


# College Catalog
# 2026-2027




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**Notice: Pillar College reserves the right to revise without notice its regulations, fees, or other matters as it deems appropriate. It is in the best interest of the student to verify policies and procedures with the appropriate department prior to making decisions**

# 2026-2027 Academic Calendar

*The following dates apply to students in the Traditional-8, -15, and BLEND Programs. Students in LEAD should follow their LEAD cohort schedules for class dates and holidays.*

## Traditional 8-Week, 15-Week, and BLEND Programs

## 2026

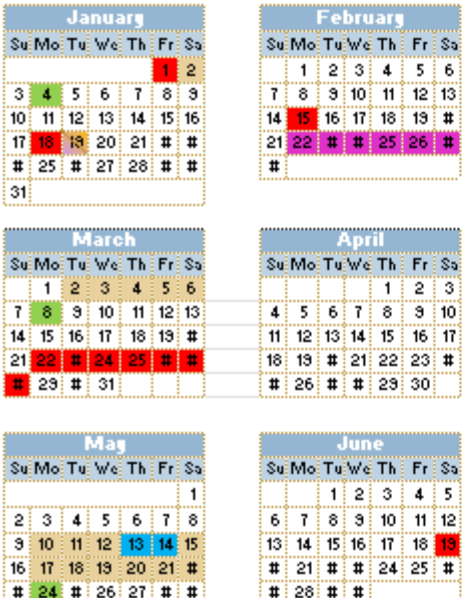



### FALL SEMESTER 2026

| | |
|---|---|
| July 17 | Acceptance Deadline for Fall-A T8 term |
| July 18 | Traditional-8 New Student Orientations (all campuses) |
| August 8 - October 6 | FALL-A Traditional-8 and Online Term start/end |
| August 7 | Acceptance Deadline for Fall T15 & BLEND terms |
| August 29 - December 19 | FALL BLEND Term start/end |
| August 29 - December 19 | FALL Traditional-15 Term start/end |
| September 5 - September 7 | **Labor Day Weekend – NO CLASSES** |
| September 15 | **Pillar College Fall Convocation – Students encouraged to attend Convocation** |
| September 21 | Acceptance Deadline for Fall-B T8 term |
| September 28 - October 2 | Advising Week for Spring 2026 Semester |
| October 13 - December 12 | FALL-B Traditional-8 and Online Term start/end |
| November 24 - November 28 | **Thanksgiving recess – NO CLASSES** |
| December 21 - January 2 | **Christmas / Winter Break – NO CLASSES** |

| | | | |
|---|---|---|---|
| Traditional-8/Online | No Classes | | =No Evening classes |
| Traditional 15 | College-wide ceremoni | | =No T8 classes |
| BLEND | Advsing Week | | |

## 2027




### SPRING SEMESTER 2027

| | |
|---|---|
| December 7 | Acceptance Deadline for Spring-A T8 term |
| December 21 | Acceptance Deadline for Spring T15 & BLEND terms |
| January 4 - March 1 | SPRING-A Traditional-8 and Online Term start/end |
| January 18 | **Martin Luther King Day – College Closed** |
| January 19 - May 10 | SPRING Traditional-15 Term start/end |
| January 19 - May 10 | SPRING BLEND Term start/end |
| February 15 | Acceptance Deadline for Spring-B T8 term |
| February 15 | **President's Day-Observed-College Closed** |
| February 22 - February 27 | Advising Week for Fall 2027 Semester |
| March 8 - May 8 | SPRING-B Traditional-8 and Online Term start/end |
| March 22 - March 28 | SPRING BREAK for Traditional-8, -15, and BLEND |
| March 26 | Good Friday – Pillar College Closed |
| March 28 | Easter Sunday |
| April 1 | 2027-2028 FAFSA Submission Deadline |
| May 13 | **Baccalaureate Services** |
| May 14 | **Graduation Ceremony – NO CLASSES** |

### SUMMER SESSION 2027

| | |
|---|---|
| May 3 | Acceptance Deadline for Summer T8 term |
| May 24 - July 26 | SUMMER Traditional-8 and Online Term start/end |
| May 31 | **Memorial Day – NO CLASSES** |
| June 19 | **Junetten - NO CLASSES** |
| July 3 - July 9 | Summer Break for Traditional-8 |
| July 4 | **Independence Day - Pillar College Closed** |

| | | | |
|---|---|---|---|
| Traditional-8/Online | No Classes | | =No Evening classes |
| Traditional 15 | College-wide ceremoni | | =No T8 classes |
| BLEND | Advsing Week | | |

*Pillar College reserves the right to modify the College calendar at any time.

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## Greetings from the President



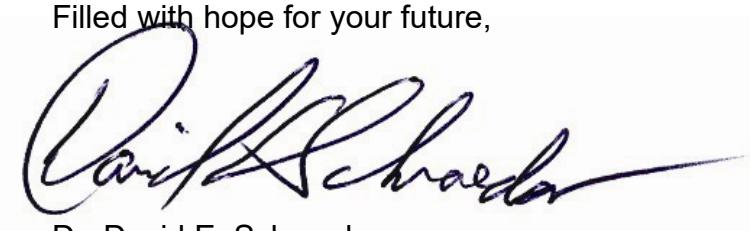
Thanks for connecting with Pillar College, where education and inspiration meet. Few small private colleges have the amazing array of benefits that Pillar is pleased to offer:

- Located in the greater New York City area, with its cultural, commercial, academic, and tourist advantages and attractions.
- On campus, online (synchronous & asynchronous), and hybrid (in-person and online) courses.
- Since 2010, holding the highest institutional accreditation any university or college in the USA can attain.
- Small classes of 12-15, offering personal attention to each student.
- Outstanding faculty who teach from a Christian worldview perspective.
- Multicultural competence and multi-racial community.
- Innovative programs for adults, international students, Spanish-speakers, and intentionally urban.
- Low tuition and generous financial aid.

We believe part of our mission is to help you become a transformational leader with a compelling message for the world. Pillar College is here to help you discover how to be that message. Whatever course program you choose, one thing is certain – you will be on a path of personal transformation, as you interact with extraordinary faculty, staff, and students.

We invite you to add to the excellence of this rapidly growing, multi-cultural community of learners.

Filled with hope for your future,



Dr. David E. Schroeder
President

# About Pillar College

Welcome to Pillar College, a Christian College dedicated to helping you pursue God's purpose and your passions in higher education. Pillar College is an accredited undergraduate institution that is faithful to biblical Christianity, grounded on the authority of God's Word, and committed to teaching Christians to serve Christ with passion and purpose. As He came into the world to serve God and humanity, you also are invited to learn how to invest your life to make an impact that will last.

## Global Outlook

Pillar College stands within the Wesleyan heritage in embracing a world-wide parish, including the privilege to serve the poor and needy, an earnest devotion to the empowering work of the Holy Spirit in every believer, and willingness to seek unity and cooperation with other believers on all that is essential to faithful Christian life.

Such commitments provide endless possibilities by which Pillar College works to implement its mission for every student. We start by affirming a heartfelt desire to welcome students of various theological traditions and various ethnic, national, and racial heritages. With this global outlook, Pillar College also seeks to co-labor with area churches and denominations of kindred heart.

## Mission Statement

**Pillar College educates, inspires, and equips students for excellent scholarship, service, and leadership**. Rooted in and committed to Christian faith and love, Pillar College fosters intellectual, spiritual, and social development among its diverse student population at various instructional sites.

## Institutional Values

**Embodying Christian Belief and Practice:**
Committed to biblical truth and love

**Excelling in Our Educational Mission:**
Transforming minds for career callings

**Fostering Community to Build Communities:**
Creating environments of grace and mercy

**Practicing Stewardship with Integrity:**
Maximizing gifts, talents, resources and opportunities

**Embracing Cultural and Ethnic Diversity:**
Because it is biblical, not politically correct

# Philosophy of Education

## Introduction:

Maturing the human mind is the business of education. This process occurs in numerous ways as educators continue to discover new learning styles. From a Christian worldview perspective, there is hope not only for the maturing of the mind but also for its transformation by continuing renewal. Higher education that is truly "higher" takes into account humans as whole beings and as parts of humanity. We all are subjective beings in search of objective truth. Many today deny that the concept of truth is anything other than an abstraction and is therefore meaningless. Such speculation is not dangerous unless one tries to live by that notion. Defying the "law" of gravity, for example, might put an abrupt end to experimentation if one were to leap from a tall building. Presumably, no matter how many people tried the experiment, the results would always be the same. There just seems to be something objective about such "laws."

Some would limit objectivity to the realm of the hard sciences and suggest that anything touching the social or the spiritual is necessarily subjective, and therefore, we must strive to keep education value-free lest we impose our prejudices on others. It is not our intention here to enter an epistemological debate but to declare that we firmly believe that all educational endeavors are laden with values and faith assumptions about the nature of reality and the universe in which we live. Every educational system, every textbook, every teacher, every class, every educational effort project a preference or prejudice based on a worldview perspective. The fact that no one says Humanistic Higher Education, or Naturalistic Higher Education, or WASP Higher Education, or Pragmatic Higher Education does not negate the fact that, quite often, education is approached from those points of view.

So, Pillar College does not hesitate in affirming the urgency and significance of the Christian college with its Christ-centered worldview. *He (Christ) is the image of the invisible God, the firstborn over all creation. For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers of authorities; all things were created by him and for him. He is before all things, and in him all things hold together* (Colossians 1:15-17).

All other truth, while important, is ultimately inconsequential if this truth is neglected. **Rightly relating to our Source and the Creator of all worlds and all truths is paramount to a full education.** This one idea alone preserves the critical mission of Christian higher education. Students today need a holistic view of education that is consistent with God's truth. Integrating their faith into the rest of their knowledge and life is essential if they are to be authentic Christians.

The following properties belong distinctively to Christian higher education and flow from a mission that is more relevant, essential, and valuable than ever. Our mission states:

**Pillar College educates, inspires, and equips students for excellent scholarship, service, and leadership.** Rooted in and committed to Christian faith and love, Pillar College fosters intellectual, spiritual, and social development among its diverse student population at various instructional sites.

To deliver excellent education to a diverse population in various instructional sites to the glory of God, we seek to provide for students the following four components of a Christ-centered college experience:

## 1. Higher education based upon a Christian worldview

**The primary and overarching purpose of Christian higher education is to expand our awareness of the glory of God.** This goal gives Christian educators a different starting point and framework for their teaching, namely, **a Christian worldview**. Many educators assume a modernist or postmodernist worldview in which God does not exist, is irrelevant, or is whatever the individual wants him/her/it/them to be. A Christian worldview begins with the premise that a personal, all-knowing, all-loving, and all-powerful being exists and that truth is eminently important to God. And the most important truth is summed up in the person of God known as Jesus Christ who is God's Good News to the world that one can be rightly related to God. This worldview is integrated into the curriculum of a Christian college.

Just as it is impossible for a person to be without a worldview, so is it impossible for education to be given from a totally neutral, valueless perspective. So, the question is not whether a student should pursue a value-laden education, but which values should underlie the education she pursues. The slant or bias of the educators has little to do with the quality of education provided. Christian higher education may be done poorly or excellently; secular education may be done poorly or excellently. However, we hasten to say, the more closely the educator's bias or perspective is aligned with *really real* (truth), the greater potential there is for excellent content, if not pedagogy.

## 2. An educational and social environment that affirms and strengthens the faith

**An idea that follows from this worldview is the extreme importance of providing for people an educational environment that will build up their faith and their ability to engage serious scholarship.** Christian colleges employ teachers who communicate a theistic framework into which all other truths fit. More than ever, students need professors who are models of Christian scholarship and lifestyle. As Pillar College challenges and engages in rigorous and healthy debate, it recognizes and affirms Christ in all things. As it states in Proverbs, it is "iron sharpening iron." Psalm 18 tells us that God "stooped down" to make us great and Philippians 2 speaks of Christ who "humbled Himself" even to death on a cross for us. Radical humility and service clearly are our models.

In this increasingly diverse world, educational experts are discovering that the context or atmosphere for pursuing higher education is a major factor in the quality of education. For example, *US News and World Report* magazine, in addition to its annual ranking of colleges and universities according to academic standards, publishes a ranking that recognizes schools that provide a multi-cultural context. Ethnic diversity is seen to be an important factor for excellence in education. And we are pleased to say that Pillar College is one of the most ethnically and denominationally diverse colleges in the nation. It is through this diversity that Pillar College engages the culture, taking the gospel into all areas of life.

## 3. Knowledge and skills for embodying the faith and capably communicating the gospel

**A third important aspect of the mission of Christian higher education is imparting specialized training and education for promoting the Christian message and nurturing Christian communities.** Future generations of Christian leaders are being educated in Christian institutions. Some of these leaders will go into so-called full time Christian vocational ministry. Others will be among the best laymen and women of our churches. The graduates of Christian colleges go out as prepared disciples to impact the world in transformational ways regardless of their profession.

As educators and learners, we ask, “What would be the emphases of Jesus today for imparting His values?” In answer to this Pillar College’s curriculum provides an academic breadth of:

- Discovering and articulating knowledge about our world
- Preserving and benefiting from the memory of humanity's past
- Learning how to provide greater civility, well-being, and economic strength for all individuals and communities
- Expanding the creative and vocational capabilities of individuals
- Establishing understanding and trust between cultures
- Understanding the nature of injustice and oppression and learning about the practice of justice, mercy, and compassion
- Developing technologies that improve quality of life
- Caring for the environment

The Christian college experience is not limited to academics or to the classroom. The best Christian colleges view student development and spiritual formation as essential parts of their mission. Pillar College encourages students to live their faith to the glory of God. Probably the most important learning any person acquires is the ability to worship God. Most Christian colleges are very intentional in preparing their chapel programs with worship as the centerpiece. Internships, student clubs, and global learning programs add to the opportunities for spiritual enrichment, service, and growth.

## 4. Tools to think and act as Christian disciples and servants in our increasingly complex world

While these three properties of Christian higher education have been before us and have shaped our Christian institutions for a long time, a fourth attribute has surfaced very clearly: **the importance of learning to think and act Christianly**. The clashing of ideologies is not new, as documented by the Old Testament and seen in so many episodes of history; however, the advance of globalism and technology escalates the conflicts exponentially. It is not, however, a ‘bunker’ mentality that drives us; rather, it is our purpose to articulate a philosophy as one that seeks to engage the contemporary culture - not on man’s terms, but rather, on Christ’s. He is the standard by which all others are judged and to which all others are tuned.

Christian education has never been more important as we speak into cultures that often are alienated from each other, out of alignment with God, and hostile to the church. With such high stakes as well as the never-changing mandate to “disciple the nations” the question, “How shall we now think?” defies an easy answer. Who is thinking deeply about how to apply a thoroughly biblical worldview to perplexing problems like these? Evangelical Christian scholars are in a position to help people know how to think Christianly or kingdomly about the complex world they will soon lead.

Thinking Christianly is not enough; however, acting Christianly must follow if we are to show forth the glory of God in this world. Christian colleges teach students to live with integrity, to use Christian principles in decision-making, to practice justice, love and compassion, and to seek to transform society according to the values of God.

## Licensure and Accreditation

Pillar College is licensed by the New Jersey Commission on Higher Education to offer Associates, Bachelors, and Masters degrees.

### Middle States Commission on Higher Education

Pillar College is accredited by the Mid-Atlantic Region Commission on Higher Education, *doing business as* the Middle States Commission on Higher Education (MSCHE), which was formally incorporated under Pennsylvania Commonwealth law on March 1, 2013. From its origins in 1919 through February 2013, the Commission was a unit of the Middle States Association of Colleges and Schools. Although now an independent corporation, the Commission maintains an ongoing relationship with the Middle States Association. The Mid-Atlantic Region Commission on Higher Education is located at 3624 Market Street, Philadelphia, PA 19104 and can be reached by telephone at (267) 284-5000.

The Middle States Commission on Higher Education is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence for diverse institutions of higher education. MSCHE serves as an institutional accrediting agency recognized by the U.S. Department of Education.

## Theological Heritage

Pillar College was founded as an undergraduate-level institution is committed to historic Christianity and ministry as reflected in its Statement of Faith.

The College holds that there is one Church universal according to the ancient Apostles' Creed. At the same time, Pillar College recognizes that the one Church in time and history is made up of many confessing traditions and denominations. The College is committed to an approach to Christian undergraduate education that is based upon the classical Christian faith with its apostolic view of the church as one body with many members.

Therefore, Pillar College seeks to educate students of various theological traditions for service within their own denominations and churches as well as in other sectors of society. In addition, the College creates a climate for study and fellowship which encourages, equips, and enhances spiritual development and ministry.

## History

Pillar College was founded in 1908 as Zarephath Bible and Missionary Training Institute, a training school for missionaries, preachers, and teachers with theological roots in the Methodist Episcopal Church and the nineteenth century American Holiness Movement.

From 2001 -2013 the college was named Somerset Christian College and formally changed its name to Pillar College. In 2001, the New Jersey Commission on Higher Education issued the charter to grant the two-year Associate of Arts degree in Biblical Studies. In 2006 the college was approved to offer four-year Bachelor of Arts degrees. In 2010, the college received accreditation from the Middles States Association.

Located from 1908 through August 2011, in Somerset County, the college was forced off the Zarephath campus by the flood associated with Hurricane Irene. Fortunately, space in the historic Military Park Building in Newark had already been acquired and courses were being held there, so the college acquired more space and moved its central operations to Newark. A beautifully appointed facility in Somerset was made available to students in 2012 but closed in 2023. The College has also expanded to the urban center of Paterson, NJ.

## Statement of Faith

As a member institution of the Association of Biblical Higher Education (www.abhe.org), Pillar College affirms the following Tenets of Faith:

1. We believe that there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.
2. We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious atonement through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal and visible return in power and glory.
4. We believe that humankind was created in the image of God, that he was tempted by Satan and fell, and that, because of the exceeding sinfulness of human nature, regeneration by the Holy Spirit is absolutely necessary for salvation.
5. We believe in the present ministry of the Holy Spirit by Whose indwelling the Christian is enabled to live a godly life, and by Whom the church is empowered to carry out Christ's great commission.
6. We believe in the bodily resurrection of both the saved and the lost; those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.

## Church Partnerships

> *"If one member suffers, all suffer together with it; if one member is honored, all rejoice together with it. Now you are the body of Christ and individually members of it." (1 Corinthians 12:26-27, NRSV).*

Pillar College is the only Bible-believing Accredited Institution in New Jersey. Prior to 2012 we were owned by a small denomination. We are part of the Body of Christ, and we want to be accountable and in relationships with other members of the Body.

The Pillar College Church Partnership Program aims to expand God's Kingdom, love people, and glorify Christ. Our efforts are strengthened through establishing relationships with like-minded churches. What we have found over the years is that the words "association" and "membership" do not really describe the relationships we are developing – organic partnerships with churches as a means to network, connect and share in advancing the Kingdom of God.

# Campus and Facilities

## Pillar College – Newark Campus

60 Park Place, Suite 701
Newark, New Jersey 07102

In order to make the Pillar College educational experience more readily available to the urban areas of New Jersey and easily accessible from New York City, The college has established a facility in the heart of the Central Ward of Newark. As the largest city in the state, Newark is a major transportation hub in the northeast. All train lines travel to Newark's Penn Station, which is only blocks away from Pillar College – Newark.

Pillar College is located on Floors 1 and 7of the Military Park Building, 60 Park Place. Located one block south of the Performing Arts Center (PAC) and four blocks north of the Prudential Center, the Military Park Building is a prestigious high-rise building that hosts an interesting array of professional corporations. Pillar College's Newark Center features beautiful views facing west and south.

1st Floor includes:

- Student Success Center
- Recruitment Offices
- Podcast Room
- Marketing
- Faculty Lounge & Library
- Student Library
- Academic Resource Center (ARC)

7th Floor includes:

- Pillar Suite 701 – houses the office of Student Engagement and the office of VP of Academic Affairs and Dean of the College. The space also includes 5 classrooms, a reception area, student lounge with kitchenette, media lab/classroom.
- Presidential Suite 703 – houses the Office of the President, Office of the Provost, and Vice President of Admissions and Marketing.
- Enrollment Services Suite 705 – houses, Financial Aid, and Student Accounts, and the Registrar's Office
- Enrollment Services Suite 704 – houses the offices of the Vice Presidents of Finance, and Operations, Strategic Alliances, and Advancement, and Human Resources. The space also includes 3 classrooms.

### Access to the Campus

The Newark Campus is open to the public during regular operational hours. After that time, the offices are locked. Security measures are very important at the Newark campus. ***All visitors must sign in at the Military Park Building front desk***. Students, faculty, and staff must carry

their Pillar College ID at all times; otherwise, you must sign in at the Military Park front desk with security when you do not display your Pillar ID badge.

### Parking

The Newark campus has one low-cost option for parking:

Parking
LAZPARKING
One Newark Center Garage
42 Mulberry Street, Newark, NJ
Pillar Discounted Rate - $9 (cash payments only)

PARKING INSTRUCTIONS:
Enter the parking garage and take a ticket from the ticket dispenser. Bring the ticket with you to the College for payment and to receive a tamper proof parking stamp to be placed on your parking ticket. When you are ready to leave, bring your stamped ticket to a parking attendant before you get your car. Once confirmed by the attendant, you can get your car and exit.

**Parking Payment And Validation: Hours And Location**
Bring your ticket to the 7th Floor Reception Desk
Monday – Thursday, 9:30am – 5:15pm
Fridays, 9:30am – 4pm

## Pillar College – Paterson Campus

111 Washington Street – 2nd Floor
Paterson, NJ 07505

The Paterson campus houses classrooms, a computer lab, academic resources, internships, library science meeting space, admissions, student services, and executive offices.

### Parking Instructions for Paterson

Street parking is available on a first-come, first-served basis. It is a metered parking and only accepts quarters.

Parking Lots
9-1-9-17 Hamilton Street Parking (Parking Lot), enter the parking lot and take a ticket from the ticket dispenser. Park your car. Bring the ticket with you to PC and purchase a discount parking coupon. When you are ready to leave, bring the discount parking coupon along with your parking ticket to the parking attendant before exiting with your car. Once confirmed by the attendant, you may exit.

## Pillar College – Ocean County Instructional Site

Migdal Seminary
541 Joe Parker Road
Lakewood, NJ 08701

Bnos Chaim Seminary
222 South Clover Ave
Lakewood, NJ 08701

Kerem Seminary
1 East 13th Street
Lakewood, NJ 08701

# Admissions Policies & Procedures

## Welcome to All

Pillar College admits all qualified students of any race, color, disability, national or ethnic origin to all the rights, privileges, programs, and activities available through the College.

Pillar College does not discriminate on the basis of gender, race, color, disability, age, status as a veteran, or ethnic origin in administration of its educational policies, admission policies, financial aid, or other school administered programs. In admission to and enrolling at Pillar College, students enter into a covenant of respect for the Faith Statement and agree to adhere to the College's Ethos Statement.

Prospective students and other people interested in learning more about Pillar College are cordially invited to arrange for a campus visit. Please call toll free (800) 234-9305 or email admissions@pillar.edu to make an appointment. Administrative offices are open Monday through Thursday 9 a.m. to 5 p.m., and Friday by appointment only, except holidays.

## The Pillar College Ethos

The Pillar College is a community of believers who have committed themselves to Jesus Christ as Savior and Lord. It is a community where persons seek to live out their commitment to Christ in lives of sanctity at both the personal and social level in accordance with Scripture. Students, faculty, staff, and administrators seek to develop and nurture relationships in mutual respect. They exercise their responsibilities within certain policies and structures that make it possible for the institution to fulfill its mission. Members of the Pillar College family bear witness to the authentic Christian faith by living and working in true Christian discipleship. Personal integrity, purity, and love for one another are the hallmarks of this discipleship which in turn influences the entire community.

Through shared experiences in classes, study, chapel services, meals, small groups, and prayer meetings, the members of this community encourage one another to find wholeness in Christ and fitness for ministry in the church and other vocational settings.

## Title IX

Pillar College is committed to maintaining a safe learning and working environment for all members of the Pillar College community, including students and employees. Pillar College is committed to maintaining a campus free from illegal discrimination and harassment, including sexual harassment, sexual misconduct, sexual assault, dating violence, domestic violence and stalking.

Discriminatory harassment is a violation, not only of Pillar College policy, it is also a violation of NJ State and federal laws. Title IX, an amendment to the Higher Education Act, is predominant among several federal laws which guide this policy. Title IX states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance." The College will not tolerate retaliation against any party who has complained of discrimination or harassment, or who has provided information or testimony in connection with such a complaint. Students, faculty, and staff are expected to abide by the standards. For more

information, the Title IX Policy can be found at https://www.pillar.edu/title-ix. Dr. Nishanth Thomas serves as the Title IX Coordinator and can be reached at nthomas@pillar.edu.

## Standard of Conduct

At Pillar College, we strive to bring all of life under the Lordship of Jesus Christ. We believe that a personal faith in Jesus Christ is the foundation for social, intellectual, and spiritual growth; further, the College believes that as ethical principles of the Christian faith are applied to life, certain actions are beneficial, and others are detrimental to the development of Christian character.

Spiritual discernment and godly empowerment are needed in seeking to lead a holy life. The degree to which the student's eyes, ears, and heart are trained to engage their culture determines how s/he will form Christian character.

God's Word specifically states that some actions such as stealing, the use of slanderous or profane language, occult practices, and sexual sins such as premarital sex, adultery, and homosexual behavior are unacceptable; actions motivated apart from love and faith are dishonoring as well. The use of illegal drugs and other substances that are harmful to the temple of the indwelling Spirit are prohibited.

## Admissions Requirements

In reviewing applicants for admission to the college, Pillar College personnel will consider the applicant's previous academic records, including grade point averages, standardized test scores (if applicable), extra-curricular activities, experience, and character.

### CHRISTIAN COMMUNITY EXPECTATIONS

The stated purpose of Pillar College is to provide a Christ-centered education to persons of diverse backgrounds and Christian traditions. It is important that the values of the applicant be compatible with those of the college community. Students are asked to read the standard of conduct on the supplemental application. Upon reading and agreeing to honor the standard of conduct they are asked to sign the admission application. To determine whether the applicant can benefit from the programs and environment of the College, three areas are important:

- Participation - As a Christ-centered institution of higher education, Pillar College periodically holds religious services such as chapel; also, the curriculum requires that most students take a minimum of seven Bible or theology courses in the bachelor's degree programs (LEAD and Elementary Education students have a reduced minimum, per the program requirements).
- Lifestyle – The applicant's lifestyle should reflect biblical principles.
- Perspective – It is important that the applicant has a basic understanding of the theological perspective of evangelical Christianity.

### IMMUNIZATION POLICY

Pillar College, in compliance with the New Jersey Administrative Code (N.J.A.C. 8:57-6.5-6.9) and Health Department regulations, requires persons born January 1, 1957, or later to show proof of vaccinations for Measles, Mumps, Rubella and Hepatitis-B *prior* to arrival at school for in-person instruction.

> **Religious Exemption:** A student shall be exempted from mandatory immunization if the student objects thereto in a written statement submitted to the institution, signed by the

student or a parent or legal guardian if a minor, explaining how the administration of immunizing agents conflicts with the student's religious beliefs; except as provided at N.J.A.C. 8:57-6.8(b) and 6.9(f).

## ACADEMIC REQUIREMENTS: MATRICULATING

A matriculating student is a student working towards an associate, bachelor's, or master's degree. Degree-seeking students follow the recommended course outline, according to their program, to graduate within a timely manner.

Upon acceptance to the College, **all degree-seeking** students (including LEAD students) will be asked to sit for an English Placement Exam (transfer students see "Transfer Student" section below). This will assist us in assessing a student's proficiency in English writing to ensure academic success. Pillar College reserves the right to require ***developmental or ESL, non-credit courses*** in English if a degree-seeking student demonstrates deficits in these areas. Those students taking remedial, non-credit courses in English may be able to enroll in other courses as deemed appropriate by the College. These students will not be allowed to enroll in LEAD courses until they have successfully completed the English Composition I course.

All incoming students will also be asked to sit for a Math Placement Exam (except those who are transferring college-level math credits). In order to pass out of Developmental Math and be placed into Contemporary Math, a student should get a total of 35 questions correct, which is tantamount to a 70/C-. To place into Developmental Math, a student will have scored only 20 correct, gaining a 60/D.

### First-Time Freshman Applicants

Three factors are considered in relation to First-Time Freshman Applicant's **high school grades**: (1) the overall grade point average; (2) the applicant's class rank and the school size; (3) the grade pattern from the freshman to senior year. It is expected that the applicant have a minimum 2.0 grade point average (on a 4.0 system).

Applicants for whom **English is a second language** and who demonstrate deficiencies in English must take the TOEFL examination administered by the College Entrance Examination Board or the SAT. The College requires a minimum score of 550 for acceptance.

A student who does not meet Pillar College's minimum academic entrance standards may be granted **provisional acceptance**. The student will be allowed to carry no more than 12 credit hours per semester. An evaluation of academic progress will be given after the completion of 12 credit hours and, upon demonstrating satisfactory academic progress, full admission status may then be granted. Students may be admitted on a provisional basis for no more than 12 credit hours.

### High School Graduates

The ability to perform successfully in Pillar College's academic environment is judged by the student's previous educational experience and relevant test scores. The college requires that applicants have a high school diploma, representing a minimum of 15 units. The College recommends that 12 of these units be distributed in the following manner: English, 4; Social Studies, 3; Foreign Language, 2; Science, 2; Mathematics, 1. An official high school transcript must be submitted.

#### Home-schooled students

A transcript of subjects studied and grades, including a cumulative grade point average, should accompany the application whenever possible. Information regarding these tests

can be located through local high school guidance offices. If the home-schooled student chooses to take the General Educational Development (GED) tests, please forward a copy of the GED diploma and an official statement of the test scores. Home-schooled students must send proof of graduation at the completion of their senior year unless they have submitted the GED results.

### Applicants with High School Equivalency

Applicants who hold a high school equivalency diploma on the basis of the GED tests must submit an official transcript of high school work, a copy of the GED diploma, and an official statement of the test scores.

## Applicants who are Non-native English speakers

An international student applicant, whose first language is not English, must enroll in the English as a Second Language Program (ESL), take a placement exam, or submit a TOEFL score of at least 80 on the Internet-based test (iBT); a score of 213 on the computer-based test (CBT); or a score of 550 on the paper-based test (PBT). A score of 6.5 on the IELTS (International English Language Testing System) will also be accepted.

Note: transcripts from foreign institutions must be evaluated by an approved outside agency for determination of transferable credits. The outside agency must be a current member of the National Association of Credential Evaluation Services (**www.naces.org**).

## Graduate Credit Transfer Acceptance Policy

Pillar College has established a transfer policy that allows students seeking admission into our graduate programs to bring in up to 12 graduate-level credits from **nationally** accredited institutions or the Association for Biblical Higher Education (ABHE). This flexibility also extends to credits that have been evaluated and approved by the American Council on Education (ACE) http://www.acenet.edu/ and the National College Credit Recommendation Service (NCCRS) http://www.nationalccrs.org/ provided these credits align with Pillar's programmatic standards and outcomes. This policy is designed to support students in their academic journey by recognizing and valuing prior learning, ultimately facilitating a smoother transition into their chosen programs at Pillar College.

For prospective and current graduate students, it's essential to consult with the Student Success Center to ensure that any previously earned credits will be accepted and how they can best fit into your academic plan.

**Requirements for Graduate Credit Acceptance are as follows**:

- Grade of B or better.
- Coursework credits that were completed within the last 5 years.
- Submission of transcripts.
- Submission of aligned syllabi.
- Submission of course descriptions.

**Limitations**

- Capstone courses cannot be transferred.
- Internships cannot be transferred.
- Credits completed beyond the 5-year stipulation require an official academic petition and approval of the Dean and VPAA.

## Undergraduate Transfer Students

A transfer student is one who has attended and/or graduated from another institution of higher education. Students with a grade point average of 2.0 or higher (4.0 scale) and in good standing are encouraged to apply.

Transfer students are expected to complete a minimum of 30 credits from Pillar College for the bachelor's degree and a minimum of 15 credits from Pillar College for the associate's degree. The registrar will evaluate academic transcripts prior to the student's acceptance to Pillar College. Upon acceptance to the College, transfer students who have not passed English Composition I (or equivalent) with a C or better will be asked to sit for an English Placement Exam. This will assist us in assessing a student's proficiency in English writing to ensure academic success. Pillar College reserves the right to require *remedial, non-credit courses* in English if a degree-seeking student demonstrates deficits in these areas. Those students taking remedial, non-credit courses in English language may be able to enroll in other courses, as deemed appropriate by the College.

Applicants with previously completed college level course work are required to submit official transcripts from all institutions previously attended as part of their application packet.
Note: transcripts from foreign institutions must be evaluated by an approved outside agency for determination of transferable credits. The outside agency must be a current member of the National Association of Credential Evaluation Services (www.naces.org).

### Admission into the LEAD Program

In addition to the above requirements for transfer students, applicants desiring to enroll in the Life Enhancing Accelerated Degree (LEAD) Program must meet the prerequisite requirement of English Composition I for all majors and for Psychology & Counseling majors it is required they meet the additional prerequisite of Introduction to Psychology, be at least 25 years of age by the time of enrollment and demonstrate completion of at least 48 credits of transferable college level academic work. Applicants for the LEAD Business Administration and Management major may submit an Employer Recommendation Form in place of the Pastoral Recommendation Form.

## Re-admitted Students

Students who previously attended Pillar College and have not enrolled for two consecutive semesters must apply for readmission under degree requirements in effect at the time of their readmission. Official academic transcript(s) of all college work completed during the interim will be required. All financial obligations and academic requirements must be met for re-admittance.

## International Students

Pillar College welcomes applications from international students (non-U.S. citizens). Along with the Pillar College admissions requirements, all non-U.S. citizens applying for an F-1 student visa are required to complete a Pillar College International Student I-20 Request form. Upon acceptance and documentation of financial resources, Pillar College will send the I-20 form to the student or an approved agent acting on behalf of the student. The student will then need to obtain an F-1 student visa from the Embassy of the USA in their respective country. International students with access to the internet and email are strongly encouraged to use these methods to communicate with the College. **Nishanth Thomas serves as the Primary Designated School Official (PDSO) for SEVP**. More guidance on International Student policies can be found in the International Student Handbook. Doug Anderson (danderson@pillar.edu) serves as the International Students Admissions Officer, Advisor, and Designated School Official (DSO) for SEVIS.

Note: transcripts from foreign institutions must be evaluated by an approved outside agency for determination of transferable credits. The outside agency must be a current member of the National Association of Credential Evaluation Services (www.naces.org).

## ACADEMIC REQUIREMENTS: NON-MATRICULATING

### Audit Students

Applicants who desire classes for personal enrichment in audit status do not accumulate credits toward a degree, nor do they have access to faculty evaluation and advising. Audit students must submit an application and recommendation form to the admissions office for approval. Audit students must obtain instructor approval prior to admission. Individual course instructors reserve the right to prohibit their course from audit options. Students wishing to change their auditor status to degree-seeking must satisfy all admissions requirements for a matriculating student. Audit students are not guaranteed admission to the college. If there is an overflow in the class, current students auditing the course may be asked to give up their seat to accommodate credit seeking students.

### Non-degree Seeking Students

A student may enroll in up to 12 credits as a non-degree seeking student. A non-degree seeking applicant is required to submit an application, personal essays, and recommendation forms. Upon completion of 12 credits, a student must request a change of status to degree seeking and satisfy all admissions requirements for a matriculating student.

# Application Procedures for Admission

Online applications can be found at https://www.pillar.edu/admission-aid/apply-to-pillar-college. The following items are required for admission:

- Application (online)
- $50 Application fee
- Personal Essay (Graduate Programs Only)
- General Recommendation Form or Letter
- Pastoral or Employer Recommendation Form or Letter (Graduates Programs Only)
- Official Academic Transcripts
- (High school transcripts not required for transfer students with 12 or more earned college credits)
- Immunization Records

Applicants will receive notification of acceptance status after all items have been reviewed.

**For transfer of credit, refer to Academic Policies & Procedures section of Catalog.**

# Official College Transcript Policy

An acceptable official college transcript is one that has been issued directly from the institution, either by sealed envelope or by authorized electronic delivery. If you have one in your possession, it must still be in its original sealed envelope. Official college transcripts are not required initially for acceptance if unofficial transcripts are provided. However, all official transcripts must be received by the completion of the student's first term for the student to be eligible for registration in the following term.

# ESL English Proficiency Assessment Policy for Undergraduate and Graduate Students

**Language Proficiency Test Policy for English as a Second Language Students Matriculating into programs at Pillar College**

Any ESL (English as a Second Language) or ELL (English Language Learners) student seeking to matriculate into a graduate program from the BA or into a BA program from the AA or another program within Pillar College, must complete and pass a language proficiency test and undergo an interview with the program director/Chair/Dean for evaluation and placement.

**From an AA to a BA**

1- A TOEFL iBT score of 78 or above or an IELTS (International English Language Testing System) score of 6.5 or above.

OR

2- A graduate of ESL Levels 1-5 with a GSE (Global Scale of English) score of 75 and above on the VERSANT.

**From a BA to an MA - one of the following scores**

1. A TOEFL iBT score of 83-100 OR 4.5
2. An IELTS Score of 6.5 - 7.5
3. A Duolingo Score of 105 and above
4. A VERSANT Score of 75 and above

**NOTE:** Resources will be provided to ensure a student's advancement towards his/her academic goal if he/she does not meet the above criteria.

**NOTE**: A PACE (Pillar Academy of Continuing Education) course can't be used to exempt students from the ESL program or from one of the courses in the BLEND or TRAD programs. However, an academic petition for an exemption can be filed with the Registrar if a student has exhausted his/her financial aid and requires additional financial assistance to complete his/her degree.

# FINANCIAL POLICIES AND PROCEDURES *Please refer to the addendum on page 139 for the revised pricing information.

## Student Success Center

The Student Success Center serves as the central hub for all student inquiries at Pillar College. It is designed to provide comprehensive support throughout each student's academic journey, ensuring that every learner has access to the guidance and resources needed for success.

**Student Success Coaches**
Student Success Coaches (SSC) act as the primary point of contact from the moment an application is submitted through graduation. Coaches provide individualized support, answer questions, and help students navigate academic requirements, institutional processes, and available resources. Each academic program is assigned a dedicated Student Success Coach to ensure consistent and personalized assistance.

**Contact Information**
Students may contact their assigned Student Success Coach directly or reach the general support line for assistance.

- **Email:** support@pillarcollege.zendesk.com
- **Phone:** (973) 803-5000

The Student Success Center remains committed to fostering an environment where every student feels supported, informed, and empowered to achieve their academic goals.

Pillar College is committed to providing an excellent cost-effective education for its students. Tuition and fee rates, payable each semester, are set annually according to economic conditions within the college and industry standards.

## Tuition and Fee Rates per Semester - Undergraduate

| | |
|---|---|
| $ 13,176 | Block Rate* (12-17 credits per semester)<br>**Block rate is not available to LEAD, Online and Independent-study courses* |
| $ 1,098 | Per credit rate (12 or fewer; 18 or more credits per semester)<br>*Online and Independent Study Courses are charged at per credit rate* |
| $ 17,028 | International student tuition up to 15 credits maximum ($1,356 per credit) |
| $ 918 | Per Credit Traditional Biblical Studies |
| $ 750 | Per Credit Traditional Biblical Studies- Summer |
| $ 189 | Audit rate per credit |
| $ 366 | Developmental Courses (courses below 100 level, including ESL) per credit |
| $ 1,300 | ESL Only, per semester. No semester fee; includes book fee |
| $ 350 | ECON-090 & ECON-090BL Financial Literacy >course for Pillar aid eligibility |

***Note**: For the LEAD program, tuition is determined at the cohort start date and remains the same (frozen) for the duration of that program for LEAD courses. Courses taken outside of the LEAD program are charged at the then current tuition rates. ***Enrollment in a LEAD term financially obligates the***

***student for the entire four class semester; LEAD is taken term-by-term, not course-by-course.*** If a student withdraws from the program, they will lose the frozen tuition rate and, upon re-enrollment, will be subject to the current tuition rate at that time.

## Undergraduate General Semester Fees

| | | |
|---|---|---|
| Registration Fee | $ 125 | |
| Online Services Fee | $ 125 | |
| Technology Fee | $ 220 | |
| Student Activity Fee | $ 30 | |
| Per Semester Totals | $ 500 | Domestic students |
| | $ 750 | International students (includes Pillar SEVIS administration fee) |

***Fees are non-refundable, not pro-rated, and apply to all students.***

ESL TESTING- $75 per administration (applies only to BLEND, ESL-only, and International Students)

## Tuition and Fee Rates per Semester - Graduate

**MA in Counseling**

| | |
|---|---|
| $ 10,584 | Full Time Tuition (12 credits per semester) |
| $ 882 | Per credit tuition rate |
| $ 66 | Per credit semester fee rate |

**Clinical Internship Extension Fee:**
Students enrolled in the MA in Counseling program are expected to complete all required internship and clinical hours within the designated program timeframe. Students who require additional time to complete outstanding clinical requirements will be assessed an extension fee of $2,600 for each additional eight-week enrollment period.

**MA in Ministry Leadership**

| | |
|---|---|
| $ 8,964 | Full Time Tuition (12 credits per semester) |
| $ 747 | Per credit tuition rate |
| $ 66 | Per credit semester fee rate |

**MBA in Social Sector Management**

| | |
|---|---|
| $ 10,584 | Full Time Tuition (12 credits per semester) |
| $ 882 | Per credit tuition rate |
| $ 66 | Per credit semester fee rate |

**International Masters**

| | |
|---|---|
| $ 10,665 | Tuition (9 credits per semester) |
| $ 1,185 | Per credit tuition rate |
| $ 750 | Per semester fee rate |

## Additional Charges {Other fees may be introduced for specific services: Rates announced when available}

| | | |
|---|---|---|
| Application Fee | $ 50.00 | Payable upon submission of application; ***non-refundable*** |
| Transcript Fee | $ 10.83 | Charge for each transcript (expediting services extra) |
| Duplicate Diploma | $ 25.00 | Charge for each request |
| Prior Learning Assessment Fee | $ 90.00 | Evaluation fee per credit |
| Returned Check Fee | $ 35.00 | Per occurrence |
| Duplicate Stipend/Stop Fee | $ 35.00 | Per occurrence (if address changed without notifying school) |

Note: The "12 credits" indicated in the Tuition and Fees section is not intended to indicate that 12 credits is the minimum credit count for full time eligibility but rather that the expectation in each program is that students will maintain 12 credits as that is the intended pacing of each program, hence the International Masters program, which indicates "9 credits per semester".

## Payment of Student Accounts

All semester expenses must be paid in US currency. Students are charged for tuition and fees based upon their registration schedule. After Financial Aid eligibility is verified (which may include seeking additional funding through supplemental loan programs), students then pay, in full, any remaining balance by the first day of class, or must be in an authorized payment plan approved by the Student Accounts office.

1. Students may not be seated for class at the beginning of a semester unless any remaining balance is paid in full, or an authorized installment payment plan is in effect to satisfy the balance.
2. If a student reneges on a payment plan, or if, for any reason, there is a balance remaining on the student's account, Pillar College will make a determination as to whether the student may continue in the semester.
3. If a student has an unpaid balance and has not completed required steps for payment plans or financial aid requirements, Pillar College may remove them from classes and restrict access to the student platform until the account is current.
4. If a student has a balance remaining on account for any reason, Pillar College may determine to withdraw the student from all courses and grant no academic credit. Should this occur, transcripts will display a WP for "Withdrawn Passing" or a WF for "Withdrawn Failing" based upon course work completed at the time of the withdrawal.
5. Should Pillar College determine to allow a student to remain in class even when there is an outstanding balance on the student's account, Pillar College shall not at any time forfeit their right to enforce these policies or make other determinations.

### Student Account "Hold" Status

Students who do not pay their balance or keep up with a payment plan may be placed on Financial Hold. This can prevent them from receiving grades or credit, graduating, enrolling in classes, or accessing the student platform. Recommendation letters may also be withheld. Accounts with past due balances exceeding 120 days will be sent to collections, and the student will be responsible for any additional fees

### Payment Plan Options

A non-refundable enrollment fee may be required to activate a payment plan. If a payment is returned or rejected, including for insufficient funds, a returned payment fee may be applied. Late or missed payments may result in additional fees and may cause the student to lose access to the student platform until payments are brought current.

### Tax Form 1098-T

Pillar College provides IRS Form 1098-T to eligible students in accordance with federal regulations. This form reports qualified tuition and related expenses paid during the calendar year. Not all students will receive a 1098-T form. Students whose tuition and fees are fully covered by financial aid, scholarships, or grants, and who do not make out-of-pocket payments or use student loans, may not qualify to receive this form. Students who make payments out-of-pocket or through federal or private student loans may access their 1098-T form through the student portal, when applicable.

# Withdrawal, Attendance, and Financial Aid Policy

## Financial Aid

Financing a college education requires determination, careful planning, and most importantly – faith. While we maintain that paying for a college education remains the responsibility of the student, we also believe that God provides for those who are diligent in obeying His call. Students seeking financial aid should review resources available through the Pillar College Financial Aid office.

Pillar College makes it a priority to offer our students a quality education at the lowest possible cost. Tuition and fees only cover a portion of the total cost of education. Additional funds offsetting the cost to students are derived from gifts to the College from area churches and contributors. In this way every student receives assistance through our affordable tuition structure.

Pillar College operates a full student financial aid program, including grants, scholarships, loans and employment, allowing any student a realistic opportunity to finance their college education. More than 90% of all Pillar College students who apply for financial assistance to further their education receive it. We are aware that each family offers a unique financial situation, and our Student Success Coaches are available to work with students to find the resources to fund their education at Pillar College.

Students start the process by completing the Free Application for Federal Student Aid (FAFSA®) to determine financial need for all scholarships and grants. Additional information can be found online at our website https://www.pillar.edu/admission-aid/tuition-fees-financial-aid/apply-for-financial-aid

Pillar College provides equal educational and employment opportunity to all qualified persons regardless of their economic or social status and does not discriminate in any of its policies, programs, or activities on the basis of sex, age, race, ability, marital or parental status, color, or national or ethnic origin.

# Applying for Financial Aid

### FAFSA® (Free Application for Federal Student Aid)

Students start the process by completing the Free Application for Federal Student Aid (FAFSA®) to determine financial need for all scholarships and grants. Both the student and parents (if student is under the age of 24) complete the FAFSA® at www.studentaid.gov.The online FAFSA® form will indicate who needs to be a contributor based on the answers provided for certain questions. The student who is completing the FAFSA® form answers questions about personal circumstances to determine whether he/she is a dependent or independent student. Consent and approval must be given to be eligible for federal student aid.
The prior-prior year's tax return for the student and parents are required to complete the information..
**Pillar College's School Code is: 036663.**

The student (and parent, if the student is under the age of 24) signs and submits the FAFSA®.

The Student Aid Index number (SAI) and loan eligibility is displayed on the confirmation page of the FAFSA®.

## Applying for Financial Aid

How Need-Based Financial Aid Eligibility is Determined:
The federal processing center applies a formula established by the U.S. Congress to the information on the FAFSA® to determine the student's eligibility for federal assistance.
This formula produces the Student Aid Index number (SAI).
The FAFSA® Submission Summary is sent to the student and each school the student listed on the FAFSA®.
The FAFSA® Submission Summary contains the SAI number and tells the student if they are eligible for a Federal Pell Grant and student loans.
The Financial Aid Office determines the student's financial need by subtracting the SAI from the College's total cost of attendance.
Because financial aid funds are limited, the student may fall short of the total amount needed to attend a particular college.

## Verification Process

After the FAFSA® Submission Summary is received students may be asked by the Federal Processor, or a state agency to provide similar documentation to verify the information on the FAFSA® Submission Summary. It is important to respond to any request within 14 days to avoid delays in the processing of financial aid applications.
For verification requirements, any item you used to complete your prior-prior year's tax return will be needed. This can be obtained at www.irs.gov (either downloaded immediately with a link to a credit card or ordered to be mailed to the address on the taxes.) Pillar College does not disburse any Federal Student Aid until the verification process is complete and any corrections required have been made. If documentation is not received prior to the beginning of classes, the student will be required to pay tuition in full on the first day of class.

Regulations governing the Title IV student financial aid programs require institutions to verify applicant- reported data in certain instances. These regulations also require institutions to develop written policies and procedures to carry out the verification process (34CFR668.53).

Verification is the process of checking the accuracy of information submitted by applicants when they apply for financial aid. All records and other materials used in completing the application will be saved in the student's financial aid folder, either electronically or paper format. This information will be needed later to prove the information submitted is correct. After submitting the FAFSA®, the student will receive a FAFSA® Submission Summary which includes a summary of application information and the determination of the Student Aid Index (SAI). This Student Aid Index (SAI) is the result of computations involving the financial and non-financial data submitted on the application. The method of computation is applied to all students uniformly.

The Central Processing System (CPS) selects potential students who apply for aid for verification. When a student is selected, they will be notified by email and must submit all required documents no later than 30 days from the request. To be eligible for benefits, students selected for verification may be asked to provide some or all of the following items:

- Verification Worksheet (provided by Pillar's Student Service Center )
- Tax Transcripts (provided by IRS)
- Non-filers may be required to submit an Income Verification Worksheet (provided by the Financial Aid Office) AND Non-filers' statement (provided by IRS)
- HS Diploma or Equivalent
- Student Identification

All students who have been selected for verification by the US Department of Education (ED) must complete verification before finalizing federal financial aid.

If the student receives a comment code (C-Code) on the FAFSA®, this must be resolved before awarding aid. The student will be notified upon receiving the ISIR that they need to supply additional documentation. This documentation will be reviewed to clear the code. When information is received that conflicts with data reported on an application or the Financial Aid Counselor has reason to believe the data reported is inaccurate, the applicant is contacted to verify the information and may be asked to provide additional supporting documentation. All conflicts must be resolved before finalizing the Federal Financial Aid.

**AWARD CHANGES DUE TO VERIFICATION**
If verification of information results in a change of award amount, the student will be notified via email. If a loan has already been certified, adjustments will be made to ensure an overpayment of funds will not occur. If an interim disbursement of Pell has been made, the Financial Aid Officer will notify the Financial Aid Director if any overpayment needs to be returned.

### Completing Verification Process

After you complete your FAFSA® you may be asked by Pillar College or the Higher Education Student Assistance Authority (HESAA) to provide tax or other documentation to verify the information. *It is important to respond quickly to avoid delay in financial aid processing.*

Pillar College cannot disburse any Federal Student Aid until the verification process is complete and any corrections required have been made. **If verification documentation is not received prior to the beginning of classes, the student may be required to pay tuition in full on the first day of class.**

### New Jersey Residents

The State of New Jersey offers grant money to certain residents through the Higher Education Student Assistance Authority (HESAA). This is called NJTAG (Tuition Assistance Grant). To qualify for NJTAG, the student must have been a full-time student a year prior to beginning courses in the state. Visit HESAA.ORG and log into NJFAMS at https://njfams.hesaa.org/NJFAMS/login.aspx?ReturnUrl=/NJFAMS/int/FinAid/index.aspx
Although New Jersey uses the information entered into the FAFSA®, the NJEI (New Jersey Earned Index) is calculated differently than is federal aid.
Note: All returning students must file their FAFSA® by April 15 to be eligible for NJTAG for the fall and spring semesters. First-time students have until September 15 to complete the FAFSA®. (For first-time students beginning in January, the deadline to complete the FAFSA® for NJTAG application is February 15, 2026)

In addition to all the above, the student may qualify for other scholarships and grants offered by Pillar College. See below for more information. These are also listed in detail at our web site https://www.pillar.edu/admission-aid/scholarship-and-grants , where you may also obtain application instructions.

**Note:** All returning students must file their FAFSA® by April 15th to be eligible for NJ TAG in the Fall. First-time students have until September 15th.

### Entrance/Exit Counseling for Student Loans

First time student loan borrowers are required, per federal regulations, to complete a Federal Direct Student Loan ENTRANCE COUNSELING INTERVIEW and MASTER PROMISSORY NOTE at https://studentaid.gov/h/complete-aid-process.
A Federal Direct Loan EXIT INTERVIEW is required to be completed prior to graduation or whenever a student is enrolled for less than 6 credit hours. The Exit Interview is conducted online at https://studentaid.gov/h/manage-loans.
A Student Loan may not be certified after the end of the academic year or after the student withdraws or graduates. A Student Loan may not be taken out for past due balances from a previous semester. Repayment of the loan typically begins six months from the date the student ceases to be enrolled at least halftime (6 credit hours) and may extend over a ten-year period.

# Types of Financial Aid

## Pillar College Institutional Aid (Grants/Scholarships)

Pillar College offers institutional grants and scholarships to students based on spiritual character, academic achievement and financial need. Grants and scholarships are subject to fund availability, and given on a first-come, first-served basis. The combined total of all grants issued to any one student may be as much as $2,000 during the first semester at Pillar College, or as much as $1,500 per semester thereafter.
To receive a Pillar College scholarship or grant a student must:

- be enrolled at Pillar College as a Full-time student (12 or more credits) unless noted
- apply no later than the semester start date
- maintain a 2.0 cumulative Grade Point Average (GPA) unless noted otherwise
- maintain Satisfactory Academic Progress (SAP) after the first semester
- apply for Pillar College scholarships or grant **every semester**: (No grant or scholarship shall be awarded based on a previous application.)

**NOTE:** For scholarships to be awarded an application form must be submitted. To apply please contact your Student Services Coach at 973-803-5000 or by email at financialaid@pillar.edu.

Pillar College grants are intended to assist students with institutional costs while attending Pillar College, and all awards must apply to tuition and fees within the current semester. If a student receives sufficient funding through Title IV funding (including student loans), private loans, and NJ TAG to satisfy institutional costs, such students become ineligible for Pillar College grants. (Scholarships, however, may not be subject to the institutional costs ceiling and may be awarded in any event. See below for details.)

If a student owes a balance to Pillar College after Title IV funding, private loans, and NJ TAG (or other grants) have been applied, Pillar College may yet issue a grant for fewer dollars than listed below if issuing the entire amount would result in a credit balance on the student's account. If a Pillar College grant has been applied to a student's account after Title IV funding, private loans, and NJ TAG have been applied, and the Pillar College grant results in a credit balance, the excess funds will be removed. If the grant has caused a stipend to be issued to the student, Pillar College reserves the right to request the immediate return of such funds.

Pillar College is committed to providing equal educational and employment opportunity to all qualified persons regardless of their economic or social status and does not discriminate in any of its policies, programs, or activities based on sex, age, race, handicap, marital or parental status, color, or national or ethnic origin.

## Grants Available to Pillar College Students

Pillar College grants are intended to assist students with institutional costs while attending Pillar College, and all awards must apply to tuition and fees within the current semester. Pillar College grants may never result in a "stipend" (overpayment) being credited to the student: Pillar College grants are capped according to the terms and conditions cited above. Grants shown with an asterisk (*) are "VIP" grants that may exceed the cap but may not produce or add to a credit balance.

### UNDERGRAD STUDENTS

**DES Biblical Studies Grant:** The B.A. degree in Biblical Studies Scholarship may be available to new students enrolling in the B.A. in Biblical Studies full-time. Based on fund availability, accepted students can receive up to $15,000 David E. Schroeder Scholarship. (*up to $7500 is applied for tuition costs, all other fees will need to be paid by the student.) Eligibility for the DES Biblical Studies Scholarship**: (BLEND and Associate's degree students who graduate with an A.A. and who enroll in the Biblical Studies bachelor's degree will qualify for the DES Biblical Studies Scholarship for the third and fourth year only after they enroll full time in the bachelor's degree.) Students will lose the DES Biblical Studies Grant if the student transfers to another major or fails to complete the BA in Biblical Studies consecutively. No stipend can be created. Students need to re-apply before the 1st day of class of every fiscal year.

***School District Employee Grant:** Pillar College awards a School District Employee Grant of up to $500 to students who are currently employed in any capacity by a local school district Board of Education, or at an established private school or homeschooling association. *To qualify for this grant supporting documents are needed*: Paystub, employee tag, letter from school. No need to re-apply. No stipend can be created upon application of this grant.

**Student Referral Grant:** Pillar College awards a Referral Grant to a currently matriculated degree-seeking student who refers a new degree-seeking student to Pillar College. The award is the dollar amount equivalent up to the cost of 3 credits and will be adjusted so no stipend is generated after other funding has been applied.

Criteria:

1. The referred student/friend enrolls full-time, completes the semester and registers for the next semester as a full-time student. Satisfactory Academic Progress of 2.0 or higher is mandatory.
2. The student who referred the student/friend, will receive the equivalent of 3 credits (funding of one course) * the following semester after which they referred their student/friend. Full-time status is a requirement for the referred student/friend for their first semester. Satisfactory Academic Progress of 2.0 or higher is mandatory.
3. No stipend can be created upon application of this grant.

### GRADUATE STUDENTS

**Pillar College Alumni Grant:** Awarded to students who during matriculation in the graduate program have graduated with a bachelor's degree from Pillar College. The award amount is up to $150 per course ($600 maximum). Full-time status is a requirement. Award cannot be bundled, nor produce a stipend.

**Pillar College Professional Grant:** Awarded to students who during matriculation in the graduate program are employed in a profession related to their degree. Award is up to $600 per semester, cannot be bundled, or produce a stipend.

## Scholarship Available to Pillar College Students

**Scholastic Excellence Scholarship:** Award is granted to full-time returning students who maintain a minimum GPA of 3.25 during their matriculation at Pillar College and/or in the prior completed semester. Award amount is $500 per semester. This scholarship may create a stipend. Application must be made before the 1st day of class each semester.

## Federal Financial Aid

Eligibility for these programs is determined by various governmental agencies based upon FAFSA® (Free Application for Federal Student Aid) completion and other required applications.

### Federal Pell Grant

PELL is a grant, and it does not have to be repaid to the federal government. This federal grant is designed to provide financial assistance to students with financial need. The amount of the award is determined by the federal government on the basis of the student's Student Aid Index (SAI), as indicated on the FAFSA® submission summary (formerly SAR Student Aid Report).

### Federal SEOG (Supplemental Education Opportunity Grant)

This grant is available to students who demonstrate exceptional financial need. Grants will be given to students with the greatest financial need (as determined by a student's SAI) first, and then to others as funds are available.

### Subsidized Direct Stafford Loan

This is a need-based loan, guaranteed by the federal government. The federal government pays the interest as long as the student is actively enrolled for at least 6 credit hours. Loan funds will be returned to the lender when the loan money arrives if the student has dropped below halftime (6 credit hours). Once the student graduates or ceases to be enrolled for at least 6 credit hours, he/she has a 6-month grace period before repayment begins and interest starts to accrue.

### Unsubsidized Direct Stafford Loan

This is a non-need-based loan, guaranteed by the federal government. The government does not subsidize this loan, and the interest on this loan will begin to accrue immediately. Principal payments may be deferred until 6 months after graduation or the student drops below 6 credit hours, but interest payments (even if low) may begin to be required right away. This loan provides funds to independent students who need additional money to meet their educational expenses, or dependent students whose parents do not qualify for a PLUS loan.

### Parent Loan for Undergraduate Students (PLUS)

Eligibility is restricted to parents borrowing for dependent students enrolled at least half time (6 credit hours). Approval for the PLUS loan is determined by the parent's credit worthiness as

determined by the Federal government. Repayment begins 30 days after the loan is disbursed. Information is available at https://studentaid.ed.gov/sa/.

### Other Loans

Additional loan monies are available from sources such as Sallie Mae (SMART loans), New Jersey HESAA (NJ-CLASS loans) (see below), and private sources such as banks and other institutions. These are not actually "Federal Student Aid", but you will want to explore these alternatives if additional funding is needed.

### Student Employment Programs (Federal Work Study)

Employment programs allow students to work and earn funds to help pay for their education and educational expenses. Students who qualify must be hired for qualifying employment at the college in order to receive work study funds. Work Study funds will be paid to the student on an as-earned basis. Federally mandated forms are required to be on file *before* any work may begin. Pillar College requires a new work contract each academic year. For more information about Federal Work Study, view the current guide: https://studentaid.gov/understand-aid/types/work-study

### Military and Veterans Education Benefits

Pillar College is committed to supporting veterans, active-duty service members, reservists, and their families in achieving their educational goals. The College participates in educational benefit programs administered by the U.S. Department of Veterans Affairs (VA), including the Post-9/11 GI Bill® and other eligible programs.

VA education benefits may be available to eligible veterans, active-duty service members, reservists, and qualified dependents or survivors.

For detailed and up-to-date information regarding VA education benefits, students are encouraged to visit the official VA website at: https://www.benefits.va.gov/gibill.

### VA Student Responsibilities

Students receiving VA education benefits are responsible for:

- Being admitted into an approved program of study
- Registering only for courses that apply toward their degree
- Maintaining satisfactory academic progress
- Promptly notifying the School Certifying Official (SCO) of any changes in enrollment, including adds, drops, withdrawals, or change of major

Failure to comply with these requirements may result in delays, adjustments, or termination of VA benefits.

### Enrollment and Certification

Enrollment certification to the VA will be processed only after a student is officially registered in courses that apply toward their program of study.

The VA determines payment based on enrollment status (full-time, part-time, etc.) and rate of pursuit. Changes in enrollment may affect tuition payments, housing allowances, and other benefits.

Students are strongly encouraged to consult with the School Certifying Official prior to making any schedule changes.

### Impact of Withdrawal or Enrollment Changes

Students using VA benefits should be aware that:

- The VA pays only for courses that are actively attended
- Withdrawing from a course may result in a **reduction of benefits and/or a debt owed to the VA**

- Changes in enrollment status may impact Monthly Housing Allowance (MHA) and other payments

Failure to officially withdraw or report changes may result in additional financial liability.

**Attendance and Certification Requirements**

VA benefits are based on actual course participation. Students are expected to begin attendance and remain actively engaged in all registered courses.
Failure to attend or discontinuing participation may result in adjustments to VA certification and benefits.

**VA Pending Payment Compliance**

*(In accordance with 38 U.S.C. § 3679(e))*
Pillar College will not:

- Prevent a student from attending or participating in classes
- Assess late penalties or fees due to delayed VA payments
- Require alternative or additional funding while VA payment is pending
- Deny access to institutional resources, including classes, libraries, or other facilities

To qualify for this provision, students may be required to:

- Submit a Certificate of Eligibility (COE) or equivalent documentation by the first day of class
- Submit a written request to use VA benefits
- Provide any additional information necessary for certification

The College may charge students for any portion of tuition and fees not covered by VA benefits.

**Military Leave Policy**

Students who are called to active duty must notify the College as soon as possible. The College will work with affected students in accordance with applicable state and federal regulations.
Students may be eligible for:

- Withdrawal with a tuition refund
- A grade of incomplete
- Completion of coursework at a later date

All arrangements will be coordinated with academic leadership to support the student's successful return.

## New Jersey State Financial Aid

### New Jersey Tuition Aid Grants (TAG)

This is a grant that does not have to be repaid to the State of New Jersey. It is restricted to New Jersey residents who are enrolled full time in a New Jersey undergraduate program (minimum of 12 credit hours per term). Award amount varies, based on student need. Students who wish to be considered for the Tuition Aid Grant must file the FAFSA®. The New Jersey Higher Education Student Assistance Authority (HESAA) sends a Student Eligibility Notice (SEN) to the student with accompanying instructions. This first SEN may tell you that you are ineligible for tuition aid grants for the academic year at Pillar College because "all programs of study are not approved for NJ State Grant and Scholarship programs". If this happens let us know. You could become eligible when our Financial Aid office updates HESAA's system. If this has occurred, HESAA will then send another SEN with further instructions. The student is responsible for

informing HESAA of any changes to information that is incorrect on the SEN. The student should also submit these changes to our Financial Aid office.

Tasks and completion in order to be eligible.

### NJCLASS Loans

NJCLASS has become the popular choice among students and families who need assistance meeting the cost of their postsecondary education. NJCLASS allows students to borrow as much as they need to meet the cost of their education after other sources of student aid are exhausted. There are no annual and/or aggregate loan limits. In addition to tuition, NJCLASS may be used for school related expenses including fees, books, supplies, and room and board.

For student eligibility, credit requirements, loan terms, repayment options and repayment terms, check the Higher Education Student Assistance Authority website at www.hesaa.org.

### NJ STARS II

For anyone who was able to participate in the NJ STARS program at a community college, the State of New Jersey is now offering to provide additional funding for those moving on to four-year schools. If you benefitted from the NJ STARS contact HESAA to learn more about benefiting from NJ STARS II at Pillar College.

### Edward J. Bloustein Distinguished Scholars Program (DSP).

The highest achieving students at New Jersey's secondary schools are offered $1,000 scholarships annually without regard to financial need. Edward J. Bloustein Distinguished Scholars are students who place in the top 10 percent of their graduating class and have combined Scholastic Assessment Test I (SAT I) scores of at least 1260, or are ranked first, second, or third in their class. Additional scholarships are provided to students from the State's urban and economically distressed areas based on class rank and cumulative grade-point average. For more detailed information regarding additional NJ state aid, contact the financial aid office or go to: www.hesaa.org

## Financial Aid Policies

### Student Financial Aid Rights

A Pillar College student has the right:

To have complete information regarding fees, payment and refund policies made available to them.
To have an explanation of the various programs in the student aid package.
To have all personal and family financial information treated with confidentiality, pursuant to the Federal Trade Commission's Red Flags Rule.
To know what portion of financial aid must be repaid (loans) and what portion is grant aid.

### Student Financial Aid Responsibilities

Any student who fails to maintain these responsibilities may forfeit eligibility for Financial Aid from any source, at Pillar College's sole discretion.

A Pillar College student has the responsibility:

- To advise the Financial Aid Office if there are any changes in enrollment status or address. (Students who borrow through the Federal Direct Stafford Loan program must also notify their lenders of these changes.)
- To advise the Financial Aid Office of any additional aid received, including outside scholarships and tuition reimbursement (fax or mail a copy of the notification of award).

- To inform the Financial Aid Office of plans to withdraw. Students must also inform the Registrar's Office. *(In most cases aid money will need to be returned to the Federal Government if a student withdraws from or drops courses.)*
- To submit to the Financial Aid Office any required documentation for the verification of financial aid and other relevant information pertaining to the financial aid application. All requested information must be received before any disbursement of funds will be made and before Federal Stafford Loan applications are certified and sent to the lender. *Students who do not submit the required information will not receive aid.*
- To submit completed, signed and dated applications for financial aid by the priority deadline date each year (realizing that late filing will delay or prevent the processing of all aid).
- To submit completed, signed and dated renewal forms required for outside sources for each year aid is desired.
- To complete Federal Stafford Loan Entrance Counseling prior to any funds being disbursed.
- To complete a Federal Stafford Loan Exit Interview prior to graduation or ceasing to be enrolled at least halftime (6 credits) at https://studentloans.gov and notify the Financial Aid Office once completed.
- To read and understand all forms that they are asked to sign prior to signing them. Students are responsible for all agreements that they sign.
- To keep copies of all financial aid related paperwork, especially loan applications, entrance and exit counseling information, and information from lenders regarding all loans.
- To maintain satisfactory academic standing and progress as defined by the College.
- To keep track of amounts of grants and scholarships received each year.

**The IRS requires that students who receive grants and scholarships that are in excess of tuition, books and fees must report excess as income on their federal income tax returns as well as on the FAFSA® (Worksheet C).**

## Stipend Checks

If your financial aid, including your Student Loan(s), exceeds your charges for the term, you will be issued the difference in the form of a "stipend" check. It generally takes two to three weeks after the date Pillar College receives the funds for stipend checks to be issued. Stipend checks are sent to the student through U.S. mail.

## Standards of Academic Progress

To receive financial aid students must maintain a cumulative grade point average (GPA) of 2.0 ("C") or better, or be in a SAP-Probation program to recover their GPA.

## Probation and Suspension from Financial Aid

All students who receive financial aid at Pillar College are required to meet qualifying Academic standards. The student must maintain Satisfactory Academic Progress (SAP). If qualifying Academic standards are not met, the student will be placed on Suspension Pending and must complete a "SAP Academic Plan" each semester in order to continue enrollment and retain Financial Aid eligibility. Once a "Plan" is accepted, the student will be placed into SAP-Probation and registered for the subsequent semester. It is possible to continue to receive Financial Aid while on SAP-Probation if the student's "Academic Plan" is being followed, and grades are improving. If students do not adhere to the "Academic Plan," for their current semester, they will be moved to SAP-Suspension, and removed from the financial aid program. Aid will also be suspended for the semester if credit hours attempted fall below the credit hour criteria.

Note: A student's cumulative financial aid (Title IV funding, State aid and Pillar College grants/scholarships) will be affected, and the student will be held responsible for paying any outstanding tuition and fees. As a student utilizes federal, state and Pillar College funding, they utilize funds from each entity. Federal and state funding have restrictions to the number of

semesters a student can receive aid; therefore, the student will be informed as to how their financial aid will be affected for future semesters.

## Appeal Policy

If you are in extenuating circumstances impacting your financial condition, or a situation you were unable to document when completing the FAFSA® form, and if you believe the SAI calculated for you is too high or too low, please request a Financial Aid Professional Judgment form from the Student Success Center. Under certain limited circumstances the Financial Aid Office can submit an appeal on your behalf to adjust the SAI, and possibly alter the amount of financial aid for which you are eligible.

## Company Reimbursement and Deferment Guidelines:

Even when waiting for company reimbursement for tuition and fees, students must make arrangements to pay the balance on their account. Refer to the student account policies in the Payment of Student Account information of this catalog. Completing the FAFSA® and taking out loans will aid students in paying for tuition, fees and other costs. Students may also establish a payment plan by contacting the Pillar College Student Accounts office.

There is no provision under which Pillar College can “wait for” students to be reimbursed by their employer in order to pay the tuition and charges.

## Special Note of Caution: *Scholarship Scams*

Be careful when searching for information on student financial aid. Make sure information and offers are legitimate. Don’t fall prey to fraud. The College Scholarship Fraud Prevention Act enhances protection against fraud in student financial assistance. For free information on how to avoid Scholarship Scams call 1-877-382-4357 or visit The Federal Trade Commissions (FTC) website: www.ftc.gov/scholarshipscams.

The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time

# Academic Policies & Procedures

## Academic Integrity

Academic integrity is important, ensuring independent and original scholarship as well as ensuring that students derive the most from their educational experience and the pursuit of knowledge. Thus, academic dishonesty strikes at the heart of the network of trust and truthfulness that constitutes the basic morality of the academic enterprise. Committing academic dishonesty is a breach of academic contract with the instructor and the college and is one of the most serious offenses that a student can commit while in college.

Examples of academic dishonesty include (but are not limited to):

1. *Cheating in the Classroom*: Any attempt to give or obtain assistance using unauthorized materials, information, or study aids in a formal academic exercise (like an examination). Students should rely on their own mastery of the subject or give acknowledgment of their sources. Examples include unauthorized use of notes, text, the Internet, or other aids during an examination; copying from another student's academic work; sharing answers on an examination; handing in the same paper for more than one course without the explicit permission of the instructor(s); intentionally viewing a test before it is administered; storing notes in a portable electronic device for use during an examination.

2. *Fabrication:* The intentional falsification, misrepresentation, or invention of data, information, or citations in any formal academic exercise. Examples include Inventing data or facts for an academic assignment; altering the results of a lab experiment or survey; citing a source in a bibliography that was not used; stating an opinion as a scientifically proven fact.

3. *Plagiarism:* Plagiarism is intellectual theft. Plagiarism is the dishonest attribution of research and thought to oneself that really belongs to someone else. Plagiarism takes place when one reproduces any five sequential words from a text or takes ideas from a source without proper citation. It strikes at the heart of the network of trust and truthfulness that constitutes the basic morality of the academic enterprise. The following principles can help ensure that students avoid committing plagiarism: Exact quotations should either be put in quotation marks or indented and an in-text citation should be used to indicate the source; put an in-text citation at the end of any idea or fact which you found in a book or article, whether or not you change the words; when in doubt, document the source. Documenting sources helps your reader find more information as well as helping you avoid plagiarism. Your instructor or the Academic Resource Center is your best resource if you have any questions regarding whether or not your information is documented accurately.

4. *Unauthorized Collaboration:* When students submit individual academic works that are substantially similar to one another. Example: Sharing with another student a take-home examination, homework assignment, case write-up, lab report, and so on, without expressed permission from the instructor

5. *Facilitating academic dishonesty:* Intentionally or knowingly helping or attempting to violate any provision of this policy. Examples include selling, loaning, or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts, or taking an examination or writing a paper for another student.

6. *Deception*: Providing false information to an instructor concerning a formal academic exercise. Examples include stealing an examination; purchasing a pre-written paper through a mail-order or other service, including via the Internet; alteration, theft, forgery, or destruction of: the academic work of other students, library materials, laboratory materials, or academic records, including transcripts, course registration cards, course syllabi, and examination/course grades; intentionally missing an examination or assignment deadline to gain an unfair advantage; inaccurately listing someone as co-author of a paper, case write-up, or project who did not contribute.

7. *Copyright Infringement:* The unauthorized or prohibited use of works under copyright, infringing the copyright holder's exclusive rights, such as the right to reproduce or perform the copyrighted work, or to make derivative works. Example includes peer-to-peer file sharing.

### Plagiarism-prevention (Grammarly)

All student papers must first be submitted through the Blackboard LMS and the Grammarly® software program that can be found on the College's website (www.pillar.edu) click on the my pillar button to the right of the screen which will take you to portal.pillar.edu and under quicklinks on that screen go down to Grammarly. Grammarly® will check and suggest grammar and syntax changes to strengthen the written content as well as check for plagiarism. Blackboard's Safe Assign application will also check against plagiarism. Students should affirm on each paper submitted to the faculty member that the paper was first checked through Grammarly® with the following statement:

> *"I affirm that I have first submitted this paper through Grammarly software before submitting it to my instructor.*" Sign_____

### Artificial Intelligence (AI) Policy

Pillar College is in the process of reviewing its Artificial Intelligence (AI) policy. For the latest information and updates, please visit our website.

### Procedure for Dealing with Academic Dishonesty

Although the goal is to assist and restore the student to right standing, violations of academic integrity is a breach of student conduct against the instructor and the college and makes the student liable to sanctions to include but not limited to disciplinary warning, failure of a given project, failure of the course, disciplinary probation, and/or temporary, indefinite, or permanent expulsion from the college.

Faculty will record instances of alleged infractions and sanctions related to plagiarism, and these reports will be included in students' academic file. Students may file a formal appeal as outlined in the Academic Grievance and Appeals Procedure found in the Academic Catalog. Following due process, the final determination is made by the SAP Appeals Committee.

**Penalties for Academic Dishonesty:**
First offense, the student receives a failing grade on the assignment with the opportunity to re-do the assignment properly. Student must visit the Academic Resource Center (ARC).

Students who submit a final paper that has been plagiarized would be assigned an F for the paper. However, if the instructor is willing to work with the student, the instructor will give an opportunity for a re-write with a deadline of no more than one week with the understanding that a letter grade deduction is automatically calculated for the final assignment. The student must also work with the ARC within this week. In the event the ARC is not available, the student will need to meet with a Department Chair-assigned faculty member or an online (screen-share) session. If the student does not accept these terms, then the "F" stands for this assignment.

For the second offense, the student fails the course, and another mandatory visit to the ARC is in order.

If there is a third offense, the student is subject to suspension after the SAP Appeals Committee reviews the student's record.

## Academic Advising

### REGISTRATION ADVISEMENT

When it comes to course registration, adding or dropping a course, independent study, Satisfactory Academic Progress (SAP) probation, and degree progress, all related academic advising will be handled primarily by the Offices of the Registrar and Student Success Center.

### FINANCIAL AID ADVISEMENT

Additionally, when it pertains to withdrawing from a course, major, or the College, a student should also contact the student success coach directly.

### ACADEMIC PROGRESS & DEVELOPMENT ADVISEMENT

The Academic Resource Center will handle Tutorial Advising and SAP advising.

### GENERAL ADVISEMENT & MENTORING

Deans, Chairs, Program Directors, and faculty are available to mentor students in areas such as career, internships, licensure, certification, spiritual growth, and continuing education. However, all official academic advising—including course registration, degree progress, and Satisfactory Academic Progress (SAP) concerns—must be conducted through the Student Success Center. Students are responsible for scheduling appointments with this office, though the Registrar, ARC Director, or Faculty may initiate a meeting if critical concerns arise regarding academic progress. Students placed on academic probation are required to meet with the ARC to develop an academic remediation plan for success.

## Accommodation for Students with Disabilities

Pillar College is committed to providing reasonable accommodations to students with disabilities to ensure that its educational programs and activities do not discriminate or have the effect of discriminating against persons with disabilities in accordance with Federal and State law and College policy. Academic requirements that are justifiably essential to a student's program of instruction are not considered discriminatory. Students with documented disabilities are entitled to receive approved modifications, accommodations, or auxiliary aids which will enable them to participate in and benefit from all educational programs and activities at Pillar College. Reasonable accommodation includes the utilization of aids in the classroom, modification to testing, extended time on assignments, and alternate course delivery options that allow access by individuals with disabilities.

Prior to receiving this assistance, the student must submit documentation to the Registrar's Office verifying the disability from a qualified professional source, outlining the nature of accommodations in instruction and testing required by the student and the length of time the accommodations will need to be provided.

While Pillar College is committed to serving all students and accommodating the needs of persons with various documented disabilities to the best of our ability, Pillar College is not legally responsible to provide all accommodation that is requested. All requests must be reasonable in scope and within the college's financial ability to provide.

### Delivery Systems

Students benefit from the flexibility of classes meeting once a week at convenient times during the day and evening. Course delivery format varies in length as follows:

- *Traditional 15* classes meet for 2 ½ hours per session for 15 weeks.
- *Traditional 8* classes meet for 4 ¼ hours per session for 8-week terms.
- Remote Classes are those in which the student participates in a live, synchronous course through virtual technology
- *Online Classes* are delivered asynchronously, typically in 8-week terms.

Note: For every hour of classroom instruction, students are expected to engage weekly in a minimum of two hours of out-of-class student work.

- *Accelerated Courses* - available only to LEAD students in a four-hour, five-week cohort system.

Note: Due to the accelerated and abbreviated nature of LEAD courses, for every hour of classroom instruction, students are expected to engage weekly in a minimum of three or more hours of out-of-class student work.

- *Course Delivery for Pillar College Different Modalities.*
    - *In person:* All participants in seat
    - *Remote*: All participants remote via video conference platform.
    - *Hybrid*: Participants are both remote and in seat. The instructor should be in the classroom with students present. All Pillar College classrooms are equipped with computers, cameras and displays necessary for hybrid course delivery. Class for Zoom allows for participation of students and delivery of materials to remote students.
    - *Online*: Participation is online and asynchronous. Students participate in course activities and assignments via Blackboard LMS.
- *Course Delivery Expectations*: Course delivery expectations are set by the Academic Department with approval from the VPAA. Class for Zoom is the first and preferred option. Link to course room in Blackboard LMS. (MS Teams is an option. Link must be set up by professor and added to Blackboard course. MS Teams is used as a backup platform.)
- *Classroom Set up*: All Classrooms are set up with computers, video monitors, cameras and sound (microphone and speakers). All faculty and students have access to Blackboard LMS, Class for Zoom, and Microsoft 365 platforms.
- Technology Required: Each faculty and student should have a laptop or tablet to access video conference platforms and Microsoft 365. Pillar has assisted in loaning some Chromebooks to students in need.

## Pillar College Issued Student E-mail Addresses

E-mail is an official means of communication within Pillar College. Therefore, Pillar College has the right to send communications to students via e-mail and the right to expect that those communications will be received and read in a timely fashion.

### Appropriate use of student e-mail

In general, e-mail is not appropriate for transmitting sensitive or confidential information unless its use for such purposes is matched by an appropriate level of security.

1. Confidentiality regarding student records is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). All use of e-mail, including use for sensitive or confidential information, will be consistent with FERPA.
2. E-mail shall not be the sole method for notification of any legal action.

## Requirements for Enrollment in Online Courses

- Students on Provisional Acceptance, Academic Probation or who have previously failed an online course through Pillar College must obtain approval from their Student Success Coach or ARC Director to enroll in online courses.
- Course extensions for online courses will be granted only to students who have completed 50% of the course work at the end of the course.
- Students who fail to login to their online course within the first six days may be automatically dropped from the course.
  Note: An auto-drop will change the student's enrollment status and will likely affect financial aid.

## System Requirements for Online Courses

Some online courses will depend on multimedia to a much greater degree than the online components of traditional courses. Regular access to a computer with a high-speed internet

connection is required for online courses. Students who do not have a computer or internet access may use the Media Center at Pillar College. In cases of temporary technical problems, students may also try a local library, work computer, or internet café. Computer problems will not be considered an acceptable reason for missing course work. Students of online courses are, therefore, expected to meet the following system requirements:

**Software:**

- Adobe Acrobat Reader.
- Audio/Video player (Windows Media Player, QuickTime, iTunes, and Real Audio are the most common options).
- Flash Viewer.
- Microsoft PowerPoint or PowerPoint Viewer.
- Microsoft Word or compatible word processor.
- Access to student email (username@student.pillar.edu).

**Hardware:**

- Macintosh or PC capable of using the above software.
    - PC must be running Windows 7 or newer.
    - Macintosh must be running OS X version 10.3 or higher.

## Registration

Registration begins once the course schedule is published and concludes on the last Add/Drop Day of that semester. Students must register online through the student portal.* Students who wish to make a change to their registration before classes begin should contact the Student Success Center.

Students wishing to add or drop a course past the Add/Drop date must contact their Student Success Coach. Refer to the financial information section of the catalog for refund schedules.

## Attendance

Pillar College expects student attendance in all classes, believing it provides the best and most effective educational experience for all. Class attendance is regarded as an academic matter, and the use of attendance records in grading (or for other purposes) is left to the discretion of the instructor responsible for the course. While unforeseeable circumstances (such as severe illness or a death in the family) may cause a student to miss a class on occasion, it is expected that students will not miss class. Any penalties associated with absences, lateness, and class participation will be clearly indicated in each course syllabus.

Students may appeal any penalty imposed for absences by submitting an Academic Petition Form to the Student Success Center.

Examples of acceptable evidence of academic participation and attendance for online/hybrid courses include:

- Student submission of an academic assignment,
- Student submission of an exam,
- Documented student participation in an interactive tutorial or computer-assisted instruction,
- Posting by the student showing the student's participation in an online study group that is assigned by the institution.
- Posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and

- An email from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about the academic subject studied in the course.

### Attendance Policy

- LEAD Courses: 2 missed classes *(or time equivalent)* will result in a Failing Grade (or student is encouraged to withdraw before class ends)
- BLEND and T-15 (15 week) Courses:
  - 3 missed classes *(or time equivalent)* are grounds for a full letter grade drop
  - 5 missed classes *(or time equivalent)* are grounds for failure of the course
- T-8 (8 week) Courses:
  - 2 missed classes *(or time equivalent)* are grounds for a full letter grade drop
  - 3 missed classes *(or time equivalent)* are grounds for failure of the course

## Strengthening the Learning Experience through In-Person Attendance

Pillar takes a blended approach to learning. This approach typically combines online coursework with some form of face-to-face interaction or on-campus instruction. We believe that this approach helps to substantiate students' learning by creating a more engaging and effective learning environment and also builds a dynamic community of learners.
These in-person sessions can involve immersive learning, the integration of faith and learning fellowship, service-learning opportunities, networking opportunities, and direct collaboration with faculty and peers. Thus, to facilitate a high-impact learning experience, at some point in a student's course of study, in-person participation will be required on scheduled days and times, specifically during weeks 4 and 8, which coincide with WELCOME WEEK at the college.

### Student Non-Attendance

If a student discontinues attending a class and has not officially dropped through the Registrar's Office, the grade of FF (Stopped Out-Fail) is recorded with the Last Date of Activity recorded for Financial Aid purposes.

### Children in Class

Children are not allowed to attend classes under any circumstances.

### Textbook Policy

All students are expected to possess the required course materials prior to the start date of the semester. Textbooks and other required academic materials are an integral part of the student's classroom experience; it is advisable that the student plan ahead and order materials early.

## Withdrawal

Occasionally, a student may find it necessary to withdraw from classes for extenuating reasons.
Official Withdrawal
A student who wishes to withdraw from a course after the second week of classes and before mid-term must first consult their SSC Coach.
After consultation, the student must submit a Withdrawal Form or Academic Petition Form to the SSC Coach.
Official Withdrawal Form: https://pillar.edu/wp-content/uploads/2022/07/Withdrawal-Form.pdf
Grades for withdrawn courses are assigned as follows:
Between the second week and mid-term: W (Withdraw)
After mid-term: WP (Withdraw Passing) or WF (Withdraw Failing)

Students who fail to notify the SSC Coach of their intention to withdraw will receive a grade of F.
Students are not permitted to withdraw from a course after the withdrawal deadline.
No credit or quality points are assigned for withdrawn courses.
Unofficial Withdrawal
Students who stop attending all classes and receive an FF grade, are suspended from all courses due to unexcused absences, or do not re-enroll for a subsequent semester are treated as unofficial withdrawals.
For unofficial withdrawals, the withdrawal date is the last documented date of attendance at a class or academically related activity.
Refund Schedule
Students who withdraw or drop courses are eligible for tuition refunds according to the following schedule:
15-week Semesters:
Week 1 – 100%
Week 2 – 80%
Week 3 – 50%
Week 4 – 0%
T-8 & Online Semesters:
Week 1 – 100%
Week 2 – 50%
Week 3 – 0%
LEAD Semesters:
Week 1 – 100%
Week 2 – 80%
Week 3 – 50%
Week 4 – 0%
Note: After Week 3 of a LEAD semester, no tuition refunds are available, even for classes that have not yet begun or been attended. LEAD and Pre-LEAD tuition and refunds are based on semester dates, not individual course start dates.

## Rejoining Student

Pillar College students who have been withdrawn for a year or more and wish to reenroll must complete a Returning Student Application which can be obtained from the Admissions Office. Official academic transcript(s) of all college work completed during the interim will be required. All financial obligations and academic requirements must be met for reenrollment.

## Enrollment Status

Enrollment status (full-time/half-time) is determined by the number of credits which the student is attempting or has completed for the term in which the certification is requested. A half-time status is a course-load of 6 credits per semester. A full-time course load is 12 or more credits per semester. Students on Academic Probation are limited to no more than 12 credits per semester.

### Classification of Students

| | |
|---|---|
| Freshmen | 0-29 credits |
| Sophomore | 30-59 credits |
| Junior | 60-89 credits |
| Senior | 90 or more credits |

## Course Distinctions

Courses numbered 299 and below are generally considered lower-level courses, primarily for freshmen and sophomores. Courses numbered 300 and above are considered upper-level courses. Pillar College reserves the right to withdraw any course offering for which there is not sufficient demand and to adjust academic offerings without notice.

## Credit Hour Calculation

For a 3-credit course, the student's total course workload is 112.5 hours per term. This means that a student should expect to spend approximately 14 hours per week, inclusive of class time and out-of-class work per week in a 3-credit course. The accelerated courses are approved as 3-credit courses for 4-hour sessions over five weeks.

## Grade Point Calculations / Academic Standing (Undergraduate)

| Percentage | Letter | GPA |
|---|---|---|
| 95-100 | A | 4.0 |
| 90-94 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| 0-59 | F | 0.0 |

FF is posted for students that stop attending and is a failing grade.

The following grades are not counted in the calculation of the GPA (grade point average):

| | |
|---|---|
| AU | Audit |
| CDC | Credit by Demonstrated Competency |
| PR | Proficiency Exam (e.g., CLEP exam) |
| TC | Transfer Credit |
| W | Withdrawn (prior to mid-term period) |
| WP | Withdrawn Passing (after mid-term period) |
| WF | Withdrawn Failing (after mid-term period) |

To remain in good academic standing, a student must maintain a 2.0 cumulative grade point average. Transfer credit hours are not counted in calculating academic standing. To graduate, a student must complete the required academic credits for the degree with a cumulative GPA on all credits attempted at Pillar College of 2.0 for undergraduate degrees.

## Grade Point Calculations / Academic Standing (Graduate)

| Percentage | Letter | GPA |
|---|---|---|
| 95-100 | A | 4.0 |
| 90-94 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 0-82 | F | 0.0 |

FF is posted for students that stop attending and is a failing grade.

The following grades are not counted in the calculation of the GPA (grade point average):

| | |
|---|---|
| AU | Audit |
| CDC | Credit by Demonstrated Competency |
| TC | Transfer Credit |
| W | Withdrawn (prior to mid-term period) |
| WP | Withdrawn Passing (after mid-term period) |
| WF | Withdrawn Failing (after mid-term period) |

To remain in good academic standing in Pillar's graduate programs, a student must maintain a 3.0 cumulative grade point average. Transfer credit hours are not counted in calculating academic standing. To graduate, a student must complete the required academic credits for the degree with a cumulative GPA on all credits attempted at Pillar College of 3.0 for graduate degrees.

## Grade Reports and Adjustments

The Pillar College Registrar posts grades directly to the student portal. In the event of a misunderstanding or error, the student should consult with the SSC Office immediately. Grade adjustments must be made within six weeks of the last day of classes.

### Incomplete Grade Policy

An Incomplete is only granted for students who request the extension. An incomplete grade "I" may be assigned only for deficiencies as a result of illness or situations beyond the control of the student and not because of neglect on the part of the student. This request must be submitted to the instructor no later than the last day of the course for which the incomplete grade is requested. If the student has not officially requested and received approval for an incomplete grade before the deadline (the last day of final exams for the semester), the instructor enters a final grade for the work completed up to the point of the grading deadline for the semester. If the instructor does not enter a grade, the Registrar's Office will assign an "F" grade.

The student applies for an incomplete by submitting an Incomplete Request Form to the instructor. The instructor will inform the student as to whether the request has been approved or not approved and will then submit the Incomplete Request Form with his/her signature to the Registrar's Office to be filed in student's records.

Schedule of maximum deadlines to submit coursework for an Incomplete Grade "I":

| | |
|---|---|
| Traditional-8 and Online Courses: | Four weeks from the last day of class |
| Traditional-15 and BLEND Courses: | Six weeks from the last day of class |
| LEAD Courses: | Three weeks from the last day of class |

An extension beyond the specified time must be filed by the student via the Academic Petition form. If the work has not been completed and submitted to the instructor by the deadline, the instructor will post a "0" (zero) for the missing assignments and submit a final grade to the Registrar's Office based on the work completed. An Incomplete Grade "I" makes the student ineligible for the Dean's List.

### Independent Study

Independent Study is a regular course taken by special arrangements under the supervision of an instructor. A student enrolled as a degree candidate may apply for the Independent Study via the Academic Petition forms, available on the Registrar's Office page of the Pillar website. Independent Studies must be approved by the supervising instructor, Vice President of Academic Affairs and Dean of the College, and Registrar prior to registration.

The following requirements apply to Independent Study registration:

1. Students may earn a maximum of 6 hours through Independent Study.
2. Students must have at least a 2.5 cumulative GPA and at least 30 earned credit hours (second year status).
3. Independent Study courses must be completed within one semester. Extensions must be requested and approved in the same manner established for classroom-based courses (see the Incomplete Grade Policy).
4. The regular grading scale applies to courses completed by Independent Study.
5. The following conditions must be met for independent study:
    - The course is required for the student's degree program.
    - The student has an unavoidable scheduling conflict.
    - The course will not be offered again before the student's scheduled graduation.

### Auditing Courses
Any person enrolled as an auditor has two weeks from the first day of class to convert to credit and pay the adjusted tuition rate. Such a decision is considered final. A student enrolled for credit may convert to audit only within the same term. Non-matriculated or part-time students are permitted to audit one class per semester upon payment of audit and other fees. No credit is given for auditing a course. Instructors reserve the right to prohibit a class from auditing options. Students must obtain instructor approval prior to admittance.

### Failed Courses and Repeat Option
A student may repeat any course in which a grade of "D" or "F" was received at Pillar College. The higher earned grade in any repeated course rather than the lower grade will be counted in the computation of the cumulative point standing. Repeating the course at Pillar College will have a greater impact on increasing GPA than transferring in credit for the course. Credit hours in repeated courses will count only once. Failed courses may not be replaced through PLA.

If a failed course is a “pre-requisite” course for the student’s program, it must be repeated before registering for the dependent course.

## Satisfactory Academic Progress (SAP)
Pillar College academic standards require a student to have a minimum of a 2.0 cumulative Grade Point Average (GPA) for traditional students, 2.5 for LEAD students, and a 3.0 for Elementary Education students and graduate students. Degree seeking students will be evaluated for Satisfactory Academic Progress (SAP) on an annual basis. Pillar College is dedicated to helping students succeed academically and progress to graduation and is therefore committed to identifying students who may be struggling. Satisfactory Academic Progress is measured by three components.

1. The student’s cumulative grade point average (CGPA)
2. The student’s rate of progress toward completion (ROP)
3. The maximum time frame (MTF) allowed to complete the academic program. (150% for all programs)

**1. Cumulative Grade Point Average (CGPA)**
Students are required to maintain a cumulative GPA of at least 2.0 to remain in good academic standing and be eligible for federal financial aid. Satisfactory Academic Progress (SAP) is measured for all students each summer. If a student falls below a 2.0 cumulative GPA, the student will be placed into Suspension Pending and must complete a “SAP Academic Plan” for the current semester to continue enrollment and retain Financial Aid eligibility. Once a “Plan” is accepted, the student will be placed into SAP-Probation and registered for the subsequent semester. It is possible to continue to receive Financial Aid while on SAP-Probation if the student’s “Academic Plan” is being followed, and grades are improving. If a student does not adhere to the “Academic Plan,” they will be moved to SAP-Suspension, and removed from Pillar.
All incomplete grades will be counted against a student’s cumulative GPA at the end of the year when the SAP Appeals Committee performs the process of determining SAP. When the incomplete grade is changed to an actual grade, the student’s file will be re-evaluated. Transfer credits are not included in the calculation of the cumulative GPA but are included in the student’s rate of progress.

**Repeat Courses and Remedial Courses**

When retaking a class only the most recent attempt at the course is used to calculate the cumulative GPA. If a student repeats a previously passed course, Pillar College will apply the higher grade toward the completed courses. Grades received for remedial courses do not count toward a student's GPA.

**2. Cumulative 67% Rule**
This component measures the rate of progress (ROP) towards completion. Students must complete and satisfactorily pass 67% of all credit hours attempted at the College. Students must complete enough hours to finish their program within the maximum time frame. Quantitative progress is determined by dividing the number of credit hours attempted by the number of credit hours completed. Credit hours attempted include completed hours, transfer credits, W's, WP's, WF's and repeated courses. Failure to comply with this component will result in suspension of students' financial aid eligibility. The student will be placed on Suspension Pending and must complete a "SAP Academic Plan" for the current semester to continue enrollment and retain Financial Aid eligibility. Once a "Plan" is accepted, the student will be placed into SAP-Probation and registered for the subsequent semester. It is possible to continue to receive Financial Aid while on SAP-Probation if the student's "Academic Plan" is being followed, and grades are improving. If a student does not adhere to the "Academic Plan," they will be moved to SAP-Suspension, and removed from the financial aid program. Aid will also be suspended for the semester if credit hours attempted fall below the credit hour criteria.

Dropping classes after the initial one-week period of each semester will affect the completion rate. Dropping a class during the initial 2 week add-drop period does not affect the completion rate. (See section on Withdrawing from Course(s) for refund schedule details.)

**3. Cumulative 150% Rule**
The maximum time frame (MTF) for completion of all programs below the master's level is limited by federal regulations to 150%. To remain eligible for Federal Financial Aid the maximum time (MTF) frame needed to complete a program of study cannot exceed 150% of the published length of the program measured in credit hours attempted. For example, if the published length of required credit hours for a program is 128 hours, the maximum period must not exceed 192 (128 x 1.5) attempted credit hours. If the published length of required credit hours is 64 hours, the maximum period must not exceed 96 (64 x 1.5) attempted credit hours. Students must complete enough hours to finish their program of study within the maximum time frame. Maximum time frame pace must be measured at each evaluation. Remedial courses are not to be included when determining pace. To determine the pace progress, divide the cumulative number of credit hours completed by the cumulative number of credit hours attempted. When calculating pace, transfer credits will be counted that apply toward the current program.

**Withdrawals**
Withdrawals count against the student's cumulative complete rate when calculating SAP but are not included in the GPA. Terms/semesters in which the student withdraws are counted toward a student's maximum time frame as well as terms/semesters the student did not receive aid.

**Changing Programs of Study**
A student transferring from one program to another must withdraw from one program first and then enroll in the second program. A student may be awarded transfer credits for the common courses among the program a student has withdrawn from and the program a student will be joining. In-house transfer credits are included in the calculation of the cumulative GPA and are included in the rate of progress. Additionally, the transfer-in hours are counted toward the 150% Maximum Time Frame.

The process requires the student to submit a completed Academic Petition form with all appropriate signatures. If a student changes their program after add/drop, the change will only take effect the following semester.

**Enrolling in a Second Program of Study**
If students wish to obtain a second degree of the same level (e.g., a second Associate of Arts after completion of an Associate of Arts degree), they will have eligibility so long as the time and credits needed do not exceed any remaining eligibility unused by the first degree. If students wish to obtain a degree of a greater level (e.g., a Bachelor of Arts degree after completion of an Associates of Art degree), they shall be treated as transfer students for determination of remaining eligibility. All courses, regardless of when they were attempted, will be used to calculate students' GPA. All course work will be reflected on the academic transcript. SAP-status will be applied in continuation, but maximum time frame (150%) of each program will be counted separately.

### SAP Probation
If a student's cumulative GPA falls below a 2.0 or not making the Rate of Progress (ROP) benchmark or not making the Maximum Timeframe (MTF) benchmark, the student will be placed in Suspension Pending and must appeal to remain in school. Upon review of the appeal, the student will be placed on SAP Probation for the following semester/year and directed to the ARC for mandatory tutoring sessions through registration into ARC-090 SAP Remediation, a pass/fail course for SAP students. For the LEAD Program, the benchmark GPA is 2.5 to remain in the program. Elementary Education students' GPA benchmark is 3.0 to remain in the program. MAC students' GPA benchmark is 3.0.

The probationary status permits the student to continue in college while working with the Academic Resource Center (ARC) to address deficiencies and take corrective action for improvement. During the probationary period, the student will be limited to taking no more than 12 credits each semester. The academic probation will be removed when the student raises his/her cumulative GPA to 2.0 or higher (cumulative GPA benchmark for their program) or meets ROP and MTF benchmarks. The student may continue to receive Title IV and State Financial Aid so long as they adhere to their SAP Academic Plan per semester**.** The student must use the SAP Appeal and Remediation Registration Form while on SAP Probation (available from the ARC). The SAP Academic Plan and SAP Appeal are developed during this process.

### SAP Appeal
If the standards of satisfactory progress are not met by the end of each semester on SAP Probation, that student must file an additional appeal to continue enrollment under SAP Probation. Upon approval of the appeal, the student must establish and follow an SAP Academic Plan (a program of study developed by the ARC Director designed to help the student regain satisfactory academic progress) which includes measurable benchmarks for evaluating progress to achieve SAP. If the appeal is not accepted or the SAP Academic Plan is not met, the student will be placed on SAP-Suspension for the following semester.

Note: Students on academic probation or who have previously failed an online course through Pillar College must obtain approval from their Student Success Center or ARC Director to enroll in online courses.

## Academic Suspension
Students who do not reach satisfactory progress (e.g., cumulative GPA of 2.0 for Traditional students, 2.5 for LEAD students, and 3.0 for Elementary Education students, ROP, and MTF), nor meet the benchmarks outlined in the SAP Academic Plan will be placed on academic suspension for the subsequent semester. The Registrar will issue a Letter of Notification to the

student, and a permanent entry will be recorded on the student's transcript. After one semester of academic suspension, a student may petition with the Student Success Center for reinstatement.

### Petition for Reinstatement after Academic Suspension

The student must petition for reinstatement to the SAP Appeals Committee. A reinstated student must agree to a set of conditions that must be met for continued enrollment. If the student fails to meet one or more of the specified conditions, a dismissal notice will be issued with no further petitions or appeals available.

### Academic Dismissal

A student who fails to meet the stated conditions for reinstatement subsequent to previous academic suspension will be dismissed upon the recommendation of the SAP Appeals Committee.

## Academic Grievance and Appeals Procedure

Students who have complaints of an academic nature may appeal within six weeks of the occurrence of the matter in question. The procedure is as follows:

1. The student should first speak privately with the instructor. Most problems can be resolved when both parties have the opportunity to discuss an issue.
2. If no satisfactory resolution is found after speaking with the instructor, the student should then see the appropriate Chair of the corresponding department or division to bring about a satisfactory resolution to the matter.
3. If the matter is of sufficient gravity and no satisfactory solution is yet found, the student may file an appeal in writing to the SAP Appeals Committee. The Committee will review the grievance and recommend steps necessary to resolve the situation. Academic Petition Forms are located on the Registrar's Office page of the college website.

**NC-SARA Student Complaint Process**

Under NC-SARA (National Council for State Authorization Reciprocity Agreements) rules, students have the right to lodge a complaint or grievance if their experience in an online program is not what they anticipate.

Pillar College wants to ensure that all student complaints are addressed fairly and resolved promptly. All student complaints must be filed initially with Michael Shields, The Director of Online Learning and Academic Technology, at mshields@pillar.edu.

If a resolution to a student's complaint is not reached, the student may file an appeal in writing to the SAP Appeals Committee. The Committee will review the grievance and recommend steps necessary to resolve the situation. Academic Petition Forms are located on the Registrar's Office page of the college website.

If a resolution is not found with the institution, the student should contact the New Jersey SARA Portal Entity:

**Eric Taylor, Esq.**
Director, Office of Licensure
609.984.3738
eric.taylor@oshe.nj.gov

New Jersey Office of the Secretary of Higher Education
20 W State St, 4th Fl - PO Box 542
Trenton, NJ 08625

For more information, please see the SARA Student Complaint Process.

# Policies Regarding Awarding of Credits Earned Outside Pillar College

## Credit Transfer Policies

In evaluating course credit for transfer from another institution, the Office of the Registrar follows policies set forth by the College. The Office of the Registrar is responsible for determining how credits transfer to Pillar.

## Transfer Credit Guidelines

- Course work must be completed at a college or university that is accredited by a regional accrediting body or the Association for Biblical Higher Education.
- Pillar College accepts official transcripts from the American Council on Education (http://www.acenet.edu/) the National College Credit Recommendation Service (www.nationalccrs.org), CIS Testing (www.cistesting.org), and TAL Testing (www.talprograms.org).
- Only courses in which a grade of "C-" or higher is earned will be considered for transfer. Course work completed on a Pass/Fail basis typically will not be transferred. College preparatory and remedial courses are not transferable.
- Courses transferred do not affect Pillar College grade point average and appear on the transcript with a grade of "TC" (transferred credit).
- Transfer credits from colleges and universities with different credit systems (quarter hours, units) are converted to semester hours of credit.
- Course work can transfer either as general education, elective or major credits if related to subject area required within the student's degree program. Transcripted learning completed at vocational or technical schools is generally not transferable unless the coursework aligns with comparable requirements within the student's degree.
- Credit will not be granted for courses already satisfied through credit by examination or prior learning assessment.
- A maximum of 12 credits may be accepted toward equivalent courses in the LEAD program.
- Credits will only be awarded on the Pillar College Transcript upon receipt and evaluation of the transferred institution's official transcript.
- Qualified PACE certificates may be eligible for transfer credit if a grade of C or higher is earned and the course has been pre-approved by the Registrar.
- Transcripts from foreign institutions must be evaluated by an approved outside agency for the determination of transferable credits. The outside agency must be a current member of the National Association of Credential Evaluation Services (www.naces.org).

**PLEASE NOTE:** Evaluations for transfer of credit by the Office of the Registrar are based upon the best available information at the time. Revisions to a course evaluation may be made based on the receipt of new information and no evaluation is officially complete until credits appear on the student's Pillar College degree audit and transcript.

## Credit through Examination

Pillar College accepts credits earned through the following approved examinations, using their recommended minimum credit-granting score structure: (CLEP, DSST and AP). Credit will only be

awarded upon receipt of the official test scores directly from the official testing center and not from another institution's transcript.

### Policy on Validating Credits Earned at Unaccredited Institutions

In dealing with transfer-of-credit issues, Pillar College is guided by the Transfer and Award of Academic Credit statement approved by CHEA, ACE, and AACRAO. This statement provides that "Institutions admitting students from unaccredited institutions should take special steps to validate credits previously earned."

Proper validation must demonstrate that course work taken in the sending institution is comparable to course work offered by Pillar College. The petitioning applicant/accepted student must provide the following:

1. Official Transcript (outlining definition of credit hour and grading key)
2. Institutional Catalog verifying
    a) Admissions process whereby entrance requirements include high school completion (or GED),
    b) Faculty with appropriate graduate degree credentials from nationally accredited or CHEA recognized accreditation agencies, and
    c) Grading standards
3. Official documentation from the sending institution of acceptance of credit at other nationally accredited institutions.
4. If necessary, Pillar College academic administration may require the applicant/student or sending institution to provide syllabi of courses petitioned for transfer for further validation of comparable academic rigor.

Pillar College shall retain documentation in the student's permanent file outlining the process used to validate credits accepted from unaccredited sending institutions. This documentation shall serve as the basis for self-study of institutional practices relative to validation of transfer credits from unaccredited institutions.

## Assessment of Prior Learning (PLA)

Pillar College follows guidelines established by The Council for Adult and Experiential Learning (CAEL) for evaluating a student's non-credited learning which takes place outside the traditional college classroom. Students may apply for academic credit for non-credited learning via a portfolio process. The portfolio is a collection of narratives and documentation which demonstrates how a student's experiential learning is comparable to college-level learning. Sources of learning may include professional workshops, seminars, self-study, non-credit classes, training programs, vocational certificate programs and life/work and military experiences. All students are encouraged to make an appointment to meet with the Student Success Center about potential eligibility of credit for prior learning that can be applied towards graduation. See the Tuition and Fees section of the catalog for charges.

### Restrictions

- To apply for PLA credit, a student must be currently enrolled (or active) in Pillar College or in the process of returning to complete a degree.
- Prior Learning Assessment (PLA), including ACE-evaluated credit, is applicable only to undergraduate programs and cannot be used to satisfy graduate degree requirements.
- PLA cannot be used to repeat classroom credit in which students have received a grade. (PLA cannot be used to pass a class you failed).
- Students will not be awarded credit if they have received credit through other nontraditional programs representing the same content.

- Credit obtained at Pillar College through PLA may or may not be transferred to another college or university.
- CPR training can only be considered for earning free elective credits.
- Learning Application Essay (LAE) and Sponsored Professional Training (SPT) credit will only be granted for general education and free electives, not those in the major.
- The maximum number of credits that can be granted for PLA is 27.

# Student Records Request

## Official Transcripts

A fee of $10.83 is charged for each transcript requested. Official transcripts will be issued only after all financial obligations to Pillar College are met and are processed in 5-7 business days. Transcripts may be requested at http://www.parchment.com/u/registration/864324/account.

## Family Education Rights and Privacy Act of 1974 (FERPA)

Pillar College complies with the Family Educational Rights and Privacy Act of 1974. This act was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. FERPA affords every student the following rights with respect to his or her education records:

> The right to inspect and review the student's education records within a reasonable period of time but in no case longer than 45 days once a student has submitted a request. A student should submit to the registrar, dean, department chairperson, or other appropriate official a written request that identifies the records he or she wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

## Records exempt

The law exempts from student access some school records under specific conditions, which include:

> a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
> b. Records of a law enforcement unit of the College (Office of Campus Safety) created by the unit for a law enforcement purpose and maintained by the unit.
> c. Records on a student who is 18 years old or older that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity and that are used only in connection with treatment of the student and disclosed only to individuals providing the treatment.
> d. Financial information submitted by parents.
> e. Records that contain only information about the student after he or she is no longer a student at the College.
> f. If the education records of a student contain information on more than one student, the parent or eligible student may inspect, review, or be informed of only the specific information about the student.
> g. Confidential letters and statements of recommendation placed in the records after

January 1, 1975, to which the student has waived his or her rights to inspect and review and that are related to the student's admission, application for employment or job placement, or receipt of honors.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure without consent from school officials with legitimate interests. A school official is any person employed by the College in an administrative, supervisory, academic, research, or support staff position (including campus safety personnel and health services staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of trustees; or a student serving on an official committee (such as a disciplinary or grievance committee) or assisting another school official in performing his or her tasks.

FERPA also permits disclosures of personally identifiable information without consent to schools in which a student seeks or intends to enroll; to federal, state, and local authorities in connection with an audit or evaluation of compliance with education programs; in connection with financial aid; to organizations conducting studies for or on behalf of educational institutions; to accrediting organizations; and to comply with a judicial order or subpoena.

The College observes the legal exceptions set forth below:

- Complainants in non-consensual sexual contact/intercourse, sexual exploitation, sexual harassment, stalking, and relationship violence incidents have an absolute right to be informed of the outcome, essential findings, and sanctions of the hearing, in writing, without condition or limitation.
- The College may release publicly the name, nature of the violation and the sanction for an student who is found in violation of a College policy that is a “crime of violence” including: arson, burglary, robbery, criminal homicide, sex offenses, assault, destruction/damage/vandalism of property, and kidnapping/abduction. The College will release this information to the complainant in any of these offenses, regardless of the outcome.

## Directory Information

In accordance with the act, Pillar College policy limits disclosure of personally identifiable information from the educational records of students (with the exception of "directory information") to those instances authorized by the act. In accordance with FERPA, Pillar College has designated the following list of student information as public or "directory information": name, address, telephone number, e-mail address, dates of attendance, full- or part-time status, and degrees conferred (including dates). Such information may be disclosed by the College for any purpose unless specifically requested not to do so by the student.

A currently enrolled student may withhold disclosure of directory information under FERPA by completing a request form available from the Office of the Registrar. Such notification is in effect for the duration of their continuous enrollment

## The right to request amendment of the student's education record

A student may ask the College to amend any part of his or her record that the student believes is inaccurate or misleading. The student should write to the College official responsible for the record, clearly identify the part of the record the student wants changed and specify why it is inaccurate or misleading.
If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the

request for amendment. Additional information regarding the hearing procedures will be provided to the student upon notification of the right to a hearing.

### Disclosure of education record information to parents

Pillar College will disclose information (including grades) from a student's education records to the parents of an eligible student who claim that student as a dependent for income tax purposes unless there is a court order, state statute, or other legally binding document prohibiting such disclosure. If a student claims he or she is not a dependent, the parents will need to submit their most recent federal income tax form to the Office of the Registrar as evidence that the student is a dependent. If a student's status changes, he or she should notify the Office of the Registrar immediately.

### The right to file a complaint

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Pillar College to comply with the requirements of FERPA. The office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.

A complete copy of the Family Educational Rights and Privacy Act of 1974 is available in the Registrar's Office.

## Graduation Requirements

The following requirements must be met prior to conferral of degree:

- 120 Semester Credits for bachelor's degree / 60 Semester Credits for Associate Degree
  - A minimum cumulative grade point average of 2.0.
  - Completion of all program degree requirements.
  - Graduation candidates must submit a completed Graduation Application to the Registrar's Office no later than 90 days prior to Commencement or conferral of degree.
- To participate in the Commencement ceremony, the student must complete all required coursework prior to graduation, unless the student is scheduled in a semester that ends after Commencement. Conferral of degrees will happen only after all course credit requirements have been completed.
    - For work done outside of Pillar College, all necessary paperwork (i.e., CLEP exam scores, Prior Learning Assessment, Transfer Credits) must be submitted to the Registrar's Office by December 1 prior to Commencement.
    - Undergraduate assessment examinations as offered.
    - All student account financial obligations must be met.

**Graduation Clearance Policy**

All students must be cleared for graduation by the following departments: Student Accounts (SA), Registrar's Office (RO), and Financial Aid (FA) prior to graduation.

- Student Accounts (SA): Students must have a zero (0) outstanding balance on their student account. All balances must be paid in full by April 1 to receive financial clearance.
- Registrar's Office (RO): Students must meet all academic requirements for their program and have their academic records reviewed and approved for graduation.
- Financial Aid (FA): Students must have all financial aid requirements completed, including submission of any outstanding documentation and resolution of any aid-related issues.

  Failure to obtain clearance from all three departments by the established deadline may delay graduation eligibility and participation in graduation-related activities.

# Academic Honors

## Dean's List

At the end of each semester, the Dean's List honor is awarded to students who have passed a minimum of 12 semester hours with a GPA of 3.50 or higher.

## President's List

At the end of each semester, the President's List honor is awarded to students who earned a 4.0 GPA while enrolled in 12 semester hours or more for that term.

## Graduation Honors

Students in the Bachelor of Arts degree programs are eligible for graduation honors if they have completed at least 60 credits at Pillar College by the time honors are determined. Associate degree graduates will be eligible based upon completion of 30 credits at Pillar College.

Graduation honors based on cumulative GPA:

| | |
|---|---|
| Honors | *Cum Laude* (3.50 to 3.74) |
| High Honors | *Magna Cum Laude* (3.75 to 3.94) |
| Highest Honors | *Summa Cum Laude* (3.95+) |

The honor of valedictorian is awarded to the candidate for graduation having earned the highest cumulative GPA in the BA degree program among his/her graduating class.

### Departmental Awards

These awards are offered in each bachelor- and master-level major, each aligned with the program goals, delineated below.

### Additional Graduation Awards

***Delta Epsilon Chi* (DEX) Award**

The Association of Biblical Higher Education *Delta Epsilon Chi* (DEX) Award for Intellectual Achievement, Christian Character, and Leadership Ability.

Bachelor Awards with Scholarship

**THE BEVERLY BUSCH BOOK AWARD**

The General Education curriculum is designed so that students gain competencies in writing, verbal communication, problem solving, critical and creative thinking and emotional intelligence. These skills prepare them to navigate effectively in life and in their careers. The Beverly Busch Book Scholarship is an award given to a graduating senior at baccalaureate in recognition of the significant contribution of Dr. Beverly Busch, a General Education faculty at Pillar College, in preparing students for excellence in scholarship, service, and leadership.

Criteria for BBB SCHOLARSHIP AWARD:

- Recipient must have the cum, magna or summa distinction at time of graduation (3.5 GPA or higher)
- Recipient must receive an A or A- in English Composition 101
- Recipient must receive an A or A- in English Composition 102
- Recipient must receive an A- or B+ in Public Speaking
- Recipient must receive an A- or B+ in College Foundations

- Recipient must receive an A or B in a literature course

Preference will be granted to those who earned the GE credits at Pillar and have the highest GPA

**THE RALPH T GRANT AWARD FOR CONTINUING STUDIES IN BUSINESS & LEADERSHIP**

Awarded to a LEAD graduate (ORGANIZATIONAL LEADERSHIP or BIBLICAL STUDIES programs) who has been accepted into the MAML or MBA program at Pillar College. Must have a 3.3 GPA or higher. Preference will be given to the person(s) with the highest GPA. A maximum of 2 or 3 awards can be given.

**THE WAYNE R DYER HIGHER EDUCATION AWARD FOR PERSEVERANCE**

Awarded to a bachelor's degree graduate who is a first-generation college student and who intends to pursue graduate studies at Pillar or elsewhere. Must have a 3.3 GPA or higher. Preference will be given to the person(s) with the highest GPA. A maximum of 2 or 3 awards can be given.

# Academic Programs

## Degree Programs

## Associate of Arts Degree in General Studies

The Associate of Arts degree (A.A.) is a 60-credit-hour course of study. Full time students taking 15 credits per semester can complete the program in two years. An A.A. in General Studies provides foundational education in the liberal arts, including the humanities, social sciences, natural sciences, mathematics, and history. By strengthening a student's critical thinking, writing, technological, and communication skills, courses in the Associate of Arts degree help students attain useful 21st-century career skills that prepare them to compete in the workforce. Typically, however, courses in the Associate of Arts curriculum are intended to prepare students for and transition them into the bachelor's degree program at Pillar or at other accredited colleges and universities.

| **Biblical Studies Core Requirements** | | **15 Credits** |
|---|---|---|
| BIBL 101 | Old Testament Survey | 3 |
| BIBL 102 | New Testament Survey | 3 |
| BIBL 201 | Principles of Biblical Interpretation | 3 |
| BSCM 101 | Spiritual Formation | 3 |
| THEO 201 | Introduction to Christian Doctrine | 3 |
| **General Education Core Requirements** | | **45 Credits** |
| CISY 101 | Computer Literacy | 3 |
| COMM 150 | Principles of Public Speaking | 3 |
| ENGL 101 | English Composition I | 3 |
| ENGL 102 | English Composition II | 3 |
| ENGL 200+ | Literature Electives | 3 |
| GEDU 121 | College Foundations | 3 |
| HIST 231+ | Western Civilization I or II | 3 |
| HIST 222 | Essentials of American Government | 3 |
| MATH 101+ | Contemporary Math or equivalent | 3 |
| PHIL 201 | Survey of Worldviews | 3 |

| | | |
|---|---|---|
| PSYC 101 | Introduction to Psychology | 3 |
| Science EL | Natural Science | 3 |
| ELECTIVES | General Education Electives | 9 |
| **Total Credits for the A.A. Degree** | | **60 Credits** |

## Associate of Arts Degree in General Studies: Programa BLEND

Endeavoring to serve a diverse population is in our values and mission statements. Pillar College has developed an introductory program that blends English and Spanish in an associate degree in general studies.

Pillar College's *Programa* BLEND (Bi-Lingual Entry Degree) is a two- to three-year accredited Associate of Arts degree in General Studies offered primarily in Spanish, with additional non-credit-bearing courses through an ESL program. The student begins his or her academic courses in Spanish while learning English as a second language. . After completing the BLEND program and demonstrating English-language proficiency, students can transition to the Traditional program to earn their BA degree.

In addition, each student is encouraged to take the Spanish CLEP exam, which can result in nine (9) academic credits (depending on exam scores) for knowing Spanish. This exam helps students to acquire academic credit at a fraction of the cost. Another benefit is that the time the student is in the Associate degree program is shortened.

### BLEND Program Learning Goals

1. Students will gain English language proficiency in oral communication.
2. Students will gain the ability to write effectively.
3. Students will demonstrate a basic familiarity with the background, literature, and theology of the Bible and the individual books of the Old and New Testaments.
4. Students will gain an understanding of the basic tenets of the Christian faith.
5. Students will develop the ability to think critically and creatively.

### Program Variation from Traditional AAGS

Instead of one of the history electives, the BLEND associate degree requires the following course:

| **Program Variation for BLEND AA** | |
|---|---|
| ESL 150 Conversational English | 3 |

### Additional ESL Requirements for BLEND Program (as needed)

| **English as a Second Language Requirements (Developmental)** | |
|---|---|
| ESL Levels 1-5 (Determined by placement testing) | varies |

## English as a Second Language Program (ESL)

The ESL Program at Pillar College incorporates effective communicative methodologies and provides a balanced approach to the four language skills: speaking, listening, reading, and writing. The program also focuses on vocabulary, pronunciation, and grammar to help students gain confidence in communicating effectively.

One of the program's strengths is that students enrolled in the Associate of Arts in General Studies program can simultaneously develop their English proficiency while earning college credits toward an A.A. degree.

Upon completing the ESL Program, students are prepared to pursue English-only college courses and continue their education at Pillar College or any other four-year institution in the United States.

**ESL Program Learning Goals**

1. Improve overall literacy skills in English by emphasizing the development of students' reading, writing, speaking, and listening skills in English, ensuring a well-rounded language proficiency competency that prepares students for English-only courses.

2. Provide instruction in developmental, practical, and academic language skills by focusing on equipping students with the necessary language skills to succeed in academic settings, as well as in practical situations.

3. Develop intercultural competency awareness to foster an understanding and appreciation of different cultures, preparing students to be thoughtful and globally minded individuals.

5. Understand, interpret, and use various forms of communication and write clearly and in detail on different topics.

**ESL Placement Test Information:**

The web-based test gives a more accurate picture of where a student may fall on the proficiency scale because the test measures a student's speaking, listening, reading, writing and typing skills, which are essential skills in academic and practical English. It is a comprehensive, objective, and reliable approach to test students' English proficiency. It also helps to track students' progress more efficiently and serves as a benchmark for students who may need an English proficiency test for their job since it is used by companies as well as academic institutions.

**Delivery Method:** web-based computer test
**Length:** 50- minutes
ESL Placement Test – Levels

| GSE Score | CEFR Level | ESL Level |
|---|---|---|
| **20 – 30** | **A1** | **ESL 010 – Level 1** |
| **31 – 41** | **A2** | **ESL 020 – Level 2** |
| **42 – 50** | **A2/B1** | **ESL 030 – Level 3** |
| **51 – 60** | **B1+** | **ESL 040 – Level 4** |
| **61 – 80** | **B2+** | **ESL 050 – Level 5** |

## EAP Program

| GSE Score | CEFR Level | Academic Skills Level | TOEFL IBT |
|---|---|---|---|
| **-41** | A1 -A2 | AES - 010 | 30-40 |
| **42-50** | A2-B1 | AES 020 | 41-57 |

| | | | |
|---|---|---|---|
| **51-60** | B1+ -B2 | AES 030 | 58-74 |
| **61-80** | B2 + - C1 | AES 040 | 75-90 |

## General Education Curriculum

The General Education curriculum at Pillar College provides an educational and social environment that will affirm and reinforce Christian faith while strengthening the ability to engage in serious scholarship. The integration of faith and knowledge, and the ability to evaluate content in the light of Christian truth, are therefore important components of general education at Pillar College, along with the impartation of 21st-century knowledge and skills that will enable students to embody the faith and capably communicate the gospel.

### General Education Learning Goals:

**FAITH PERSPECTIVE & SPIRITUAL FORMATION**

1. Thinks and acts in a Christian manner
2. Practices justice, mercy, and compassion
3. Pursues spiritual growth or character development
4. Develops collaborative relationships in community, values the knowledge, opinion, and skills of all group members and actively encourages their contribution
5. Evaluates content in light of Christian truth
6. Engages contemporary culture and concepts through Christ's values

**HUMANITIES PERSPECTIVE**

1. Views the richness of life through art, history, music, theater, literature, philosophy and religion; and/or seeks competence in the use of a foreign language
2. Demonstrates mastery in the humanities and knowledge base displays scope, thoroughness, and quality in considering topics from the breadth of the liberal arts
3. Clearly and reflectively applies appropriate argumentation and methodology of a given discipline

**GLOBAL & CULTURAL AWARENESS**

1. Able to evaluate the complexities and nuances of social and global issues in light of Christian faith
2. Understands the nature of injustice and oppression
3. Able to facilitate understanding and trust between those of different cultures
4. Seeks ways to provide greater civility, well-being and economic strength to individuals and communities

**ORAL, WRITTEN & MEDIA COMMUNICATION SKILLS**

1. Formulates and successfully defends a thesis
2. Writes prose, speaks, and communicates through media clearly, correctly, directly

**CRITICAL & CREATIVE THINKING**

1. Locates the thesis and main points of a piece of writing
2. Identifies logical fallacies, observes bias, and notes the strengths of an argument; identifies unstated assumptions
3. Connects core ideas to other core ideas and understands how concepts interrelate and applies them to everyday life
4. Reaches logical conclusions, makes proper inferences, and perceives correct implications and consequences.
5. Exhibits high level of originality and imagination, curiosity and openness
6. Synthesizes divergent perspectives into original thought and produces innovative designs or use of materials and ideas in creative ways
7. Finds creative ways to collaborate in order to drive innovation and provides direct, honest, useful, and balanced feedback to others

**PROBLEM SOLVING**

1. Identifies, summarizes, and reformulates the problem by breaking the problem into smaller component parts and examining definitions
2. Collects and reviews, and properly analyzes information about the problem

3. Relates the problem to other similar problems that have been solved and evaluates whether the same method could be used to solve the current problem
4. Uses the result or method for some other problem

**SCIENTIFIC & QUANTITATIVE LITERACY**

1. Analyzes data properly and demonstrates basic mathematical and statistical skills
2. Recognizes the limits of the analysis used
3. Skillfully explains the underlying scientific or quantitative concepts and methods applied to a given context

**INFORMATION & TECHNOLOGICAL LITERACY**

1. Uses computer systems, basic programs and/or other forms of technology to achieve educational and personal goals
2. Uses the Internet or other instructional material in order to access scholarly information, evaluate their credibility and apply them
3. Documents sources correctly

Pillar College seeks to introduce students to both the breadth of knowledge and the lifelong project of integrating that knowledge. Except for a few electives, all students at Pillar College take the same core courses in general education. This enables faculty members to integrate their own work with material common to students' core courses, facilitating understanding of how all the course material interrelates.

A solid, coherent general education has many important benefits. It creates a community of academic discourse that flows beyond the classroom into students' social lives and equips graduates with the flexibility that they need to adapt to a constantly changing 21st-century job market. It prepares students to excel in their major disciplines and equips them with the skills to become lifelong learners. General education inculcates habits of reading and critical thinking which will continue to be of use for an entire lifetime.

## General Education Core Requirements:

A core of courses in social science, humanities, science and technology, and the arts, representative of the breadth of general education and equivalent to approximately half of the total credits required for the degree (45 credits for both the associate and bachelor's degree).

# Bachelor of Arts Degree

The Bachelor of Arts (BA) degree is a four-year, 120 credit-hour course of study, except in the case of the Elementary Education program for NJ licensure, which is 123 credits. The BA is awarded upon successful completion of all requirements which includes a core curriculum (consisting of Biblical Studies and General Education) and Major Requirements.

**Major Requirements**
A major is a sequence of courses in a subject-matter area or discipline which, when accompanied by appropriate supporting courses, leads to a degree. Completion of a major is shown on both the student's diploma and academic transcript.

**Concentration Requirements**
Students have the option of choosing a concentration (or specialization area) within their major of study. A concentration is a sequence of at least 12 semester credits of designated courses within a major designed to accommodate specific interests of students. Completion of a concentration is shown on a student's academic transcript, but not on the diploma. Students are encouraged to utilize their department and free electives to earn the concentration.

**Minimum Bachelor of Arts Degree Requirements**
To earn a Bachelor of Arts Degree from Pillar College, the student must complete Biblical/Theological Studies core requirements (30 in the traditional program and 18 in the LEAD program), approximately half of the required minimum of 120 credits shall be in general education, and the department requirements for the major of study. Pillar College requires all students in the traditional degree program to complete a common **core curriculum** consistent with Pillar College's Philosophy of Education.

Below is an outline of the Bachelor of Arts degree requirements in most of the Traditional Program majors:

| **Biblical Studies Core Requirements** | **21 credits** | |
|---|---|---|
| BIBL 101 | Old Testament Survey | 3 |
| BIBL 102 | New Testament Survey | 3 |
| BIBL 201 | Principles of Biblical Interpretation | 3 |
| BSCM 101 | Spiritual Formation | 3 |
| BSCM 241 OR BIBL 351 | Evangelism & Missions OR Pauline Literature | 3 |
| CHHS 203 OR THEO 301 | History of Christian Thought OR Christian Apologetics | 3 |
| THEO 201 | Introduction to Christian Doctrine | 3 |
| **General Education Core Requirements** | **45 credits** | |
| CISY 101 | Computer Literacy | 3 |
| COMM 150 | Principles of Public Speaking | 3 |
| ECON 201 | Macroeconomics | 3 |
| ENGL 101/2 | English Composition I and II | 6 |
| ENGL 200+ | Literature (American, English, World Lit) | 3 |
| GEDU 121 | College Foundations | 3 |
| HIST 200+ | Western Civilization I and American Government | 6 |
| MATH 101 | Contemporary Math | 3 |
| PHIL 201 | Survey of Worldviews | 3 |
| PSYC 101 | Introduction to Psychology | 3 |
| SCI Elective | Natural Science Elective | 3 |
| ELECTIVE (CHOOSE 1 OF THE FOLLOWING) | | |
| COMM 250 | Introduction to Innovation and Creativity | 3 |
| SPA, FRE, CHI+ | World Language | |
| ELECTIVE (CHOOSE 1 OF THE FOLLOWING) | | |

| | | |
|---|---|---|
| COMM-101 | Media, Tech & Society | 3 |
| ENGL 200+ | Writing Elective | |
| PHIL-101 | Introduction to Philosophy | |
| **Core Major Requirements** | **45 credits** | |
| **Free Elective Requirements** | **9 credits** | |

## Major in Biblical Studies through the Dr. David E. Schroeder School of Biblical Studies

When Jesus was asked about the greatest commandment, he responded by saying: “The first is, ‘Hear, O Israel: The Lord our God, the Lord is one; and you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength [Deut. 6:5].’ The second is this, ‘You shall love your neighbor as yourself’ [Lev. 19:18]. There is no other commandment greater than these” (Mark 12:29-31). We are thus instructed by our Lord to love God with our *heads* by critical thinking and the academic study of the Bible, to love God with our *hearts* as passionate followers of Jesus Christ, and to love our neighbor with our *hands* by humble acts of Christian service in the power of the Holy Spirit. The Dr. David E. Schroeder School of Biblical Studies strives to emphasize and integrate all three of these important dimensions of the Christian life.

The Word of God as revealed in the Bible is foundational to Christian faith and practice. The Dr. David E. Schroeder School of Biblical Studies seeks to provide students with the tools necessary to understand and apply the Bible to the Christian life and develop a Christian worldview. There is an emphasis on the inductive method of Bible study involving the individual steps of observation (see the text), interpretation (understand the text), evaluation (weigh the text), application (apply the text), and correlation (compare the text). Each of these steps is necessary in this particular order for “rightly dividing the word of truth” (2 Tim. 2:15). The ultimate goal of Bible study is to glorify God and be a blessing to others by putting the truth of God’s Word into actual practice in our thoughts, words, and deeds on a daily basis.

The School of Biblical Studies offers courses in Biblical Studies proper (including both Old Testament (or the Hebrew Bible) and New Testament), Christian Ministry, Church History, and Christian Theology. A degree in the Department of Biblical Studies prepares individuals for a career in a variety of ministries in the Christian church, Christian education, the mission field, social work and services, media and technology, and chaplaincy work. A seminary track is also available for those who desire preparation for graduate school in ministry which includes a study of the original languages of the Bible.

**Biblical Studies Program Goals**
Upon completion of the BA in Biblical Studies, the student will be able to:

1. Effectively interpret the Bible on the basis of sound hermeneutical principles.
2. Demonstrate familiarity with the background, literature, and theology of the Bible and the individual books of the Old and New Testaments.
3. Demonstrate having acquired the theory and skills necessary for the practice of Christian ministry.
4. Demonstrate having been acquainted with the salient features of the history of the Christian church.
5. Understand and articulate the major doctrines of the Christian faith.

6. Develop the capacity for critical thinking and theological reflection.
7. Exhibit intellectual curiosity, creativity, and a desire for lifelong learning.

## Additional Requirements for SHOFAR Completion:

| Biblical Studies Core Requirements | | 6 credits |
|---|---|---|
| BSCM 241<br>or<br>BIBL 351 | Evangelism & Missions<br>or<br>Pauline Literature | 3 |
| CHHS 203<br>or<br>THEO 301 | History of Christian Thought<br>or<br>Christian Apologetics | 3 |

## Major Requirements for the Biblical Studies Program

| Course ID | Course Name | Credits |
|---|---|---|
| BIBL 204 | Introduction to Biblical Exegesis | 3 |
| BIBL 210 | Pentateuch | 3 |
| BIBL 230 | The Life and Teachings of Christ | 3 |
| BIBL 310 | The Book of Romans | 3 |
| BIBL 200+ | Old Testament Electives | 6 |
| BIBL 200+ | New Testament Electives | 6 |
| BSCM 210 | Homiletics | 3 |
| BSCM 350 | Internship or Capstone Course (BSCM 460) | 3 |
| PHIL 308 | Ethics | 3 |
| Electives | Department Core Electives | 6 |
| **Total Credits** (including SHOFAR completion) | | **45** |

## Concentration OR 6 Credits Department Electives + 9 Credits Free Electives

## Concentration in Chaplaincy

**Description**: This concentration introduces students to the various roles of chaplains in different fields such as hospitals, prisons, the workplace, and the military. The program includes the foundations, history, practice, and legal foundations for chaplaincy while being exposed to the biblical basis and practical resources for chaplain ministry. The concentration includes both theoretical and hands-on experiences. A main feature of this program is the Clinical Pastoral Education where students will begin to practice and evaluate their chaplaincy in various venues such as at a hospital, prison, hospice, rehabilitation center or nursing home, and understand its implications as they prepare for future work in this field.

| Course ID | Course Name | Credits |
|---|---|---|
| CHMN-210 | Introduction to Chaplaincy | 3 |
| BSCM-410 | Introduction to Pastoral Care and Counseling | 3 |
| CHMN-220 | Introduction to Hospital Chaplaincy | 3 |
| CHMN-370 | Introduction to Clinical Pastoral Education | 3 |
| | Department Elective | 3 |
| **Total** | | **15** |

## Concentration in Worship, Music & Media Ministry Concentration Requirements

**Description**: Worship is central to the Christian faith, and music, media, and creative arts play a vital role in leading God's people. At Pillar College, many students already serve as worship leaders in churches and ministry settings. This concentration fills a critical gap by providing formal training in worship arts, music, and media, equipping students to lead contemporary worship that is both biblically grounded and culturally relevant. Practical courses, alongside workshops and ministry experiences, prepare graduates to integrate music, technology, and media effectively, enhancing congregational engagement and glorifying God.

| Course ID | Course Name | Credits |
|---|---|---|
| BSCM 120 | Biblical Theology for Worship | 3 |
| BSCM 160 | Music for Worship | 3 |
| BSCM 200 | Media & Technology in Worship | 3 |
| BSCM 270 | Worship Practicum | 3 |
| | Department Elective | 3 |
| **Total** | | **15** |

## Concentration in Judaic Studies

**Modified Program Description:**

The Biblical Studies Accelerated Degree seeks to acquaint students with the tools for study, to foster lifelong habits of study skills, to cultivate a love for truth and spiritual practices, The concentration in Judaic Studies offers a unique program with cultural modifications within the degree to accommodate a different perspective on the Hebrew Scriptures. This program allows its students to study in both English and Hebrew the history, theology, and development of modern Jewish traditions.

**Modified Program Goals**

1. To learn how to effectively interpret the Bible based on sound hermeneutical principles.
2. To be familiar with the background, literature, and theology of the Bible and the individual books of the Hebrew Bible.
3. To be acquainted with the salient features of the history of the people of Israel.
4. To understand and articulate the major religious aspects of Judaism.
5. To develop the capacity for critical thinking and theological reflection.
6. To foster intellectual curiosity, creativity, and a desire for lifelong learning.

**Concentration Modified Requirements:**

| Course ID | Course Name | Credits |
|---|---|---|
| GEDU-310M | Goals, Priorities, & Academic Excellence | 3 |
| BIBL-301M | Survey of the Hebrew Scriptures | 3 |
| BIBL-304M | Literary Genres of the Bible | 3 |
| BIBL-325M | The Pentateuch | 3 |
| BIBL-330M | Psalms and Wisdom Literature | 3 |
| BIBL-370 | Introduction to Biblical Archaeology | 3 |
| BIBL-403M | Historical Books of the Bible (The Former Prophets) | 3 |
| BIBL-404M | The Writings in the Old Testament (Ketuvim) | 3 |
| BIBL-405M | The Writing (Latter) Prophets | 3 |
| BIBL-420M | Principles of Biblical Interpretation | 3 |
| WMNL-301M | Introduction to Biblical Perspectives on Women | 3 |
| PHIL-301M | Survey of Worldviews | 3 |
| PHIL-302M | Jewish Perspectives on Faith, Reason, & Logic | 3 |
| PHIL-308M | Ethics | 3 |
| BUSM-320 | Organizational Development- Organization Behavior | 3 |
| MGMT-303 | Principles of Leadership | 3 |
| **Total Credits** | | **48** |

# Major in Business Administration and Management

Pillar College's Business Administration and Management degrees offer practical and relevant experiences for our students. Our small class sizes allow for hands-on education, personal contact, and opportunities to gain experience through real-life projects.

A simple glance at the news headlines reveals the need for ethical managers and leaders in the marketplace. True to our mission at Pillar College, we actively explore how one's faith integrates with their work, encouraging spiritual development along with intellectual and personal growth.

Students earning a Business degree at Pillar College complete a solid core of business classes ensuring mastery of the functions of business, along with exciting concentration electives that allow further study in a student's area of interest. Pillar students are invited to join our Enactus team, providing even more opportunities to serve our community through entrepreneurial projects while gaining leadership skills and powerful career networking contacts.

**Business Administration and Management Program Goals**
Upon completion of the BA in Business Administration, the student will be able to:

1. Evaluate from a Biblical worldview ethical issues affecting management functions and their implications in organizational decision-making.
2. Work in teams using critical thinking to analyze and solve problems and effectively communicate with various stakeholders in any organization.
3. Demonstrate effective written and oral business communication skills.
4. Demonstrate synthesis of managerial concepts, Christian leadership principles, and theories by developing solutions to complex managerial and leadership problems.
5. Apply technology to analyze problems, develop business analysis, and recommend management decisions and actionable strategies.

Students in Business Administration and Management will be mentored by faculty and field professionals for careers in corporations, entrepreneurial startups, non-profit organizations, and more.

## Major Requirements for the BA in Business Administration & Management

| Course ID | Course Name | Credits |
|---|---|---|
| BUSM 101 | Introduction to Business | 3 |
| ECON 205 | Microeconomics | 3 |
| ACCT 201 | Financial Accounting | 3 |
| ACCT 202 | Managerial Accounting | 3 |
| MGMT 201 | Principles of Management | 3 |
| BUSM 305 | Business Law | 3 |
| BUSM 308 | Ethics | 3 |
| MKTG 201 | Principles of Marketing | 3 |
| BUSM 315 | Statistics | 3 |
| BUSM 201 | Business Communications | 3 |
| MGMT 302 | Managerial Finance | 3 |
| BUSM 350<br>Or<br>BUSM 460 | Internship or Capstone for Business Administration | 3 |
| MGMT 450 | Strategic Management | 3 |
| **Total** | | **39** |

**Concentration OR 6 Credits Department Electives + 9 Credits Free Elective**

# Major in Intercultural Communication

The Bachelor of Arts in Intercultural Communication is designed to meet the needs of today's global, multiethnic, and multicultural society, as well as the ever-growing demands of global job markets, both secular and missional. The program has been geared to equip students with knowledge, theory, information, and academic and practical skills, so that students can develop competencies that help them to significantly impact today's global society. The program's emphasis is on Asian, Latin American, and mainline cultures. Students in the program will benefit from practical experiences, such as internship opportunities both domestic and overseas, that strengthen cultural sensitivity, communication skills, and their ability to navigate diverse cultural contexts.

**Intercultural Communication Program Goals**

Upon completion of the BA in Intercultural Communication, the student will be able to:

1. Develop knowledge, understanding, and awareness about various peoples, contexts, and cultures.
2. Build spiritual, social, and emotional resilience through the development of intercultural competencies
3. Use a variety of media channels to communicate effectively in multicultural and generational contexts.
4. Demonstrate skills for peacemaking and reconciliation.
5. Navigate ethnic, socio-economic, gender, and generational cross-cultural contexts with empathy and understanding.

By developing skills in media and learning how to communicate across cultures, students majoring in Intercultural Communication at Pillar College will become unifiers, learn how to brand themselves, help create culture, and work effectively and successfully in all sectors of today's global societies, whether in business, church, or mission fields. This will be accomplished through experiential education and real-world experience: internships, local learning experiences, and media projects.

## Major Requirements for the BA in Intercultural Communication

| Course ID | Course Name | Credits |
|---|---|---|
| SOCI 301 | Applied Sociology | 3 |
| ICOM 201 | Introduction to Intercultural Communication | 3 |
| SOCI 232 | Cultural Anthropology | 3 |
| HIST 230 | History of the Civil Rights Movement | 3 |
| RLST 210 | Faith, Culture, and Media | 3 |
| RLST 301 | Survey of World Religions | 3 |
| CHHS 321 | The Church and Social Justice | 3 |
| ICOM 321 | Communication Across Gender & Generations | 3 |
| COMM 470 | Internship | 6 |
| PHIL 308 | Ethics | 3 |
| SOCI 310 | Survey of World Cultures | 3 |
| COMM 410 | Special Topics in Communication | 3 |
| **Total** | | **39** |

# Major in Psychology and Counseling

The Psychology and Counseling major is housed in the School of Behavioral Health and Social Sciences. We see counseling and spiritual formation not as separate disciplines but as vital dimensions of the same process. Christian Counseling at its core is transformation of the heart and restoration of the soul. The Mission of the Psychology and Counseling Department is to integrate fully the vision of Pillar College to educate, inspire and equip the lives of its students. To this end, The Department seeks to impact the lives of each student as he or she thrive to fulfil his/her purpose and role in society as Transformational Leaders. The Department aspires to provide a warm and welcoming environment where faculty and support staff work collaboratively with students, families and community partners to support student success. The department also seeks to educate students about the major psychological perspectives in the field of psychology and counseling and allow them to critically evaluate each theory based on empirical knowledge and the Christian faith. Our solid internship program, through collaborations with licensed professionals, non-profit organizations and mental health treatment facilities, provides mentorship, empowerment and enrichment to students as they take the theory and practice from the classroom into the local and global communities.

**Psychology and Counseling Program Goals:**

1. Students will develop a biblical and theological framework for psychology and for doing counseling with special emphasis on the role of the Holy Spirit as the true Counselor who empowers those who would be effective helpers.
2. Students will acquire the knowledge and principles that are foundational to Psychology and Christian Counseling.
3. Students will demonstrate growth in relationships with God and others for greater effectiveness in helping others.
4. Students will have cultivated basic strategies and skill-sets necessary for doing counseling in a variety of contexts.
5. Students will have acquired a foundation in counseling theory and built skills in specific areas of specialization.
6. Students will demonstrate familiarity with various therapeutic approaches to counseling, with an emphasis on narrative, cognitive, and family systems theories and techniques; display a knowledge of various perspectives of psychology.

The major is designed to provide students with the basic legal and ethical foundations for any kind of counseling, spiritual formation, coaching, or mentoring ministry. Students may choose to build on this foundation with further education and/or training specific to an area in which they choose to specialize, such as pursuing a master's or doctoral degree, permitting them to progress to attain state-licensing as a professional counselor. Upon successful completion of this program, a student will be prepared for employment in settings that do not require licensure, as he/she works under supervision as well as to either pursue further education or begin a lay-helping ministry in a variety of settings.

## Major Requirements for the Psychology and Counseling Program

| Course ID | Course Name | Credits |
|---|---|---|
| PSYC 102 | Biblical Basis for Psychology and Counseling | 3 |
| PSYC 203 | Theories of Applied Psychology | 3 |
| PSYC 204 | Abnormal Psychology | 3 |
| PSYC 205 | Developmental Psychology | 3 |
| PSYC 206 | Psychology of Adult Life & Aging | 3 |

| | | |
|---|---|---|
| PSYC 302 | Theories of Personality | 3 |
| PSYC 315 | Statistics | 3 |
| PSYC 316 | Research Methods | 3 |
| PSYC 308 | Child and Adolescent Counseling | 3 |
| COUN 330 | Counseling Skills | 3 |
| COUN 460 | Counseling Methods | 3 |
| COUN 307 | Multicultural Counseling | 3 |
| COUN 405 | Legal & Ethical Issues in Psychology | 3 |
| COUN 470 | Counseling Internship | 3 |
| **Total Credits** | | **42** |

## Concentration (12 Credits) OR 3 Department Elective Credits + 9 Free Elective Credits

## Concentration in Marriage & Family Counseling

**Description**: Strong families are the foundation of our churches, society the states and the global community. This concentration will emphasize counseling within the context of family systems. It is geared towards individuals who wish to practice marriage and family therapy, as well as individual and couples therapy.

| Course ID | Course Name | Credits |
|---|---|---|
| COUN 306 | Marriage & Family Counseling | 3 |
| COUN 407 | Creative Counseling Methods | 3 |
| PSYC 406 | Conflict Theory/Christian Peacemaking | 3 |
| PSYC 403 | Human Sexuality | 3 |
| **Total Credits** | | **12** |

## Concentration in Crisis Counseling

**Description**: This concentration is an integration of faith and psychology. It provides theoretical models and strategies that are necessary to effect change in crisis situations and enable individuals to move forward in more functional ways. This concentration is for those who wish to become a professional Christian Counselor, Chaplain, or emergency volunteers, etc.

| Course ID | Course Name | Credits |
|---|---|---|
| PSYC 406 | Conflict Theory/Christian Peacemaking | 3 |
| COUN 305 | Crisis Counseling | 3 |
| COUN 407 | Creative Counseling Methods | 3 |
| COUN 310 | Introduction to Coaching | 3 |
| **Total Credits** | | **12** |

## Concentration in Professional Coaching

**Description**: This concentration will equip students for Accreditation with the International Coaching Federation (ICF) and allow them to function professionally as a Certified Life Coach.

| Course ID | Course Name | Credits |
|---|---|---|
| COUN 310 | Introduction to Coaching | 3 |
| COUN 315 | Coaching in Ministry | 3 |
| COUN 316 | Life & Business Coaching | 3 |
| COUN 480 | Coaching Practicum | 3 |
| **Total Credits** | | **12** |

# Bachelor of Arts Accelerated Degree: The LEAD Program

Pillar College offers LEAD to provide adult students an opportunity to complete a bachelor's degree for the advancement of their professional careers and for personal achievement. Students proceed through the program in a collaborative small group format, called a cohort. Cohorts proceed through a well-planned series of courses and experiences leading to the completion of a bachelor's degree at an accelerated pace of approximately 24 months. This cohort configuration creates supportive communities to facilitate learning and completion of the program. Pillar College's faculty facilitators are equipped to provide a relevant and interactive experience to adult learners.

Distinctive Benefits of the Accelerated Delivery Format:

- Sixteen courses in sequence.
- Courses are offered one at a time, each lasting approximately five weeks; cohorts meet once a week on the same night, in the same location for the entire program.
- No pressure to memorize; student learning is evaluated without tests, exams or quizzes
- An interactive, participatory learning experience leveraging the knowledge you have acquired and past practical experience for immediate application in your professional and personal life.
- College credit for learning acquired through ministry, work, military training, vocational training, and technical skills.

**Degree Requirements**

To graduate with a Bachelor of Arts degree the student must successfully complete 120 semester hours of credit:

- Complete 48 credits in LEAD with a cumulative GPA of at least 2.5*.
- Complete or have completed 45 credits in General Education including**:
  - Computer Literacy 3 hours
  - English language 12 hours
  - History 6 hours
  - Humanities 3 hours
  - Math 3 Hours
  - Science 3 hours
  - Social Science 6 hours
  - General Education Electives 9 hours
- Earn or have earned additional 27 elective credits
  - Completed in the traditional program of Pillar College
  - Transfer credits from another accredited institution (see transfer policies)
  - Credit by Examination (CLEP and/or DSST)
  - Prior Learning Assessment (PLA) up to 27 credits

* The minimum GPA of the LEAD program is higher due to the accelerated nature of the courses and workload thereof.
**Required hours vary slightly for each program.

# Major in Psychology and Counseling – Accelerated Degree

**Program Description:**

The science and profession of psychology continues to experience major growth and diversity. Psychology and Counseling majors not only will master the foundation of the major psychological perspectives in the field but will be able to evaluate each theory based on theological principles. Upon successful completion of this program, you will be prepared to either pursue further education or serve in a context that does not require licensure.

**Program Goals** – shared with traditional program. (See Page 87)

**Course Requirements:**

| Semester One | |
|---|---|
| GEDU 310A | Goals, Priorities, and Academic Excellence |
| PSYC 320A | Biblical Basis for Psychology and Counseling |
| PHIL 301A | Survey of Worldviews (Pillar course only) |
| PSYC 310A | Theories of Applied Psychology |

| Semester Two | |
|---|---|
| PSYC 305A | Developmental Psychology |
| PSYC 402A | Theories of Personality |
| BIBL 302A | Jewish & Christian Scriptures |
| PSYC 403A | Human Sexuality |

| Semester Three | |
|---|---|
| PSYC 407A | Abnormal Psychology |
| THEO 320A | Foundations of Christian Faith |
| COUN 410A | Marriage & Family Counseling |
| COUN 408A | Legal & Ethical Issues in Psychology |

| Semester Four | |
|---|---|
| COUN 330A | Counseling Skills |
| COUN 440A | Crisis Counseling |
| COUN 430A | Multicultural Counseling |
| COUN 460B | Counseling Methods |

# Major in Organizational Leadership – Accelerated Degree

**Program Description:**

This concentration is geared towards individuals pursuing a management position or promotion in a company or non-profit organization. The organizational leadership concentration is unique due to its focus on building crucial leadership and communications skills, traits that employers are looking for in their future leaders. The organizational leadership concentration is well positioned to prepare individuals for various management and administrative roles within companies, government, and non-profit organizations. This degree is offered in Pillar's LEAD program.

**Program Goals**

Upon completion of the BA in Organizational Leadership, the student will be able to:

1. Demonstrate basic knowledge and skills for careers in churches, non-profit ministries and for-profit ministries.

2. Demonstrate foundational knowledge and skills necessary for designing, implementing, and leading a program, ministry, or organizational idea.

3. Acquire foundational knowledge of leadership fundamentals and apply them to actual ministry settings or pursue advanced education or training.

**Course Requirements:**

| Semester One | |
|---|---|
| GEDU 310A | Goals, Priorities and Academic Excellence |
| MGMT 303A | Principles of Leadership |
| PHIL 301A | Survey of Worldviews (Pillar course only) |
| BUSM 330A | Global Leadership & Diversity |

| Semester Two | |
|---|---|
| ORGL 410A | Organizational Change & Innovation |
| BIBL 302A | Jewish & Christian Scriptures |
| BUSM 340A | Administration & Management |
| MGMT 440A | Human Resource Management |

| Semester Three | |
|---|---|
| BUSM 420A | Finance and Accounting for Managers |
| BUSM 430A | Team Dynamics |
| THEO 320A | Foundations of Christian Faith |
| ORGL 430A | Organizational Communication |

| Semester Four | |
|---|---|
| MGMT 304A | Project Management |
| ORGL 450A | Ethical Decisions in Organizations |
| ORGL 420A | Organizational Culture |
| ORGL 460B | Organizational Leadership Capstone |

## Major in Biblical Studies – Accelerated Degree

**Program Description:**

The Biblical Studies Accelerated Degree seeks to acquaint students with the tools for Bible study, to foster lifelong habits of study skills, to cultivate a love for truth and Christian ministry, and to prepare students for seminary or graduate school.

**Program Goals** – shared with the traditional program. (See page 76)

**Course Requirements:**

| Semester One | |
|---|---|
| GEDU 310A | Goals, Priorities, and Academic Excellence |
| MGMT 303A | Principles of Leadership |
| PHIL 301A | Survey of Worldviews (Pillar course only) |
| BSCM 410A | Pastoral Care & Counseling |

| Semester Two | |
|---|---|
| PHIL 331A | Christian Ethics |
| BIBL 302A | Jewish & Christian Scriptures |
| BIBL 420A | Principles of Biblical Interpretation |
| BIBL 325A | The Pentateuch |

| Semester Three | |
|---|---|
| BIBL 410A | The Life and Teachings of Christ |
| BSCM 401A | Evangelism & Apologetics |
| THEO 320A | Foundations of Christian Faith |
| BIBL 451A | Pauline Literature |

| Semester Four | |
|---|---|
| BIBL 450A | The Book of Romans |
| CHHS 410A | The Church in Global Context |
| BSCM 420A | Homiletics |
| BSCM 460A | Biblical Studies Capstone |

### Concentration in Chaplaincy

**Description**: The concentration includes both theoretical and hands on experiences and therefore requires the student to take the first three concentration courses before joining a LEAD cohort. See the full description under the Traditional BA in Biblical Studies.

| Course ID | Course Name | Credits |
|---|---|---|
| CHMN-210 | Introduction to Chaplaincy | 3 |
| BSCM-410 | Introduction to Pastoral Care and Counseling | 3 |
| CHMN-220 | Introduction to Hospital Chaplaincy | 3 |
| CHMN-370 | Introduction to Clinical Pastoral Education | 3 |
| **Total Credits** | | **12** |

# Master's Degrees

## Master of Arts in Counseling: Specialization in Marriage, Couple & Family Counseling

Pillar College's Master of Arts in Counseling (MAC) program aims to develop professional counselors and counselor educators who are academically proficient, skilled in clinical counseling, and culturally aware, while upholding the mission of Pillar College, a Christian institution committed to intellectual, spiritual, and social development. Rooted in its mission to educate, inspire, and equip students for service and leadership, the program prepares graduates for careers in clinical mental health agencies, non-profit organizations, educational institutions, school-based programs, churches, and parachurch ministries.

Offered through the School of Behavioral Health and Social Sciences, the MAC program follows an accelerated 16-week structure, divided into two 8-week terms (A and B), with students enrolling in two courses per term. This format provides a rigorous learning experience, challenging students to progress efficiently while balancing their academic and professional commitments. The 60-credit curriculum is aligned with the 2024 CACREP accreditation standards, covering the eight core areas essential for entry-level counselor education graduates. Additionally, the program focuses on Marriage, Couple, and Family Counseling, equipping students with the knowledge and skills necessary to address a wide range of client issues within relational and family contexts.

A distinctive feature of the MAC program is its commitment to upholding the mission of Pillar College, emphasizing holistic education, service, and leadership development. While the program operates within a Christian institution, it is designed to align with national counseling standards, focusing on evidence-based practices, ethical guidelines, and multicultural competency. Additionally, the program meets the foundational requirements of the National Board for Certified Counselors (NBCC) and satisfies the criteria for New Jersey licensure as a Licensed Associate Counselor (LAC) and Licensed Professional Counselor (LPC). As a participating institution with NBCC, MAC students are eligible to apply for the National Certified Counselor (NCC) credential and may take the National Counselor Examination (NCE) prior to graduation.

The MAC program is delivered through a synchronous online modality, designed to enhance accessibility and flexibility for students while upholding rigorous instructional standards. The program maintains a cohort-based structure, which promotes sustained collaboration, peer engagement, and a supportive learning community among students.

**MA in Counseling Program Goals**
Focus: Marriage, Couple, and Family Counseling

Upon completing the Master of Arts in Counseling program, graduates will demonstrate proficiency in the following core areas of counseling, and equipped to offer counseling within the scope of marriage, couple, and family counseling:

1. **Professional Identity, Ethics, & Practice**
Demonstrate a strong professional counseling identity grounded in ethical, legal, and professional standards across diverse counseling settings.

2. **Counseling Skills, Theories, & Interventions**
Apply evidence-based counseling theories, techniques, and interventions in work with individuals, couples, families, and groups.

3. **Human Development, Assessment, & Diagnosis**
Utilize knowledge of human development and behavior to conduct assessments, apply DSM-5-TR diagnosis, and develop effective, culturally responsive treatment plans.

4. **Multicultural Competence, Advocacy, & Career Development**
Integrate multicultural awareness, social justice, and advocacy into counseling practice while supporting clients' personal, relational, and career development.

5. **Research, Clinical Practice, & Specialization**
Apply research-informed practices in counseling and demonstrate clinical competence through supervised experiences, with specialized training in marriage, couple, and family counseling.

**Marriage, Couple, and Family Counseling focus**

Marriage, Couples, and Family Therapy focus equips students with the knowledge and skills to address client issues within relational and family contexts.

Aligned with the 2024 CACREP accreditation standards, students will:

1. Examine the sociology of the family, family phenomenology, and family of origin theories
2. Understand the aging and intergenerational influences and related family concerns
3. Analyze the impact of interpersonal violence on marriages, couples, and families interactions of career, life, and gender roles in marriages, couples, and families
4. Assess the impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families
5. Examine the impact of migration on family functioning
6. Understand the theories and models of marriage, couple, and family counseling
7. Apply principles and models of assessment and case conceptualization from a systems perspective
8. Utilize family assessments, including genograms and family mapping
9. Implement techniques and interventions of marriage, couple, and family counseling
10. Conceptualize and implement treatment, planning, and intervention strategies in marriage, couple, and family counseling
11. Explore service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
12. Develop strategies for interfacing with the legal system relevant to marriage, couple, and family counseling
13. Understand third-party reimbursement and other practice and management issues in marriage, couple, and family counseling

**Note:** The focus on Marriage, Couples, and Family Therapy does not lead to licensure as a Licensed Marriage and Family Therapist (LMFT) but instead prepares students for licensure as

a Licensed Associate Counselor (LAC) and subsequently as a Licensed Professional Counselor (LPC) in New Jersey.

**Admission Requirements**
Applicants for admission to the MAC program must satisfy the following requirements:

- Undergraduate degree from an accredited institution (minimum GPA of 3.0)
- Completion of prerequisite courses (Introduction to Psychology and Abnormal Psychology with a minimum grade of B)
- Submission of three letters of recommendation
- Admission Essay (2-3 pages, APA-formatted, addressing key counseling-related topics)
- Participation in an interview with the Dean and MAC Program Director

For complete details on the admissions process, refer to the MAC Student Handbook 2024-2025.

**Degree Requirements**
To graduate with a Master of Arts in Counseling, students must complete:

- Total of 60 credit hours (including practicum and internship requirements)
- 700 supervised clinical hours (100-hour Practicum + 600-hour Internship)
- Successful completion of the Counselor Preparation Comprehensive Exam (CPCE)
- Ten (10) individual counseling sessions
- Ten (10) hours of CACREP group participation (COUN 590 Group Process and Practice)
- Minimum cumulative GPA of 3.0
- Fulfillment of all financial responsibilities, including the $125 graduation fee
- Submission of a graduation application in advance of commencement

For a detailed breakdown of degree requirements, refer to the MAC Student Handbook.

**Degree Completion Timeframe**
The Master of Arts in Counseling program is designed to be completed in approximately **2 to 2.5 years (24–30 months)** of full-time study. The curriculum is delivered in an accelerated format consisting of **8-week terms (Term A and Term B)** across six sequential semesters. Students progress through foundational coursework in the first year, followed by advanced clinical training, including **practicum (100 hours)** and **internship experiences totaling 600 hours**, in the second year. Due to the structured sequence of clinical courses and required field hours, students are expected to progress without interruption and complete all program requirements within the designated timeframe. Any extension beyond this timeframe requires formal review and approval by the program and Academic Affairs and is granted only in documented extenuating circumstances.

**Practicum and Internship Requirements**

- Students must complete the required clinical hours under the direct supervision of an approved, licensed supervisor who holds a Licensed Professional Counselor (LPC) credential, a graduate degree in mental health counseling, and the Approved Clinical Supervisor (ACS) credential awarded by the Center for Credentialing & Education (CCE).
- Practicum: Minimum of 100 clinical hours, including at least 40 hours of direct client contact.

- Internship: Minimum of 600 clinical hours, including at least 240 hours of direct client contact.
- Supervisors must meet New Jersey State Board and CACREP requirements and provide documented feedback and evaluations.
- Clinical sites must be approved by the program, ensuring alignment with best practices and ethical standards in counseling.
- Students are responsible for securing their own practicum and internship sites

**Clinical Course Completion Policy (MAC Program)**
All clinical courses, including Practicum, Internship I and Internship II, must be completed within a maximum of sixteen (16) weeks per course. This timeframe includes any associated zero-credit course requirements. Students are expected to complete all required clinical hours within the designated period. Extensions beyond the 16-week limit are not permitted except under formally approved exceptional circumstances in accordance with program and institutional policies.

**Major Requirements for the MA in Counseling**

| **Semester 1** | |
|---|---|
| **Semester 1 Term 1** | **Credits** |
| *COUN 580* Orientation to Professional Counseling | 3 |
| *COUN 520* Counseling Theory and Practice | 3 |
| **Semester 1 Term 2** | |
| *COUN 540* Ethical and Legal Implications in Counseling | 3 |
| *COUN 550* Counseling Skills | 3 |
| | |
| **Semester 2** | |
| **Semester 2 Term 1** | 3 |
| *COUN 590* Group Process and Practice | 3 |
| *COUN 610* Psychological Testing and Assessment | 3 |
| **Semester 2 Term 2** | |
| *COUN 530* Research and Program Evaluation | 3 |
| *COUN 570* Human Growth and Development | 3 |

| **Semester 3** | |
|---|---|
| **Semester 3 Term 1** | |
| *COUN 650* Career Development | 3 |
| *COUN 560* Social and Cultural Counseling Foundations | 3 |
| **Semester 3 Term 2** | |

| | |
|---|---|
| *COUN 660* Clinical Diagnosis and Treatment Planning | 3 |
| ***COUN 670* Professional Development Practicum *(100 hours)*** | 3 |

| Semester 4 | |
|---|---|
| **Semester 4 Term 1** | |
| *COUN 620* Marriage and Family Counseling I | 3 |
| *COUN 575* Child and Adolescent Counseling | 3 |
| *COUN 671* Professional Development Practicum B *(Continuation)* | 0 |
| **Semester 4 Term 2** | |
| *COUN 545* Introduction to Addiction and Recovery Counseling | 3 |
| ***COUN 680* Professional Internship I (300 hours) | 3 |

| **Semester 5** | |
|---|---|
| **Semester 5 Term 1** | |
| *COUN 630* Clinical Mental Health Counseling | 3 |
| *COUN 625* Marriage and Family Counseling II | 3 |
| ***COUN 681* Professional Internship I-B (Continuation) | 0 |
| **Semester 5 Term 2** | |
| *COUN 645* Pharmacology and Physiology of Drugs and Alcohol | 3 |
| ***COUN 690* Professional Internship II (300 hours) | 3 |

| **Semester 6** | |
|---|---|
| **Semester 6 Term 1** | |
| *COUN 691* Professional Internship II-B (Continuation) | 0 |

**Begin Site Placement one week before classes begin

# Master of Business Administration in Social Sector Management

Pillar College's objective for the Master of Business Administration in Social Sector Management is to produce academically, ethically, and spiritually competent professionals in the social sector. The globalization of the markets, the complexity of social problems, and the pressing need for collaboration for an international presence have revealed vulnerabilities and leadership needs among social service agencies and organizations that an MBA in Social Sector Management will address. The range of professionals who will benefit from the program include social entrepreneurs, humanitarians, church leaders, chaplains, social agency managers, health providers, faith-based organizations, hospitality administrators, emergency and disaster relief practitioners, and international organizations that provide an array of human services to people in need.

The MBA in Social Sector Management is a specialized and professional degree designed for individuals who are already or aspiring to be in leadership positions involved in providing services to a diverse workforce and constituency, and who, as Jim Collins proposes, are mission-driven to deliver long term positive impact with responsible stewardship of resources. Ideally, this program will advance graduates to the next level in their professional careers in a variety of settings including, but not limited to, hospitality management for leisure recreational and retreat centers, humanitarian-aid, resettlement services, community and economic development, human resource management, workforce development, healthcare, and varying positions in for-profit and not-for-profit social sector entities. The interdisciplinary nature of this MBA degree program helps students navigate and integrate academic work and practical experience. Graduates of the program will be able to contribute to organizational development, utilization of untapped resources, and innovation processes related to the application of management principles.

The MBA in Social Sector Management is a fully online 39-credit professional graduate degree program formatted for accelerated learning that includes an intercultural assessment and customized training for social engagement with immersion project-based learning. Students will be assessed based on their capacity for empathetic understanding of a social problem and competency skills for the Social Sector.

**Program Objectives**
Upon completion of the MBA in Social Sector Management, graduates will be able to demonstrate the following competencies:

1. **Service Leadership & Business Management Competency**: Demonstrate the ability to articulate business concepts and applied management science from a nonprofit, human service agency, and social business perspective.
2. **Interpersonal Communication Competency**: Demonstrate intercultural and social competency for social engagement appropriate for evidence-based social sector intervention.
3. **Technological Competency**: Use technology to implement a sufficient range of adaptive solutions for social service sector management in an online environment.
4. **Strategic & Tactical Planning Competency:** Demonstrate the ability to facilitate strategic and tactical planning in an international or global context.
5. **Innovation and Change Management Competency**: Demonstrate the ability to lead change, innovation, and capacity-building efforts in global and international contexts.

**Unique Features and Benefits of the Program**
Faculty from across multiple sectors engage students in course content involving all aspects of management to facilitate critical assessments, in-depth discussion, problem-solving, decision making, applied research projects, and case analysis. Students will have the opportunity to learn from experienced classmates from across multiple sectors including nonprofit, mission agency, business, faith-based and humanitarian organizations.

**Career Outlook**
The MBA in the Social Sector program is designed to prepare graduates for careers in a variety of settings including but not limited to:

- Administrative services Management
- Social and human service agencies
- Human Resources
- Training and Development
- Non-profit organizations
- Education

**Degree Requirements**
Students must complete the following requirements for graduation:

- A cumulative GPA of 3.0 or higher
- A maximum of 6 transfer credits
- A minimum of 33 credits must be completed at Pillar College
- Hold a leadership role and possess at least two years of administrative or business experience
- Complete course credit requirements in the program's core courses

## MBA in Social Sector Management Curriculum

| Core Courses | | 39 Credits |
|---|---|---|
| ACCTW560 | Managerial Accounting for Nonprofits | 3 |
| BUSMW505 | Professional Assessment & Seminar I | 2 |
| BUSMW520 | Managing Human Service Agencies | 3 |
| BUSMW540 | Social Entrepreneurship | 3 |
| BUSMW560 | Global Business and Management Operations | 3 |
| BUSMW605 | Professional Assessment & Seminar II | 3 |
| BUSMW670 | Integrated Project-Based Capstone | 4 |
| CHHSW511 | Special Topics in the Church and Social Justice | 3 |
| IBUSW601 | Intercultural and Social Competence | 3 |
| MGMTW541 | Human Resource Strategy and Organizational Structure | 3 |
| MGMTW545 | Online Technology and Management | 3 |
| MGMTW560 | Ethics for Social Services | 3 |
| MGMTW620 | Strategic and Tactical Planning in the Social Sector | 3 |
| **Total** | | **39 credits** |

## Certificate Program in Transformational Leadership

The Certificate Program in Transformational Leadership is a dynamic and intensive 12-month journey designed to enhance leadership competencies and empower professionals at any leadership level with the skills to lead their teams to higher performance. This cohort-based program teaches the key components of transformational leadership, providing participants with a comprehensive understanding of approaches and practical tools for immediate use in the workplace. Participants will be equipped to transform their environments through a series of five sequential 3-credit courses for a period of 8-weeks each: Practicing Exemplary Leadership, Motivating and Inspiring Teams for Success, Cultivating Critical Thinking, Mastering Personalized Leadership, and Demonstrating Ethical Leadership. Upon completion of the program, the students will be able to:

- Lead with authenticity, integrity, and role modeling to cultivate trust, respect, and commitment for team members to achieve the vision.
- Motivate their teams and fuel a culture of high performance.
- Think critically and creatively for effective decision-making to make the right strategic moves.
- Tailor leadership style to support individual and diverse team members' needs to unlock potential and achieve group success.
- Model ethical leadership behaviors to foster trust, integrity, psychological safety, and an environment of doing what is right.

# Master of Arts in Ministry Leadership

Pillar College's objective for the Master of Arts in Ministry Leadership (MAML) is to produce academically, ethically, and spiritually competent professional ministry leaders. People of faith expect the leaders of their local churches and organizations to deliver a variety of diverse services, including sound preaching and teaching, organizational (team) leadership, community development services and marriage, youth, and family counseling.

Eligible applicants include clergy and lay leaders from a wide range of backgrounds and religious affiliations desiring or needing advanced studies in the areas of biblical studies or preparation for ministry with an organization, mission agency, faith-based institution, denomination, or church.

In addition to the standard admissions requirements for the MAML degree program, applicants without a bachelor's degree may be considered for admission if they demonstrate readiness for graduate-level study. This may be evidenced by achieving an English 101-level placement on the College English Composition placement exam and by possessing one or a combination of the following qualifications:

- Equivalent ministry experience, and or
- Employment in a church, mission agency, or para-church organization, and or
- Possesses college credits or course work related to the theological disciplines

Up to 15 percent of the applicants seeking enrollment into a master's degree program may be admitted without possession of the bachelor's degree or its educational equivalent. Admission of such applicants will be restricted to persons with life experience that has prepared them for studies at the graduate level. Admission without a bachelor's degree or its educational equivalent shall be validated through a process and criteria for evaluating academic ability are educationally appropriate and rigorous.

Current Pillar students and other students with undergraduate credits in the theological disciplines will be able to apply for advanced standing to waive some course requirements. Up to 4 equivalent courses to 12 credits earned from an accredited graduate program may be transferred into the program. Applicants possessing significant life experience in ministry, advanced training, or certificates from a reputable school or institution may also apply for advanced standing to have courses waived or substitute courses to satisfy the degree requirements.

**Program Goals**
Upon completion of the MA in Ministry Leadership Program, graduates will demonstrate mastery of the following knowledge and skills:

1. A biblically based personal foundation for practical ministry leadership.
2. An ability to assess and respond to the needs of a community in collaboration with social service agencies.
3. Competencies required for individual, team and group leadership.
4. Diagnostic and prescriptive knowledge to engender holistic church health.
5. An ability to apply leadership principles to Christian ministries designed to strengthen communities.
6. Communication skills necessary for ministry and leadership.

**Unique features and benefits of the Program**

The MA in Ministry Leadership Program (MAML Program) is a 48-credit program that offers spiritual, theological and academic training in *Organizational Leadership and Ecclesial Ministry* with four concentrations: (1) Church/community transformation; (2) Healthy Leadership and Ministry; (3) Woman in Ministry; (4) general studies in ministry leadership.

The MA in Ministry Leadership Program delivery is in a cohort-based scheduled format, 8-weeks course rotation, and face-to-face course instruction.

A distinctive of Pillar College's approach includes the integration of the Judeo-Christian worldview and faith-based values into the professional curriculum.

**Career Outlook**
The MA in Ministry Leadership Program is designed to prepare graduates for careers in a variety of settings including but not limited to:

- Churches (pastors, educational leaders, para-church professionals, missionaries, youth leaders, teachers, worship leaders and chaplains)
- Chaplaincies in various communities and venues
- Non-profit organizations
- Mission agencies
- Church-based community services
- Educational institutions
- Social and human service agencies
- Pursue terminal degrees in doctoral program for education (Ed.D.), research (Ph.D.), or ministry (D.Min.)

**Degree Requirements**
To graduate with a Master of Arts degree, the student must successfully complete required program hours of credit:

- Complete a minimum of 36 credits at Pillar College
- Cumulative GPA of 3.0 or better
- All financial obligations must be met
- Candidate for graduation must file application at the beginning of the semester prior to Commencement

## Concentration in General Studies (Core Courses)

| Core Courses | | 36 Credits |
|---|---|---|
| BSCM 511 | Advanced Homiletics | 3 |
| MINL 501 | Pastoral Ministry | 3 |
| MINL 505 | Leadership for Church & Mission | 3 |
| MINL 515 | Youth & Family Ministry | 3 |
| MINL 520 | Emotionally Healthy Church | 3 |
| MINL 535 | Leadership Styles & Qualities | 3 |
| MINL 540 | Principles of Social Entrepreneurship | 3 |
| MINL 615 | Pastoral Care & Counseling | 3 |
| MINL 620 | Community Development & Services | 3 |
| MINL 640 | Business as Mission | 3 |
| MINL 680 | Field Experience | 0 |
| ORGL 530 | Team Leadership | 3 |
| THEO 521 | Christ Alive | 3 |
| **Biblical Foundations Courses** | | **12 Credits** |
| BIBL 501 | Old Testament Literature | 3 |
| BIBL 502 | New Testament Literature | 3 |
| CHHS 501 | History of Christian Thought | 3 |

| | | |
|---|---|---|
| BIBL 601 | Biblical Interpretation | 3 |
| **Total** | | **48 credits** |

## Concentration in Women in Ministry

**Description**: This empowering track helps to build a strong framework for women seeking to thrive in ministry. The program is characterized by a sharp focus on contemporary women's issues, addressing those pertinent to pastoral leadership, pastoral care, ministry to women, and self-care.

| **Core Courses** | | **12 Credits** |
|---|---|---|
| BSCM 511 | Advanced Homiletics | 3 |
| MINL 505 | Leadership for Church & Mission | 3 |
| MINL 535 | Leadership Styles & Qualities | 3 |
| MINL 680 | Field Experience | 0 |
| THEO 521 | Christ Alive | 3 |
| **Biblical Foundations Courses** | | **12 Credits** |
| BIBL 501 | Old Testament Literature | 3 |
| BIBL 502 | New Testament Literature | 3 |
| CHHS 501 | History of Christian Thought | 3 |
| BIBL 601 | Biblical Interpretation | 3 |
| **Concentration Courses** | | **18 Credits** |
| BSCM 601 | Pastoral Self Care | 3 |
| MINL 545 | Principles of Church Stewardship | 3 |
| WMNL 501 | Biblical Perspectives and Women | 3 |
| WMNL 505 | Pastoral Leadership for Women | 3 |
| WMNL 530 | Ministering to Women | 3 |
| WMNL 680 | Contemporary Issues for Women | 3 |
| **Elective Courses – Select two additional Core Courses** | | **6 Credits** |
| **Total** | | **48 credits** |

# Undergraduate Academic Course Descriptions

## BIBLICAL STUDIES

### Bible

**BIBL 101 Old Testament Survey** **3 credits**
This course involves a survey of the history, literature, and theology of the Old Testament. Emphasis is on the content of the thirty-nine books that comprise the canon of the Old Testament. Attention will also be given to the transmission of the text and the canonization of the Old Testament. Students are exposed to the critical issues and scholarly methods employed in the modern study of the Old Testament.

**BIBL 102 New Testament Survey** **3 credits**
This course involves a survey of the history, literature, and theology of the New Testament. Emphasis is on the content of the twenty-seven individual books that comprise the canon of the New Testament. Attention will also be given to the transmission of the text and the canonization of the New Testament. Students are exposed to the critical issues and scholarly methods employed in the modern study of the New Testament.

**BIBL 201 Principles of Biblical Interpretation** **3 credits**
This course is an introduction to the principles of biblical interpretation (hermeneutics). Emphasis is upon theory and practice of biblical interpretation with special attention on the various literary genres represented in the Bible. This course involves exercises based upon both the Old and New Testaments. Attention is also given to the practical application of the Bible to the Christian life.
*Prerequisite: ENGL-101 or the equivalent*.

**BIBL 204 Introduction to Biblical Exegesis** **3 credits**
This course provides a basic introduction to the principles of Biblical exegesis, with an emphasis on the alphabet, grammar and select vocabulary of biblical Hebrew and Greek. The student will practice reading aloud the texts of Hebrew and Greek Bible in class. Students will also learn how to use resources such as concordances, lexicons, and computer software for exegetical study.
*Prerequisite: ENGL 101 & COMM 101 or the equivalents.*

**BIBL 210 The Pentateuch** **3 credits**
This course is an inductive study of the first five books of the Old Testament- Genesis, Exodus, Leviticus, Numbers and Deuteronomy. The procedure of study involves a survey of the books as a whole, a detailed analysis of the various parts, interpretation of selected passages, and practical application to the Christian life. *Prerequisites: BIBL 101 and BIBL 201 or the equivalents*.

**BIBL 221 The Historical Books of the Old Testament** **3 credits**
This course is an inductive study of the historical books of the Old Testament or a single representative example from the category of Scripture. The procedure of study involves a survey of the books as a whole, a detailed analysis of the various parts, interpretation of selected passages, and practical application to the Christian life. *Prerequisites: BIBL 101 and BIBL 201 or the equivalents*.

**BIBL 222 The Major Prophets** **3 credits**
This course is an inductive study of the minor prophets of the Old Testament. The procedure of study involves a survey of the books as a whole, a detailed analysis of the various parts, interpretation of selected passages, and practical application to the Christian life.
*Prerequisites: BIBL 101 and BIBL 201 or the equivalents*.

**BIBL 223 The Minor Prophets** **3 credits**
This course is an inductive study of the twelve minor prophets of the Old Testament. The procedure of study involves a survey of the books as a whole, a detailed analysis of the various parts, interpretation of selected passages, and practical application to the Christian life.
*Prerequisites: BIBL 101 and BIBL 201 or the equivalents*.

**BIBL 225 The Psalms and Wisdom Literature** **3 credits**

This course is a study of the Book of Psalms in terms of its literary features and theological content; the wisdom literature of the Old Testament is also considered with emphasis upon Job, Proverbs, Ecclesiastes, and Song of Solomon (Song of Songs).
*Prerequisites: BIBL 101 and BIBL 201 or the equivalents (or permission from the instructor).*

**BIBL 230 The Life and Teachings of Christ** **3 credits**
This course is a study of the life and teachings of Christ based upon the four canonical Gospels of the New Testament. This course examines the major events in the life of Jesus and both the form and content of Jesus' teachings including theology, Christology, the Kingdom of God, and the ethics of the Kingdom. *Prerequisite: BIBL 102 or the equivalent.*

**BIBL 241 The Book of Hebrews** **3 credits**
This course is an inductive study of the Book of Hebrews as a representative example of a non-Pauline Epistle. The procedure of study involves a survey of the book as a whole, a detailed analysis of the various parts, interpretation of selected passages, and practical application to the Christian life.
*Prerequisites: BIBL 102 and BIBL 201 or the equivalents*.

**BIBL 306 The Synoptic Gospels** **3 credits**
This course is an inductive study of the Synoptic Gospels. The procedure of study involves a survey of the books as a whole, a detailed analysis of the various parts, interpretation of selected passages, and practical application to the Christian life. *Prerequisites: BIBL 102 and BIBL 201 or the equivalents*.

**BIBL 310 The Book of Romans** **3 credits**
This course is an inductive study of the Book of Romans as a representative example of the Pauline Epistles. The procedure of study involves a survey of the book as a whole, a detailed analysis of the various parts, interpretation of selected passages, and practical application to the Christian life.
*Prerequisites: BIBL 102 and BIBL 201 or the equivalents*.

**BIBL 320 The Gospel of John** **3 credits**
This course is an inductive study of the Gospel of John. The procedure of study involves a survey of the book as a whole, a detailed analysis of the various parts, interpretation of selected passages, and practical application to the Christian life. *Prerequisites: BIBL 102 and BIBL 201 or the equivalents*.

**BIBL 350 The Book of Acts** **3 credits**
This course is a study of the Book of Acts as a historical narrative of the expanding witness of the early church. The procedure of study involves a survey of the book as a whole, a detailed analysis of the various parts, interpretation of selected passages, and practical application to the Christian life.
*Prerequisites: BIBL 102 and BIBL 201 or the equivalents*.

**BIBL 351 Pauline Literature** **3 credits**
The purpose of this course is to teach the context, content, and critical questions of the Pauline epistles in the New Testament, except the letter to the Romans, which is considered in a separate course. Special themes will be emphasized such as the chronology of the apostle's ministry, Christology, the identity of the believer, the gospel, sanctification, ecclesiology, eschatology, spiritual gifts, and spiritual warfare.
*Prerequisites: BIBL 102 and BIBL 201 or the equivalents*.

**BIBL 360 The Book of Revelation** **3 credits**
This course is an inductive study of the Book of Revelation as the representative example of apocalyptic literature in the New Testament. The procedure of study involves a survey of the book as a whole, a detailed analysis of the various parts, interpretation of selected passages, and practical application to the Christian life. *Prerequisites: BIBL 102 and BIBL 201 or the equivalents*.

**BIBL 370 Introduction to Biblical Archaeology** **3 credits**
This course is based on both Biblical historiography and modern archaeology in order to analyze the social, political, spiritual and cultural context of the Bible from the times of King David to the times of Jesus. Emphasis is placed on the scientific aspects, trying to understand what happened in the Land of Israel in the last 3000 years. Various periods of biblical history will be studied within their greater Near Eastern and European contexts, thus mentioning different peoples such as the Philistines, Assyrians,

Babylonians, Greeks, Romans and others. Through archaeological findings we will try to reconstruct ancient realities, by understanding the motivations of the different peoples and personalities that lived in this Land. The methodology used during the course is based on three pillars: Previous reading of study material; Classes at the Hebrew University of Jerusalem; "Classes" in the field with recognized archaeologists. *Cross-listed with HIST-370.*

## Biblical Studies / Christian Ministry

**BSCM 101 Spiritual Formation** **3 credits**
This course is a study from the Gospel of Luke on what it means to follow Jesus. Topics include teachability, flexibility, humility, compassion, integrity, selflessness, intensity, courage, dependency, transparency, contentment, trustworthiness, accountability, alertness, and servanthood. The course includes practical exercises that promote spiritual formation.

**BCSM 120 Biblical Theology for Worship**
This course is an introduction to biblical worship, covering major foundational themes such as covenant and the numinous, sacrifice, and symbolism in worship. This course introduces students to the history of worship from the Old and New Testament eras through the Early Church to the modern era.

**BCSM 160 Music for Worship**
introduces students to the role of congregational music in Christian worship, covering biblical foundations, the history of congregational song, and the impact of texts, tunes, and styles on spiritual formation. The course emphasizes evaluating songs for theological soundness, understanding cultural issues in worship, and planning music that supports gathered worship. Students will also learn the fundamentals of musicianship, which are essential for diverse types of worship music. The goal is to master the essential rudiments of music so that students can read and understand musical notations for singing and playing. The weekly lesson includes basic music theory, rhythm, singing, ear training, and song analysis.

**BCSM 200 Media and Technology in Worship**
This course, which entails a series of workshops, involves the planning and production of desktop media, including the use of presentation, pagination, and streaming and web software. This course covers basic design principles and content management issues and introduces basic video and audio editing techniques.

**BSCM 210 Homiletics** **3 credits**
This course is an introduction to the art of preaching. Review of foundation of sermons, formal elements of style and methods of preparation and delivery principles based on biblical, historical and cultural foundations will be included. Students will prepare sermons to be preached in class and will be evaluated. Video technology can be used to enhance learning.
*Prerequisite: ENGL 101 or the equivalent (or permission of the instructor).*

**BSCM 241 Evangelism & Missions** **3 credits**
The course involves an introduction to the models and strategies for personal and congregational evangelism based upon biblical, historical, and cultural foundations. The course also includes an introduction to the history, theology and practice of world missions.
*Prerequisite: ENGL 101 or the equivalent (or permission of the instructor).*

**BSCM 245 Urban Ministry** **3 credits**
This course introduces students to ministry in urban contexts providing equipping skills for ministry. Topics include biblical injunction to urban ministry, dynamics of urban centers, relief ministries, community development, and ministry to various ethnic populations.
*Prerequisite: ENGL 101 or the equivalent (or permission of the instructor).*

**BSCM 253 Nehemiah- Leading with Integrity** **3 credits**
This course provides an overview of the book of Nehemiah, with an emphasis on leadership principles that will assist students to integrate "prayer power" with the "planning process" to help to clarify one's purpose, vision and calling. *Prerequisites: BIBL 101 and BIBL 201 or the equivalents*.
**BCSM 270 Worship Practicum**

This course provides supervised, hands-on experience in leading worship in a local church or ministry context. Students will serve in an approved worship ministry setting under the joint supervision of a site mentor (e.g., worship pastor) and the course instructor. The practicum is organized around three core domains: (1) Leading Yourself – cultivating emotional, spiritual, and vocational health as a worship leader; (2) Leading in the Local Church – serving in alignment with the church's mission, vision, and culture; and (3) Leading Worship – planning, preparing, and leading corporate worship in a way that is biblically grounded, Christ-centered, and pastorally sensitive. Students will complete a minimum of 60 hours of supervised worship ministry over the term, plus weekly seminar meetings, reflection assignments, and a final portfolio.

**BSCM 321 Foundations and Strategies for Youth Ministry** **3 credits**
This course involves an analysis of contemporary youth culture including peer phenomenon, personal identity, and value development. Principles of creative youth ministry are discussed with an emphasis upon evangelism, spiritual growth and ministering to adolescents with the goal of full involvement in the church. *Prerequisite: ENGL 101 or the equivalent.*

**BSCM 340 Biblical Foundations of Worship** **3 credits**
This course is an introduction to biblical worship covering the major foundational themes such as covenant, sacrifice and the numinous, as well as symbolism in worship. This course introduces the student to the history of worship from Old and New Testament eras through the Early Church to the Modern era. *Prerequisites: ENGL 101 or the equivalent and BSCM 101. Formerly BSCM 120.*

**BSCM 425 Youth and Family Counseling** **3 credits**
This course will address aberrations of normal development that impact children and their families in the home, school, church, and community. Various methods of effective helping will be considered. *Prerequisites: ENGL 101 or the equivalent and BSCM 101. Formerly BSCM 308.*

**BSCM 460 Biblical Studies Internship** **3 credits**
Participate as an intern at a church, para-church ministry or non-profit organization to apply principles learned from Biblical and Theological studies. *Prerequisite: Permission from Internship Director*

## Church History

**CHHS 140-142 Freedom & Liberty Ed. Experience courses** **3 credits**
The Freedom & Liberty Education Experience explores the founding of America. Students will visit historic sites, study the meaning of independence according to the Founding Fathers, and examine how Christian principles influenced the Constitution and American national governmental institutions.
FLEX locations: Philadelphia; DC; Plymouth. *Cross-listed as HIST 140-142.*

**CHHS 203 History of Christian Thought** **3 credits**
This course is an introduction to the history of Christianity and the development of Christian thought from the first century to the present. *Prerequisite: ENGL 101 or the equivalent.*

**CHHS 320 The Church in Global Context** **3 credits**
This course involves a study of the origin and development of the various Christian traditions in Africa, Asia, and Latin America with particular attention to the development of indigenous churches as well as mission-founded churches. *Prerequisites: ENGL 102 and CHHS 203 or the equivalents.*

**CHHS 330 History and Theology of the Reformation** **3 credits**
This course is an introduction to the period of the Reformation including its background in the Renaissance Period. Topics include, not are not limited to, Erasmus of Rotterdam, Martin Luther, Ulrich Zwingli, John Calvin, the English Reformation, and the Radical Reformers (Anabaptists). This course involves a study of the origin and development of the various Christian traditions in North America including European colonial churches, African-American church, immigrant churches, and First Nation churches. *Prerequisites: ENGL 102 and CHHS 203 or the equivalents.*

**CHHS 340 History and Theology of Revivals** **3 credits**

This course examines the history and theology of Protestant revivals and awakenings, with particular emphasis upon the Reformation, the Evangelical Awakening in Britain, the Great Awakening in America, the Second Awakening in Britain and America, the Holiness Revival, and the revivals of the twentieth century, including the Welsh Revival, the Pentecostal Revival, the mid-twentieth century revival associated with Billy Graham and others, campus revivals, and the late twentieth century revival originating in Argentina and Toronto, Canada.
*Prerequisites: ENGL 102 and CHHS 203 or the equivalents.*

**CHMN 370: Clinical Pastoral Education (CPE100)**
This is the foundational unit of Clinical Pastoral Education International's (CPEI) Certificate in Clinical Pastoral Education. This introductory course is designed to assist students in becoming dynamically aware of themselves as they provide pastoral care to individuals. Through a combination of 300 hours of supervised clinical ministry and 100 hours of structured learning (group and individual supervision, didactics, online lessons, and reflective writing), participants develop foundational skills in spiritual assessment, cultural humility, ethical decision-making, and the effective use of supervision. Set in the classic action-reflection-action model, CPE 100 emphasizes self-awareness, pastoral identity formation, and the integration of personal theology with real-life caregiving—laying the essential groundwork for all subsequent CPE units.

## Theology

**THEO 201 Introduction to Christian Doctrine** **3 credits**
This course is a basic introduction to Christian systematic theology including the doctrines of God (theology proper), Christ (Christology), the Holy Spirit (Pneumatology), humanity (Theological Anthropology), salvation (Soteriology) the church (Ecclesiology), and the last things (Eschatology). Attention is also given to the variety of thought and practice within Evangelical Christianity.
*Prerequisite: ENGL 101 or the equivalent.*

**THEO 250 The Life and Thought of C. S. Lewis** **3 credits**
This course involves a study of the life and thought of C. S. Lewis as the premier lay Christian theologian and apologist of the Twentieth Century. This course involves a reading of select primary and secondary sources on the life and thought of C. S. Lewis. *Prerequisite: ENGL 101 or the equivalent.*

**THEO 301 Christian Apologetics** **3 credits**
This course is a study of the historical, philosophical, and scientific defense of the classical Christian faith. Topics include the concept of truth in a postmodern age, the historical reliability of the Gospels, issues regarding science and faith such as the intelligent design movement, arguments for the existence of God in response to the New Atheism including the problem of evil, the possibility of miracles, and the problem of religious pluralism. *Prerequisite: ENGL 102 and PHIL 201 or the equivalents*.

**THEO 360 Modern Theology** **3 credits**
This course is a study of modern theologians and theological movements since the period of the Enlightenment in the seventh and eighteenth centuries. Topics include classical liberal theology, neo-orthodox theology, process theology, secular theology, theology of hope, liberation theologies, new Catholic theology, narrative theology, and evangelical theology. *Prerequisite: ENGL 102 or the equivalent.*

**THEO 410 Special Topics in Systematic Theology** **3 credits**
This course is an in depth study of major topics of systematic theology: The Trinity (doctrine of God), Christology (doctrine of the person of Christ), the Atonement (doctrine of the work of Christ), Pneumatology (doctrine of the person and work of the Holy Spirit), Anthropology (doctrine of humanity), Soteriology (doctrine of salvation), Ecclesiology (doctrine of the church), or Eschatology (doctrine of the last things). *Prerequisite: THEO 201 or the equivalent*.

## Courses unique to or modified for the Judaic Studies Concentration

**BIBL 301M Survey of the Hebrew Scriptures** **3 credits**
Students will read large portions of the Pentateuch and become familiar with the themes found there.

**BIBL 304M Literary Genres of the Bible- Megillah** **3 credits**
This course considers the respective religious, moral and philosophical issues in the following three books of the Bible: Song of Songs, Ecclesiastes, Lamentations.

**BIBL 325M The Pentateuch** **3 credits**
This course focuses on developing skills needed to analyze and understand Biblical texts and commentaries, primarily Nachmanides. A strong focus is placed on analyzing a commentator's style as it is presented through different Bible passages. Topics from Deuteronomy are analyzed in depth using many different commentaries.

**BIBL 330M Psalms and Wisdom Literature** **3 credits**
This course will include a general description of the Book of Psalms, including historic context. We will then delve into specific chapters of Psalms and uncover their meaning according to major commentaries.

**BIBL 370 Introduction to Biblical Archaeology** **3 credits**
Students will study texts about different events that took place in Israel during Biblical times. They will then go to explore the sites, with a focus on archeological evidence present.

**BIBL 403M Historical Books of the Bible (The Former Prophets)** **3 credits**
Students will study large portions of the Early Prophets and gain a historical perspective, as well as learn moral lessons drawn from them.

**BIBL 404M The Writings in the Old Testament (Kethuvim)** **3 credits**
This course will cover one of the books of Writings, such as Psalms, Daniel, Ruth, Esther, Song of Songs, Ecclesiastes or Proverbs. Students will learn the main themes of the work and write a research paper on one of those themes.

**BIBL 405M The Writing (Latter) Prophets** **3 credits**
This course will focus on the two of the major Latter Prophets: Isaiah and Jeremiah.

**BIBL 420M Principles of Biblical Interpretation** **3 credits**
This course focuses on developing skills needed to analyze and understand Biblical texts and commentaries, primarily Rashi. Students become acquainted with the design, structure and style of the Pentateuch and classical commentaries, and the philosophical outlook of the Pentateuch and its commentaries. We will use either Numbers or Deuteronomy and analyze the different topics and commandments that they present.

**BUSM 320 Organizational Development- Organization Behavior** **3 credits**
Organizational development is the process of planning and implementing interventions to create interpersonal, group, inter-group, or organization-wide change. This course presents the theoretical foundations of organizational development as an applied behavioral science. Students will also be introduced to many types of interpersonal, intra-group, inter-group, and organizational interventions that are used to effect comprehensive and lasting changes.

**GEDU 310M Goals, Priorities & Academic Excellence** **3 credits**
This course prepares incoming students for the college experience. Its purpose is to help students develop the appropriate ethos that undergirds academic success. With that aim, students build on various topics they were previously introduced to, such as emotional intelligence, personal finance, diversity, time management. Students also have hands-on instruction in critical college skills such as academic writing, basic research, presentation skills, budgeting, exam preparation, and public speaking.

**MGMT 303 Principles of Leadership** **3 credits**
Students will build on previous business knowledge to examine the role of a leader in the business world.

**PHIL 301M Survey of Worldviews** **3 credits**
Students will examine the major beliefs of Judaism, including how it has been defended against other religions through the ages.

**PHIL 302M Jewish Perspectives on Faith, Reason, & Logic** **3 credits**
This course will cover one of the most famous and practical mussar works of all time- the Mesilas Yesharim of the R' Moshe Chaim Luzzato, focusing upon zehirus (zeal) and nekius (cleanliness).

**PHIL 308M Ethics** **3 credits**
This course will analyze a major work of Jewish ethics. It may include Duties of the Heart, Path of the Just, Ethics of the Fathers, The Gates of Repentance, Strive for Truth, or Ethical Speech.

**WMNL 301M Introduction to Biblical Perspectives on Women** **3 credits**
This course will focus on understanding the perspective on women presented in the Bible. Major female figures will be analyzed both in the texts and commentaries.

# BUSINESS ADMINISTRATION AND MANAGEMENT

## Accounting

**ACCT 201 Financial Accounting** **3 credits**
An introduction to the fundamental principles of financial accounting focused on identifying, measuring, and communicating financial information. Accounting cycle, asset valuation, short term liabilities, payroll, income determination, and financial reporting are emphasized.
*Prerequisites: BUSM 101 and MATH 101. Formerly BUSM 202 Principles of Accounting.*

**ACCT 202 Managerial Accounting** **3 credits**
A continuation of the study of accounting principles and managerial accounting topics. Long-term liabilities, owner's equity, cash flow and interpretation of financial statements. Cost accounting and managerial accounting and analysis will be introduced. *Prerequisite: ACCT 201.*

## Business

**BUSM 101 Introduction to Business** **3 credits**
A survey of the basic concepts of business and commerce. Explores the integration of a Christian worldview into the marketplace. Introduces economic systems, essential elements of business organization, production, human resource management, marketing, finance, and risk management. Develops business vocabulary.
*Prerequisite: ENGL 101 or the equivalent. Formerly Introduction to Business Administration. Interdisciplinary with Biblical Studies and Theology.*

**BUSM 201 Business Communications** **3 credits**
This course develops and explores fundamental communication skills for a student's career and the workplace. Specific topics include the appropriate and effective use of various forms of written, oral, and electronic communication including business correspondence, proposals, reports, technical writing, leading and participating in meetings, and professional presentations, resumes, and interviews.
*Prerequisite: ENGL 102.*

**BUSM 302 Principles of Entrepreneurship** **3 credits**
An introduction to thinking entrepreneurially and the entrepreneurial process of "creating something new from little." Students will learn how entrepreneurs think and act, develop a sense of how suited they are to entrepreneurship, identify their skills and competencies in this area, and shape their personal goals. Students will also learn to generate & pitch ideas and evaluate their potential through a feasibility analysis.
*Prerequisite: MKTG 201.*

**BUSM 305 Business Law** **3 credits**
Basic legal principles that govern modern business transactions. Topics include contracts, negligence, real and personal property, agencies, employment law, and business enterprises. Emphasis is placed on the practical application of legal concepts, and the relationship between the Bible and business law concepts. *Prerequisite: MGMT 201 or MKTG 201.*

**BUSM 307 Leading Nonprofit Organizations** **3 credits**
This course addresses the leadership and management of non-profit organizations, particularly traditional and faith-based entities. The complexities of establishing a non-profit under IRS regulations, board of director/governance, and operational considerations will be explored in detail. Real world case studies will be used to integrate theory with practical application and the special character and leadership/management challenges of non-profit organizations will be highlighted and analyzed.
*Prerequisite: MGMT 201. Formerly BUSM 307 Creating Non-Profit Organizations.*

**BUSM 308 Business Ethics** **3 credits**
A study of ethics as they relate to contemporary issues in the student's discipline. Emphasis on the relationship of values to various ethical perspectives. Emphasizes and integrates a Christian worldview to professional ethical behavior.

*Prerequisite: ENGL 101 or the equivalent. Cross-listed with PHIL-308. Interdisciplinary with Biblical Studies and Theology.*

**BUSM 315 Statistics** **3 credits**
Statistics is an introduction to data analysis course that makes use of graphical and numerical techniques to study patterns and departures from patterns. The student studies randomness with emphasis on understanding variation, collects information in the face of uncertainty, checks distributional assumptions, tests hypotheses, uses probability as a tool for anticipating what the distribution of data may look like under a set of assumptions, and uses appropriate statistical models to draw conclusions from data.
*Prerequisite: ACCT 201. Cross-listed with PSYC 315.*

**BUSM 402 The Art of Selling** **3 credits**
As a result of taking this course, students will be able to work through the entire sales process. This includes prospecting, sales pre-planning, writing sales proposals, preventing and handling objections, sales closing, and post sales servicing. The student will be able to use these selling tools to enhance his/her sales performance.
*Prerequisites: ENGL 101 or the equivalent and BUSM 101, or permission from the instructor.*

**BUSM 405 International Business** **3 credits**
A study of international business systems and issues. The course provides a broad perspective on concepts and issues related to international business. A focus is on the international business and economic environment, cultural and organizational contexts. Strategies for conducting business internationally are emphasized.
*Prerequisites: MGMT 201 and MKTG 201. Formerly BUSM 306 Understanding the Multi-Cultural Organization.*

**BUSM 407 Social Entrepreneurship** **3 credits**
This course is an opportunity to uncover the role and impact of social entrepreneurs. What are the risks of combining business with goals toward social change? What drives social entrepreneurs? Are social enterprises sustainable? Are the intended social impacts sustainable? What are the ethical implications of such ventures? The course will analyze and reflect on these questions (and more) through case studies, readings, discussion, and applied assignments.

**BUSM 410 Special Topics in Business** **1- 3 credits**
Special topics courses are developed to cover emerging issues or specialized content not represented in the main curriculum. Classes may vary between 1-3 credits.
*Prerequisite: Permission from the Department Chair.*

**BUSM 470 Internship in Business Administration** **3 credits**
Supervised learning involving field experience in a business environment. Arrangements for taking the course must be made with the internship coordinator prior to the work being completed. Students will also develop a resume, develop interview skills, and explore the job search process. This course is required for all Business majors for graduation. *Prerequisite: Permission from Department Chair.*

**BUSM 460 Capstone for Business Administration** **3 credits**
The Business Administration Management Capstone integrates strategic management, leadership, and ethics from a biblical worldview. Students will apply Christ-centered leadership to real-world business challenges, culminating in a written project and oral defense. This course equips graduates to lead with integrity, wisdom, and excellence to significantly impact corporate, nonprofit, and entrepreneurial settings. *Prerequisite: Permission from Internship Director*

## Economics

**ECON 205 Microeconomics** **3 credits**
Emphasis upon microeconomic theory, an introduction to theories of consumer behavior, product demand, cost and supply, production, the firm and its markets, and capital and pricing factors.
*Prerequisite: MATH 101 or the equivalent.*

## Management

**MGMT 201 Principles of Management** **3 credits**
A study of basic principles of leadership and management, including the functions of planning, organizing, leading and controlling. Topics include the theories, concepts, interrelationships, moral dimensions, character, functions, and skills required to lead and manage in today's business environment.
*Formerly BUSM 203 Principles of Leadership.*

**MGMT 302 Managerial Finance** **3 credits**
Provides a conceptual framework for financial decision-making process and introduces tools and techniques of finance, including financial mathematics, capital budgeting, sources of funds, and financial analysis. *Prerequisite: ACCT 202. Formerly BUSM 220 Principles of Finance.*

**MGMT 303 Principles of Leadership** **3 credits**
Principles of Leadership examines foundational leadership theories, models, and practices through both contemporary leadership scholarship and a biblical leadership framework. Students will explore the major leadership approaches. Through engagement with leadership theory and biblical leadership principles, they learn how to become effective leaders who influence people, build teams, communicate vision, and cultivate healthy organizational cultures. *Prerequisite: MGMT 201. Replaces BUSM 303 Administrative Leadership*.

**MGMT 304 Project Management** **3 credits**
Students will learn and experience the fundamentals of project management. Introduces fundamentals of integration, scope, time, cost, quality, human resources, communications, risk, procurement, and stakeholder management. Provides training and experience with project management tools and techniques. Students will apply principles learned through case studies and selected class projects.
*Prerequisite: MGMT 201.Formerly BUSM 304 Project Management*

**MGMT 440 Human Resources Management** **3 credits**
This course introduces Human Resource Management as a strategic organizational function through professional best practices and a biblical worldview. Students examine core HR systems, including workforce planning, recruitment and selection, compensation and benefits, training and development, employee relations, HR information systems, and employment law. Emphasis is placed on the evolution of the HR profession, emerging technologies, and data-informed decision-making. Biblical principles of human dignity, stewardship, justice, and ethical leadership are integrated to guide responsible people management and organizational decision-making in corporate and nonprofit settings.
*Prerequisite: MGMT 201. Formerly BUSM 440 Managing People in a Small Business Environment.*

**MGMT 450 Strategic Management** **3 credits**
Strategic Management equips students to analyze industry structure, evaluate competitive position, and formulate strategies for sustainable advantage. Grounded in Michael Porter's definition of strategy as the creation of a unique and valuable position through a distinct set of activities, the course examines the Five Competitive Forces, strategic trade-offs, and activity fit as foundations of competitive strategy. Students also explore Blue Ocean Strategy, emphasizing value innovation and the creation of uncontested market space beyond traditional competition. Through case analysis and strategic projects, students apply strategic thinking to organizational decision-making with attention to ethical stewardship and Biblical principles. *Prerequisite: MGMT 302. Formerly BUSM 450 Strategic Planning and Design.*

## Marketing

**MKTG 201 Principles of Marketing** **3 credits**
A study of the marketing process for identifying a need and selecting target markets; developing a product to satisfy the need; and the distribution, promotion, and pricing of the product.
*Prerequisite: BUSM 101. Formerly BUSM 205.*

**MKTG 202 Digital Marketing for Non-Digital Marketers** **3 credits**
This course equips non-digital marketers with the tools, strategies, and mindset necessary to succeed in today's digital-first world. Students will explore the digital marketing landscape, consumer behavior, branding, and engagement strategies, while applying biblical principles, ethical frameworks, and real-world tools such as AI, digital design platforms, email marketing platforms, and web analytics. Through a hands-on final project,

students will build a digital marketing plan for a real or fictional client, applying their learning step-by-step throughout the course. *Prerequisite: MKTG 201*

**MKTG 401 Integrated Marketing Strategy** **3 credits**
This course is focused on developing effective sales & marketing skills for success. With a focus towards new and growing ventures, topics include sales management, online marketing, and the effective use of e-commerce. *Prerequisite: MKTG 201.*

# INTERCULTURAL COMMUNICATION

## Communication

**COMM 110 Art & Culture** **3 credits**
Through an analysis of different artistic mediums, students will learn how the arts have shaped culture throughout history. The course will focus on the power of the arts to communicate and foster societal change. *Prerequisite: ENGL-101 or the equivalent. Cross-listed as ARTS-110.*

**COMM 202 Interpersonal Communication** **3 credits**
Designed to increase understanding and implementation of effective interpersonal communication behaviors and skills, the course includes an examination of basic verbal and nonverbal elements affecting communication between individuals in family, peer group, and work contexts. Social and psychological forces operating in human communication will also be studied as well as the important distinction between social skills/manners and the interpersonal communication skills developed in this course.
*Prerequisite: ENGL-101 or the equivalent*.

**COMM 305 Social Media** **3 credits**
Social media is in many ways a language unto itself; students of all ages must become proficient in its use; not just how to use is practically, but also strategically. Students will learn how to use various social media (Facebook, Instagram, Snapchat) to build their brand, market themselves to tell their personal stories, as well as optimal self-presentation for career development. In addition to specific social media applications, students will learn the underlying strategies for marketing and branding across platforms.
*Prerequisites: ENGL-102 and CISY-101 or equivalents.*

**COMM 311The Art of Persuasion** **3 credits**
Whenever we communicate, we are trying to convince someone to think or act a certain way. This is evident in individuals, corporations and governments, it is unconscious as in our day-to-day interactions. This course will examine different techniques of persuasion and how individuals can use these techniques to “win” the argument. Theoretical and well as practical applications will be explored.
*Prerequisite: ENGL-102 or the equivalent. Interdisciplinary with Business Administration & Management.*

**COMM 320 Nonverbal Communication** **3 credits**
Students will explore the nature of how we communication nonverbally, through movements, but also through symbols and signs. How are people experienced when such communication is misunderstood or misinterpreted, especially when different cultures may experience the same communication differently? By examining the context and meaning behind nonverbal communication, this course will establish a greater understanding of others within society.
*Prerequisites: all core ICOM courses. Interdisciplinary with Psychology & Counseling.*

**COMM 321 Public Relations** **3 credits**
This course examines how companies and organizations maintain positive public images, and how each person within a company or organization contributes to said image, including the role of Human Resources. Also included will be how companies overcome bad press and the difference in public relations between large and small companies or organizations. *Prerequisites: ENGL 102; all core ICOM courses.*

**COMM 401: Communication Research** **3 credits**

Communication Research concerns itself with documenting the culture. The work of James Agee and Walker Evans, Dorothea Lange, Margaret Burke-White, William Carlos Williams, and Robert Coles among others will be examined. Oral, visual, and textual modes of production are examined, including how new media has affected documentary work. *Prerequisites: All required lower level Communication Courses.*

**COMM 402 Global Communication** **3 credits**
Students explore communication within a global context by examining how the world has changed from being dominated by a few powers to one where former or current developing countries are more integrated. The lens through which these countries are viewed will be examined, especially by the American media. Overall, the course addresses the cultural, economic, political and social implications of global communications. *Prerequisites: ENGL 102; all core ICOM courses.*

**COMM 410 Special Topics in Communication** **3 credits**
Special topics courses are developed to cover emerging issues or specialized content not represented in the main curriculum.
*Prerequisite: Permission from the Department Chair.*

**COMM 411 Advertising** **3 credits**
This course will focus on the techniques and strategies inherent in developing an advertising campaign. Students will gain perspective on advertising's process and role for both large and small organizations, both for and non-profit. Through case studies, students will evaluate both successful and unsuccessful campaigns. The tools and methods used will be explored as students develop their own campaigns. Legal and ethical issues will also be discussed.

**COMM 415 Web Radio** **3 credits**
Students will develop their own online radio program in coordination with the Intercultural Communication Department and the Center for Communication in Culture. Student will learn the art of broadcasting, copy writing, and producing their own web radio program. May be repeated with permission.

**COMM 416 Video Production** **3 credits**
Students will study the aspects of creating a video, from storyboarding and preproduction to screenwriting to casting to shooting and editing. Particulars include the importance of mise-en-scéne and sound in creating a video. Students will also understand the role each person plays in creating a video, such as grips, gaffers, director, producer, location scouts, writers, director of photography and camera operators, actors, costume, hair, make-up, and set designers, and editors. The course culminates with one or more finished videos.

**COMM 421 Public Communication Campaigns** **3 credits**
Public relations attempt to garner free press from the media. One way to do this is by developing an effective public communications campaigns. Students will evaluate communication campaigns to understand what strategies and models, such as fear-appeal, worked and which ones failed and why. This will lead to students developing their own communication campaigns.
*Prerequisite: ENGL 102; all core ICOM courses; COMM 3xx: Public Relations*

**COMM 450 Digital Media** **3 credits**
Students work towards the creation of a digital media project. This project will serve as a potential portfolio piece or badge for students upon graduation. The project will give students hands on experience producing media within a chosen genre. For example, a student could produce a finished commercial for radio or television, or an animated webisode. *Prerequisites: ENGL-102 and CISY-101 or equivalents.*

**COMM 470 Internship** **6 credits**
Supervised learning involving field experience within the Communication field. Arrangements for taking the course must be made with the internship coordinator and chair of the department prior to the work being completed. Students will develop a resume, develop interview skills, and explore the job search process. This course is required for all Intercultural Communication majors for graduation.
*Prerequisite: Permission from Internship Director; minimum of 12 credits completed in the major.*

## Intercultural Communication

**ICOM 201 Introduction to Intercultural Communication** **3 credits**

We live in a multi-faceted society. Throughout life, we meet people from various cultural backgrounds and we must know how to interact with them, ultimately to be a light God, but to also learn who they are and how they receive and interpret information differently and similarly to us. This course will include the examination of cultures and subcultures, including but not necessarily limited to minorities, gender, religious, socio-economic, political, and how each culture interacts with others, both individually and collectively. *Prerequisite: ENGL-101 or the equivalent.*

**ICOM 320 Cross-Cultural Communication** **3 credits**
Students study a variety of cultures from around the world, with a focus on religious, socio-economic, political, and other cultural factors. The course will help prepare students for communication in business, ministry and other career settings in a global context. *Prerequisites: COMM 202 and ICOM 201.*

**ICOM 321 Communication Across Gender & Generations** **3 credits**
Men and women experience and relate to the world differently, as do people of varying ages. In order to have a more cohesive society, it is imperative that we do not dismiss these cultures as too emotional, too stubborn, too naïve, or too immature. This course will explore how each gender and age group interpret the world and how this interpretation informs how they think and behave. *Prerequisites: all core ICOM courses.*

**ICOM 325 Intercultural Community Building** **3 credits**
This course provides students an exceptional introduction to how individuals and families both affect and are affected by the various cultural/community contexts in which they develop, including schools, places of work, and youth and community programs. Students will become aware of the dynamics of how communities are formed and function by forming a community themselves, and through involvement in a local community group or agency.

# PSYCHOLOGY & COUNSELING

## Counseling

**COUN 305 Crisis Counseling** **3 credits**
The aim of this course is to introduce students to the methods of brief therapy by providing them with a theoretical knowledge base about different models of brief therapy and the basic skills to implement these therapies to effect changes in crisis situations. Behavioral, cognitive, solution oriented, strategic, narrative, interpersonal, and crisis intervention therapies will be explored.
*Prerequisite: ENGL 102 or the equivalent. Recommended prerequisites: COUN 330 and PSYC 302.*

**COUN 306 Marriage and Family Counseling** **3 credits**
This course is an introduction to pre-marital, marital, and family systems. This course introduces students to the various theoretical models of family function and dysfunction, and specific therapy skills related to the models for helping the family better understand its needs and dynamics and to develop the kind of strategies for change that will enable it to move forward in more functional ways. Techniques for family counseling are discussed as well as family systems theories from Biblical and secular worldviews.
*Prerequisites: COUN 330 and PSYC 302.*

**COUN 307 Multicultural Counseling** **3 credits**
This course is designed to build cross-cultural counseling skills. The course will familiarize students with theories, counseling techniques, skill development and a wide range of issues regarding ethical and effective Christian counseling in a world of cultural differences. Emphasis is placed on expanding cultural awareness, knowledge and skill building, as well as appreciation of cultural, racial, ethnic, age, and gender issues. Students will learn to address the specific needs of culturally different persons, develop communication strategies and select appropriate ways to help persons of different cultural backgrounds.
*Prerequisite: COUN 330 (or permission of the instructor).*

**COUN 310 Introduction to Coaching** **3 credits**
This course will provide an overview of the emerging field of life coaching. Distinct from psychotherapy, life coaching focuses on goal-setting, decision-making, values assessment, modeling, and mentoring in order to

assist seekers with their personal life directions. This course will also assist students who wish to earn certification in this field. *Prerequisite: COUN 330.*

**COUN 315 Coaching in Ministry** **3 credits**
This course will build on the foundation of COUN-310 Introduction to Life & Wellness to strengthen students' ability to effectively provide coaching across multiple contexts. Distinct from psychotherapy, life coaching focuses on goal-setting, decision-making, values assessment, modeling, and mentoring in order to assist seekers with their personal life directions. This is one of four courses required for Accreditation with the International Coaching Federation (ICF), which will allow students to function professionally and ministerially as a Certified Life Coach. This course will assist students who wish to earn certification in this field. *Prerequisite: COUN 310.*

**COUN 316 Life & Business Coaching** **3 credits**
This course focuses on the unique applications of coaching to life and business/executive coaching. This is one of four courses required for Accreditation with the International Coaching Federation (ICF) and allows students to assist individuals and organizations with professional coaching. Building on the foundation of Coaching in Ministry and Introduction to Life & Wellness Coaching courses, Life and Business Coaching will strengthen students' ability to effectively provide coaching across multiple contexts. Distinct from psychotherapy, life coaching focuses on goal-setting, decision-making, values assessment, modeling, and mentoring in order to assist seekers with their personal life directions. This course will assist students who wish to earn certification in this field.
*Prerequisite: COUN 310 and COUN 315.*

**COUN 330 Counseling Skills** **3 credits**
This course is designed to increase awareness of the field of counseling, including its evolution, processes, theories, and specialties. This course offers a broad survey of the field of counseling, including an introduction to the foundational skills and processes involved in counseling relationships. Students will demonstrate knowledge and understanding of counseling skills and processes through role-play, case analyses, and vignettes.
*Prerequisites: PSYC 203 and PSYC 205. Formerly Counseling Skills I and COUN 201.*

**COUN 404 Addiction Treatment Models** **3 credits**
This course will focus on various approaches to helping those who are addicted to alcohol and other drugs of abuse or destructive behaviors. Emphasis will be placed on understanding a variety of models and theories of addiction, and other problems related to substance use and abuse. In addition, emphasis will also be placed on an interdisciplinary approach to addiction treatment. *Prerequisite: COUN 330.*

**COUN 405 Legal & Ethical Issues in Psychology** **3 Credits**
This course will address ethical issues in the field of psychology and counseling. Students will become familiar with the Code of Ethics and General Principles of conduct relevant to the field. Special emphasis will be given to counseling supervision, and the differing legal requirements for operating individually or under the sponsorship of a professional or non-profit organization. Students will utilize case studies, role-plays and vignettes to apply ethical principles in practical situations. *Prerequisite: COUN 330.*

**COUN 407 Creative Counseling Methods** **3 credits**
This course will introduce students to the unique practices of Art Therapy, Music Therapy, Play Therapy and other forms of creative counseling methods. Students will practice some of these counseling methods through role play and/or experience modeling of the techniques by various skilled helpers that practice creative forms of counseling. *Prerequisite: COUN 330.*

**COUN 409 Group Dynamics** **3 Credits**
The aim of this course is to introduce students to the processes that occur in inter and intrapersonal relationships within the context of group settings. This course will provide a theoretical knowledge of group dynamics and the basic skills to effect change within the different stages of a group. Students will be introduced to various group models, issues of group dynamics, group processes, leadership styles and group facilitation skills. *Prerequisite: COUN 330*.

**COUN 411 Life and Wellness Coaching** **3 credits**

This course will equip students for Accreditation with the International Coaching Federation (ICF) and allow them to function professionally as a Certified Life Coach. This course will build on the foundation Life and Wellness course to strengthen students' ability to effectively provide coaching across multiple contexts. Distinct from psychotherapy, life coaching focuses on goal-setting, decision-making, values assessment, modeling, and mentoring in order to assist seekers with their personal life directions. This course is one of two required courses that will assist students who wish to earn certification in this field. *Prerequisite: COUN 310.*

**COUN 460 Counseling Methods** **3 credits**
The course will broaden students understanding of secular and Christian theories, counseling techniques, skill development and a wide range of issues regarding ethical and effective counseling in a multicultural environment. Emphasis will be placed on skills development and practical application of theory. This course also explores the characteristics and behaviors of the counselor and the client that influence the therapeutic process. *Prerequisites: COUN 330. Formerly Counseling Skills II and COUN 301.*

**COUN 470 Internship in Psychology & Counseling** **3 credits**
In this course, students will engage in hands-on training in a setting that will provide practical experience in some form of counseling that does not require state licensure. Students will have the opportunity to work at an internship site under the supervision of a licensed and trained mental health professional, which will provide mentorship in preparing our students for careers in social services.
*Prerequisites: COUN 460, COUN 307 and PSYC 406 (or permission of the Department Chair).*

**COUN 480 Coaching Practicum** **3 credits**
The Coaching Practicum course: provides the coaching practicum hours required for PCC; gives practical training on starting a coaching practice/ministryand introduces students to available modes of coaching. Once students complete these four required courses, they will have met the 125hrs of coach specific training for PCC Distinct from psychotherapy, life coaching focuses on goal-setting, decision-making, values assessment, modeling, and mentoring in order to assist seekers with their personal life directions. This course will assist students who wish to earn certification in this field.
*Prerequisite: COUN 310, COUN 315, and COUN 316.*

## Psychology

**PSYC 101 Introduction to Psychology** **3 credits**
This course examines the basic content, perspective & controversies across many fields of psychology. Concepts in personality formation, human development, emotions, memory, learning & conditioning, state of consciousness, psychological treatment & therapy are specifically enhanced. Emphasis is placed on the relationship of these concepts to the student's understanding of self and others in everyday interactions. This course helps to educate students to develop responsible behavior that will enhance their intellectual, spiritual & social well-being and be equipped for service & leadership in the community at local, national and global levels. Current research and introduction to research methods are also examined. *Prerequisites: ENGL 101 or the equivalent and CISY-101.*

**PSYC 102 Biblical Basis for Psychology & Counseling** **3 credits**
Examines the nature and purpose of psychology & counseling from a Scriptural perspective. Includes an overview of the history of Christian counseling in the U.S.; the differences between Christian counseling and Biblical counseling approaches; how to appropriately utilize secular counseling methods; and how to analyze secular theory from a biblical perspective.
*Prerequisite: PSYC 101. Interdisciplinary with Biblical Studies and Theology.*

**PSYC 103 General Psychology II** **3 credits**
This course surveys the chief theories, principles, and methodologies of psychology with special emphasis on their relations to human behavior. The biological foundations of behavior, sensory processes, learning, perception, memory, emotion, motivation, personality, and the social bases of behavior and behavior pathology are examined to establish the foundations for advanced study in psychology. Current research findings are included wherever applicable. *Prerequisite: PSYC 101.*

**PSYC 201 Theories of Child and Development** **3 credits**

A study of the growth and development of children with respect to bio-social, cognitive and psycho-social processes, as well as scientific findings and theoretical viewpoints and implications concerning the child for family, school and community. *Prerequisites: ENGL 102 and PSYC 101 or the equivalents.*

**PSYC 203 Theories of Applied Psychology** **3 credits**
This course is an exploration of the expanding field of Applied Psychology. The framework of inquiry incorporates an interdisciplinary approach to understanding the current state of the field and its career possibilities. The principal focus is on applying scientific and humanistic perspectives derived from psychology to complex individual, social and institutional opportunities.
*Prerequisites: ENGL 102 or the equivalent and PSYC 103. Formerly COUN-203 Counseling Theory.*

**PSYC 204 Abnormal Psychology** **3 credits**
This course is designed to introduce the student to current paradigms of psychological disorders and to provide an understanding of the various theoretical perspectives of their etiologies. It offers a descriptive and theoretical survey of the major forms of psychological disorders in children, adolescents, and adults. The course also examines current trends and research in the fields of mental health and psychopathology, as well as methods of treatment. *Prerequisite: PSYC 101.*

**PSYC 205 Developmental Psychology** **3 credits**
This course is an exploration of growth and development throughout the life span. It examines the development of behavior forms: social, emotional/cognitive and intellectual development in contemporary society, and their impact on personality development. Specific attention is given to evaluating current perspectives in cognitive, theological, behavioral, and affective theories of development.
*Prerequisites: ENGL 102 or the equivalent and PSYC 102. Formerly Developmental Psychology.*

**PSYC 206 Psychology of Adult Life and Aging** **3 credits**
This course is designed to build cross-cultural counseling skills. The course will familiarize students with theories, counseling techniques, skill development and a wide range of issues regarding ethical and effective Christian counseling in a world of cultural differences. Psychological processes in adulthood and aging will be explored with an emphasis on contemporary theories, methodological issues and the interactions of psychological, biological, social and environmental factors specific to adults and elderly people: middle years-changes, crisis, new opportunities, retirement and leisure. This course will also examine facts and fallacies about the aged, death and how we deal with it. *Prerequisites: PSYC 103.*

**PSYC 220 Educational Psychology** **3 credits**
This course provides students and prospective teachers with background in applying psychological theories, principles, and research to educational settings. Emphasis is on examining the role that teachers play in facilitating students' learning and social development. Methods for adapting instruction to diverse needs are explored. *Prerequisites: ENGL 102 or the equivalent and PSYC 102.*

**PSYC 302 Theories of Personality** **3 credits**
This course will provide an overview of major theoretical and experimental contributions to the understanding of normal personality and its development. It will examine the historical context of psychology and its prominent theorists in the arena of personality studies. Students will develop criteria for evaluating theories using a biblical framework. *Prerequisites: PSYC 203 and PSYC 205.*

**PSYC 308 Child and Adolescent Counseling** **3 credits**
This course provides a foundation for understanding human behavior in the preteen and teenage years. It covers the physical, cognitive, social and emotional developments of this period of life in a socio-cultural context. Issues of race, class, gender, and culture are examined as they interact with development.
*Prerequisite: PSYC 203.*

**PSYC 315 Statistics** **3 credits**
Statistics is an introduction to data analysis course that makes use of graphical and numerical techniques to study patterns and departures from patterns. The student studies randomness with emphasis on understanding variation, collects information in the face of uncertainty, checks distributional assumptions, tests hypotheses, uses probability as a tool for anticipating what the distribution of data may look like under a set of assumptions, and uses appropriate statistical models to draw conclusions from data.
*Prerequisite: MATH 101. Cross-listed with BUSM 315.*

**PSYC 316 Research Methods** **3 credits**
This course is designed to provide students with a basic understanding of statistical concepts and research related to psychology and counseling. The course will guide students through the process of searching, reviewing and analyzing empirical data. Students complete hands-on research projects where they conduct research, tabulate and analyze their data to draw conclusions, and present their findings for review and evaluation. *Prerequisite: MATH 101.*

**PSYC 403 Human Sexuality** **3 credits**
This course will examine various theoretical perspectives on sexuality. It includes in-depth coverage of research and theory on biological and social causes of sex differences in behavior; attraction and love; marriage; sexual behaviors; personality variables relating to sexual responsiveness, sexual dysfunctions, sexual deviations, effects of erotica and birth control. It will also explore issues related to sexual expression from a Christian and biblical perspective, as well as secular worldviews.
*Prerequisite: COUN 301 or PSYC 205.*

**PSYC 406 Conflict Counseling / Christian Peacemaking** **3 credits**
This course will address Christian approaches to mediation, arbitration, and conflict resolution. A thorough Scriptural analysis will form a solid basis to consider and evaluate existing methods to assist people in various kinds of conflicts. Prerequisite*: COUN 301*. *Interdisciplinary with Biblical Studies and Theology.*

**PSYC 410 Special Topics in Psychology and Counseling** **3 credits**
This course will feature specific, timely subjects that will vary with each offering.
*Prerequisites: COUN 201 and PSYC 302.*

# GENERAL EDUCATION

## Communication

**COMM 100INT Introduction to Communication** **3 credits**
An extensive conversation and speaking practice course that provides an overview of the basic concepts of communication and the skills necessary to communicate in a variety of contexts. Students will be introduced to communication concepts and techniques which they will put into practice in real-life situations. Students will learn skills and techniques essential to effective communication in settings that include intrapersonal, interpersonal, and small group. *For first-year international students only.*

**COMM 101 Media, Technology, and Society** **3 credits**
This introductory course explores the use of media and technology as a means of engaging culture. As a practical companion to Survey of World Views, this course enables students to prepare and evaluate multimedia presentations which engage culture and inspire personal growth. An emphasis is also placed on how media and technology may be used to enhance spiritual formation and worship experiences.

**COMM 110 Art & Culture** **3 credits**
Through an analysis of different artistic mediums, students will learn how the arts have shaped culture throughout history. The course will focus on the power of the arts to communicate and foster societal change. *Prerequisite: ENGL-101 or the equivalent. Cross-listed as ARTS-110*.

**COMM 150 Principles of Public Speaking** **3 credits**
Essential principles of sound public speaking are presented. Focus is directed toward developing the confidence and ability to formulate, organize, and present one's thoughts in an articulate, effective manner. Practical applications include informal discussions and formal speech presentations.
*Prerequisite: ENGL 101 or the equivalent.*

**COMM 202 Interpersonal Communication** **3 credits**
Designed to increase understanding and implementation of effective interpersonal communication behaviors and skills, the course includes an examination of basic verbal and nonverbal elements affecting communication between individuals in family, peer group, and work contexts. Social and psychological forces operating in human communication will also be studied as well as the important distinction

between social skills/manners and the interpersonal communication skills developed in this course. *Prerequisite: ENGL 101 or the equivalent.*

**COMM 250 Introduction to Innovation and Creativity** **3 Credits**
This course provides the student with a biblical understanding of God's creative and innovative nature. The course offers each student contemporary tools for innovation and creativity. Students will strengthen the right/creative side of the brain with its emphasis on patterns, special awareness, images, and simultaneity through a series of exercises that will enhance applied creativity. Students will leave the course better able to embrace and pursue "God's big dream" by expanding innovative ideas of vocational call.
*Prerequisites: ENGL 101 or the equivalent and BSCM 101. Formerly BSCM 250.*

## Computer Information Systems

**CISY 101 Computer Literacy** **3 credits**
This course guides students through exploration and usage of common tools in technology literacy (i.e., word processing, spreadsheets, databases, graphics, presentation, email, Internet) and digital tools to access, manage, create, communicate, evaluate, and synthesize information to solve problems.
*Formerly COMM-100*

**CISY 102 Digital Literacy** **3 credits**
Advanced technological literacy students will be able to use technological tools in practical, creative and innovate ways to relate to a global context and begin to understand how technology, technological design and computational thinking, positively and negatively impact our lives.

**CISY 261 Artificial Intelligence & Christian Leadership**
This course introduces students to the rapidly developing field of artificial intelligence (AI) through the lens of Christian theology and ethics. Students will examine foundational concepts of AI, assess its current and potential applications, and critically engage with its cultural, moral, and spiritual implications.

## Economics

**ECON 090 Financial Literacy** **3 credits**
Being a good steward of your financial resources is a biblical mandate. This course focuses on the ability to manage personal finance matters resourcefully and builds students' knowledge base about investing, personal saving, tax-planning, insurance, real estate, paying for college, debt reduction, budgeting, and retirement.

**ECON 110 Personal Finance** **3 credits**
This course introduces students to the elements of good basic financial planning. Its aim is to discuss spending, saving, investing, and borrowing decisions within the household life cycle framework.

**ECON 201 Macroeconomics** **3 credits**
This course provides an overview of macroeconomic issues and an understanding of the economic choices that individuals, firms, and governments face. It also introduces the concept of scarcity and the working process of a market economic system. Further, this course examines the different market structures, the role of the firm and the impact of government intervention on markets. Finally, this course discusses the meaning and computation of national income, inflation, unemployment, economic growth, international trade, and the impact of fiscal and monetary policies on the economy.
*Prerequisite: MATH 101 or the equivalent. Formerly BUSM 201.*

## English

**ENGL 090 English Writing** **0 credits**
A remedial course designed to equip the student for successful engagement of ENGL 101 and 102.
*Prerequisite: Placement examination. Formerly ENGL 100 English Writing*

**ENGL 100INT Introduction to Writing** **3 credits**

This course introduces students to the basic elements and cultivates and strengthens students' rhetorical and organizational skills through understanding of the writing process and introduction to various rhetorical modes. *For first-year international students only.*

**ENGL 101 English Composition I** **3 credits**
Valuable to any field is a strong foundation in academic writing. In English Composition I, students will learn to read actively and critically, learn to appreciate the writing process, and craft effective essays using various rhetorical modes. Emphasis is on thesis construction, accompanied by close attention to essay development and organization, making connections among multiple sources, grammar, citation and other mechanics. *Equivalent to ENGW101.*

**ENGL 101BL English Composition I (*Programa* BLEND)** **3 credits**
English Composition I is a writing course for English language learners at the B1/B2 level (CEFR). The course builds skills in writing paragraphs and introduces the principles of a basic essay. Students will practice various writing styles while describing experiences and impressions, and produce straightforward, connected texts on topics which are familiar or of personal interests. Students will also participate in intensive and extensive reading as English Composition I is designed to help them improve their understanding of texts that consist mainly of high frequency, job-related or everyday language as well as descriptions of events, feelings, and wishes in personal letters.
*Prerequisite: ESL 030. Co-requisite: ESL 040.*

**ENGL 102 English Composition II: Writing & Research** **3 credits**
This course emphasizes the development of research and writing skills. Apart from learning how to do research, evaluate the credibility of sources, and develop proficiency in writing through the process of pre-writing, drafting, and revising, this course also teaches students how to dialogue with writers through critical engagement and analyses of texts.
*Prerequisite: ENGL 101 or the equivalent. Equivalent to ENGW102.*

**ENGL 102BL English Composition II ( *Programa* BLEND)** **3 credits**
English Composition II is a writing course for English language learners at the B2 level (CEFR). The course continues to develop writing skills by creating focused, fully developed and well-organized essays. Students will practice various writing styles while producing clear, detailed texts on a wide range of subjects related to their interests. Students will also write essays or reports, passing on information or giving reasons in support of or against a particular point of view as well as letters highlighting the personal significance of events and experiences. Students will participate in intensive and extensive reading as English Composition II is designed to help them improve their understanding of articles and reports concerned with contemporary problems, in which the writers adopt particular stances or viewpoints, and contemporary literary prose. *Prerequisite: ESL 040. Co-requisite: ESL 050.*

**ENGL 201 Introduction to Literature** **3 credits**
This course is a study of the methods of composition used in writing research papers and literary essays. Short compositions based on the study of selected masterpieces of classical literature and other writing tasks are assigned to help students develop and improve their writing style.
*Prerequisite: ENGL 102 or the equivalent.*

**ENGL 202 Creative Writing: Poetry** **3 credits**
This course explores a Christian worldview as expressed in Poetry and Fiction. Students develop as readers and writers by studying and discussing the works of canonical and contemporary writers. Workshops investigate fundamental questions of the basic elements of the craft, primarily in poetry. Through a series of exercises, students generate ideas and find their distinctive (writers') voices and receive detailed responses to their writing from their instructors and peers.
*Prerequisite: ENGL 102 or the equivalent. Formerly Christian Creative Writing.*

**ENGL 203 Introduction to Literary Study** **3 credits**
This course is an introduction to the critical lenses by which literature is examined, understood, evaluated, and appreciated. Students will explore an array of literary genres including drama, fiction, non-fiction, and poetry; and have opportunities to develop skills of close reading within specific cultural and national contexts. Students will be exposed to the rhetorical and artistic techniques and forms of various authors and scholarly strategies that are applied to the interpretation, discussion and understanding of creative

productions. As genres are explored, textual support as well as critical thinking skills and inter-textual analysis should progress towards mastery. *Prerequisite: ENGL 101.*

**ENGL 204 The Bible as Literature** **3 credits**
This course helps students to engage the Bible by exposing them to the literary beauty of the text. The focus is on selected texts from the Hebrew Scriptures and the New Testament, with emphasis on genre, rhetoric, stylistics, and literary criticism. The course is designed to encourage richer textual interpretation and understanding, fostering a deeper appreciation for the text. *Prerequisite: ENGL 102 or the equivalent.*

**ENG 205 Christian Memoirs** **3 credits**
An exploration of Christian faith formation in both its classical and contemporary understanding, students will become aware of, reflect on, nurture and articulate those practices of faith that deepen their relationship with God. Through the stories of others (spiritual memoirs), students will be invited to reflect critically on their own lives, to interact with the theological assumptions of the authors, and compose narratives or essays about their own journeys. *Prerequisite: ENGL 102 or the equivalent.*

**ENGL 215 World Literature I: Ancients to the Renaissance** **3 credits**
World Literature I is a study of selected literature from the Ancient Near East and the Western World – from the ancients to the Renaissance. It provides an in-depth treatment of the literary works that have shaped contemporary culture and our Christian faith.
*Prerequisite: ENGL 102 or the equivalent. Formerly Western Classics I.*

**ENGL 216 World Literature II: Renaissance to Modernity** **3 credits**
World Literature II is a continuation of ENGL 215 and is a study of selected literature from the Ancient Near East and the Western World – beginning with the Renaissance and continuing to the present. It provides an in-depth treatment of the literary works that have shaped contemporary culture and our Christian faith. *Prerequisite: ENGL 102 or the equivalent. Formerly Western Classics II.*

**ENGL 227 History and Literature of the Intertestamental Period** **3 credits**
This course examines the history and literature of the period between the Old and New Testaments with an emphasis on readings from the literature of this period such as the Apocrypha, Septuagint and apocalyptic literature of the period. This course is designed to be co-registered with the GLE trip to Israel.
*Prerequisite: BIBL-101, BIBL-102, ENGL 102 or the equivalent. Cross-listed as HIST 227.*

**ENGL 250 American Literature** **3 credits**
A survey of American literature from the colonial period through the present.
*Prerequisite: ENGL 102 or the equivalent.*

**ENGL 250BL Introduction to Literature (*Programa* BLEND)** **3 credits**
A survey of American literature from the colonial period through the present.
*Prerequisite: ESL 050. Recommended co-requisite: ENGL 102BL.*

**ENGL 251 English Literature** **3 credits**
This is a course survey covering English literature from the Middle Ages through the Eighteenth Century. The course acquaints students with this literature through a process of reading, analyzing, interpreting, writing, and thinking critically about essays, stories, poetry, and plays from a broad spectrum of English literature. From knights to queens to Christian pilgrims to discoverers and reformers, this study provides a glimpse into the changing dynamics of the latter 1400s to the early 1800s. In so doing, the course considers English literature in a historical, social, and ideological context as those influences greatly impacted and shaped the writers and perceptions of the time period.
*Prerequisite: ENGL 102 or the equivalent. Equivalent to ENGW251.*

**ENGL 252 African American Literature: the Harlem Renaissance** **3 credits**
This course examines how the idea of renaissance is constituted. Students will critically reflect on negotiations of race, gender, sexuality as they appear in Harlem Renaissance texts.
*Prerequisite: ENGL 102 or the equivalent.*

**ENGL 301 The Art of Narrative** **3 credits**

The tradition of the art of storytelling as a medium for ministry and evangelism; both creative writing and the appraisal of literatures, both Biblical and non-Biblical, suitable for oral presentation; use of creative dramatics and multimedia for the enhancement of narrative ministry.
*Prerequisites: ENGL 102, BIBL 101, BIBL 102 or the equivalents.*

**ENGL 325 Literacy Development** **3 credits**
This course provides students with fundamental knowledge in effective standards-aligned and research-based reading practices used in elementary education for all learners. Students form an intellectual and practice-based community as pre-service teachers to reflect on course content and classroom-based instructional activities. This is a required course for all elementary education majors. Students will be introduced to the concepts of literacy instruction, including research-based reading methods, research for teaching literacy, phonological awareness, phonics, fluency, comprehension, vocabulary, technology, motivation and the theoretical framework underlying literacy development.
*Prerequisite: ENGL 102 or the equivalent. Cross-listed as EDUC 325.*

**ENGL 350 Alternative Voices in American Literature** **3 credits**
In this course, students will be introduced to important literary texts from some of our country's diverse literary traditions, including Latino/a, Asian American, and American Indian. Reading in a variety of genres-fiction, poetry, drama, song, autobiography- students will learn to analyze these texts in relation to their cultural/historical contexts. Readings will include some pre-Columbian and early American selections but will emphasize 20th Century literature and the emerging voices that have become a defining force in the contemporary literature of the United States. *Prerequisite: ENGL 102 or the equivalent.*

## English as a Second Language (ESL)

**AES 010 Academic English Skills Level 1** **0 credits**
Academic Skills Level 1 course is designed to help students master high intermediate academic English skills at theA2/ B1 level (CEFR). Students will develop content knowledge of academic subjects such as history, science, engineering and business while learning tips and strategies that will help them handle content in their English only for credit courses. Students will participate in various listening, speaking, reading, and writing activities to acquire and practice vocabulary critical thinking skills in the four language skills. *Prerequisite: Appropriate placement exam score.*

**AES 020 Academic English Skills Level 2** **0 credits**
Academic Skills Level 2 course is designed to help students master high intermediate academic English skills at the B1 level (CEFR). Students will develop content knowledge of academic subjects such as history, science, engineering and business while learning tips and strategies that will help them handle content in their English only for credit courses. Students will participate in various listening, speaking, reading, and writing activities to acquire and practice vocabulary critical thinking skills in the four language skills. *Prerequisite: AES 010 or appropriate placement exam score.*

**AES 030 Academic English Skills Level 3** **0 credits**
Academic Skills Level 3 course is designed to help students master high intermediate academic English skills at the B2+ level (CEFR). Students will develop content knowledge of academic subjects such as history, science, engineering and business while learning tips and strategies that will help them handle content in their English only for credit courses. Students will participate in various listening, speaking, reading, and writing activities to acquire and practice vocabulary critical thinking skills in the four language skills. *Prerequisite: AES 020 or appropriate placement exam score.*

**AES 040 Academic English Skills Level 4** **0 credits**
Academic Skills Level 4 is designed to help students master
Advanced academic English skills at the B2+/C1 level (CEFR). This is a transitional course that builds on knowledge and skills needed to be a successful student in college level work. Students will develop content knowledge of academic subjects such as history, science, engineering and business while learning tips and strategies that will help them handle content in their English only for credit courses. Students will participate in various listening, speaking, reading, and writing activities to acquire and practice vocabulary critical thinking skills in the four language skills.
*Prerequisite: AES 030 or appropriate placement exam score.*

**ESL 010 Level 1 Introductory** **0 credits**
This course is designed to help students master introductory level English language skills. Students will participate in listening, speaking, reading and writing activities to acquire and practice the foundations of these skills. Students will also study the grammar, pronunciation and vocabulary appropriate to this level.

**ESL 020 Level 2 Beginner** **0 credits**
This course is designed to help students master introductory level English language skills. Students will participate in listening, speaking, reading and writing activities to acquire and practice the foundations of these skills. Students will also study the grammar, pronunciation and vocabulary appropriate to this level. *Prerequisite: ESL 010 or appropriate placement exam score.*

**ESL 030 Level 3 Intermediate** **0 credits**
This course is designed to help students master introductory level English language skills. Students will participate in listening, speaking, reading and writing activities to acquire and practice the foundations of these skills. Students will also study the grammar, pronunciation and vocabulary appropriate to this level. *Prerequisite: ESL 020 or appropriate placement exam score. Co-requisite: ESL 150.*

**ESL 040 Level 4 Advanced** **0 credits**
This course is designed to help students master introductory level English language skills. Students will participate in listening, speaking, reading and writing activities to acquire and practice the foundations of these skills. Students will also study the grammar, pronunciation and vocabulary appropriate to this level. *Prerequisite: ESL 030. Co-requisite: ENGL 101BL.*

**ESL 050 Level 5 Advanced** **0 credits**
This course is designed to help students master introductory level English language skills. Students will participate in listening, speaking, reading and writing activities to acquire and practice the foundations of these skills. Students will also study the grammar, pronunciation and vocabulary appropriate to this level. *Prerequisite: ESL 040. Co-requisite: ENGL 102BL.*

**ESL 060 Academic Discourse** **0 credits**
ESL Level 6 course is designed to help students strengthen their upper-intermediate to advanced oral communication skills to prepare them for academic (English-only) courses. Students will continue to develop using their critical thinking, active listening and presentation skills for academic discourse. Students will learn to take notes and be able to understand the main points and be able to give an oral summary of the lecture. Students will also learn how to research a topic for more information and be able to engage in an academic discussion and argue for or against their own perspective. Students will also learn how to make a presentation in a whole group or small group setting. CEFR Level B2+, GSE 55-75

**ESL 090 ESL English Foundations** **0 credits**
English Foundations is a non-credit course. It is designed to help students strengthen their grammar and prepare them for fully academic English-only college courses. Students will strive to master their communication and writing skills with emphasis on grammar.

**ESL 150 Conversational English** **3 credits**
Conversational English is designed to help students improve their spoken English and pronunciation. The course offers extensive conversation and speaking practice through a variety of activities that include pair/group exercises as well as giving presentations on various contemporary topics. The use of phonics will be reviewed and applied. The course will also focus on helping students build their confidence to speak English by learning how to develop and organize ideas. Students will be exposed to native English speakers by watching videos, having guest speakers in class, and doing different assignments.

## Fine Arts

**ARTS 110 Art & Culture** **3 credits**
Through an analysis of different artistic media, students will learn how the arts have shaped culture throughout history. The course will focus on the power of the arts to communicate and foster societal change. *Prerequisite: ENGL-101 or the equivalent. Cross-listed as COMM-110*.

**ARTS 115 Digital Photography** **3 credits**

The course covers the technical aspects of digital photography (equipment, scanning, resolution, printing, Photoshop, etc.) as well as the creative aspects of photography (composition, elements of design, lighting, color vs. black & white, communication, filters, etc), involving the practice of technical, creative thinking, and problem solving skills learned in *Media, Technology, and Society* and *Introduction to Innovation and Creativity*. Students complete weekly assignments and submit photography for class critiques.
*Prerequisites: COMM 101 and COMM 250. Formerly COMM 115.* Contact professor regarding camera-type requirement.

**ARTS 125 Introduction to Acting** **3 credits**
This course focuses on the techniques needed to successfully create a character and present it on the stage. Different theories and methods of acting are studied, and students perform monologues and scenes throughout the semester. Acting exercises are utilized to increase the student's ability to bring a dramatic character to life. *Formerly COMM 125.*

**MUSC 110 Music Appreciation** **3 credits**
Introduction to the fundamental principles and elements of music. The course is designed to increase the student's enjoyment and understanding of the art of music through personal exposure to music from all styles and periods.

**MUSC 111 Fundamentals of Musicianship I** **3 credits**
The study of rhythms, intervals, phrasing, chords, and chords progression in the standard clefs through listening, playing, singing and writing. Beyond acquiring skills and knowledge, students will experience different processes of learning and practicing to be better prepared for future music professional careers.

## General Education

**ARC 090 SAP Remediation** **0 credits**
This remediation tutoring pass/fail course is designed for students on SAP Probation and is directed by ARC.

**GEDU 121 College Foundations** **3 credits**
This introductory course prepares incoming students for the Christian college experience at Pillar College, introduces the various Pillar College departments, clarifies where to obtain help from the registrar and the business office, and explains how to access library materials, prepare for tests and write papers in MLA format. This course also lays the groundwork for spiritual goals and callings in ministry and helps students to set forth a graduation plan. (GEDU 121BL – BLEND Version)

**NSO-010 New Student Orientation** **0 credits**
Orientation for new students to become familiar with the departments, technology, and other components of student life at Pillar College.

## Global Learning

**GLE 200 and 300 Level Courses: Global Learning Experience** **3 credits**
The Global Learning Experience at Pillar College is an opportunity for students to enhance their learning experience by incorporating travel into the educational process. Students complete assigned reading prior to participating in a one-to-two-week travel experience with fellow students. During the trip students benefit from lectures and personal dialogue with Pillar College faculty and also learn from on-site guides or instructors. Students keep a travel journal during the trip and upon their return write a major paper which relates to the subject under investigation. *Prerequisite: ENGL 102 or the equivalent.*

## Health/Nutrition

**NUTR 110 Introduction to Nutrition** **3 credits**
This course introduces students to the essentials of nutrition as they pertain to human health and well-being. *Co-requisite: BIOL 101 Biology*.

**NUTR 115 Nutrition & Health** **3 credits**

This course will connect good nutrition to good health. Students will explore how different foods contribute (or not) to better health and critically examine debates surrounding current and recommended eating patterns. Students will also identify common decision-making processes used for health-related choices and ways to influence behavior to encourage healthier lifestyles. *Prerequisite: NUTR110.*

## History

**HIST 140-142 Freedom & Liberty Ed. Experience courses** **3 credits**
The Freedom & Liberty Education Experience explores the founding of America. Students will visit historic sites, study the meaning of independence according to the Founding Fathers, and examine how Christian principles influenced the Constitution and American national governmental institutions.
FLEX locations: Philadelphia; DC; Plymouth. *Cross-listed as CHHS 140-142.*

**HIST 220 History of the United States** **3 credits**
A survey of the history of the United States from Colonial times until the present.
*Prerequisite: ENGL 101 or the equivalent.*

**HIST 222 Essentials of American Government: History, Structure & Policies** **3 credits**
This course is a comprehensive study of the American national government, its beginnings, structure, development, and basic components, including an analysis of current policy formation and governmental impact, both nationally and globally. Emphasis will be given to the constitutional development of the federal government, the Christian foundations of our government, the relationship between state, local, and federal government, social issues such as civil rights and liberties, and foreign policy.
*Prerequisite: ENGL 101 or the equivalent.*

**HIST 223 Survey of American Political History** **3 credits**
This course meticulously examines the complex interplay of power, ideology, and institutions that have shaped the United States' political landscape. Through a nuanced exploration of pivotal events, influential figures, and transformative movements, students will gain a comprehensive understanding of the evolution of American democracy, the struggles for civil rights and social justice, and the enduring debates surrounding the role of government. Engaging lectures, thought-provoking discussions, and immersive research projects will empower students to critically analyze the past, recognize the enduring legacies of key political moments, and glean valuable insights into the challenges and opportunities that lie ahead for the American political system. *Prerequisite: ENGL 101 or the equivalent.*

**HIST 227 History and Literature of the Intertestamental Period** **3 credits**
This course examines the history and literature of the period between the Old and New Testaments with an emphasis on readings from the literature of this period such as the Apocrypha, Septuagint and apocalyptic literature of the period. This course is designed to be co-registered with the GLE trip to Israel.
*Prerequisite: BIBL-101, BIBL-102, ENGL 102 or the equivalent. Cross-listed as ENGL 227.*

**HIST 230 The History of the Civil Rights Movement (1940's to the Present)** **3 credits**
This course will equip students with historical knowledge for contextualizing claims about the increasingly multi-racial nature of American racial politics. Special emphasis will be given to the unique resources that the church offers – namely confession, repentance, reconciliation, faith, and healing – that will lead to greater racial harmony. *Prerequisites: ENGL 102 or the equivalent and BSCM 101.*

**HIST 231 Western Civilization I: Antiquity to 1500** **3 credits**
A survey of western civilization covering issues and events relating to social, cultural, intellectual, aesthetic, religious, and institutional development from antiquity to 1500.
*Prerequisite: ENGL 101 or the equivalent.*

**HIST 232 Western Civilization II: 1500-Present** **3 credits**
Continuation of HIST 231. A survey of western civilization covering issues and events relating to social, cultural, intellectual, aesthetic, religious, and institutional development from the 1500s to the present.
*Prerequisite: ENGL 101 or the equivalent.*

**HIST 350 History of the Reformation & the Enlightenment** **3 credits**
This course provides a critical understanding of key aspects of early modern history from the time of the Reformation until the Enlightenment. It explores the intellectual, social, political, aesthetic, cultural and

religious history of early modern Europe and includes an examination of important factors involved in the secularization of Europe during this period.
*Prerequisites: HIST 231 or HIST 232 or the equivalents. Cross-listed as CHHS-350.*

**HIST 370 Introduction to Biblical Archaeology** **3 credits**
This course is based on both biblical historiography and modern archaeology in order to analyze the social, political, spiritual and cultural context of the Bible from the times of King David. Emphasis is placed on the scientific aspects, trying to understand what happened in the Land of Israel in the last 3000 years. Various periods of biblical history will be studied within their greater Near Eastern and European contexts, thus mentioning different peoples such as the Philistines, Assyrians, Babylonians, Greeks, Romans and others. Through archaeological findings we will try to reconstruct ancient realities, by understanding the motivations of the different peoples and personalities that lived in this Land. The methodology used during the course is based on three pillars: Previous reading of study material; Classes at the Hebrew University of Jerusalem; "Classes" in the field with recognized archaeologists.
*Cross-listed with BIBL-370.*

## Mathematics

**MATH 090 Developmental Math** **0 credits**
This course is recommended for students with a minimal mathematical background and is designed to prepare the student for MATH 101. The course includes a comprehensive review of basic and consumer arithmetic, elementary algebra, geometry and statistics. Real world applications of these topics are also considered. This course does not meet the general education elective. *Prerequisite: Placement exam.*

**MATH 101 Contemporary Math** **3 credits**
This is a survey course, the topics of which include systems of enumeration, sets and logic, probability, and the development of the real number system. Also included are elementary algebra and introductory analytic geometry.

**MATH 150 Introduction to Algebra** **3 credits**
This course introduces students to fundamental concepts of Algebra including sets, equations and inequalities, functions and graphs, polynomials, rational functions, exponential and logarithmic functions, linear inequalities, and linear programming and fosters competencies in analytical reasoning, conceptual understanding and problem solving. *Prerequisite: MATH 101.*

**MATH 151 Precalculus** **4 credits**
Students will be actively engaged in problem solving, reasoning, connecting and communicating mathematically as they explore families of functions. Special emphasis will be on the Exponential, Logarithmic, Logistic, Trigonometric and Inverse Trigonometric functions from numerical, graphical, and algebraic approaches. Additional topics to be investigated include Sequences, Series, Polar Coordinate System, DeMoivre's Theorem, Binomial Theorem and Math Induction. *Prerequisite: MATH 150.*

**MATH 152 Advanced Algebra** **3 credits**
This course introduces students to fundamental concepts of Algebra including sets, equations and inequalities, functions and graphs, polynomials, rational functions, exponential and logarithmic functions, linear inequalities, and linear programming and fosters competencies in analytical reasoning, conceptual understanding and problem solving. *Prerequisite: Contemporary Math 101*

**MATH 153 Calculus** **3 credits**
This course is designed to provide students with an appreciation for the usefulness of calculus. Students will be introduced to the fundamentals of differential calculus of elementary functions, algebraic and transcendental functions, applications of the derivative, differentials, indefinite integrals, definite integrals. The goal is to develop the student's insight into the concepts of differentiation and integration, and how to apply these concepts to problem solving and real-life contexts. With successful completion of this course, students will be prepared to study advanced calculus at the college level. *Prerequisite: MATH 151.*

## Natural Sciences

**BIOL 101 Fundamentals of Biology** **3 credits**
Principles of biological structure and function particularly as they relate to humankind. Other areas examined are cell structure and function, human physiology, and ecology. A non-lab course which meets the general education science elective.

**BIOL 150 Anatomy and Physiology** **3 credits**
Discussion of the structure and function of the human body tissues, organs and organ systems. A non-lab course which meets the general education science elective.

**BIOL 151 Anatomy and Physiology Lab** **1 credits**
*Co-requisite: BIOL 150.*

**CHEM 150 Chemistry** **3 credits**
This course will equip students with the intellectual skill necessary to become a leader in the field of chemistry. It will also augment any other scientific endeavors that the student might undertake. This course will include Christian values and will teach chemical stewardship when applicable.

**CHEM 151 Chemistry Lab** **1 credits**
*Co-requisite: CHEM 150.*

**ENVS 150 Environmental Science** **3 credits**
Viewing the environment through the Christian lens of stewardship of God's creation, this course presents a comprehensive understanding of the functions of local and global ecosystems and the influence of human interrelationships and activities on their future stability. Particular emphasis is placed on the impact humans have on the ecosystem: air, water, and soil resources.

**ESCI 150 Earth Science** **3 credits**
This course is a non-technical survey of the current state of the field of earth science, intended to foster the student's understanding of, as well as appreciation for, basic earth science principles and concepts. Content includes broad and up-to-date coverage of basic topics and principles pertinent to earth science including geology, oceanography, meteorology, and astronomy.

**ESCI 151 Earth Science Lab** **1 credits**
*Co-requisite: ESCI 150.*

**PHYS 150 General Physics I** **3 credits**
This course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills. It introduces students to the basic concepts of physics such as motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe and to the devices scientists use to explore natural phenomena, including observation, hypothesis development, measurement, data collection and experiment. Students will learn to read, understand, and interpret physical information and utilize basic mathematical reasoning in a physical situation or problem.
*Prerequisites: MATH 150 Introduction to Algebra or concurrent enrollment. Formerly PHYS 101 College Physics.*

**PHYS 151 General Physics Lab** **1 credits**
*Co-requisite: PHYS 150.*

## Philosophy

**PHIL 101 Introduction to Philosophy** **3 credits**
This course serves as an introduction to the study of philosophy. The primary focus of the course is on philosophical methodology but will also consider how historical philosophers have addressed the deeper questions of life. The course will provide an overview of some of the basic areas of philosophical inquiry such as Logic (reasoning correctly), Epistemology (origin and nature of knowledge), Metaphysics (study of being and ultimate reality), and Ethics (how one ought to live). This course is designed to help the student apply philosophical principles in order to think more clearly, critically and comprehensively.

**PHIL 102 Faith, Reason, Logic** **3 credits**

This course explores whether or not faith and reason are fundamentally at odds. Subsidiary questions include whether the existence and/or attributes of God may be established using reason alone, whether there are Christian doctrines beyond the scope of logical demonstration, whether Christian beliefs can be defended against objections, and whether Christianity is internally consistent.
*Prerequisite: ENGL 101 or the equivalent.*

**PHIL 201 Survey of Worldviews** **3 credits**
This course examines major belief systems which implicitly or explicitly shape our contemporary world. Themes explored include how worldviews function to affect peoples' understanding of reality and how beliefs, assumptions and values shape the way in which we live. By exploring the historical and universal ideas upon which cultures have been built, this course helps students to forge their own life patterns.
*Prerequisite: ENGL 101 or the equivalent. Interdisciplinary with Biblical Studies and Theology.*

**PHIL 308 Ethics** **3 Credits**
Ethics involves an examination of how life is to be lived. Christian ethics is the disciplined study of appropriate human morality in light of the Word of God. This course will provide an overview of the study of ethics and will help students think through the proper way to live the Christian life.
*Prerequisite: ENGL 101 or the equivalent. Cross-listed as BUSM 308. Formerly PHIL 231. Interdisciplinary with Biblical Studies & Theology.*

## Social Sciences

**PLSC 101 Introduction to American Political Science** **3 credits**
Introduction to American Political Science is a foundational course designed to provide students with a comprehensive understanding of the principles, institutions, and dynamics of the American political system. Through an interdisciplinary approach, this course explores the theories, concepts, and methodologies used to study American politics.

**PSYC 101 Introduction to Psychology** **3 credits**
This course examines the basic content, perspective & controversies across many fields of psychology. Concepts in personality formation, human development, emotions, memory, learning & conditioning, state of consciousness, psychological treatment & therapy are specifically enhanced. Emphasis is placed on the relationship of these concepts to the student's understanding of self and others in everyday interactions. This course helps to educate students to develop responsible behavior that will enhance their intellectual, spiritual & social well-being and be equipped for service & leadership in the community at local, national and global levels. Current research and introduction to research methods are also examined. *Prerequisites: ENGL 101 or the equivalent and CISY-101.*

**PSYC 102 Biblical Basis for Psychology & Counseling** **3 credits**
*Formerly COUN 101 Biblical Principles of Christian Counseling.* Examines the nature and purpose of psychology & counseling from a Scriptural perspective. Includes an overview of the history of Christian counseling in the U.S.; the differences between Christian counseling and Biblical counseling approaches; how to appropriately utilize secular counseling methods; and whether to use medications in counseling. *Prerequisites: ENGL 101 and PSYC 101 or the equivalents. Interdisciplinary with Biblical Studies and Theology.*

**PSYC 103 General Psychology II** **3 credits**
A continuation of Introduction to Psychology I that will include major theoretical issues, research methods, and findings in social psychology, developmental psychology, individual differences, and psychopathology. In addition, each student will explore options for her future career in the field (required for Psychology majors). *Prerequisite: ENGL 101and PSYC 101 or the equivalents.*

**PSYC 204 Abnormal Psychology** **3 credits**
A descriptive and theoretical survey of the major forms of psychological disorders in children, adolescents, and adults. The course examines current trends and research in the fields of mental health and psychopathology, as well as methods of treatment. *Prerequisite: PSYC 101 or the equivalent.*

**PSYC 205 Human Development** **3 credits**

This course is an introduction to the study of observable patterns of personality, moral, and spiritual development. It includes the insights of social and psychological sciences combined with the truth of Scripture and Christian theology, providing practical assistance in the ministry of the Gospel to people across the spectrum of all ages and experience.
*Prerequisites: ENGL 102 or the equivalent and PSYC 102.*

**PSYC 220 Educational Psychology** **3 credits**
This course provides students and prospective teachers with background in applying psychological theories, principles, and research to educational settings. Emphasis is on examining the role that teachers play in facilitating students' learning and social development. Methods for adapting instruction to diverse needs are explored. *Prerequisites: ENGL 102 or the equivalent and PSYC 102.*

**SOCI 101 Introduction to Sociology** **3 credits**
This course introduces the student to the fundamental concepts of interrelationships and group activities. Students will be able to integrate experience from his/her own life and work environments while studying the principles involved in dyadic groups, primary groups, secondary groups, institutions, and society.

**SOCI 232 Cultural Anthropology** **3 credits**
This course introduces the principles and practice of cultural anthropology. It also equips students to share the gospel cross-culturally. After class exploration of various methods and concepts, students explore their insights in practical ways through the cross-cultural encounters each actually experiences on a daily basis.

## Spanish

**SPAN-101BL Spanish Grammar & Composition** **3 Credits**
This course in *Programma* BLEND focuses on Spanish grammar and composition. Its purpose is to reinforce the ability to write effectively by making sentences and paragraphs clear and precise; to organize and express ideas more efficiently and help learners to develop the habit of thinking logically and clearly. Student will write several essays that will help them to apply the grammar rules learned in class and improve their writing skills in Spanish.

**SPAN-110 Spanish for Beginners** **3 credits**
Along with exposing students to the Spanish language and the cultures where Spanish is spoken, the main purpose of this course is to teach students to understand and speak Spanish as a medium of communication. Emphasis on grammar, speaking, reading and composition will provide students with the opportunity to improve oral and written communication skills in the language.

**SPAN-115 Intermediate Spanish** **3 credits**
A continuation of the material covered in Spanish for Beginners, this course will review the main grammatical concepts of Spanish, practice oral communication and continue discussions and readings of contemporary texts in Spanish. *Prerequisite Course(s): Spanish 110 or Instructor's permission.*

## ONLINE COURSE VERSIONS

Course codes are duplicates of traditional course codes with a "W" before the course number. Courses with an "X" before the course number are offered through Acadeum consortium and are not eligible for block pricing.

# LEAD Accelerated Courses

Note: Admission into the LEAD program assumes that all prerequisite requirements have been met, such as English Composition I. All courses are intended to be completed in the order they are offered as scheduled within the LEAD semesters.

**BIBL 302A Jewish & Christian Scriptures** **3 credits**
This course involves a survey of the history, literature, and theology of the Old and New Testament scriptures. Emphasis is on the content of the thirty-nine books that comprise the canon of the Old Testament and the twenty-seven individual books that comprise the canon of the New Testament. Attention is also given to the inductive Bible study method and the practical relevance of the Old and New Testaments for today.

**BIBL 325A The Pentateuch** **3 credits**
A study of the five books of Moses, with emphasis upon Genesis, Exodus, the institutions of Israel and the history of the nation in its formative period. It will consider God's redemptive plan as it is expressed in His covenants with Israel. Special emphasis will be made to help the student understand the geography of the Near East.

**BIBL 410A The Life and Teachings of Christ** **3 credits**
This course is a study of the life and teachings of Christ based upon the four canonical Gospels of the New Testament. This course examines the major events in the life of Jesus and both the form and content of Jesus' teachings including theology, Christology, the Kingdom of God, and the ethics of the Kingdom.

**BIBL 420A Principles of Biblical Interpretation** **3 credits**
This course is an introduction to biblical hermeneutics, seeking to provide reliable principles with which to interpret Scripture. The course will place emphasis upon both the theory and practice of biblical interpretation. The class includes exercises based upon selected passages of both the Old and New Testaments. Attention will also be given to the practical application of the Bible to the Christian life.

**BIBL 450A The Book of Romans** **3 credits**
This course is an inductive study of the Book of Romans as a representative example of the Pauline Epistles. The procedure of study involves a survey of the book as a whole, a detailed analysis of the various parts, interpretation of selected passages, and practical application to the Christian life. Attention is also given to the scholarly discussion and the major theological themes in the Book of Romans.

**BIBL 451A Pauline Literature** **3 Credits**
The purpose of this course is to teach the context, content, and critical questions of the Pauline epistles in the New Testament, except the letter to the Romans, which is considered in a separate course. Special themes will be emphasized such as the chronology of the apostle's ministry, Christology, the identity of the believer, the gospel, sanctification, ecclesiology, eschatology, spiritual gifts, and spiritual warfare.

**BSCM 401A Evangelism & Apologetics** **3 credits**
The course involves an introduction to the models and strategies for evangelism and missions based upon biblical, historical, and cultural foundations as well as a study of the historical, philosophical, and scientific defense of the classical Christian faith in a postmodern age.

**BSCM 410A Pastoral Care & Counseling** **3 credits**
This course brings together the practice of pastoral care with biblical, theological, and psychological perspectives shaping that practice. The class will provide students with basic skills to provide care and counseling, especially in a church setting, and how to provide care for yourself so that you can also care for others.

**BSCM 420A Homiletics** **3 credits**
A study of the foundation of sermon development, formal elements of style and methods of preparation and delivery principles based on biblical, historical and cultural foundations will be included. Students will prepare sermons to be preached in class and will be evaluated. Video technology can be used to enhance learning. *Formerly Principles of Preaching,*

**BSCM 470A Biblical Studies Internship** **3 credits**
Participate as an intern at a church, para-church ministry or non-profit organization to apply principles learned from Biblical and Theological studies. *Prerequisite: Permission from Internship Director.*

**BUSM 330A Global Leadership & Diversity** **3 credits**
This course provides an understanding of global issues, cross-cultural concepts focusing on people groups, values, cultures and how to build teams of diverse people while respecting values to accomplishment the organizations goals.

**BUSM 340A Administration & Management** **3 credits**
A study of the five parts of managing organizations—planning, organizing, staffing, leading, and controlling/evaluating—with the study of principles for application to both not-for-profit and for-profit organizations with references to Scripture.

**BUSM 420A Finance and Accounting for Managers** **3 credits**
This study will provide an overview of financial tools available for management decision-making. Major course components include income statements, balance sheets, cash flow, budgets, changes in financial position, and ratio analysis. Emphasis is on reading and understanding accounting documents. *Formerly Managerial Finance.*

**BUSM 430A Team Dynamics** **3 credits**
This course will help students understand the theories and practices of group dynamics and team building with emphasis on New Testament models. A study of the New Testament discipleship and small group principles and their application is emphasized. Building group relationships and small group teams is taught from biblical models found in the Gospels, the Book of Acts, and other NT books. The New Testament theological models provide rich and vibrant application for the business professional seeking to work productively and with sensitivity and wisdom in team and group marketplace settings. *Formerly Principles of Team Dynamics and Development.*

**CHHS 410A The Church in Global Context** **3 credits**
This course involves a study of the origin and development of the various Christian traditions in Africa, Asia, and Latin America with particular attention to the development of indigenous churches as well as mission-founded churches. *Prerequisites: ENGL 101 and CHHS 201, 202 or 203*.

**COUN 330A Counseling Skills** **3 credits**
This course is designed to assist students in developing basic skills in Christian Counseling. Skills emphasized include reflective listening and applying Carkhuff's Core Conditions for Helping. Through lecture, role-play, and practical hands-on experience, students listen to God, self, and others, overcome barriers to effective helping, respond to inappropriate behavior, and reinforce Scriptural truth through prayer. *Formerly Counseling Skills I*

**COUN 408A Legal & Ethical Issues in Psychology** **3 credits**
This course will address ethical issues in the field of psychology and counseling. Students will become familiar with the Code of Ethics and General Principles of conduct relevant to the field. Special emphasis will be given to counseling supervision, and the differing legal requirements for operating individually or under the sponsorship of a professional or non-profit organization. Students will utilize case studies, role-plays and vignettes to apply ethical principles in practical situations.

**COUN 410A Marriage and Family Counseling** **3 credits**
This course focuses on the importance of the family as the foundational biblical and social institution. Students will develop an understanding of the biblical teaching on marriage and family, skills for assessment and counseling, and resources for referring as necessary to build healthy marriages and families.

**COUN 430A Multicultural Counseling** **3 credits**
This course will focus on the impact and implications of ethnicity in family therapy assessments and counseling. This course will emphasize the importance of self-awareness of one's own personal culture and ethnic background. A primary goal of this course is to develop a general understanding of various ethnicities and a specific understanding of their dynamics in family functioning. Also, various issues surrounding the counselor's role and relationship with families of different ethnicities will be explored in this course.

**COUN 440A Crisis Counseling** **3 credits**
This class will encourage students to learn about being an effective helper to those who may face a crisis. Students will learn to understand the four common elements of a crisis, the characteristics of troubled people, the pattern of a crisis, and eight basic steps to helping a person in crisis. Students will be able to learn through class lectures, group interaction and role playing, guest lecturers, research, and written assignments.

**COUN 460B Counseling Methods** **3 credits**
Building on COUN 202 Counseling Skills I, this course will emphasize the building of skills in reflecting listening, applying Carkhuff's Core Conditions for Helping, advising, storytelling and story-listening in counseling, group counseling, and allowing the power of the Holy Spirit to permeate counseling opportunities. *Formerly COUN 420A Counseling Skills II*

**GEDU 310A Goals, Priorities and Academic Excellence** **3 credits**
This course examines: a) the setting of goals, as well as priorities among those goals, with an emphasis upon how those goals and priorities relate to the realities and aspirations of life; b) the attitude of the individual including other aspects of psychological makeup and how it impacts upon the ability and willingness to set goals and priorities. An emphasis is placed upon how goals, priorities, and attitudes can lead to effective Christian personal management. *Formerly Goals Priorities and Attitudes.*

**MGMT 303A Principles of Leadership** **3 credits**
Principles of Leadership examines foundational leadership theories, models, and practices through both contemporary leadership scholarship and a biblical leadership framework. Students will explore the major leadership approaches. Through engagement with leadership theory and biblical leadership principles, they learn how to become effective leaders who influence people, build teams, communicate vision, and cultivate healthy organizational cultures.

**MGMT 304A Project Management** **3 credits**
Students will learn and experience the fundamentals of project management. Introduces fundamentals of integration, scope, time, cost, quality, human resources, communications, risk, procurement, and stakeholder management. Provides training and experience with project management tools and techniques. Students will apply principles learned via the use of case studies as well as selected class projects.

**MGMT 440A Human Resource Management** **3 credits**
This course introduces Human Resource Management as a strategic organizational function through professional best practices and a biblical worldview. Students examine core HR systems, including workforce planning, recruitment and selection, compensation and benefits, training and development, employee relations, HR information systems, and employment law. Emphasis is placed on the evolution of the HR profession and data-informed decision-making. Biblical principles of human dignity, stewardship, justice, and ethical leadership guide responsible people management and organizational decision-making in corporate and nonprofit settings.
*Formerly BUSM 440A Managing People in a Small Business Environment.*

**ORGL 410A Organizational Change & Innovation** **3 credits**
Organizational change and innovation is the process of planning and implementing interventions to create interpersonal, group, inter-group, or organization-wide change. This course presents the theoretical foundations of analyzing the dynamics of change and the importance of innovation within modern organizations. Emphasis on how managers can develop a culture receptive to new ideas, products, processes, and systems for improving organizational performance organizational development.

**ORGL 420A Organizational Culture** **3 credits**
An examination of the nature, theories, and aspects of organizational culture. Exploration of the relationships between organizations Values, Mission and Vision and the impact of these foundational elements on the overall corporate culture. Analysis patterns of behavior as it relates to organizational culture, especially the impact of the organization's business on employee behavior and culture.

**ORGL 430A Organizational Communication** **3 credits**
This course develops and explores advanced communication skills necessary for an organizational leader. Specific topics include the appropriate and effective use of various forms of written, oral, nonverbal, and electronic communication including business correspondence, proposals, leading meetings, conducting interviews, and professional presentations.

**ORGL 450A Ethical Decisions in Organizations** **3 credits**
A study of how decisions and actions incorporate ethical issues. Individuals, organizations and societies are influenced in significant ways by the ethical principles they use to make decisions. The course examines, from a Christian perspective, the ethical foundations, responsibilities and consequences of decisions and practices in our society. Study includes the use of case studies illustrating the application of ethical theory in situations that students will likely encounter in their careers.
*Formerly BUSM 450A Business Ethics.*

**ORGL 460B Capstone Organizational Leadership** **3 credits**
This capstone course provides students the opportunity to understand, observe, and facilitate organizational efforts toward problem solving and social change within an organization. Students will demonstrate what they have learned throughout their organizational leadership program and apply it to a significant real-life project.

**PHIL 301A Survey of Worldviews** **3 credits**
An introduction to Western thought focusing on the role and function of philosophy as it relates to worldviews and understanding the fundamental uses of critical thinking as a means for evaluating the various worldview claims.

**PHIL 331A Christian Ethics** **3 credits**
Ethics involves an examination of how life is to be lived. Christian ethics is the disciplined study of appropriate human morality in light of the Word of God. This course will provide an overview of the study of ethics and will help students think through the proper way to live the Christian life.

**PSYC 305A Human Development** **3 credits**
An introduction to the study of observable patterns of personality, moral, and spiritual development. The insights of social and psychological sciences combined with the truth of Scripture and Christian theology provides practical assistance in the ministry of the Gospel to people across the age and experience spectrum.

**PSYC 310A Theories of Applied Psychology** **3 credits**
This course will provide an overview of major theories in counseling and psychotherapy from a Christian perspective. Students will examine the historical context of secular psychology and the rise of Christian counseling. Students will develop criteria for evaluating theories using a biblical framework and formulate their own approach to Christian counseling.

**PSYC 320A Biblical Basis for Psychology and Counseling** **3 credits**
Examines the nature and purpose of Christian counseling from a Scriptural perspective. Includes an overview of the history of Christian counseling in the U.S.; the differences between Christian counseling and Biblical counseling approaches; how to appropriately utilize secular counseling methods; and whether to use medications in counseling.

**PSYC 402A Theories of Personality** **3 credits**
This course will provide an overview of major theoretical and experimental contributions to the understanding of normal personality and its development. It will examine the historical context of psychology and its prominent theorists in the arena of personality studies. Students will develop criteria for evaluating theories using a biblical framework.

**PSYC 403A Human Sexuality** **3 credits**
This course will examine sexual development, human reproduction, sexual functioning, gender, ethics and attitudes. It will investigate sexual dysfunction and socio-psychological issues related to sexual expression from a Christian and biblical perspective. *Interdisciplinary with Biblical Studies and Theology.*

**PSYC 407A Abnormal Psychology** **3 credits**
This course is a descriptive and theoretical survey of the major forms of psychological disorders in children, adolescents, and adults. The course will examine current trends and research in the fields of mental health and psychopathology, as well as methods of treatment.

**THEO 320A Foundations of the Christian Faith** **3 credits**
This course is an introduction to the history of Christianity and the development of Christian thought from the first century to the present, with an emphasis on basic doctrines including the doctrines of God (Theology proper), Christ (Christology), the Holy Spirit (Pneumatology), humanity (Theological Anthropology), salvation (Soteriology) the church (Ecclesiology), and the last things (Eschatology). *Formerly: History of Christian Doctrine.*

# Graduate Academic Course Descriptions

## COUNSELING

### Counseling

**COUN 510 Biblical Foundations for Counseling** **3 credits**
This course is designed to provide students with an understanding of the theoretical foundations of Christian counseling, its application, and integration into professional counseling. Students will also gain an understanding of the use of "soul care" concepts, practical strategies, self-application as the "self of the therapist", and to working with individuals.

**COUN 520 Counseling Theory and Practice** **3 credits**
This course is designed to provide students with a comprehensive understanding of the major theoretical foundations and counseling theories for the practice of counseling. Students will have an opportunity to begin developing their own personal theoretical orientation, including consideration of Christian beliefs and worldview, to working with individuals.

**COUN 530 Research and Program Evaluation** **3 credits**
This course is designed to provide students with a comprehensive understanding of how research informs the strategies and interventions used in counseling. Students will become familiar with SPSS database software to formulate statistical analysis. Additionally, students will also be introduced to quantitative, qualitative and mixed method research designs, procedures and empirical research.

**COUN 540 Ethical and Legal Implications in Counseling** **3 credits**
This course orients students to the American Counseling Association (ACA) Code of Ethics, along with related legal and professionals' issue that regulate the practice of counseling.

**COUN 545 Introduction to Addiction and Recovery Counseling** **3 credits**
This course will provide students with basic knowledge about the interaction between the human body and alcohol and chemicals. It will examine how the body responds to these drugs. The course will also provide therapeutic approaches for interventions for persons with alcohol and drug addictions.

**COUN 550 Counseling Skills** **3 credits**
This experiential course is designed to provide students with an introduction to learning and practicing basic interviewing and counseling skills. In addition, students will examine the personal characteristics of a counselor and behaviors that influence helping processes.

**COUN 560 Social and Cultural Counseling Foundations** **3 credits**
This course is designed to explore the impact cultural (including, but not limited to, ethnicity, race, age, SES, religion, etc.) and gender issues have on an individual's personal identity and psychological development. Additionally, this course will provide students with an understanding of multicultural counseling theories and models and develop strategies for acknowledging cultural and gender differences. Emphasis will also be placed on a student's personal identity, cultural and religious values.

**COUN 570 Human Growth and Development** **3 credits**
This course is designed to provide students with an understanding of the theories of individual and family development and transitions across the life span. This course seeks to understand the physical development, cognitive development, emotional development and psychological development of individuals across the life span.

**COUN-575: Counseling Children and Adolescents** **3 credits**
This course explores the developmental, emotional, and behavioral needs of children and adolescents within the counseling process. Emphasis is placed on age-appropriate assessment, evidence-based intervention strategies, and treatment planning models tailored to youth populations. The course also

examines the influence of family systems, school environments, trauma, and multicultural factors on children's and adolescents' mental health.

**COUN 580 Orientation to Professional Counseling** **3 credits**
This course is designed to introduce students to the history and philosophy of the counseling profession and its specialty areas. The professional roles and functions of counselors, professional counselor credentialing, including counselor certification, licensure and accreditation practices and standards, and the effects of public policy are also examined in this foundational professional counseling course.

**COUN 590 Group Process and Practice** **3 credits**
This experiential course is designed to provide students with the knowledge of group counseling theories and group leadership techniques, including group counselor orientations, models, and ethical standards. In addition, this course emphasizes understanding and practice of group members' roles and behaviors and group dynamics. Aligned with the 2024 CACREP Standards, Section 3.F.10, students will engage in direct experiential learning by actively participating as group members in a program-approved small group activity for a minimum of 10 clock hours during a single academic term. (Participation in therapy process group only outside of class is required at the student's expense.)

**COUN 610 Psychological Testing and Assessment** **3 credits**
This course is designed to provide students with an orientation to the use of psychological tests and measurements used to assess individuals. Through the use of learning various psychological tools and assessments, students will become familiar with effective psychometrically-based diagnostic procedures.

**COUN 615 Spiritual Formation/Biblical Counseling** **3 credits**
This course is designed to assist students with self-examination and self-exploration as they prepare to enter the field of counseling. Students will develop personal models to assist with balancing their own spiritual health, emotional health, mental health, and physical health.

**COUN 620 Marriage and Family Counseling I** **3 credits**
**COUN 625 Marriage and Family Counseling II** **3 credits**
These two courses are designed to be the primary MCF Counseling Specialty courses. Students will become oriented to a systemic perspective of working with individuals, couples and families. Students will learn the major tenets of family systems; including theoretical approaches, assessment, evaluation and interventions. Students will also become familiar with the MCF profession, including professional organizations, preparation standards and credentials. *Prerequisite for COUN 625: COUN 620*

**COUN 630 Clinical Mental Health Counseling** **3 credits**
This course is designed to provide students with an introduction to the conceptualization and theoretical framework of community agency and non-profit organization development and practices. Additionally, students will learn the administrative and fiscal responsibilities of developing and maintaining community based (including faith-based) organizations.

**COUN 645 Pharmacology and Physiology of Drugs and Alcohol** **3 credits**
The aim of this course is to study the biochemical, physiological, behavioral, and psychotherapeutic effects of alcohol and the major classes of drugs on the biological system. The therapeutic uses of drugs will also be examined and strategies, including Medical Assisted Treatment (MAT), to mitigate the effects of drugs and alcohol will be presented.

**COUN 650 Career Development** **3 credits**
This course is designed to provide students with an understanding of career development and career counseling theories. Students will gain knowledge of the use of career testing instruments, such as career interest inventories and personality tests. Additionally, students will be able to practice using case studies, how to assist individuals with planning careers and solving career-related personal, professional and environmental issues.

**COUN 660 Clinical Diagnosis and Treatment Planning** **3 credits**

This course is designed to introduce students to understanding mental health and personality disorders; including description, etiology, assessment, and understanding of major diagnostic categories. Through the use of case studies, students will become familiar with the use of the Diagnostic and Statistical Manual of Mental Disorders by the American Psychiatric Association (DSM-V) and utilization of Multiaxial Assessment.

**COUN 670 Professional Development Practicum** **3 credits**
This course is designed to provide students with a minimum of 100 hours of supervised field experience in a counseling setting. This first field experience course provides students with an opportunity to apply basic counseling skills to a supervised counseling setting.

**COUN 680 Professional Internship I** **3 credits**
**COUN 690 Professional Internship II** **3 credits**
These two field experience courses are designed to provide students with a minimum of 600 hours (300 hours each course) of supervised field experience in a counseling setting. These courses provide students with an opportunity to expand their basic counseling skills applied during their practicum, recognize the facilitators and barriers of establishing therapeutic relationships, and provide case presentations in class. *Prerequisite for COUN 680: COUN 670; prerequisite for COUN 690: COUN 680*

**COUN 710 Special Topics in Counseling** **3 credits**
This course will feature specific, timely subjects that will vary with each offering.

**COUN 711 Special Issues in School Counseling I** **3 credits**
This course is designed to introduce students to the role of the school counselor, an examination of the profession of school counseling, and an overview of counseling, consultation, and referral skills in a comprehensive school counseling program. Students will gain an understanding of the philosophy, history, ethical/legal, cultural and current trends in school counseling with a focus on the counselor as a leader, change agent, and advocate in P-12 schools. Comprehensive school counseling programs, the national model and standards for school counseling programs are also examined in this course.

**COUN 712 Special Issues in School Counseling II** **3 credits**
This course is designed to provide students with the knowledge, skills, and practice of the development and implementation of comprehensive school counseling programs based on the national standards for school counseling programs (ASCA National Model). Students will explore and practice the application of consultation, collaboration, and community involvement models to be used to integrate into comprehensive school counseling programs and the application. Students will also gain an understanding of instructional and school counseling interventions that are applicable to direct and indirect counseling services provided by school counseling in P-12 school settings.

## Management

**MGMT 520 Cross Cultural Organizational Management** **3 credits**
This graduate seminar provides the opportunities to provide theoretical and practical examples and exercises which will guide the exploration of cultural backgrounds, attitudes, values and biases so as to gain insight into what constitutes "effective" leadership across cultures. By exploring the ways in which specific characteristics are valued differently by different cultures, the students acquire frameworks for assessing how to approach management, leadership and work assignments in a culture that is not their own.

**MGMT 525 Conflict Management** **3 credits**
This graduate conflict management course will present the students with opportunities to explore conflict and negotiation theories as well as strategies and styles of using and resolving conflict within an employment context. Organizational conflict management and resolution is a specialized communication skill requiring theoretical understanding of human interaction, decision making, and organizational systems. Students will practice negotiating with role-playing simulations in threaded discussions to negotiate difficult situations stemming from cultural and perspective differences.

**MGMT 540 Human Resource Management** **3 credits**
Human Resource Management (HRM) is both the study and the function that focuses on understanding, predicting and managing the acquisition, retention and support of human resources within organizations. Key components of HRM include but are not limited to job analysis, job design, competency assessment recruitment, selection and validation processes, performance evaluation, training and personnel development strategies.

**ORGL 520 Applied Organizational Psychology** **3 credits**
Applied Organizational Psychology is the scientific examination of how human cognition, attitudes, and behaviors affect and are affected by the concepts of ethics and ethical values, leadership and followership, power and politics, organizational culture and organizational climate. Key topics include motivation, diversity, performance, organizational commitment, the psychological contract, job attitudes and organizational development.
*Cross listed as PSYC 520.*

## MBA in Social Sector Management

**ACCTW560 Managerial Accounting for Nonprofits** **3 credits**
Students in this course will explore budgeting requirements and accounting systems and principles for not-for-profit and governmental organizations as established by the appropriately recognized, standard-setting bodies such as federal, state and local government agencies. Case studies will be drawn from hospitals, schools, churches and other social service type providers

**BUSMW505 Professional Assessment & Seminar I** **2 credits**
Participants will complete pre-test and assessment exercises using the Intercultural Effectiveness Scale to assist them in achieving self-directed goals related to intercultural and social competency skills needed to navigate and manage relationships in a diverse social sector context. Participants will create individual work plans. Barring any restrictions (such as Covid-19 related protocols), this will be a residence seminar that requires students to be in the same space for ease of interaction in building a cohort and close knit learning community).

**BUSMW520 Managing Human Service Agencies** **3 credits**
This course is an exploration of the theories and practices of the administration and management of service sector organizations. The course includes research and analysis of financial, human resources and project management constructs in nonprofit/human services (NP/HS) administration. Emphasis is placed on federal, state, and local regulations.

**BUSMW540 Social Entrepreneurship** **3 credits**
This course is an opportunity to uncover the role and impact of social entrepreneurship (SE) as viewed through Biblical Principles. It will offer the participants the opportunity to explore the fundamental underpinnings (theories) of social entrepreneurship, the challenges of combining enterprise with the objectives of social change, a critical analysis of the impact of social entrepreneurship and forecast for sustainability and the opportunity to build an SE model.

**BUSMW560 Global Business and Management Operations** **3 credits**
In this course, students will explore the principles of global operations management (GOM) and develop competencies to manage resources and lead organizations in a globalized context. Topics will include manufacturing, supply chain management, quality control, outsourcing, global project management and operations strategy.

**BUSMW605 Professional Assessment & Seminar II** **3 credits**
Participants will have the opportunity to return in a residency seminar to complete a post-test and additional assessment exercises using the Intercultural Effectiveness Scale to gauge achieving self-directed goals related to intercultural and social competency skills needed to navigate and manage relationships in a diverse social sector context, as well as reflection on personal work plans and internship experiences. In addition, students will be expected to engage in reflection exercises and program

assessment surveys. Program assessment surveys will also be conducted. The results will be used to gauge program effectiveness and to strengthen partnerships.

**BUSMW670 Integrated Project-Based Capstone** **4 credits**
By the time students are approved to take this last course, they will have demonstrated data analysis and case study research methods to investigate a social sector issue and contemporary problem related to social sector management. This capstone course therefore is designed to provide an opportunity for students to apply a solution to a real-world problem in the context of a social sector organization. In consultation with the program director and a supervisor embedded within a social sector organization, participants will be required to submit and seek approval for project proposal prior to embarking on the project. The supervisor within the organization will serve as an external examiner for the project. Project management criteria appropriate for the social sector will be applied. In this learning experience, students will reflect upon, assess, synthesize, and apply everything that they have learned in the entire program.

**CHHSW511 Special Topics in the Church and Social Justice** **3 credits**
This course will focus on the opportunities and challenges of program design and delivery of social services in and by faith-based organizations. Of special interest are discussions on the role of the religious mission, approach to social justice, values/beliefs, leadership and community outreach.

**IBUSW601 Intercultural and Social Competence** **3 credits**
Participants will engage in self-directed learning activities in the context of their work including developing well-structured social engagement problems. The course emphasizes empathy skills and emotional resilience for social engagement. Participants learn self-awareness and how to apply principles in relationship management while researching and integrating information about a social problem, engaging others in the process of problem solving, and providing an evaluation about the effects of applying strategies for intercultural and social competency.

**MGMTW541 Human Resource Strategy and Organizational Structure** **3 credits**
This course will focus on Human Resource Strategy (HRS) to hone the decision-making skills required to predict and manage the acquisition, retention and support of human resources within organizations. Key components of HRS include but are not limited to job analysis, job design, competency assessment recruitment, selection and validation processes, performance evaluation, training and personnel development strategies.

**MGMTW545 Online Technology and Management** **3 credits**
Participants will learn how to create practical management solutions for staff, team leaders, and training. The course helps participants to learn how technology is used to solve management and organizational problems in the social sector. The course prepares participants to serve in several roles including how to create a sense of community through communications, facilitating coordination and planning, data analytics, developing capacity for social engagement, fundraising, project management, and reporting.

**MGMTW560 Ethics for Social Services** **3 credits**
In this course, students will be expected to study ethical codes in the social services sector, explore theoretical and practical ethical frameworks and assess/develop their own personal and professional framework for ethical decision making.

**MGMTW620 Strategic and Tactical Planning in the Social Sector** **3 credits**
In this course, students will develop and demonstrate the competencies required to make decisions that lead to values-creating strategies for their organization's stakeholders. They will learn to assess and provide the tactics needed to address internal risks as well the nature of a turbulent and competitive external environment, while building and protecting the resources, capabilities and competencies of the organizations they serve.

**TRNLD 510 Introduction to Transformational Leadership & Practicing Exemplary Leadership** **3 credits**

This course explores the foundational principles of Transformational Leadership, concentrating on exemplary leadership that entails leading by example, inspiring, innovating, empowering, and encouraging. Participants will take assessments to identify and prioritize their focal points of development. Through total immersion in various leadership situations through the case study method, learners will develop situational interpretative skills and techniques for applying insights to their personal leadership contexts to make an immediate impact.

**TRNLD 520 Motivating and Inspiring Teams for Success** **3 credits**

This course concentrates on the transformative power of inspirational motivation. Participants learn how to create a compelling vision, generate enthusiasm, and ignite team passion. They will also learn to leverage inspirational motivation for leadership effectiveness, focusing on emotional intelligence and emphasizing communication, relationship management, and the essential "soft skills." This approach fosters holistic development, equipping participants to inspire teams through visionary leadership, connect with individuals emotionally, and create environments where teams thrive.

**TRNLD 530 Cultivating Critical Thinking** **3 credits**

This course equips participants with the skills and insights to lead creatively and inclusively. Examining intellectual stimulation, participants will explore strategies to inspire creative thinking, problem-solving, and a culture of continuous learning. Transitioning seamlessly into the competency of enabling others to act, emphasizing shared decision-making and collaborative leadership, participants will gain practical tools to foster collaboration, build trust, and distribute decision-making responsibilities effectively within their teams. This comprehensive approach ensures that leaders cultivate critical thinking within their organizations and empower team members to participate actively in decision-making.

**TRNLD 540 Mastering Personalized Leadership to Nurture Individual Growth** **3 credits**

This course guides learners to a leadership approach that acknowledges and nurtures each team member's strengths, needs, and aspirations. Participants will learn to treat each team member as an individual with distinct goals and challenges, fostering a workplace culture where diversity is appropriately acknowledged so that every member can thrive in their own way. Social awareness and interaction further enrich this experience, enabling leaders to understand each team member's needs and emotions and employ valuable interpersonal skills in addressing those needs, creating a harmonious and supportive work environment where each team member can thrive.

**TRNLD 550 Demonstrating Ethical Leadership & Final Capstone Project** **3 credits**

This final explores ethical beliefs, attitudes, behaviors, treatment, decisions, and organizational culture, drawing inspiration from the Ethical and Spiritual Leadership frameworks. Participants will learn how ethical considerations, informed by the leader's character and values, permeate every facet of their leadership. They will also learn how to foster a character-driven approach to transformational leadership, making sound ethical leadership decisions from the inside out. The final capstone project challenges participants to synthesize their acquired knowledge into real-world application, demonstrating transformational leadership in their respective professional contexts.

# MINISTRY LEADERSHIP

## Bible

**BIBL 501 Old Testament Literature** **3 credits**
In this course the student will survey the primary content of Old Testament books and will receive an appreciation for a cohesive understanding of the major figures, events, and themes found in the Hebrew Scriptures.

**BIBL 502 New Testament Literature** **3 credits**
This course will provide an overview of the books in the New Testament. In it, the student will deepen their understanding of progressive revelation and broaden their love for Christ by interacting with New Covenant principles, themes and theology.

**BIBL 601 Biblical Interpretation** **3 credits**
This course introduces students to current hermeneutical issues and methodologies that will equip them with the tools to properly exegete sacred scripture. Although the course work is consistent with graduate level rigor, understanding of the original languages is not required.

## Biblical Studies / Christian Ministry

**BSCM 511 Advanced Homiletics** **3 credits**
Advanced Homiletics is an advanced study in the theory, preparation, and delivery of relevant, inspiring, and authoritative preaching to a contemporary culture. The course includes a review of sermon basics, along with the formal elements of style, structure, and various methods of sermon preparation and delivery. Principles are explored through biblical, historical, and cultural foundations. Emphasis will also be placed on the spiritual preparation of the messenger, focused on preaching for the transformation of the hearers. Each student will prepare and deliver four sermons in class using the Christ-Centered Preaching (CCP) approach. Each sermon will be evaluated by the professor and peers, with feedback focused on biblical content, clarity, creativity, and communicative effectiveness.

## Church History

**CHHS 501 History of Christian Thought** **3 credits**
This course is designed to introduce the student to the history of the Christian church and how doctrine developed in the early years. The course will equip students thoroughly with historical and theological data including the arguments of some of the key figures in church history and how their influence shaped the Christian church.

## Ministry Leadership

**MINL 501 Pastoral Ministry** **3 credits**

Pastoral Ministry introduces students to the life, calling, and work of the pastor as both a sacred vocation and a practical leadership role. Emphasis is placed on integrating biblical faithfulness, emotional health, and ministry practice for sustainable pastoral leadership. Students will explore core pastoral tasks such as preaching, teaching, shepherding, leading with integrity, equipping disciples, and managing conflict while developing rhythms of self-leadership and spiritual resilience. By the end of the course, students will begin forming a personal pastoral rule of life that equips them for long term, Christ centered, and effective ministry.

**MINL 505 Leadership for Church & Mission** **3 credits**
This course is designed to provide students with an introduction to principles of applied leadership to church and missional work. The course will also provide students with a theological and practical overview of how individuals are equipped and serve as a leader of missional work.

**MINL 515 Youth & Family Ministry** **3 credits**
The purpose of this course design is to provide students with an overview of the family from a biblical/theological perspective. Also, this course will provide students with an understanding of various models and principles of youth and family ministry and the application of support for youth and families.

**MINL 520 Emotionally Healthy Church** **3 credits**
This course is designed to provide students with a practical understanding that emotional health and spiritual health are inseparable for a church. The course will also help equip students to develop a personal emotional and spiritual growth and disciple-making.

**MINL 535 Leadership Styles and Qualities** **3 credits**
This course is designed to provide students with an experiential learning model on how to identify and the application of personal leadership styles and qualities. Emphasis is on the application of personal leadership development theory and practical and personal experiences.

**MINL 540 Principles of Social Entrepreneurship** **3 credits**
This course is designed to provide students with an overview of the biblical foundations and practical application of the socialization and culture of the church as a social organization. Emphasis is on organizational leadership theoretical frameworks and application.

**MINL 615 Pastoral Care & Counseling** **3 credits**
This course is designed to provide a theological foundation for pastoral counseling. It will also include an overview of counseling skills necessary in pastoral ministry.

**MINL 620 Community Development & Services** **3 credits**
This course is designed to provide students with an understanding of the practical application of church and ministry within the community. Emphasis is on the role church plays in the community.

**MINL 621 Church and Community Organizing** **3 credits**
This course will equip students in getting acclimated towards the dynamics of community development and its impact on the local church. Ministry leaders will be empowered in analysis, effective strategizing, and the keys to an operative missional church.

**MINL 640 Business as Mission** **3 credits**
This course focuses on missions as an occupation as well as “calling.” It provides more specifics of how missional workers serve in various organizations, globally and internationally, and the practical application of their roles.

**MINL 680 Field Experience** **3 credits**
This course is designed to provide students with an opportunity to find placement in a local church and function as a ministry leader-in-training. This course is the internship component of the Program.

## Organizational Leadership

**ORGL 530 Team Leadership** **3 credits**
This course is designed to introduce students to leadership development within a team of individuals. Emphasis is on the application of team leadership theory and practical experiences of leading and teaching in a group setting. It also equips students to develop and lead high-performing ministry teams. Students will explore biblical, theological, and practical principles of team leadership with emphasis on cultivating the character and practices essential for effective teamwork. Attention is given to both the spiritual formation of the leader and the organizational structures that foster unity, accountability, and mission effectiveness in the church. Students will apply these principles through reflection, peer dialogue, and the design of a practical ministry team project.

**ORGL 610 Leading Change** **3 credits**
In an increasingly diverse technological and global society, ministry leaders must be well equipped with the academic skills of mentoring, team building, ethical decision making, enhanced communication skills, critical thinking, and people skills. This course will provide the necessary principles, strategies and dynamics to achieve progress and innovation for individuals and organizations alike.

## Theology

**THEO 501 Christ Alive** **3 credits**
This course explores key facets of who Christ is today and his Kingdom work, and how this reality forms the context and rationale for all Christian leadership. It also looks at how Christ can transform those we lead.

**THEO 521 Pastoral Ministry** **3 credits**
This course is designed to introduce students to the person and work of a pastor. Emphasis placed on the application of principles of leadership to pastoral ministry.

## Women's Leadership

**WMNL 501 Biblical Perspectives on Women** **3 credits**
The Bible has much to say about women and has provided various images and rhetorical discourses about what constitutes womanhood. In this course, students will be exposed to literary, historical and theological perspectives that provide a basis for understanding women's role in the formation of biblical faith.

**WMNL 505 Pastoral Leadership for Women** **3 credits**
While examining various leadership styles, this course will discuss the history of female leadership in the church, explore how women have negotiated leadership in the biblical text and the impact and implications of women's leadership.

**WMNL 530 Ministering to Women** **3 credits**
This course is grounded in both theory and praxis. It will provide a theological foundation for ministry to women and will equip women with strategies and insights to effectively minister to women in the local church community and beyond.

**WMNL 680 Contemporary Issues for Women: Sexism & Gender Bias** **3 credits**
Despite Jesus' recognition and affirmation of women, sexism still exists in the church. This course will look at how these systemic issues in the church are presented in light of the role of women in ministry and will examine biblical and theological texts that underscore or undermine that role.

# Academic Support Services

## College Library

The Pillar College Library seeks to provide an inviting and friendly atmosphere in the context of being the most conducive to scholarly research and study. The library is located on the main campus of the college on the 1st floor at 60 Park Place in Newark. This location has computers and study carrels available for individual research and writing, as well as cooperate in space for collaboration and groups meetings and gatherings. Pillar College also has a location in Paterson and instructional sites in Jersey City and Lakewood; the library provides services and support to all these locations.

Information resources and services are available for research and study. The library supports the college's mission to educate, inspire and equip students for excellent scholarship, service and leadership. Our collection contains print and online resources supporting the college's academic programs at both undergraduate and graduate levels with majors in Biblical Studies, Psychology & Counseling, Business Administration & Management, and General Education.

The user community can access information resources through the Online Public Access Catalog (OPAC), which is accessible from the college's homepage: http://www.pillar.edu and more directly from the library's homepage: https://portal.pillar.edu/Pillar-College/Pillar-Library Pillar College In addition to providing useful links to Open Education Resources (OER), the library's homepage is the gateway (via their Pillar email and password) ) to online databases such as EBSCO's Academic Search Premier, ATLA Religious Index and ProQuest Journals and eBooks through which full-text articles are available. Students and staff can access the Pillar library by also visiting portal.pillar.edu (Users must log in with their Pillar email and password) and then click on Pillar Library.

Pillar College students are eligible to gain reciprocal borrowing privileges at over twenty-six other undergraduate college and university libraries in New Jersey, by using their Pillar College student ID and a properly filled out VALE Reciprocal Borrowing Agreement Application form.

For ease of use, the Pillar College online library is accessible from home. Our students can access resources that will assist with citation formatting, general information and career or employment resources.

The library continually seeks to provide authoritative resources that are appropriate to our students' needs. The library supports the Pillar College mission and strategic plan.

## Academic Resource Center (ARC)

Located on the 1st Floor of the Military Park Building and at the Paterson Campus, Room 212, the Academic Resource Center (ARC) is designed as a support service to assist all students in achieving optimal academic success. As such, the ARC offers a variety of learning opportunities and appropriate and adequate resources to meet the learning community's needs. Furthermore, in its 'community of learners' approach to service, the ARC invites faculty to come alongside students in a personal manner to identify needs and suggest appropriate solutions.

Staffed by faculty and peer tutors, the ARC's areas of student support include the following: virtual and in-person tutorials in writing, grammar, research writing (MLA and APA), public speaking, and basic math, life skills support in time or money management and interview preparation, critical reading and thinking, strategies and tips for test anxiety and test-taking, and documentation of sources.

## Media and Technology Center (MaT)

Located on the first floor in Newark, the Media and Technology Center (MaT Center) is designed to allow students to complete academic projects. Students may use the computers for any such work related to academics at Pillar College.

### MaT Center Use

- Food and uncovered drinks are not permitted at computer workstations or near other equipment in the MaT Center.
- No unsupervised children (under age 12) are permitted in the MaT Center.
- When all computers in the MaT Center are in use, students who are using computers for non-academic work such as games, social networking, and other extra-curricular activities will be asked to forfeit the computer when another student needs to complete academic work.
- Computer tutoring is available for students who desire assistance learning to use computers. To make an appointment, contact the Academic Resource Center.
- Students are responsible for keeping backups of all work. Although Pillar College staff will make every effort to preserve data on Pillar College computers, *student work may be deleted from these computers.* Students are always encouraged to keep more than one copy of all work.
- *Pillar College is not responsible for student computers.* Students who have trouble with personal laptops and other equipment should defer to appropriate sources for technical support. The Coordinator of Academic Technology, Media Center Assistants, and the Pillar College I.T. team are not responsible for troubleshooting any student's personal computers.

### Computer/Technical Problems

Please report any problems with Pillar College computers or other equipment to the Help Desk (HelpDesk@pillar.edu).

### Printing

Please refer to the posted price list before printing. The cost per print will vary according to the price of toner and maintenance.

### Video and Multimedia Streaming

Viewing online videos and other multimedia should be limited to academic use. Streaming videos and other multimedia slows the network down for all users and should therefore be avoided for content not related to class work or academic research.

### Inappropriate Activity

Students found engaging in inappropriate behavior in the Media and Technology Center or any Pillar College technology will have the incident reported and stored in the student's record.

Inappropriate activity may refer to:

- Viewing pornography or any inappropriate media

- Downloading copyrighted material
- Copyright infringement
- Using media or technology deemed inappropriate by any faculty or staff member

Infringements apply not only to Pillar College computers, but also to a student's personal computer while connecting to the Pillar College wireless network.

Pillar College staff will review each case of inappropriate activity and will take action appropriate to the infraction. Students participating in inappropriate activity may forfeit access to Pillar College technology, including the wireless system. This condition will *not* free students from the responsibility of completing projects involving technology – the student will be required to complete course work at home or at another location. A demonstration of genuine repentance (change of behavior and heart) to the Academic Dean may in some cases result in reinstated privileges. Such a demonstration may, for example, involve counseling with Pillar College staff or proof of counseling with an approved outside source. A user's privileges will be reinstated at the discretion of the Academic Dean. Appeals may be made through the appropriate appeal process.

### Copyrighted Material

Downloading or sharing copyrighted material is prohibited on all Pillar College networks. Students must be aware that personal laptops or devices with file sharing tools (such as BitTorrent, uTorrent, and other similar tools) may be running in the background even if they are not intentionally opened. Sharing or downloading copyrighted material is illegal. Students in violation of this policy, whether intentional or unintentional, will face appropriate disciplinary action, ranging from (but not limited to) loss of access to student computers, denial of Pillar College network privileges, or, if necessary, legal action.

## Career Services

Pillar College has a Career Services advisory resource for our students. It is located on the 7th Floor of the Military Park Building. We are pleased to provide resources, support, and encouragement as students make decisions about their future direction and professional lives. We also extend this service to our alumni for one year after graduation.

In partnership with our students, we seek to provide resources and information on employment opportunities and graduate studies. Career Services (CS) provides guidance for developing career plans, creating and improving resumes, sharpening interview skills, and more.

The Career Services web presence is accessible from the college's homepage at https://www.pillar.edu/life-pillar/office-of-career-and-calling . Students can reach out to Career Services by emailing careerservices@pillar.edu

CS is committed to helping students take ownership of their professional development by clarifying goals, enhancing job skills, and exploring continuing educational opportunities.

Every month we host Career Workshops for students, alumni, and the community.

We pride ourselves on providing individualized attention and personalized assistance through:

- Career counseling
    - One-on-One sessions

- Assisting in the creation and review of resumes
    - Personalized assistance with identifying skills, building, and critiquing resumes
- Resources
    - Instruction in the use of online resources to obtain comprehensive, relevant occupational, post-secondary school, and financial aid information
- Interview preparation
    - Mock interviews to strengthen presentation and interviewing skills
    - Tips and Techniques for making a great impression

## 2025-2026 Updates

**This updated version includes the following:**

- Information of the Student Success Center (SSC)
- Information of Title IX
- Language Proficiency Test Policy for English as a Second Language Students Matriculating into programs at Pillar College
- Updated tuition rates
- Revisions to the Financial Aid FAFSA® process and information (transition from EFC to SAI)
- Revised College Library login information
- Updates to the Judaic Studies concentration
- Updated attendance policy
- Updated undergraduate course listings
- Updated graduate course listings

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# 2026-2027 COLLEGE CATALOG ADDENDA

## Satisfactory Academic Progress (SAP)

| | |
|---|---|
| **Effective Date** | Immediately |
| **Catalog Sections Amended** | Satisfactory Academic Progress (SAP), beginning on page 46 and related SAP Probation/Appeal language on page 48 |
| **Purpose** | To clarify the federal distinction between undergraduate and graduate maximum timeframe requirements and the treatment of part-time graduate enrollment. |

This addendum supersedes the Satisfactory Academic Progress language identified above. All other provisions of the 2026-2027 College Catalog remain in effect unless separately amended.

### Satisfactory Academic Progress (SAP).

Pillar College requires all degree-seeking students to make Satisfactory Academic Progress (SAP) toward completion of their academic program. SAP is used to determine academic standing and, for students receiving federal student aid, continued eligibility for Title IV financial assistance. SAP is measured cumulatively using three standards: (1) cumulative grade point average (CGPA), (2) rate of progress or pace of completion (ROP), and (3) maximum timeframe (MTF).

### Evaluation Frequency

For programs longer than one academic year, Pillar College evaluates SAP at least annually at the end of a payment period. Programs of one academic year or less, if offered, are evaluated at the end of each payment period. Students are notified when the results of a SAP evaluation affect their academic standing or financial aid eligibility.

Pillar College evaluates Satisfactory Academic Progress annually at the conclusion of the spring semester, which corresponds to the end of a payment period. Because SAP is evaluated annually, the College does not utilize a Financial Aid Warning status. Students who fail to meet SAP standards may regain eligibility only through a successful appeal and, if approved, placement on Financial Aid Probation or an Academic Plan.

### 1. Qualitative Standard - Cumulative Grade Point Average (CGPA)

Students must maintain the cumulative GPA required for their student category and academic program:

| Student Category | Minimum Cumulative GPA |
|---|---|
| Traditional undergraduate students | 2.0 |
| LEAD students | 2.5 |
| Elementary Education students | 3.0 |
| Graduate students | 3.0 |

Transfer credits are not included in the calculation of the cumulative GPA. When a course is repeated, the College applies its published repeat-course policy in determining the grade used for the cumulative GPA. Grades for remedial coursework are treated in accordance with the College's published academic policies.

#### Additional Federal Academic Standing Requirement

For any academic program exceeding two academic years in length, a student must have achieved, at the end of the second academic year, a cumulative grade point average (GPA) of at least 2.0 (or its equivalent) or academic standing consistent with the institution's requirements for graduation. Students

who fail to meet this requirement will not be considered to be making Satisfactory Academic Progress (SAP) and will become ineligible for Title IV financial aid unless eligibility is reinstated through the appeal process. This requirement applies regardless of whether the student is otherwise meeting the institution's SAP standards.

### 2. Quantitative Standard - Rate of Progress (ROP/Pace)

Students must successfully complete at least 67% of the cumulative credit hours they attempt. Pace is calculated as follows:

**Cumulative Credits Successfully Completed ÷ Cumulative Credits Attempted = Pace of Completion**

Attempted credits include completed courses and other credits that the College's SAP policy treats as attempted, including withdrawals, applicable transfer credits, and repeated coursework. Transfer credits accepted toward the student's current program are included in the pace calculation.

### Part-Time Graduate Enrollment

Part-time enrollment, by itself, does not constitute a failure to make Satisfactory Academic Progress. The pace calculation measures the percentage of attempted credits successfully completed; it does not require a part-time graduate student to attempt the same number of credits per semester as a full-time graduate student. For example, a graduate student who attempts 6 credits and successfully completes all 6 credits has a 100% pace of completion for those credits.

### 3. Maximum Timeframe (MTF)

Students must be able to complete their academic program within the applicable maximum timeframe. Maximum timeframe is evaluated cumulatively and includes all attempted credits that apply under the College's SAP policy, whether or not the student received financial aid during the period in which the credits were attempted.

**Undergraduate Programs.** For undergraduate programs, the maximum timeframe may not exceed 150% of the published length of the program, measured in attempted credit hours. For example, a 120-credit undergraduate program has a maximum timeframe of 180 attempted credits.

**Graduate Programs.** Federal regulations permit the institution to establish the maximum timeframe for graduate programs, provided that the timeframe is based on the length of the program. Pillar College defines the maximum timeframe for its graduate credit-hour programs as 150% of the published credit-hour requirement for the student's graduate program, measured in attempted credit hours rather than elapsed calendar time. Accordingly, a student's full-time or part-time enrollment status does not, by itself, cause the student to exceed the graduate maximum timeframe.
At each SAP evaluation, the College will determine whether the student can complete the remaining program requirements within the applicable maximum timeframe. A student becomes ineligible for Title IV aid when it is no longer mathematically possible to complete the program within the maximum timeframe, subject to the College's published SAP appeal procedures.

## Treatment of Incompletes, Withdrawals, Repeated Courses, and Transfer Credits

All attempted coursework is included in the quantitative SAP calculation unless otherwise excluded by federal regulation.

**Incompletes:** Courses assigned an Incomplete (I) grade are counted as attempted credits for purposes of pace and maximum timeframe until a final grade is assigned. Incomplete grades are not counted as successfully completed credits until the final grade is posted. When an Incomplete is converted to a final grade, the student's SAP status may be recalculated as appropriate.
**Withdrawals:** Withdrawals that are treated as attempted credits under the College's policy are included in the cumulative pace and maximum timeframe calculations but are not included in the GPA calculation unless otherwise required by the grading policy.

**Repeated Courses:** Repeated courses are included in attempted credits for pace and maximum timeframe purposes. The grade used in the cumulative GPA is determined under the College's repeat-course policy.
**Transfer Credits:** Transfer credits accepted toward the student's current program are included as both attempted and completed credits for pace and are counted toward maximum timeframe. Transfer grades are not included in the Pillar College cumulative GPA.
**Remedial Coursework:** If applicable, remedial coursework will be included in SAP calculations in accordance with institutional policy and applicable federal regulations.

These coursework types may affect a student's ability to maintain the required pace of progression and complete the program within the maximum timeframe.

## SAP Failure, Appeal, Probation, and Academic Plan

A student who does not meet the applicable CGPA, pace, or maximum timeframe standard will be placed in a financial-aid ineligible status unless eligibility is restored through the College's SAP appeal process. A student may appeal the loss of Title IV eligibility if the failure to maintain SAP resulted from extenuating circumstances. Extenuating circumstances may include, but are not limited to:

- Serious illness or injury of the student;
- Serious illness, injury, or death of an immediate family member;
- Significant personal or family emergency;
- Other documented circumstances beyond the student's reasonable control.

The appeal must:

1. Explain why the student failed to meet SAP standards;
2. Describe what has changed that will allow the student to make satisfactory academic progress in future evaluation periods; and
3. Include supporting documentation when applicable.

Appeals are reviewed by the SAP Appeals Committee in consultation with appropriate academic personnel. Submission of an appeal does not guarantee reinstatement of financial aid eligibility. If an appeal is approved, the student may be placed on SAP Probation and may be required to follow a SAP Academic Plan containing measurable academic benchmarks
Students whose appeals are approved may be placed on Financial Aid (SAP) Probation for one payment period following the SAP evaluation. During the probationary period, a student may continue to receive Title IV financial aid, provided the student satisfies all other eligibility requirements. The student's progress will be reviewed at the end of the applicable payment period. Continued eligibility requires the student to meet SAP or to satisfy the conditions and benchmarks of the approved academic plan.

If the institution determines that the student will be unable to meet SAP standards by the end of the probationary period, the institution may develop an individualized Academic Plan. The Academic Plan will outline specific requirements the student must satisfy during designated evaluation periods to remain eligible for financial aid and ultimately meet SAP requirements. Students who fail to meet the conditions of an approved Academic Plan will lose Title IV eligibility unless a subsequent appeal is approved.

For purposes of SAP Probation and academic standing, the applicable cumulative GPA benchmark is 2.0 for Traditional undergraduate students, 2.5 for LEAD students, 3.0 for Elementary Education students, and 3.0 for all graduate students.

## Effective Application of This Addendum

This amendment will be applied consistently to all students within the applicable student category beginning on the effective date shown above. The amendment clarifies that undergraduate and graduate maximum timeframe requirements are distinct and that graduate maximum timeframe is measured by attempted credit hours under Pillar College's institutional policy. Part-time graduate enrollment does not independently create a SAP deficiency.

**Regulatory basis:** 34 CFR 668.34 and U.S. Department of Education Federal Student Aid guidance distinguish the maximum timeframe standard for undergraduate programs from the institutionally defined standard for graduate programs and permit different SAP policies for categories such as undergraduate/graduate and full-time/part-time students.

# Graduate Enrollment Status

| | |
|---|---|
| **Effective Date** | Immediately |
| **Catalog Sections Amended** | Graduate enrollment status and all related references to full-time and part-time graduate enrollment. |
| **Purpose** | This addendum establishes the College's definitions of full-time and part-time enrollment for students in graduate-level programs and clarifies the relationship between institutional enrollment classifications, federal student aid enrollment status, and Satisfactory Academic Progress (SAP). |

This addendum supersedes any previously published College Catalog language identifying 12 semester credits as the minimum full-time graduate course load. All other provisions of the 2026-2027 College Catalog remain in effect unless separately amended.

## Graduate Enrollment Status

For graduate students enrolled in semester-based graduate programs at Pillar College, enrollment status during the regular fall and spring semesters is defined as follows:

| Graduate Enrollment | Institutional Classification |
|---|---|
| **9 or more semester credits** | **Full-Time** |
| **6-8 semester credits** | **Part-Time** |
| **Fewer than 6 semester credits** | **Less than Half-Time/Reduced Enrollment** |

A graduate student enrolled in nine (9) or more semester credits is considered a full-time graduate student for institutional purposes.

A graduate student enrolled in six (6) through eight (8) semester credits is considered a part-time graduate student.

Enrollment in fewer than six (6) semester credits does not meet the College's standard part-time graduate course load and may affect financial aid eligibility, SAP eligibility, loan deferment, scholarships, immigration status, or other benefits or requirements tied to enrollment status. Students considering enrollment below six credits should consult the appropriate College offices before changing their enrollment.

## Federal Student Aid Enrollment Status

For purposes of Title IV federal student aid administration, Pillar College establishes nine (9) semester credits as the full-time standard for its graduate programs and six (6) semester credits as the minimum half-time graduate enrollment standard.

For federal enrollment-status reporting during regular fall and spring semesters, Pillar College will apply the following graduate enrollment classifications:

- **9 or more credits:** Full-Time
- **7-8 credits:** Three-Quarter-Time
- **6 credits:** Half-Time

- **Fewer than 6 credits:** Less-than-Half-Time

These enrollment classifications will be applied consistently for federal student aid and enrollment reporting purposes in accordance with applicable U.S. Department of Education requirements.

Graduate students must satisfy all applicable federal and institutional eligibility requirements for the particular form of financial assistance they receive. Federal Direct Loan programs require students to be enrolled at least half-time.

## International Students

Graduate students in F-1 nonimmigrant status must maintain a full course of study as required by federal immigration regulations and the College's SEVP-approved policies. Graduate students in F-1 status should consult the College's Designated School Official before reducing their course load below full-time enrollment.
Nothing in this policy authorizes an international student to reduce enrollment below the course load required to maintain lawful immigration status.

## Summer and Other Nonstandard Enrollment Periods

Graduate enrollment requirements for summer terms, abbreviated terms, or other enrollment periods that differ substantially in length from the regular fall and spring semesters may be established separately by the College in accordance with applicable federal requirements and the academic structure of the term.

Any separate summer or nonstandard-term enrollment standard will be published and applied consistently to similarly situated students.

## Consistent Application

The graduate enrollment standards established in this addendum will be applied consistently by the Registrar, Financial Aid Office, academic programs, and other College offices for the purposes for which the applicable enrollment classification is required.

Where an external governmental agency, accrediting body, licensing authority, scholarship provider, veterans' benefit program, immigration regulation, or other applicable requirement establishes a separate enrollment standard, the requirements of that program or authority will govern eligibility for that particular benefit or purpose.

**Regulatory basis:** This policy is established consistent with 34 C.F.R. § 668.2 and applicable U.S. Department of Education Federal Student Aid guidance concerning institutional definitions of full-time and half-time enrollment for graduate and professional students.

# Veritas Seminary Regulatory Structure

| | |
|---|---|
| **Effective Date** | Immediately |
| **Catalog Sections Amended** | Institutional structure, accreditation, admissions, student records, and degree-conferral references related to Veritas Seminary. Adding Veritas Seminary Regulatory Structure under **"About Pillar College**"; and replacement of references to the institutional graduate academic unit identified as **"Graduate School," "School of Graduate Studies," "Graduate Studies," or similar organizational terminology** with "**Veritas Seminary,"** where applicable throughout the catalog. |
| **Purpose** | To clarify the institutional relationship between Pillar College and Veritas Seminary and ensure consistent public and academic representation of that relationship. |

This addendum supersedes any previously published College Catalog language that is inconsistent with the institutional relationship described below. All other provisions of the 2026-2027 College Catalog remain in effect unless separately amended.

**Veritas Seminary Regulatory Structure**
Veritas Seminary is the graduate theological and professional education school of Pillar College. Veritas Seminary operates as an academic school of Pillar College and is not a separate degree-granting institution.

Pillar College remains the legal institution, the institution accredited by the Middle States Commission on Higher Education, the New Jersey authorized degree-granting institution, the Title IV institution, and the official custodian of student academic records.

Veritas Seminary administers designated graduate programs of Pillar College. Students enrolled through Veritas Seminary are students of Pillar College, and all academic credit, official transcripts, and degrees are awarded by Pillar College.

Official transcripts will continue to be issued by the Pillar College Registrar and will identify Pillar College as the institution of record. Veritas Seminary may be prominently identified on transcripts, diplomas, the College website, admissions materials, and other institutional communications, provided Pillar College remains clearly identified as the accredited and degree-conferring institution.

Throughout the 2026-2027 College Catalog, references to Pillar College's graduate academic school or administrative unit as the "Graduate School," "School of Graduate Studies," "Graduate Studies," or substantially similar organizational terminology shall be understood as references to Veritas Seminary. References to "graduate students," "graduate programs," "graduate-level coursework," "graduate credits," and other terminology describing the academic level of study remain unchanged unless otherwise specifically amended.

For federal student aid and institutional reporting purposes, students enrolled through Veritas Seminary remain Pillar College students under Pillar College's existing federal institutional identity and applicable approved programs. New or materially changed academic programs remain subject to applicable institutional, state, accreditor, and U.S. Department of Education review and approval requirements.

The institutional relationship and terminology described in this addendum will be applied consistently across the College Catalog, website, admissions and enrollment materials, official transcripts, diplomas, student records, and other applicable institutional communications.

**Regulatory basis:** Pillar College remains the accredited and degree-granting institution for programs administered through Veritas Seminary, consistent with applicable Middle States Commission on Higher Education, New Jersey Office of the Secretary of Higher Education, and the U.S. Department of Education requirements.

## New Pricing for Spring 2027

| | |
|---|---|
| **Effective Date** | January 1st, 2027 |
| **Catalog Sections Amended** | Financial Policies and Procedures: Undergraduate Tuition Rate, Graduate Tuition Rate, International Graduate Semester Fee Rate |
| **Purpose** | To simplify the College's tuition structure, enhance affordability and transparency for students, and better align graduate enrollment pathways with current institutional, financial aid, and enrollment-management practices. |

The tuition and fee schedule published in the 2026-2027 Academic Catalog remains in effect through the conclusion of the Fall 2026 semester. Effective January 1st, 2027, with the beginning of the Spring 2027 semester, the tuition and fee rates below supersede the Fall 2026 rates published in the 2026-27 catalog.

### Tuition and Fee Rates per Semester – Undergraduate

| | |
|---|---|
| $ 11,016 | Block Rate* (12-17 credits per semester)<br>**Block rate is not available to Online and Independent-study courses* |
| $ 11,016 | International student tuition up to 15 credits maximum ($918 per credit) |
| $ 918 | Per credit rate (12 or fewer; 18 or more credits per semester)<br>*Online and Independent Study Courses are charged at per credit rate* |
| $ 189 | Audit rate per credit |
| $ 366 | Developmental Courses (courses below 100 level, including ESL) per credit |
| $ 1,300 | ESL Only, per semester. No semester fee; includes book fee |
| $ 350 | ECON-090 & ECON-090BL Financial Literacy >course for Pillar aid eligibility |

***Note**: Block pricing applies only to courses that are part of the LEAD program's four-course semester structure. Any courses taken outside the LEAD program, including additional courses beyond the four-course LEAD semester, are charged at the then-current per-credit tuition rate. Enrollment in a LEAD term financially obligates the student for the entire four-course semester; LEAD is administered and billed on a term-by-term basis, not a course-by-course basis.

### Undergraduate General Semester Fees

| | |
|---|---|
| Registration Fee | $ 125 |
| Online Services Fee | $ 125 |
| Technology Fee | $ 220 |
| Student Activity Fee | $ 30 |
| Per Semester Totals | $ 500 Domestic students |
| | $ 750 International students (includes Pillar SEVIS administration fee) |

***Fees are non-refundable, not pro-rated, and apply to all students.***

ESL TESTING- $75 per administration (applies only to BLEND, ESL-only, and International Students)

### Tuition and Fee Rates per Semester - Graduate

For both domestic and international students, tuition for all master's degree programs, is **$700 per credit hour** and semester fees are **$66 per credit hour**. Total tuition and fees per semester are as follows:

### Graduate Semester Charges

| Enrollment | Tuition | Semester Fees | Total Cost |
|---|---|---|---|
| 6 Credits (domestic students only) | $4,200 | $396 | $4,596 |
| 9 Credits | $6,300 | $594 | $6,894 |
| 12 Credits | $8,400 | $792 | $9,192 |

## International Students

International students attending the College under F-1 visa status are generally required to maintain full-time enrollment each fall and spring semester in accordance with federal immigration regulations. For graduate students, full-time enrollment is defined as 9 credit hours per semester. Any reduction below full-time enrollment must be approved in advance by the College's Designated School Official (DSO) and must meet applicable federal requirements.

## New Student Enrollment Deposit

New student deposit $100 ***Non-refundable***, applied toward tuition and fees.
*Required to secure enrollment in upcoming classes.*

## Additional Charges {Other fees may be introduced for specific services: Rates announced when available}

| | | |
|---|---|---|
| Application Fee | $ 50.00 | Payable upon submission of application; ***non-refundable*** |
| Transcript Fee | $ 10.00 | Charge for each transcript (expediting services extra) |
| Duplicate Diploma | $ 25.00 | Charge for each request |
| Prior Learning Assessment Fee | $ 90.00 | Evaluation fee per credit |
| Returned Check Fee | $ 35.00 | Per occurrence |
| Duplicate Stipend/Stop Fee | $ 35.00 | Per occurrence (if address changed without notifying school) |

**Note**: The "12 credits" indicated in the Tuition and Fees section is not intended to indicate that 12 credits is the minimum credit count for full-time eligibility but rather that the expectation in each program is that students will maintain 12 credits as that is the intended pacing of each program