history, music business and pedagogy. Students in this program take a comprehensive exam in their final course ME 695. This exam covers history and philosophy of music education, testing and research in music education, music learning theories and curriculum design, and is administered by the graduate music education faculty. This program requires 30 credits and does not lead to teacher licensure for the state of South Carolina.

Courses for this degree are available via online learning.

### Program Learning Outcomes

The student will ...

- Critique influential philosophies and learning theories of music education from a biblical worldview.
- Apply current research in music education to curriculum and instructional design.
- Articulate a clear vision for innovative leadership in music education.



**Mariam A. Mendoza, EdD**  
Chair

# DIVISION OF COMMUNICATION

## Graduate Certificate in **Communication**

**Mariam A. Mendoza, EdD**  
Program Coordinator

### CERTIFICATE COURSES

*Required core: 3 credits*

Com 612 Strategic Public Relations (3)

*12 credits from the following:*

Com 500 Leadership & Communication (3)

Com 505 Communication Training &  
Development-EXP (3)

Com 507 Conflict Management (3)

Com 512 Strategic Narrative (3)

Com 514 Crisis Communication (3)

Com 518 Study Abroad: United Kingdom (3)

Com 520 Intercultural Communication (3)

Com 521 Nonverbal Communication (3)

Com 524 Special Topics in  
Communication (3)

Com 525 Special Topics in  
Communication (3)

Com 526 Special Topics in  
Communication (3)

**Total (minimum): 15**

The Graduate Certificate in Communication offers students from diverse academic backgrounds a valuable opportunity to elevate their communication abilities from a biblical worldview. Through a combination of advanced coursework that bridges theory and practical application across various contexts, this program equips students with the essential skills needed for success in both their professional careers and further academic pursuits. The certificate program consists of 15 credits and offers the flexibility to transition into a full master's degree program for those interested in furthering their education in communication.

### Program Learning Outcomes

The student will ...

- Critique multiple theoretical perspectives of human communication.
- Evaluate communication practices in organizational contexts.

## Master of Arts, **Communication Studies**

**Mariam A. Mendoza, EdD**  
Program Coordinator

### DEGREE COURSES

Required core: 18 credits

Com 600	Introduction to Graduate Studies (3)
Com 602	Quantitative Research Methods (3)
Com 603	Advanced Organizational Communication (3)
Com 604	Qualitative Research Methods (3)
Com 612	Strategic Public Relations (3)
Com 622	Communication Consulting (3)

12 credits from the following:

Com 500	Leadership & Communication (3)
Com 505	Communication Training & Development-EXP (3)
Com 507	Conflict Management (3)
Com 512	Strategic Narrative (3)
Com 514	Crisis Communication (3)
Com 518	Study Abroad: United Kingdom (3)
Com 520	Intercultural Communication (3)
Com 521	Nonverbal Communication (3)
Com 524	Special Topics in Communication (3)
Com 525	Special Topics in Communication (3)
Com 526	Special Topics in Communication (3)
Com 605	Applied Communication Research I <sup>1</sup> (3)
Com 606	Applied Communication Research II <sup>1</sup> (3)

**Total (minimum): 30**

The Master of Arts in Communication serves students from diverse academic backgrounds who aspire to pursue a graduate degree in communication to bolster their skill set for future careers. This comprehensive program offers an array of course options that blend theory, research, and practical application across various contexts from a biblical worldview. It readies students for dynamic careers and paves the way for continued academic pursuits. This program encompasses 30 credits and provides the option to conduct original independent research through the creation of a thesis, allowing students to tailor their degree to their specific areas of interest.

### Program Learning Outcomes

The student will ...

- Design and execute a research project using appropriate research methodologies.
- Critique multiple theoretical perspectives of human communication.
- Evaluate communication practices in organizational contexts.

<sup>1</sup> Only candidates completing the thesis option will complete Com 605 Applied Communication Research I and Com 606 Applied Communication Research II. Com 605 and Com 606 do not apply for those not completing a thesis.

# COURSES

## DIVISION OF MUSIC

### DEPARTMENT OF MUSIC EDUCATION

#### **ME 502** Music Business (2 credits)

An examination of the design, implementation and operation of a professional music business (e.g., the traditional and internet-based private studio, music academy, recording studio, retail and freelance work). Topics include business planning, licensure, budgeting, technology, marketing, grant writing, publishing and copyright law. Students will develop and defend a business plan for their chosen music business. *Online.*

#### **ME 503** Early Childhood Music Education (3 credits)

A survey of child development theories and the music acquisition process, birth to age nine. The influence of environment, play and movement on music acquisition will be studied through the examination of recent research, developmentally appropriate curricula, field observations and laboratory experiences. *Online.*

#### **ME 510** History of American Music (3 credits)

Designed specifically for the practicing music educator, the course will explore the history of American music through style, historical context, structure, social significance and political impact. Students will complete a final project which connects their own teaching experiences and/or pedagogical concerns to a topic covered in the course. *Online.*

#### **ME 511** World Music (3 credits)

Designed specifically for the practicing music educator, the course will provide a broad overview of musical traditions, styles, instruments and cultures from people around the world, with the goal of informing curriculum design. *Online.*

#### **ME 610** Writing & Arranging for School Ensembles (2 credits)

Supervised composition and arranging of music for school ensembles. *Online.*

#### **ME 611** Music Curriculum (3 credits)

Processes and approaches to music curricula, including planning, scope and sequence; writing behavioral objectives and instructional outcomes; and evaluation techniques. Also covers integrating learning theories and a scriptural philosophy with music content and methodology. *Online.*

#### **ME 612** Principles & History of Music Education (3 credits)

An introduction to the history of American school music education from the European antecedents through the present. Emphasis will be placed on the underlying philosophies of music and the historical justifications for music teaching. *Online.*

#### **ME 613** Foundational Approaches in Music Education (2 credits)

Content and application of the approaches of Orff, Kodaly

and Dalcroze. Emphasizes skill development as advocated by each: audiation, movement, improvisation, solfege, systems of rhythm reading, etc. The student will apply these to the teaching of music within his or her area of specialization. *Online.*

**ME 614** Psychology of Music (3 credits)

A comprehensive overview of human music behaviors from a psychological perspective. Psychoacoustics, music perception, affective and aesthetic responses to music and the function of music in society are systematically investigated through research methodologies and literature. *Online.*

**ME 615** Pedagogy Seminar (3 credits)

This course covers the pedagogical sequencing of technique and literature and the development of diagnostic skills and techniques for correcting common performance errors in studio and rehearsal settings. Applications are tailored to the student's teaching area of interest (instrumental, choral). *Online.*

**ME 691** Testing & Research in Music Education (3 credits)

An introduction to the relevant areas of music education testing and research, including music aptitude testing, music achievement testing, and the standard education research methodologies as applied to the field of music education. *Online.*

**ME 695** Graduate Seminar in Music Education (3 credits)

An exploration of contemporary topics and challenges in music education with an emphasis on engaging issues from a biblical worldview. Action research projects, group discussion, and presentations provide opportunities to link research to students' current teaching situations and professional development needs. This is the capstone course and should be the last course taken. It includes the comprehensive exam. *Online.*

## DIVISION OF COMMUNICATION

### DEPARTMENT OF COMMUNICATION STUDIES

**Com 500** Leadership & Communication (3 credits)

This course will immerse students in the complex relationship between communication and leadership, encompassing an in-depth exploration of pertinent leadership and communication theories, concepts, tools, and skills. Through this journey, students will develop an understanding of how these pivotal elements of leadership and communication intersect and exert influence over organizational culture, drive transformative change, manage diverse employees, harness technological advancements, and enable informed decision-making in today's dynamic business and organizational environments.

**Com 505** Communication Training & Development-EXP  
(3 credits)

Introduction to the process through which companies and other organizations improve performance and communication. Emphasis on training skills in the field of communication, as well as consulting in the organizational setting.

**Com 507** Conflict Management (3 credits)

Integration of theory on conflict management with practical approaches to conflict training. An emphasis on a biblical perspective of conflict.

**Com 512** Strategic Narrative (3 credits)

This course provides a framework through which to understand one of the most effective forms of strategic communication: storytelling. Students will study real-life examples of effective narratives, including marketing, organizational culture, and politics. Students will gain personal experience with storytelling, narrative inquiry research, and life-story coaching. As a result of this course, students will strengthen interpersonal and organizational relationships by telling compelling stories.

**Com 514** Crisis Communication (3 credits)

This course covers scenarios and tactics for anticipating and responding to crises effectively and in a timely manner. Students will create a crisis manual for a specific organizational setting of their choice. Case studies are examined on both practical and theoretical levels in corporate, nonprofit, and social contexts. Students will gain insight about productive and counterproductive reactions to real-life crisis situations, and exhibit their knowledge through a simulation activity. Students will develop the ability to be prepared ahead of time to respond strategically and tactfully in a variety of crisis situations.

**Com 518** Study Abroad: United Kingdom (3 credits)

Students will encounter the lives and works of the greatest names in narrative communication, including C. S. Lewis, J. R. R. Tolkien, and William Shakespeare. Through vivid experience of the culture and environs that shaped how these

scholars lived and worked, students will enhance their own implementation of narrative communication in career and ministry.

**Com 520 Intercultural Communication (3 credits)**

This course offers a thorough exploration of intercultural communication, aiming to enhance students' intercultural communication competence. It encompasses a deep dive into theoretical foundations, practical applications, and biblical principles to guide effective communication across diverse cultures. The curriculum also addresses the complexities of identifying and resolving communication challenges in various cultural contexts. Throughout the course, students will engage in the analysis of cultural practices, cultivating the essential skills needed for proficient intercultural communication in both public and private life. *Fall.*

**Com 521 Nonverbal Communication (3 credits)**

Analysis of the various codes of nonverbal behavior and their functions in interpersonal, workplace and mediated encounters. Special emphasis is given to scriptural principles of nonverbal communication. *Spring.*

**Com 524 Special Topics in Communication (3 credits)**

Topics may include family communication, health communication, case studies in communication, study abroad, and other theoretical and practical aspects of communication studies.

**Com 525 Special Topics in Communication (3 credits)**

Topics may include family communication, health communication, case studies in communication, study abroad, and other theoretical and practical aspects of communication studies.

**Com 526 Special Topics in Communication (3 credits)**

Topics may include family communication, health communication, case studies in communication, study abroad, and other theoretical and practical aspects of communication studies.

**Com 600 Introduction to Graduate Studies (3 credits)**

Introduction to methodologies and resources for research in communication arts and science at the graduate level. *Fall.*

**Com 602 Quantitative Research Methods in Communication (3 credits)**

An overview of principles and practices of quantitative research methodologies, emphasizing and applying survey research and statistical analysis for use in communication research projects at the graduate level. *Fall.*

**Com 603 Advanced Organizational Communication (3 credits)**

Survey of advanced research and theory relevant to the study of organizational communication. Examination of the role that communication plays in shaping and reshaping the process of organizing within and between organizations. *Spring.*

**Com 604 Qualitative Research Methods in Communication (3 credits)**

Study of theoretical issues underlying the study of qualitative research as a methodology, as well as the characteristics of various approaches to designing and conducting qualitative research projects. *Spring.*

**Com 605 Applied Communication Research I (3 credits)**

Preparation of the graduate communication thesis. *Fall and spring.*

**Com 606 Applied Communication Research II (3 credits)**

Preparation of the graduate communication thesis. *Prerequisite: Com 605. Fall and spring.*

**Com 612 Strategic Public Relations (3 credits)**

Advanced application of theory and strategy of public relations that includes social media tactics and personal branding. Students will also develop and implement a public relations campaign. *Spring.*

**Com 622 Communication Consulting (3 credits)**

Application of qualitative and quantitative research methods used in business settings for communication consulting. *Fall.*

# FACULTY



## INTERIM DEAN

*Pattye Johnson Casarow*  
(2016)

BS, Grand Canyon  
University; MMus, Arizona  
State University; DMA,  
Arizona State University

## DIVISION OF MUSIC

### DIVISION CHAIR

*Michael William Moore (2005)*

BS, Bob Jones University; MEd, Bob Jones University;  
MMus, University of South Carolina-Columbia;  
PhD, University of South Carolina-Columbia

### Department of Music Education

### DEPARTMENT HEAD

*David Scott Townsend (2018)*

BS, Bob Jones University; MMus, Michigan State University

*Pattye Johnson Casarow (2016)*

BS, Grand Canyon University; MMus, Arizona State  
University; DMA, Arizona State University

*Todd Randall Jones (2016-2019, Adjunct)*

BA, Bob Jones University; MMus, Bob Jones University; MDiv,  
Bob Jones University; PhD, University of Kentucky

*Michael William Moore (2005)*

BS, Bob Jones University; MEd, Bob Jones University;  
MMus, University of South Carolina-Columbia;  
PhD, University of South Carolina-Columbia

*Kenon Dean Renfrow (1985-1988, 2004)*

BA, Bob Jones University; MMus, Bob Jones University;  
PhD, University of Oklahoma-Norman Campus

***Lorri Conder Turcios (1999-2025, Adjunct)***

BMus, Bob Jones University; MMus, Bob Jones University;  
 MMus, Southern Methodist University;  
 EdD, Bob Jones University

## DIVISION OF COMMUNICATION

**DIVISION CHAIR*****Mariam Atif Mendoza (2004)***

BS, Bob Jones University; MS, Bob Jones University;  
 EdD, Bob Jones University

*Department of Communication Studies***DEPARTMENT HEAD*****Jeffrey Scott Miller (2021)***

BS, Maranatha Baptist University; MA, University of Akron;  
 PhD, Regent University

***Elizabeth Paris Labadorf (2024)***

BA, Bob Jones University; MA, Bob Jones University;  
 PhD, Purdue University

***Mariam Atif Mendoza (2004)***

BS, Bob Jones University; MS, Bob Jones University;  
 EdD, Bob Jones University

***Lonnie Ray Polson (1978-2011; 2016)***

BA, Bob Jones University; MA, Bob Jones University;  
 MS, Bob Jones University; EdD, Bob Jones University

***Paul Todd Radford (2008)***

BA, Bob Jones University; MA, Bob Jones University;  
 PhD, Regent University; Additional graduate work,  
 University of South Florida



*School of*  
**EDUCATION &  
HUMAN SERVICES**

# PROGRAMS

In conjunction with the University's commitment to building Christlike character, the School of Education and Human Services exists to develop believers to be influencers using the tools of education and the message of the Gospel to serve children, youth, families and communities at home and abroad.

## GOALS

The student will ...

- Apply learning to solutions of problems in the discipline.
- Employ relevant skills, resources and technology.
- Develop a distinctly biblical view of the discipline.

## DIVISIONS

The School of Education and Human Services is organized into three divisions:

- Division of Teacher Education
- Division of Human Services
- Division of Adult and Graduate Studies

### CERTIFICATES OFFERED

- The *Undergraduate Certificate* in K-12 Teaching and Learning
- The *Graduate Certificate* in K-12 Teaching and Learning
- The *Graduate Certificate* in K-12 Educational Leadership
- The *Graduate Certificate* in Instructional Leadership

### DEGREES OFFERED

#### *Graduate Degrees*

- The *Master of Education* degree with a major in Teaching and Learning
- The *Master of Science* degree with a major in Educational Leadership

#### *Undergraduate Degrees\**

- The *Associate of Science* degree with a major in Child Care and Development
- The *Bachelor of Science* degree with majors in Child Development, Early Childhood Education, Educational Studies, Elementary Education, English Education, Mathematics Education, Middle School Education, Science Education, Social Studies Education, and Special Education. In coordination with the School of Fine Arts and Communication and the Division of Music, the Bachelor of Music Education with a major in Music Education.



**Brian A. Carruthers, EdD**  
*Dean*

*\*Please refer to the current Undergraduate Catalog for detailed information regarding each of the degree offerings noted above, including information regarding learning objectives, goals, course offerings and sequencing, and degree conferral requirements.*

## PROGRAM EMPHASIS

The graduate program leading to the *Master of Education* (MEd) degree is designed to prepare teachers, department chairmen and supervisors for a dynamic ministry in any educational setting. The graduate program leading to the *Master of Science* (MS) degree is designed for preparation for administration, teaching in private elementary and secondary schools, and college-level school positions. Teacher licensure or public school preparation is not the goal of the MEd or MS programs.

## UNDERGRADUATE & GRADUATE CERTIFICATES

### Admission

The prospective graduate student in the School of Education and Human Services should consult the information on both general admission and admission to graduate work in the introductory section of the *Graduate Catalog*. For an *Undergraduate Certificate*, the applicant must have a high school diploma. For a *Graduate Certificate*, the applicant must have a bachelor's degree. Students completing a graduate certificate may apply to continue toward an advanced degree.

### Curricula & Requirements

A student who is admitted to a graduate certificate will demonstrate and maintain a high level of achievement and scholarship. For the *Graduate Certificate*, a cumulative 2.6 GPA must be earned for the certificate. A grade of C or better is required for all courses. For the *undergraduate certificate*, a cumulative 2.0 GPA must be earned for the certificate. A grade of C or better is required for all courses.

### Load Requirements

For *certificates*, all courses are available via online learning. The maximum full-time term load for a graduate student is six credits of online classes per session and 15 credits per semester. Students with a GPA of 3.5 or above may apply to their advisor for a waiver to take an additional course above the maximum load limit. Both the advisor and the Deans Council must approve the waiver.

### Enrollment

Once accepted in a certificate program, a certificate candidate must complete all certificate requirements within four years.

## MASTER'S DEGREES

### Admission

The prospective graduate student in the School of Education and Human Services should consult the information on both general admission and admission to graduate work in the introductory section of the *Graduate Catalog*. Applicants for graduate programs must hold a bachelor's degree that includes a minimum of a 30-credit general education component from an institution accredited by an organization recognized by the U.S. Department of Education or its equivalent. The applicant should have at least a 2.5 grade point average based on a four-point scale.

For a *Master of Education* degree in Teaching and Learning, the applicant must have a bachelor's degree. For a *Master of Science* degree in Educational Leadership, the applicant must have a bachelor's degree.

Deficiencies in either general academic background or the field of concentration must be removed before the applicant can become a candidate for an advanced degree. An

applicant with 13 or more credits of deficiencies may be accepted as a postgraduate special student making up deficiencies. After deficiencies have been reduced to 12 or fewer credits, the applicant will be reevaluated for graduate admission consideration.

## Curricula & Requirements

A student who is admitted to candidacy for a graduate degree will maintain a high level of achievement and scholarship, which will be demonstrated by his or her earning an average of B in the work he or she takes while registered as a graduate student. A maximum of six credits of C grades may be applied toward the requirements for the master's program. After exhausting the provisions of the Academic Forgiveness Policy, a grade of D or F disqualifies a student as a candidate for an advanced degree from the School of Education and Human Services.

## Standards for Projects & Theses

All graduate papers are to be prepared according to the *Publication Manual of the American Psychological Association* (seventh ed.), the form being adapted to the particular kind of writing to be done. The graduate student should thoroughly understand the proper technical form for his or her graduate papers early in the program. In addition, the graduate student must present his or her thoughts and research in an acceptable and correct grammatical style. Mere technical form is not enough; the material should reflect the high quality of research and knowledge expected of graduate students.

Any student who has completed all the requirements for any graduate degree with the exception of his or her thesis or special project must be registered in the University each semester until the thesis or project is completed and approved.

## Load Requirements

For the *Master of Education* and the *Master of Science* degrees, all courses are available via online learning. Courses to fulfill requirements for these degrees and/or deficiencies are available via online learning. The maximum full-time term load for a graduate student is six credits of online classes per session and 15 credits per semester. Students with a GPA of 3.5 or above may apply to their advisor for a waiver to take an additional course above the maximum load limit. Both the advisor and the Deans Council must approve the waiver.

## Enrollment

Once accepted in the graduate degree program, a degree candidate must complete degree requirements within five years. Any master's degree student who interrupts his or her enrollment for more than four semesters (excluding summer sessions) must reapply through Admission for Deans Council approval. If approved, he or she must meet the catalog requirements that are in effect at the time of the student's re-enrollment and any new time limit expectations.

## Educator Professional Development Program

To encourage the continued professional improvement of Christian school leaders and teachers, Bob Jones University offers the Educator Professional Development Program. Full-time teachers and administrators of Christian schools who have been approved for education programs (K-12 Teaching and Learning, K-12 Educational Leadership and Instructional Leadership Certificates, MEd in Teaching and Learning or MS in Educational Leadership) are eligible for a 50 percent discount on tuition for online courses that fulfill certificate or degree requirements. For further information, contact the director of Financial Aid.

# DIVISION OF ADULT & GRADUATE STUDIES



**Brian A. Carruthers, EdD**  
Chair

## PURPOSE

In support of the University’s commitment to building Christlike character, the Division of Adult and Graduate Studies exists to prepare Christian educators to be models of learning and life. It seeks to provide students with a biblical worldview, content knowledge, understanding of diverse learner characteristics, professional knowledge, skills and dispositions, and practicum experiences to help them become effective teachers in both public and private schools and leaders in private school settings.

## GOALS

The student will ...

- Plan and implement instruction utilizing a variety of teaching strategies that will encourage the development of critical thinking, problem solving and performance skills based on the knowledge of diverse students, learning theory, subject matter, curricular goals and community.
- Display appropriate uses of technology in educational settings.
- Produce high quality research.

## Undergraduate Certificate in K-12 Teaching & Learning

**Brian A. Carruthers, EdD**  
Program Coordinator

### CERTIFICATE COURSES

#### Required core: 12 credits

Ed 275	Biblical Worldview Formation in Education (3)
Ed 493	Field Experience Capstone (3)
Ed 205	Foundations of Reading (3)
Ed 325	Development: Birth to Adolescence (3)

#### 6 credits from the following:

Ed 200	Foundations of Instructional Technology (3)
Ed 201	Theories of Teaching & Learning (3)
Ed 250	Foundations in Early Childcare & Education (3)
Ed 324	Educating the Exceptional Learner (3)
Ed 380	Instructional Methods & Strategies (3)
Ed 383	Educational Assessment (3)
Ed 388	Classroom Management (3)

**Total (minimum): 18**

The Undergraduate Certificate in K-12 Teaching and Learning is designed to provide the adult learner with the tools to plan, develop, implement and assess instruction that can help their students learn and reach their highest potential. Candidates for the certificate will choose from courses that introduce them to the principles and philosophy of Christian education, theories of teaching and learning, best instructional practices and assessment of learning. Candidates will complete the certificate with a field experience capstone which allows them to receive individualized feedback on their planning and teaching strategies. The certificate requires 18 credits of coursework. This certificate does not lead to teacher licensure from the state of South Carolina.

Courses for this certificate are available via online learning.

### Program Learning Outcomes

The student will ...

- Articulate a clear personal philosophy of Christian education.
- Incorporate diverse teaching methods and strategies that are appropriate for encouraging successful student achievement.
- Demonstrate appropriate planning and teaching skills in the K-12 environment.



# Graduate Certificate in K-12 Teaching & Learning

**Brian A. Carruthers, EdD**  
*Program Coordinator*

## CERTIFICATE COURSES

Required core: 6 credits

Ed 605	History & Philosophy of Education (3)
Ed 693	Field Experience Capstone (3)

3 credits from the following:

Ed 659	R2S Content Area Reading & Writing for Early Childhood & Elem School Teachers (3)
Ed 678	R2S Content Area Reading & Writing for Middle School & High School Teachers (3)

9 credits from the following:

Ed 615	Theories of Learning (3)
Ed 632	Best Practices: Instructional Strategies (3)
Ed 634	Providing Instruction for Exceptional Learning Needs (3)
Ed 638	Curriculum Development & Design (3)
Ed 661	Assessment of Learning (3)
Ed 667	Technology in Education (3)
Ed 680	Classroom Management (3)

**Total (minimum): 18**

The Graduate Certificate in K-12 Teaching and Learning is designed to provide the adult learner with the tools to plan, develop, implement and assess instruction that can help their students learn and reach their highest potential. Candidates for the certificate will choose from courses that introduce them to the principles and philosophy of Christian education, theories of teaching and learning, best instructional practices and assessment of learning. Candidates will complete the certificate with a field experience capstone which allows them to receive individualized feedback on their planning and teaching strategies. The certificate requires 18 credits of coursework. Students who successfully complete the graduate certificate in K-12 Teaching and Learning may be eligible to apply up to 18 credits toward the MS, Educational Leadership or the MEd, Teaching and Learning programs. This certificate does not lead to teacher licensure from the state of South Carolina.

Courses for this certificate are available via online learning.

## Program Learning Outcomes

The student will ...

- Articulate a clear personal philosophy of Christian education.
- Incorporate diverse teaching methods and strategies that are appropriate for encouraging successful student achievement.
- Demonstrate appropriate planning and teaching skills in the K-12 environment.

## Graduate Certificate in K-12 Educational Leadership

**Brian A. Carruthers, EdD**  
Program Coordinator

### CERTIFICATE COURSES

*Required core: 18 credits*

EAS 660	Foundations of Leadership (3)
EAS 663	School Business Management (3)
EAS 670	Pupil Personnel Services (3)
EAS 676	Personnel Administration & Supervision (3)
EAS 678	Organizational Leadership (3)
Ed 605	History & Philosophy of Education (3)

**Total (minimum): 18**

The Graduate Certificate in K–12 Educational Leadership is designed to provide the adult learner with the tools to become an instructional leader. Candidates for the certificate take courses that introduce them to the principles and philosophy of Christian education, educational leadership, personnel supervision and development, pupil personnel services and school management practices. The certificate requires 18 credits of coursework. Students who successfully complete the graduate certificate in K–12 Educational Leadership may be eligible to apply up to 18 credits toward the MS, Educational Leadership program. This program does not lead to licensure for the state of South Carolina.

Courses for this certificate are available via online learning.

### Program Learning Outcomes

The student will ...

- Articulate a clear personal philosophy of Christian education.
- Examine leadership theory and the application of that theory in a school setting.
- Evaluate organizational operations including personnel, financial, and physical resources for institutional improvement.

## Graduate Certificate in Instructional Leadership

**Brian A. Carruthers, EdD**  
Program Coordinator

### CERTIFICATE COURSES

*Required core: 15 credits*

Ed 632	Best Practices: Instructional Strategies (3)
Ed 638	Curriculum Development & Design (3)
Ed 661	Assessment of Learning (3)
Ed 682	Instructional Leadership (3)
Ed 683	Instructional Coaching (3)

**Total (minimum): 15**

The Graduate Certificate in Instructional Leadership is designed to provide the adult learner with the tools to assist classroom teachers to improve instruction, design quality curriculum, and effectively use data to determine areas in need of improvement. Candidates for the certificate take courses that introduce them to curriculum development, educational assessment, and the role of the instructional leader in the K–12 environment. The certificate requires 15 credits of coursework. Students who successfully complete the graduate certificate in Instructional Leadership may be eligible to apply up to 15 credits towards the MEd, Teaching and Learning or MS, Educational Leadership programs.

Courses for this certificate are available via online learning.

### Program Learning Outcomes

The student will ...

- Analyze, evaluate, and apply concepts and principles related to developing and managing curriculum development and instruction.
- Use assessment results in instructional planning, teaching, developing curriculum, and school improvement.
- Work collaboratively to share knowledge, skills, and experiences; refine understanding of content; give and receive feedback; and improve expertise.

## Master of Education, Teaching & Learning

**Brian A. Carruthers, EdD**  
*Program Coordinator*

### DEGREE COURSES

*Required core: 18 credits*

Ed 605	History & Philosophy of Education (3)
Ed 632	Best Practices: Instructional Strategies (3)
Ed 634	Providing Instruction for Exceptional Learning Needs (3)
Ed 661	Assessment of Learning (3)
Ed 690	Research in Education (3)
Ed 695	Action Research Project (3)

*15 credits from the following:*

Ed 615	Theories of Learning (3)
Ed 625	Family, School & Community Relationships (3)
Ed 638	Curriculum Development & Design (3)
Ed 659	R2S Content Area Reading & Writing for Early Childhood & Elem School Teachers (3)
Ed 667	Technology in Education (3)
Ed 678	R2S Content Area Reading & Writing for Middle School & High School Teachers (3)
Ed 680	Classroom Management (3)
Ed 682	Instructional Leadership (3)
Ed 683	Instructional Coaching (3)
Ed 691	Readings in Education (3)

**Total (minimum): 33**

In conjunction with the School of Education and Human Service's commitment to build Christlike character, the Master of Education degree program in Teaching and Learning prepares teachers to be more effective. The student will design research-based instruction, present that instruction, and assess student learning outcomes based on that instruction. The student will create lessons using twenty-first century classroom technologies, examine and analyze current educational research, and apply original research to the teaching discipline. This program requires 33 credits and does not lead to teacher licensure for the state of South Carolina. The student will complete the program with a semester long capstone experience in a traditional K-12 school.

Courses for this degree are available via online learning.

### Program Learning Outcomes

The student will ...

- Expand and refine their teaching skills.
- Apply knowledge of curriculum and instruction in school settings.
- Use research to improve teaching effectiveness.
- Integrate technology to support instruction and learning.
- Design or select appropriate assessments.

## Master of Science, **Educational Leadership**

**Brian A. Carruthers, EdD**  
*Program Coordinator*

### DEGREE COURSES

*Required core: 33 credits*

EAS 660	Foundations of Leadership (3)
EAS 663	School Business Management (3)
EAS 670	Pupil Personnel Services (3)
EAS 676	Personnel Administration & Supervision (3)
EAS 678	Organizational Leadership (3)
EAS 695	Educational Leadership Action Research (3)
Ed 605	History & Philosophy of Education (3)
Ed 638	Curriculum Development & Design (3)
Ed 661	Assessment of Learning (3)
Ed 682	Instructional Leadership (3)
Ed 690	Research in Education (3)

**Total (minimum): 33**

In conjunction with the University's commitment to building Christlike character, the Master of Science degree program in Educational Leadership exists to prepare the student to become an instructional leader. The program provides research-based instruction and practical experience in areas such as personnel supervision and development, pupil personnel services and school management practices taught in the context of the Christian School. The student will complete the program with a semester long capstone experience in a traditional K-12 school. This program requires 33 credits and does not lead to licensure for the state of South Carolina.

Courses for this degree are available via online learning.

### Program Learning Outcomes

The student will ...

- Apply readings and research findings in areas of instructional leadership and Christian school management.
- Acquire skills to initiate, supervise and lead spiritual, instructional and management principles in Christian schools.
- Develop biblical based philosophies of instructional leadership and management practices.
- Apply knowledge of content areas and curriculum goals to design, supervise and assess appropriate instruction in the Christian school.
- Integrate appropriate technology and resources to support instruction in the Christian school.
- Demonstrate skill in critical thinking, problem solving and leading stakeholders.

# COURSES

## PROFESSIONAL EDUCATION

**Ed 200** Foundations in Educational Technology (3 credits)  
An introductory course in technology for the classroom. This course provides experiences that support two perspectives—technology to assist teachers (computer-managed instruction) and technology to assist learners (computer-based instruction). Students will develop proficiency with the effective design and use of a wide variety of tools including multimedia, productivity software, web-based resources, interactive whiteboards and other current or emerging technologies. *Fall and spring. Online.*

**Ed 201** Theories of Teaching & Learning (3 credits)  
Psychology as applied to education: original tendencies; laws of learning; amount, rate, limit, conditions, spread and permanence of improvement; mental work and fatigue; research; and individual differences. Sequential and incremental formal, structured clinical experiences in a school setting are included as part of this course. *Fall and spring. Online.*

**Ed 205** Foundations in Reading (3 credits)  
This course examines the theoretical and evidence-based foundations of literacy processes and instruction, including oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. It also includes the historical progression of reading and writing instruction, and the role of professional learning, leadership and judgment for teachers. This course is aligned with SC literacy

competencies, ILA, CAEP, InTASC and ADEPT performance standards. This course meets the requirements of the Read to Succeed Act for the R2S Literacy Teacher Endorsement in South Carolina for early childhood, elementary, and special education teachers AND the R2S Literacy Requirement Endorsement in SC for middle and high school teachers. *Prerequisite: En 102. Fall and spring. Online.*

**Ed 250** Foundations in Early Child Care & Education (3 credits)

An introduction to early care and education with an overview of the historical and theoretical foundations of developmentally appropriate practices. The course will also introduce students to state regulations and early learning standards with special emphasis on the importance of professionalism and applying a Scriptural, ministry-minded approach to working with young children and families. *Spring. Online.*

**Ed 275** Biblical Worldview Formation in Education (3 credits)  
This course is designed to meet the needs of Christian teachers who desire to improve their skills in biblical worldview formation. The course will begin by distinguishing a secular approach to education from a Christian approach. It will then flesh out the details of a Christian approach. The course then presents a method for planning and writing instruction from a Christian perspective. The course concludes by providing students with a tool for evaluating various educational materials from Christian publishers. *Online.*

**Ed 324** Educating the Exceptional Learner (3 credits)  
 his course examines education of the exceptional child. The student will learn about prominent disabilities, the history of special education, the service delivery continuum, State and Federal special education regulations, Response to Intervention, differentiated instruction, and effective classroom modifications and accommodations for meeting the needs of diverse learners. *Online.*

**Ed 325** Development: Birth to Adolescence (3 credits)  
 The course examines the physical, emotional, intellectual, cultural, and spiritual growth of the child from pre-natal through adolescence. Emphasis is placed on the development of the child in relation to the school. Special consideration is given to societal issues impacting development. *Online.*

**Ed 380** Instructional Methods & Strategies (3 credits)  
 This course is designed to help teachers put instructional theory into practice through the study and application of teaching strategies and techniques that are applicable to the K–12 classroom. *Online.*

**Ed 383** Educational Assessment (3 credits)  
 An introductory course in the principles of constructing standardized and teacher-made tests, test scoring and interpretation, grading-reporting practices, and an overview of commonly used statistical terms. *Online.*

**Ed 388** Classroom Management (3 credits)  
 This course is an introduction to K–12 classroom management techniques to prepare teachers to be effective managers of their classrooms so that student learning is maximized. *Online.*

**Ed 493** Field Experience Capstone (3 credits)  
 In this course participants demonstrate their professional responsibilities by applying learning and development theories and demonstrating developmentally appropriate practices by writing lessons plans, creating assessments and providing feedback to students in the K–12 environment. Participants will submit recordings of lessons to receive individualized feedback on their planning and teaching strategies. *Online.*

**Ed 605** History & Philosophy of Education (3 credits)  
 Beginnings of the American system of education, survey of theories of education; factors and forces changing American education philosophies of learning applied to contemporary educational problems. This course is designed to equip and motivate educators and administrators to understand, critically appraise and apply the historical and philosophical foundations of education in developing their educational theory and practice. *Online.*

**Ed 615** Theories of Learning (3 credits)  
 This course is an overview of theories related to teaching and learning. Major concepts of learning theories will be studied as well as motivational, developmental and classroom management theories. Students will be required to research, analyze and apply these theories. *Online.*

**Ed 625** Family, School & Community Relationships (3 credits)  
 This course will examine the changing structure and demographics of the family and implications for education. Current models and strategies for effective home, school and community partnerships will be reviewed with special emphasis on practical applications of these strategies in candidates' own school settings. Course topics include theories of family systems, parenting, parent education, child abuse/neglect and bullying. *Online.*

**Ed 632** Best Practices in Instructional Strategies (3 credits)  
 Effective teaching involves using a variety of instructional strategies, designed with specific learners in mind. This course explores the development and practical application of numerous strategies. Students will be introduced to the Five Core Propositions of the National Board for Professional Teaching Standards. This class is mostly project based. *Online.*

**Ed 634** Providing Instruction for Exceptional Learning Needs (3 credits)  
 This course focuses on developing the student's understanding of the knowledge and skills necessary to increase effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular and behavioral strategies. *Online.*

**Ed 638** Curriculum Development & Design (3 credits)  
 This course is an overview of the history and theories of curriculum development and their application to K–12 schools. Designing and implementing effective curriculum and learning based on a school's philosophy of education. *Online.*

**Ed 659** R2S Content Area Reading & Writing for Early Childhood and Elementary School Teachers (3 credits)  
 This course focuses on the theoretical bases and techniques related to the teaching of reading and writing in early childhood and elementary school settings. The course will familiarize students with historical concepts of subject matter and related research for learners in Kindergarten through sixth grade. Students will conceptualize disciplinary literacies in order to envision and research literacy pedagogies. This course meets the requirements of the Read to Succeed Act for the R2S Teacher Endorsement in South Carolina for

early childhood, elementary, and special education teachers. *Online. Excludes: Ed 678.*

**Ed 661** Assessment of Learning (3 credits)

The appraisal of a student's intellectual capacity and aspects of personality; the interpretation of educational data using descriptive statistics including frequency distributions, measures of central tendency and dispersion, the normal probability curve and graphs. Attention is also given to test construction and the development of a testing program. *Online.*

**Ed 667** Technology in Education (3 credits)

This course is a practical examination of current technology applications and their integration in education. The hands-on learning environment provides the professional educator with the tools needed to enhance skills in technology and apply these skills in a variety of settings. *Online.*

**Ed 678** R2S Content Area Reading & Writing for Middle School and High School Teachers (3 credits)

This course focuses on the theoretical bases and techniques related to the teaching of reading and writing in middle and high school settings. The course will familiarize students with historical concepts of subject matter and related research for learners in fifth through twelfth grade. Students will conceptualize disciplinary literacies in order to envision and research literacy pedagogies. This course meets the requirements of the Read to Succeed Act for the R2S Teacher Endorsement in South Carolina for middle school and high school teachers. *Online. Excludes: Ed 659.*

**Ed 680** Classroom Management (3 credits)

A study of effective techniques for management and discipline in the classroom setting. Emphasis placed on current research and literature. Students develop and communicate a personal philosophy regarding classroom management that references physical surroundings, student motivation approaches, rules and procedures, and strategies for dealing with challenging behaviors and diverse needs. *Online.*

**Ed 682** Instructional Leadership (3 credits)

Practicum experience within the student's current teaching setting. The student is expected to implement a coaching cycle, conduct instructional classroom visits, and develop a professional learning plan. *Online.*

**Ed 683** Instructional Coaching (3 credits)

An overview of the approaches to coaching and data collection and an overview of professional learning theory with application to a school setting to improve instruction to benefit students. *Prerequisites: Ed 632, Ed 661, and Ed 682. Online.*

**Ed 690** Research in Education (3 credits)

This course introduces educational research, statistics and testing; and is designed to familiarize the student with the technology, basic concepts and tools necessary to critique and interpret published research. *Online.*

**Ed 691** Readings in Education (3 credits)

Independent study through the use of readings with special emphasis on selected areas from the field of education. This course can be substituted for other courses at the discretion of the program coordinator. *Prerequisites: Ed 690. Online.*

**Ed 693** Field Experience Capstone (3 credits)

In this course participants demonstrate their professional responsibilities by applying learning and development theories and demonstrating developmentally appropriate practices by writing lessons plans, creating assessments and providing feedback to students in the K–12 environment. Participants will submit recordings of lessons to receive individualized feedback on their planning and teaching strategies. *Online.*

**Ed 695** Action Research Project (3 credits)

In this semester long capstone course, the student will have a supervised experience in an area of fieldwork under the direction of faculty; including papers, unit work samples, recorded lessons—uploaded and critiqued—all tied to coursework taken previously in the MEd Program. The student must be teaching in a traditional K–12 classroom during the semester this course is taken. *Prerequisite: Ed 690. Online.*

## EDUCATIONAL LEADERSHIP

**EAS 660** Foundations of Leadership (3 credits)

Emphasizes basic administrative theory and research for the school leader, focusing on the current practices and examining trends in such areas as leadership skills, personnel development and decision making. *Online.*

**EAS 663** School Business Management (3 credits)

Principles of business administration for schools, emphasizing sound plant, finance and management practices. A philosophy of school administration will be developed. *Online.*

**EAS 670** Pupil Personnel Services (3 credits)

A survey of guidance services and their application in both elementary and secondary educational settings. Practical guidance problems are considered. *Online.*

**EAS 676 Personnel Administration & Supervision (3 credits)**

An overview of the employment process, personnel policies and procedures, and laws and regulations affecting the employment and supervision of faculty/staff in private, non-profit schools. *Online.*

**EAS 678 Organizational Leadership (3 credits)**

An exploration of organizational theory and its application in a school setting, emphasizing strategic planning, instructional leadership and public relations. *Online.*

**EAS 695 Educational Leadership Action Research Project (3 credits)**

In this semester long capstone course, the student is expected to demonstrate the implementation of leadership skills (tied to coursework taken in this program) to an approved action research project in a K-12 educational setting. The student must have access to a traditional K-12 school during the semester this course is taken. *Prerequisite: Ed 690. Online.*

# FACULTY



## DEAN

### ***Brian Alan Carruthers (2004)***

BS, Bob Jones University;  
MS, Bob Jones University;  
EdD, Nova Southeastern University

## DIVISION OF ADULT & GRADUATE STUDIES

### ***Bradley Ray Batdorf (2016)***

BS, Bob Jones University; MAEd, Citadel Military College of South Carolina; EdD, Bob Jones University

### ***Andrew Glen Broere (Adjunct)***

BS, Maranatha Baptist University; MA, Concordia University; Additional graduate work, Bob Jones University

### ***Scott Philip Buhr (2021)***

BS, Bob Jones University; MS, Bob Jones University; EdD, University of South Carolina

### ***Jennifer Klipp Copeland (Adjunct)***

BA, Baptist College of Ministry; MEd, Bob Jones University; EdS, Bob Jones University; EdD, Bob Jones University

### ***Jennifer Leigh Flowers (Adjunct)***

BS, Bob Jones University; MEd, Bob Jones University; EdD, Bob Jones University

### ***Anna Lorraine Hamrick (2016)***

BS, Bob Jones University; MEd, Bob Jones University; EdD, Indiana University

### ***Heather Eugenia Richardson (2008)***

BS, Bob Jones University; MEd, Bob Jones University; EdD, Bob Jones University; Additional graduate work, Capella University

### ***Aaron Patrick Hatcher (Adjunct)***

BBS, Crown College; MEd, Bob Jones University; EdD, Liberty University

***James Manning Hubbard (Adjunct)***

BS, Tennessee Temple University; MA, University of Michigan-Ann Arbor; EdS, Bob Jones University; EdD, Bob Jones University

***Sonia Leigh Johnson (2002-2025, Adjunct)***

BS, Bob Jones University; MEd, Bob Jones University; EdD, University of Memphis

***Braden Jon Parker (Adjunct)***

BS, Bob Jones University; MS, Bob Jones University; EdD, Bob Jones University

***Esther Charlotte Salinas (2021)***

BS, Bob Jones University; MEd, Azusa Pacific University; MA, California State University; EdD, University of Southern California; Additional graduate work, Pepperdine University; The Master's University and Seminary

***Joy Diane Stouffer (Adjunct)***

BS, Maranatha Baptist University; BS, Western Governors University; MS, Walden University; EdD, Liberty University

***Michael Christopher Taylor (Adjunct)***

BS, Indiana University; MEd, Stetson University; EdS, University of Florida; EdD, Liberty University

***Daniel Lynn Turner (1972-2019, Adjunct)***

BS, Bob Jones University; MS, University of Illinois at Urbana-Champaign; EdD, University of Illinois at Urbana-Champaign; Additional graduate work, Furman University

***Sharon Edge Wilkie (2015-2021, 2024)***

BS, Bob Jones University; MS, Troy University; EdS, Lincoln Memorial University; EdD, Liberty University; Additional graduate work, University of South Carolina-Columbia, Citadel Military College of South Carolina, Winthrop University, Appalachian State University and Bob Jones University

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NORTH PLEASANTBURG DRIVE

WADE HAMPTON BOULEVARD

walk bridge

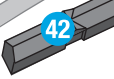
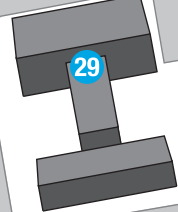
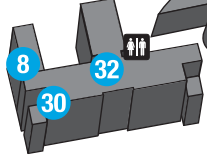
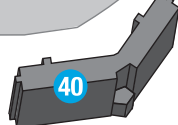
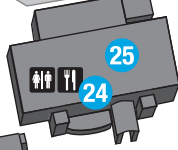
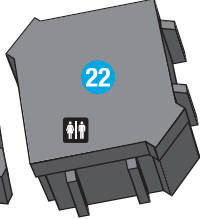
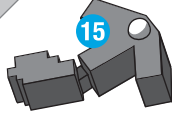
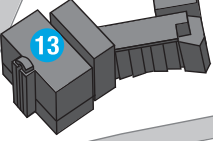
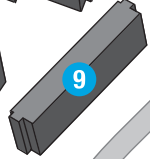
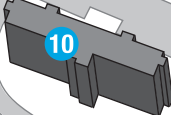
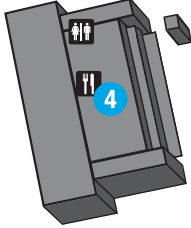
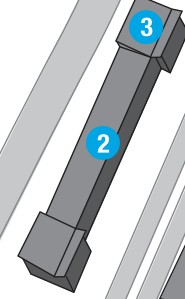
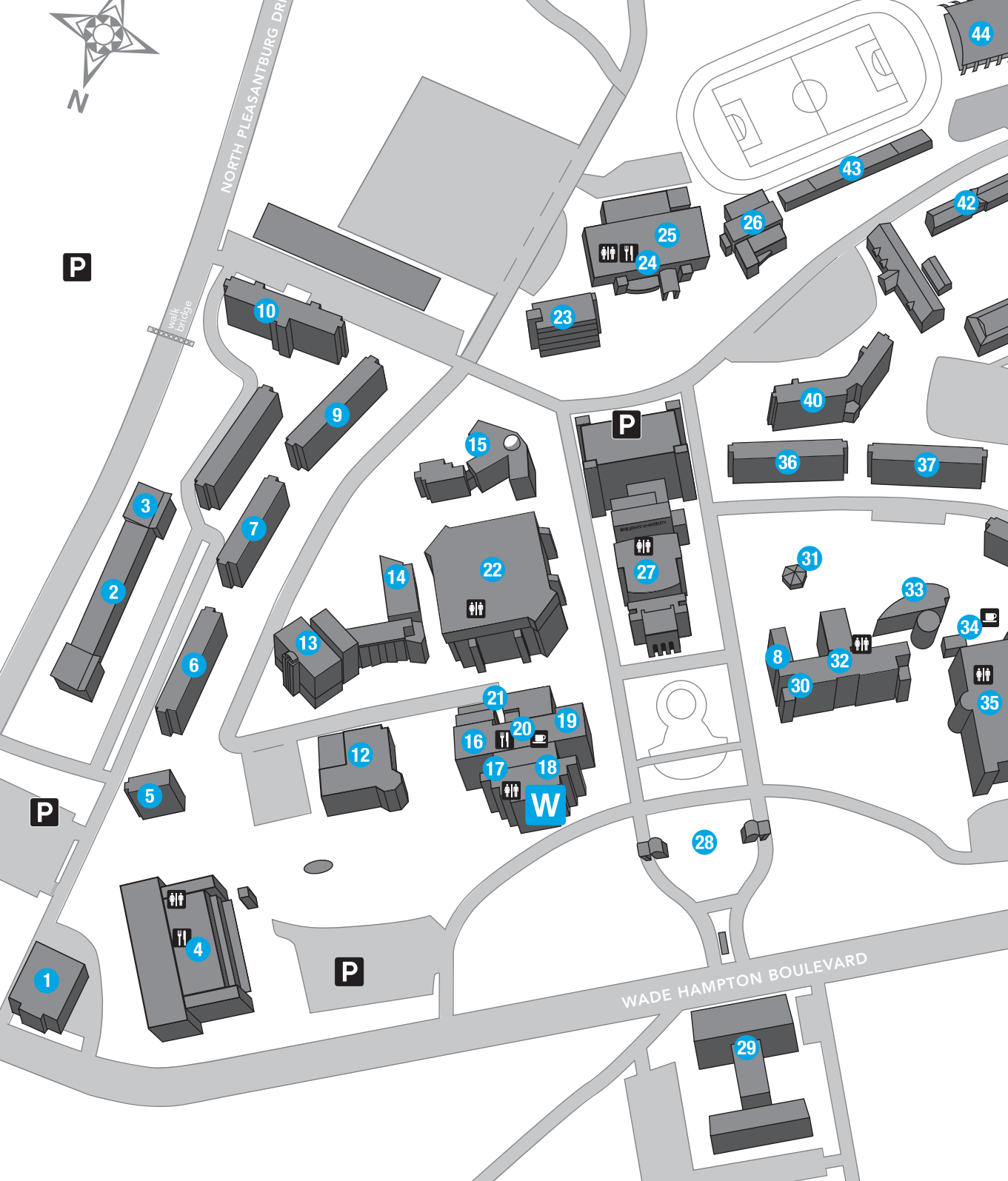
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