

**2023-  
2024**

# Mid-Atlantic Christian University Academic Catalog



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# **General Information**

## **The University Mission**

Mid-Atlantic Christian University is an institution of Christian higher education whose mission is to equip people to be extraordinary Christian leaders.

## **The University Vision**

Mid-Atlantic Christian University will be a transformative community of higher education anchored in biblical truth.

## **Characteristics of the University**

MACU's mission is to equip people to be extraordinary Christian leaders. With the Bible at the core of every degree program, students not only take courses in biblical and theological studies, they also complete requirements in general studies and a chosen professional area. This three-fold component of each educational program provides students the essentials to be extraordinary Christian leaders in vocational or marketplace ministry. Mid-Atlantic offers multiple academic programs that prepare students to serve in vocational ministry (e.g., preaching, youth and family ministry, cross-cultural missions) or ministry through the marketplace in areas such as business, biology, education, and psychology.

Mid-Atlantic Christian University is a private, coeducational university in Elizabeth City, NC. MACU was founded in 1948 and traditionally has been supported by individuals and churches aligned with the Stone-Campbell or Restoration Movement, an effort to promote Christ solely on the basis of the Bible. These congregations are independent and without any denominational structure. Students of any background are welcome; we ask only that they abide by our standards of conduct while they are here.

The MACU experience is unique as students learn, worship, serve, and develop deeper relationships with one another and with God, as they serve in God's kingdom. We educate the student by integrating faith, emotion, and intellect as they are transformed into extraordinary Christian leaders.

## **Accreditation and Recognition**

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

Accreditation assures parents, students, and employers that Mid-Atlantic Christian University has been evaluated and meets the standards of quality determined by the higher education community.

Mid-Atlantic Christian University is also approved by the State of North Carolina to train veterans and dependents.

Degree programs of study offered by Mid-Atlantic Christian University have been declared by the appropriate state authority exempt from the requirements for licensure, under provisions of North Carolina

General Statutes Section (G.S.) 116-15 (d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon assessment of program quality under established licensing standards.

Degree program(s) of study offered by Mid-Atlantic Christian University are also exempt from the requirements for licensure under provisions of North Carolina General Statutes (G.S.) 116-15 Subsection (c) having continuously conducted degree activity since July 1, 1972.

## **Rates of Graduation**

The graduation rate after six years for Mid-Atlantic Christian University 2016 fall cohort of first-time, degree-seeking students was 43%. College graduation rates are typically related to the selectivity of the institution and whether students are full time or part time, resident or commuter. Highly selective residential institutions have higher rates of graduation; open admissions nonresidential schools have lower rates.

## **Philosophy of Education**

The educational philosophy of Mid-Atlantic Christian University rests upon the conviction that all truth comes from God. Only the Bible, God's Word, enables us to integrate all fields of knowledge into a meaningful unity; it alone answers the deep questions of the human mind and spirit. Hence, all courses at Mid-Atlantic Christian University are taught from the perspective of the Christian worldview. Mid-Atlantic Christian University provides a Christian education based on a threefold program of undergraduate instruction: Biblical and theological studies, general studies, and professional studies.

Mid-Atlantic Christian University believes that an educational program should cultivate development in all areas of a student's life. The University seeks to accomplish this through its academic curriculum and its extracurricular activities. Academic work is designed to provide intellectual growth and maturity. Extracurricular activities are designed to promote spiritual, physical, and social growth.

## **Statement of Faith**

The basic doctrinal position that underlies the educational program of Mid-Atlantic Christian University, stated when the school was founded in 1948, is that:

1. Jesus Christ is the uniquely divine and only begotten Son of God, conceived without human father.
2. The Holy Scriptures are the inspired Word of God, infallibly recorded by men who were supernaturally guided by the Holy Spirit, inerrant in the originals in all the facts they attest and in all communications concerning salvation.
3. Every miracle recorded in the Bible happened truly and literally by the power of Almighty God.
4. There is salvation only in the blood of Jesus Christ, shed by grace upon the cross of Calvary, and applied to the heart of the sinner by his own faith in accordance with the terms of the Gospel.
5. There is an imperative necessity to restore the church of Christ, described in the New Testament, in order to remove division and to attain the unity of all believers, for which Christ prayed as the means of winning the world to Him.

Every officer, administrator, teacher, and staff member at Mid-Atlantic Christian University is required to reaffirm annually his belief, without mental reservation, in the above stated position.



## Church Identification

Mid-Atlantic Christian University is a private university founded with support from congregations and individuals of the Christian Churches and Churches of Christ. The educational program of the University is in harmony with the faith and practice of these churches. While a significant number of students also come from this fellowship, the student body includes people from a variety of churches. Students from all backgrounds are welcome as long as they respect and abide by MACU's tenets while they are here.

## History and Legacy of the University

Mid-Atlantic Christian University was established as Roanoke Bible College in Elizabeth City, North Carolina in 1948. At that time, Churches of Christ and Christian Churches were so short of ministers that most had preaching only one or two Sundays each month.

To answer this need, Roanoke Bible College was established. Leading this effort was our founding president, George W. BonDurant. Mr. BonDurant and his wife, the former Sarah Presley, had been instrumental in 1937 in organizing Atlanta Christian College in Georgia. The motto chosen was "A New Testament School – Set for the Defense of the Gospel" (Philippians 1:16 ASV).

A Certificate of Incorporation was received on September 10, 1948. Classes began September 13 in a rented residence providing a dining room and women's dormitory, with the men in a nearby rooming house. During that first year, the college purchased a residence in the 700 block of Poindexter Street and named it in honor of Pattie Wilkinson, a generous patron. In 1949 the academic year began in this new location. By the third year, it was necessary to begin construction of a dormitory, Faith Hall. In 1965 and 1969 Heritage Hall was constructed in two phases, providing classrooms, offices, chapel, library, and cafeteria.

During the Silver Anniversary year of 1972-73, the college raised funds to pay in full for an 18.2-acre East Campus, providing athletic fields and a picnic area. A three-story dormitory for women was begun on the property in 1975 and named in honor of Pearl A. Presley, who taught at the college from 1948 until 1993. In 1984 ground was broken for a three-story dormitory for men and named in memory of Harold C. Turner, Sr., a founder of the college.

Mr. BonDurant served as president from 1948 until 1986. In 1986 William A. Griffin was appointed by the Board of Trustees to serve as the second president.

During President Griffin's tenure, the Alfred Blanton III Campus Life Center was built and more than \$250,000 was added as endowments to the college Foundation. In 1999, the college received accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The college was previously accredited by the Accrediting Association of Bible Colleges (now the Association for Biblical Higher Education) in 1979. In 2005 Eastern Christian College, Bel Air, MD closed and remainder assets were given to RBC. ECC alumni were also given alumni status with RBC.

President Griffin served 20 years as president, retiring on June 30, 2006. D. Clay Perkins, Ph.D., was selected to become the third president and began his tenure on July 1, 2006. In 2009, Roanoke Bible College was re-named Mid-Atlantic Christian University. In Fall of 2010, the university reorganized its academic structure into two schools: School of Undergraduate Studies and the School of Professional Studies. During Perkins' presidency, SACSCOC reaffirmed the university's accreditation for a 10-year period, through 2025. The university also launched a unique degree program, a Bachelor of Science in Biology and Biblical Studies. The Biology Program is a four-year Bachelor of Science program that includes a Biblical Studies major and a Biology major. The courses are designed to instill a strong Biblical foundation while teaching the skills needed to excel in further study for the life sciences.



Dr. Perkins concluded his tenure as MACU's president on June 30, 2017. John W. Maurice, Jr., began serving as Interim President on July 1, 2017. The Board of Trustees appointed a search committee to identify the right person at the right time to serve as the university's fourth president. On February 1, 2018, Maurice began his duties as the fourth president of Mid-Atlantic Christian University.

Mid-Atlantic Christian University remains faithful to its mission of educating men and women for ministry in the church and in the marketplace. Graduates serve as ministers, missionaries, Bible translators, educators, counselors, nurses, physicians, non-profit leaders, and business entrepreneurs'. The university is committed to the inspiration and inerrancy of scripture, the deity, and lordship of Christ, and in the mandate to proclaim the gospel throughout the world. Mid-Atlantic Christian University continues to be "A New Testament School – Set for the Defense of the Gospel" (Philippians 1:16 ASV). Exceptional alumni serve Christ in 48 states, the District of Columbia, one territory, and 24 countries. To God be the glory.

## **Location**

Mid-Atlantic Christian University is located in historic Elizabeth City, North Carolina. The twenty-acre campus is on the banks of the Pasquotank River, five blocks from the US 17/158 bypass and three blocks from the downtown business district and waterfront (see map in Directory section of this catalog). The city of 17,000 provides opportunities for employment, recreation, and shopping. The University is less than two miles from Albemarle Hospital, College of the Albemarle, Elizabeth City State University, and The Museum of the Albemarle. In addition, Mid-Atlantic Christian University is within an hour's drive of Virginia Beach, Virginia, and the beaches of North Carolina's Outer Banks.

The University is located in perhaps the thickest concentration of Churches of Christ on the Atlantic coast, from the metropolitan area of Norfolk, Virginia, 50 miles northward, to the rural counties of North Carolina, 100 miles southward. This strategic location affords many opportunities for involvement in church activities, student ministries, youth ministries, supply preaching, and other Christian service.

# Admissions

Mid-Atlantic Christian University seeks to enroll students who are earnestly seeking God's will for their lives and are sincerely interested in being equipped to be extraordinary Christian leaders.

## Application Process for all Students and General Requirements for School of Undergraduate Studies (Traditional Program)

### Degree or Certificate Seeking Students

To apply for admission to Mid-Atlantic Christian University, prospective students should submit the following materials by August 1 for each fall semester and December 15 for each spring semester:

#### 1. Application for admission

Applicants may apply online: <https://apply.macuniversity.edu>

#### 2. Application fee (fee is not refundable)

#### 3. High school transcript

*School of Undergraduate Studies* - Applicants must submit documentation showing completion of high school or the equivalent. A current high school student should submit a high school transcript showing all course work completed to date and then an official final transcript after graduation that verifies successful completion of secondary education. Home schooled students must submit an official copy of their transcript, showing all course work taken and grades received, and a copy of their home school registration with the state division of non-public education. Transcripts should reflect class rank and cumulative GPA. Minimum guidelines for acceptance for applicants who are 20 years old or younger with fewer than 24 transferable college credits is an unweighted GPA of 2.0 on 4.0 scale.\* Applicants 21 years old or older do not have a minimum high school GPA requirement.

Applicants who completed the GED should submit all partial high school transcripts and an official General Education Development (GED) transcript. Minimum guidelines for acceptance of the GED is a score of 165. Scores between January 1, 2002 and December 31, 2015 should be 2250; the average of the five test scores must be 450 and there must be a minimum score of 410 on each of the five tests. GED scores prior to January 1, 2002 must have a score of 225; the average of the five test scores must be 45 and there must be a minimum score of 41 on each of the five tests. If any of the individual test scores are below the minimum score of 410 or 41 this may result in a provisional acceptance.

*School of Professional Studies* - If college transcripts show fewer than 64 semester hours or 97 quarter hours of transferable credit, students must also submit an official high school transcript showing the date of graduation.

In the event MACU has reason to believe a high school diploma is not valid or was not obtained from an entity that provides secondary school education, MACU will conduct additional research to determine if the diploma is valid. Additional research may be performed when:

- No apparent state legal authority for high school or G.E.D.
- Limited curriculum/instructors
- High school diploma given for a fee within a short period of time

- High school diploma date/place not consistent
- High school diplomas/transcripts/GED's that were issued by a school that bears a non-traditional name that does not end in "high school", such as "academy", or "center"
- High school diplomas/transcripts/GED's that were purchased and/or completed online
- High school diplomas/GED's that have names and/or dates that have been written on the diploma, and those where "white out" type corrections have been made

Should any of the above exist, MACU will conduct additional research to include:

- Checking the National Center for Education Statistics (NCES) website for information relative to the validity of the school, and if the school in fact provides secondary school education. If MACU is unable to obtain the required information, MACU will contact the state the school is located in an attempt to obtain the appropriate documentation.
- Determining if the school has previously been identified as a high school diploma mill, via internet research and existing lists the school maintains.
- Determining if the diploma or transcript was purchased online with little work expected by the student, or if it was earned via brick and mortar traditional high school.

Ultimately, if MACU is not reasonably certain a high school diploma or G.E.D. is valid, the student will be required to take the ATB test for admission. MACU's decision relative to the validity of a particular high school diploma or G.E.D. is final, and not subject to appeal.

#### **4. SAT or ACT results – School of Undergraduate Studies only**

Applicants who are 20 years old or younger with fewer than 24 transferable college credits and whose GPA is below a 2.5 must submit scores for the Scholastic Aptitude Test (SAT) or the Academic Competency Test (ACT) or the Classical Learning Test (CLT) if their high school CGPA is below 2.50. The minimum guidelines for acceptance are a combined Verbal and Math score of 960 on the SAT or an ACT composite score of 18 or a score of 61 on the CLT.\* All other applicants do not have to submit scores. (SAT and/or ACT scores do affect placement into English and Math. Any student, regardless of age, without such scores will automatically be placed in the basic English and basic Math courses, but such placement may be challenged by taking a competency exam. See below under "Competency and Placement Testing.")

#### **5. University transcripts**

In addition to an official final high school transcript, applicants who have attended college prior to their application to Mid-Atlantic Christian University are to submit an official copy of their transcript from each institution previously attended. Applicants currently in the middle of a semester should submit a transcript with the application and then a final transcript at the end of the semester. A statement concerning their progress and conduct may be requested from these institutions.

Transfer students must have a cumulative grade point average of 2.0 or above.\* A transfer student previously on academic or disciplinary probation or suspension may be admitted on probation with stipulations at the discretion of the Application Review Committee. Applicants who were on probation or suspension more than five years prior to application to Mid-Atlantic Christian University will be considered on a case by case basis.

#### **6. Other**

The Application Review Committee may request additional educational or character references or an interview to give additional information during the consideration of an application for admission.

**Degree-Seeking applicants who desire to start course work in August must finish the application process so as to have an admission decision by August 1<sup>st</sup>.**

## Non-Degree Credit Seeking Students

A student may earn a total of 12 credit hours as a non-degree seeking student. These hours can be taken through the University's distance learning opportunities, off-site course locations, or on campus. There is no federal financial aid available for non-degree seeking students.

Individuals who have earned 12 credit hours must meet application/admission requirements for degree seeking status to be eligible to enroll in additional hours.

### 1. Application for admission

Applicants may apply online: <https://apply.macuniversity.edu>

### 2. Application fee (fee is not refundable)

## High School Dual-Enrolled Students

Individuals who are still in high school may apply for admission as a dual-enrolled non-degree seeking student. High school students will not be permitted to enroll for more than twelve credits per semester. No more than 24 credit hours may be earned as a high school dual-enrolled student. Individuals who have earned 24 credit hours must meet application/admission requirements for degree seeking status to be eligible to enroll in additional hours.

### 1. Application for admission

Applicants may apply online: <https://apply.macuniversity.edu>

### 2. Application fee (fee is not refundable)

### 3. High school transcript

A current high school student should submit a high school transcript showing all course work completed to date. Home schooled students must submit an official copy of their transcript, showing all course work taken and grades received, and a copy of their home school registration with the state division of non-public education. Transcripts should reflect a cumulative GPA.

### 4. SAT/ACT/CLT results

If available, applicants are to submit scores for the Scholastic Aptitude Test (SAT) or the Academic Competency Test (ACT) or the Classical Learning Test (CLT). The minimum guidelines for acceptance are a combined Verbal and Math score of 960 on the SAT or an ACT composite score of 18 or a composite score of 61 on the CLT.\*

## Returning Students

Individuals who previously attended Mid-Atlantic Christian University and withdrew from a semester or have not attended MACU for at least one semester must reapply for admission. If the applicant has attended any other college or university since leaving MACU he/she must also submit those college or university transcript(s). Applicants currently in the middle of a semester should submit a transcript with the application and then a final transcript at the end of the semester.

Individuals who previously attended Mid-Atlantic Christian University and withdrew in order to perform military service must reapply for admission. As long as the leave of absence was not greater than ten semesters the veteran will be readmitted with the same academic status as when he or she was last in attendance. The veteran will be allowed to complete the program of study in effect at the time of withdrawal. These provisions are only applicable to veterans who receive an honorable discharge. (HEA Title IV, Section 484C)

Students dismissed from MACU for disciplinary reasons must receive written permission from the vice president for student services and submit this letter with their application for admission. Students dismissed for academic reasons must complete at least 6 semester credit hours that are transferrable from an accredited institution of higher education, and earned at least a 2.00 GPA in that course work. Students who have previous financial obligations to the university must clear their accounts in order to re-enroll.

### **1. Application for admission**

Applicants may apply online: <https://apply.macuniversity.edu>

### **2. Application fee (fee is not refundable) (Application fee will be waived for veterans returning to finish their education.)**

### **3. University transcripts**

Applicants who have attended college prior to their application to Mid-Atlantic Christian University are to submit an official copy of their transcript from each institution previously attended. A statement concerning their progress and conduct may be requested from these institutions. Applicants currently in the middle of a semester should submit a transcript with the application and then a final transcript at the end of the semester.

Transfer students must have a cumulative grade point average of 2.0 or above.\* A transfer student previously on academic or disciplinary probation or suspension may be admitted on probation with stipulations at the discretion of the Application Review Committee. Applicants who were on probation or suspension more than five years prior to application to Mid-Atlantic Christian University will be considered on a case by case basis.

## **Audit Only Students**

Individuals may take courses for no college credit for a number of reasons. Costs are considerably lower for audit hours. Audit students are not required to do assignments or take tests. If all courses will be taken for audit only, the following requirements for admission apply.

### **1. Application for admission**

Applicants may apply online: <https://apply.macuniversity.edu>

*\* The University may grant provisional or probational acceptance to students whose records do not conform to these guidelines but who do exhibit potential for success. (Provisional status for first-time freshmen and students with fewer than 12 attempted college credits, academic probation status for students having at least 12 attempted college credits. See Academic Policies section of this catalog.)*

**Submit application materials to:**

**Office of Admissions  
Mid-Atlantic Christian University  
715 N. Poindexter Street  
Elizabeth City, NC 27909-4054**

Individuals are encouraged to complete the admission, registration, and financial aid processes in a timely manner. (See Calendar of Events in the Directory for semester registration dates.)

All applications are reviewed on a rolling acceptance basis—as soon as all the required materials are received, the Application Review Committee reviews the application file and makes an acceptance decision. Interviews may be requested at the discretion of the Application Review Committee. Once an acceptance decision has been made, the applicant will be notified promptly and will receive further enrollment information.

Admission to Mid-Atlantic Christian University does not guarantee successful completion of any particular program of study. Mid-Atlantic Christian University, a private, faith based, four year college is committed to equality of educational opportunity and will not discriminate against applicants, students, or employees on the basis of race, color, national or ethnic origin, gender, age, disability, or prior military service. Federal guidelines (Sections 702-703 of Title VII of the 1964 Civil Rights Act) clearly recognize the right of church related institutions to seek personnel who will support the goals of the institution. Being a student or employee at Mid-Atlantic Christian University requires a commitment and lifestyle consistent with the institution's mission and values.

## **Special Requirements for Admissions to the School of Professional Studies (Degree Completion Program)**

### **General Requirements – 2 Year Degree**

- Students must be at least 23 years of age or five years' full-time professional work experience post high school, and
- Cumulative grade point average of 2.0 (on a 4.0 scale) or better on all prior academic work.

### **General Requirements – 4 Year Degree**

- Completion of an Associate degree from an accredited college/post-secondary institution.
- Students without an Associate degree must
  - be at least 23 years of age or five years' full-time professional work experience post high school, and
  - Completion of at least 60 transferrable semester credit hours from an accredited college/post-secondary institution, military service, credit by examination, or credit by demonstrated competency [of the 60 hours at least 40 hours must be from an accredited institution of higher education].
- Cumulative grade point average of 2.0 (on a 4.0 scale) or better on all prior academic work.
- Students meeting all requirements except for having 60 transferrable semester credit hours may enroll in the "Bridge Program." The "Bridge Program" is limited to students who have at least 12 earned semester credit hours from an institution of higher education. Students in the "Bridge Program" must complete all general studies requirements and open elective requirements before taking courses in the chosen major.

**International applicants.** Mid-Atlantic Christian University is approved under federal law for the education of non-immigrant alien students. To assure a profitable experience for the student and overall benefit for the Lord's church; the University has adopted prerequisites for admission. Students who are sincerely interested in preparing for Christian service should contact the Office of Admissions for a listing of prerequisites and further admissions information.

International applicants interested in enrolling at Mid-Atlantic Christian University must have satisfactorily submitted all materials required in the application process at least 90 days prior to the beginning of the semester of desired enrollment.

International applicants are required to have a transcript evaluation completed for the transcript that attests to the equivalency of high school graduation and for any transcripts for which the applicant desires consideration be given to transfer credit for college/university level courses. Please contact the Admissions Office for more details on how to complete this requirement.

We require all applicants whose first language is not English to adequately demonstrate English competency as a part of the application process. Students may demonstrate competency in one of four ways:

- 1) by submitting scores from IELTS (International English Language Testing System) with an overall band score of a 6.5 or higher,
- 2) by submitting scores from TOEFL (Test of English as a Foreign Language) with an overall score of 80 for iBT, or 550 paper exam,
- 3) by submitting scores from Cambridge English Assessment on C1 Advanced exam, formerly known as Cambridge English: Advanced (CAE) with a score of 180 or higher (CEFR Level C1, grade C),
- 4) by submitting scores from Duolingo with an overall score of 105,
- 5) by submitting scores from SAT or ACT. The minimum score for SAT Writing and Language is 27 and SAT Evidenced Based Reading and Writing is 470 and minimum score for ACT English/Writing is 20, or
- 6) by completing twenty-four semester credit hours at an accredited US college or university that includes the equivalent of ENGL 101 English Composition I with a grade of "C" or better.

Mid-Atlantic Christian University only accepts scores submitted electronically by the IELTS test center. No paper Test Report Forms will be accepted. An institutional code is NOT required. Please contact the test center directly where you took the IELTS test and request that your test scores be sent electronically using the IELTS system. All IELTS test centers worldwide are able to send scores electronically to our institution.

Mid-Atlantic Christian University accepts scores electronically or by paper from TOEFL. Applicants submitting TOEFL scores must have a reading subscore of 22 and writing subscore of 18. Applicants who meet the overall score but lack a specific subscore may be admitted but will be required to complete a study skills course designed for international students.

**Transfer students.** Mid-Atlantic Christian University will grant transfer credit for comparable coursework completed at another college if: (1) that college is accredited by a body recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (DOE), (2) the student earned a grade of "C" or better in the course, and (3) the coursework is relevant to the program of study the student wishes to enter at Mid-Atlantic Christian University. If the institution is not accredited, courses may be transferred if it can be documented that they are relevant, represent collegiate coursework, and are taught by qualified faculty.

Coursework that leads to the Associate of Applied Science degree that is career/technical in content is normally not transferable (e.g., HVAC or cosmetology courses). However, MACU will consider transferring up to twelve (12) semester credit hours as open elective hours if the coursework is designated by the originating institution as at least a 200 level course.



For more information see below in “Academic Information – Other Policies.”

Students must submit official transcripts of all work done at other colleges. College Level Examination Program (CLEP) and Advanced Placement (AP) scores must be reported by the testing service. A student desiring to have his or her transcripts evaluated before enrolling at Mid-Atlantic Christian University should send a written request to the University Registrar.

A transfer student eligible to receive Department of Veterans Affairs (DVA) benefits must have on file in the Office of the Registrar an official final high school (or equivalent) transcript and official college transcripts showing at least 16 earned credit hours. Official transcripts for all previous college work must be on file. All college transcripts must be evaluated and any appropriate transfer credit granted before the student's enrollment will be certified for DVA benefits.

If a student was on academic probation or suspension at the last college attended prior to enrolling at Mid-Atlantic Christian University, and if this attendance was within the last five years, the student may be admitted on probation at the discretion of the Application Review Committee. If admitted, such students must earn a minimum GPA of 2.00 the first semester in order to remain enrolled (see the Academic Policies section of this catalog).

**Veterans and dependents.** Mid-Atlantic Christian University offers programs that are approved by the State of North Carolina to enroll veterans, participants, military, and dependent persons. Such persons should complete the Application for Benefits (Form 22-1990) and send it to their local Department of Veterans Affairs (DVA) office.

Prospects should complete the application process for admission to Mid-Atlantic Christian University. Once admitted the prospect should file a Certificate of Eligibility with the Registrar's office. At the time of registration the Registrar will certify enrollment for those who are eligible for DVA benefits. Individuals entitled to DVA benefits cannot be certified for benefits until their successful completion of high school or the equivalent is documented by an official final high school transcript (or equivalent) and official college transcripts from each college attended.

Applicants eligible for DVA benefits who have prior collegiate experience must also have all college transcripts on file at Mid-Atlantic Christian University. All transcripts must be official, be evaluated, and any appropriate credit granted before the student's enrollment will be certified for DVA benefits. Assistance may be available for DVA-eligible individuals who must enroll in Basic Studies to strengthen language, mathematical, and computer skills.

Students who previously attended Mid-Atlantic Christian University and withdrew in order to perform military service must reapply for admission. As long as the leave of absence was not greater than ten semesters the veteran will be readmitted with the same academic status as when he or she was last in attendance. The veteran will be allowed to complete the program of study in effect at the time of withdrawal. The application fee will be waived. These provisions are only applicable to veterans who receive an honorable discharge. (HEA Title IV, Section 484C)

**Conditional Acceptance.** Mid-Atlantic Christian University may grant to an applicant “Conditional Acceptance” to the University if in the judgment of the Admissions staff, all the requirements for admission have been met, but the university has not received final/official transcripts or official score reports. No financial aid (federal aid or institutional aid) will be disbursed until all final, official transcripts are received.

Final/official transcripts must be received by August 1 for the fall semester. Final/official transcripts must be received 2 weeks before the start date of all other semesters. If final/official transcripts are not received by the dates given, a student can be withdrawn from all courses and denied admission to Mid-Atlantic Christian University.

If upon receiving final/official transcripts or official score reports it is determined that the student has not met admission standards then that student will be withdrawn immediately from all courses and denied admission to Mid-Atlantic Christian University. Such action may result in the student having financial burdens dependent upon federal financial aid guidelines.

Variances may be granted by the VPAA or the Registrar for an extended deadline if the necessary paperwork is submitted (E.g.; Notice of payment completed or to be completed in a timely manner from other universities, notice of transcript request submitted, but not yet received).

For online students, if the conditions for acceptance are not met by the end of the current enrollment session the student will be denied an opportunity to register for any subsequent session until the conditions are satisfied. For on-campus students, if the conditions for acceptance are not met by the end of the first two weeks of the semester (i.e., drop/add date) the student will be administratively withdrawn from the current semester.

**Provisional Admission.** First-time freshmen whose records do not conform to admissions guidelines may be admitted provisionally if the Application Review Committee is satisfied they exhibit ability to benefit. Provisional students:

- May only declare an associate degree as the intended degree of completion. After 2 semesters of study at MACU and having a minimum cumulative GPA of 2.000 the student may change their degree program to a baccalaureate degree.
- May enroll for up to 14 hours, and must include:
  - Study Skills Seminar
  - Any additional Basic Studies called for by the student's competency testing scores
- May NOT serve on a University recruitment team (may be waived by VPAA on a case-by-case basis)
- Whose GPA at the end of their first semester is 2.00 or above will be permitted to enroll for a second semester and will be considered in good standing. If their GPA is below 2.00, however, they will be suspended.

## Enrollment Process

The Office of Admissions will assist applicants as they complete their application file and provide the items necessary to enroll. Those items include:

### 1. Confirmation Deposit

Accepted applicants will be required to pay an Enrollment Fee before they are allowed to register for courses. This fee is non-refundable after May 1 for fall applicants and after November 1 for spring applicants.

### 2. Financial Aid

Applicants are encouraged to initiate the financial aid process as soon as possible by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA opens each October 1st and should be submitted no later than March 1 for priority consideration. Mid-Atlantic Christian University's FAFSA school code is **014101**. For a complete listing of available financial aid (grants, loans and scholarships) and work study opportunities, see the "Finances" section of this catalog or contact the Financial Aid Office. Please note- institutional scholarships are not available for students enrolled in the dual enrollment or certificate programs.

### 3. Health and Immunization Information

North Carolina law requires each student \* attending a college or university to submit proof of immunization prior to enrollment. These records should be filed with the University prior to the first day of classes. If this is not filed by that date, the student has 30 days in which to obtain the required immunization and certificate. Failure to provide proper documentation and complete immunization history will result in dismissal from the University. Exceptions to this state law may be made only for bona fide medical and religious reasons.

Applicants will also be asked to submit a statement of health and medical emergency information before their enrollment.

*\* Students taking 5 or more credit hours on campus must meet North Carolina immunization requirements.*

### 4. Housing Information

Applicants who will be taking courses on-campus will be asked to complete and submit a Housing Preference Form to the Student Life office. Inquiries about off-campus or student married housing may be directed to the Student Life office.

**Orientation.** Mid-Atlantic Christian University provides an orientation program to prepare new students for a successful college experience. The program introduces students to the campus, staff, and college traditions. It provides time to discuss study and work, Christian living and service, programs of study, registration for classes, and other topics. Attendance is required of all new, degree seeking, on-campus students.

Students who are classified as online students will complete an online orientation course prior to taking their first course for academic credit. The online orientation will be offered six times during the year; the week prior to the start of a new online session.

**Competency and placement testing.** All credit students must show competence in basic writing and mathematics. Competence in these areas contributes to the student's potential for success in college. Competence in any of the above areas may be shown through transfer of college credit, CLEP scores, AP credits, SAT/ACT scores, or competency testing.

Upon receiving official scores from the appropriate testing service a student will be placed into the appropriate level course or be granted academic credit.

English:

SAT ERW	ACT (English+Reading)	Advanced Placement (Language)	GED® (English Section)	Placement Into the Following Course	Credit Awarded
460 and below	32 and below		164 and below	ENGL 010 concurrent with ENGL 101	none
470-630	33-54			ENGL 101	none
640-680	55-61			ENGL 102	ENGL 101
690 and above	62 and above	4 or 5		Exempt	ENGL 101, 102

Math:

SAT Math	ACT (Math)	ALEKS PPL	GED ® (Math Section)	Placement Into the Following Course
480 and below	17 and below	0-45	164 and below	MATH 010
490-530	18-21	46-60		MATH 161
540-600	22-25	61-75		MATH 165,171
610 and above	26 and above	76-100		MATH 181

1) If remedial course work was taken at an accredited institution of higher education and the student passed the course, he may be placed in ENGL 101 or MATH 161.

2) Students not meeting minimum scores will automatically be placed in basic 0-level courses. Students without SAT or ACT test scores will automatically be put in 0-level courses.

3) Students automatically placed in a basic level course will have the option of coming to campus (or online when available) and take a competency/placement test to demonstrate academic ability and be placed in the appropriate 100-level course.

4) Curricular deficiencies must be satisfied within a student's first 24 hours of college-level coursework at MACU (excluding repeats, pass/fail and 0-level courses). Deficiencies not remediated during the specified time period will result in the student being academically suspended from MACU and have to remedy the deficiency before being allowed to return to MACU.

5) Students who do not have SAT or ACT scores to submit will automatically be placed in the basic English and basic Math courses, but such placement may be challenged by taking a competency/placement exam.

The Competency Test used by MACU for English is the Asset test.

- + Form B2 is used to challenge placement in a 0-level basic course. Form C2 is used at the conclusion of a 0-level basic course. The writing exam is 36 questions and students choose 1 of 3 essays to write. The exam has a 25-minute time limit.

The Placement Test used by MACU for Math is ALEKS PPL.

- + The ALEKS PPL is comprised of a 3-step process, all completed online. First, an initial unproctored placement test, which is followed by the student completing a Prep and Learning Module, an individualized, self-paced online review. Third, the student comes to campus for a final proctored test, which is the only that actually determines course placement.

### **Scoring**

- Writing – A raw score of 26 or more correct places the student in ENGL 101

**Basic studies repeat exemption policy.** Students making a C- in a Basic Studies course must retake the course the next appropriate semester (as determined by the Director of Learning Enhancement Services) as part of their graduation requirement.

If the VPAA decides that it is appropriate to consider exemption for a particular student from retaking a Basic Studies course, the student will be asked to submit in writing the reasons that it would be in his or her best interest to be excused from the requirement to repeat the course. After evaluating the student's written request and after conferring with the Basic Studies instructor, the VPAA may grant exemption providing the student meets conditions determined by the VPAA and Basic Studies instructor. The student and VPAA will sign an agreement that if the student does not meet the stated conditions, he or she will enroll in the designated basic course(s) the next appropriate semester.

**Registration.** After declaring a program of study and paying the Enrollment Fee accepted applicants are provided a course schedule and registration information. See the section of this catalog "Academic Information" for fuller details.

## **More Information**

Individuals interested in learning more about the educational opportunities at Mid-Atlantic Christian University are encouraged to write, call, or plan a campus visit. Direct all inquiries to:

**Office of Admissions  
Mid-Atlantic Christian University  
715 N. Poindexter Street  
Elizabeth City, NC 27909-4054  
(252) 334-2000, ext. 2076  
FAX (252) 562-6292  
Internet: <http://www.macuniversity.edu>  
Applicants Email: [admissions@macuniversity.edu](mailto:admissions@macuniversity.edu)**

# Veterans Resources

## Veterans Affairs

Mid-Atlantic Christian University (MACU) is extremely proud of its long standing relationship with the men and women in uniform that bravely serve this country, those who have served and their families. The mission of MACU's Veterans Affairs Office is to enhance the educational experience of veterans and eligible family members by providing access to educational benefits within a supportive environment. We are dedicated to provide the highest quality and comprehensive support to student veterans in an atmosphere that provides commitment, respect and academic excellence.

Mid-Atlantic Christian University is approved by the North Carolina State Approving Agency for the enrollment of persons eligible for education assistance benefits from the U.S. Department of Veteran Affairs. The University provides training opportunities for veterans, eligible National Guard/Reservists and eligible dependents (spouse and/or children) of 100 percent service-connected disabled or deceased veterans.

For additional information regarding these benefits, which are administered by the United States Department of Veterans Affairs, contact one of the following offices:

- Department of Veterans Affairs - 1.888.442.4551 or [www.gibill.va.gov](http://www.gibill.va.gov)
- District Office of the North Carolina Division of Veterans Affairs - 704.563.2037
- Mid-Atlantic Christian University's Registrar's Office - 252.334.2029
- In addition, VA inquiries may be made at 1.888.442.4551 or via email to [ask\\_a\\_question@va.gov](mailto:ask_a_question@va.gov) –Ask A Question.

## Eligibility

Veterans Affairs students are in the unique position of having to meet requirements as specified by both the Department of Veterans Affairs and the North Carolina State Approving Agency (NCSAA). Although MACU's VA Office does not work for the Department of Veterans Affairs it is our job to work closely with them to ensure your needs as a student are met. Our office strives to meet the DVA goal of "Putting Veterans First."

To receive VA educational benefits, students are required to do the following:

- Apply for VA educational benefits: all Veterans, National Guard/Selected Reserve and Survivors and Dependents of Disabled Veterans can apply online for benefits. You can access the application by going to [www.gibill.va.gov](http://www.gibill.va.gov). This takes you to the VONAPP website which is the official Department of Veterans Affairs online application. Print an extra copy of the completed VONAPP, with confirmation numbers, to keep for your records. You will receive a Certificate of Eligibility from the Department of Veteran Affairs once the application is processed.
- Request official copies of high school, military and all prior College Transcripts to be sent to Student Records along with your Certificate of Eligibility;
- **Important Notice: Your VA file will not be complete until your official high school, military (including Certificate of Eligibility) and college transcripts are in Student Records and evaluated;**
- Meet with an Academic Counselor to be admitted into a VA Approved Program of Study.

**Apply online** - <http://www.gibill.va.gov/apply-for-benefits/application/> The VONAPP (Veterans On Line Applications) website is an official U.S. Department of Veterans Affairs (VA) website which allows veterans and eligible family members to apply for certain benefits and submit change of schools forms through the Internet.

U.S. military veterans and some service members within six months of separation or retirement can apply for compensation, pension and vocational rehabilitation benefits on VONAPP.

U.S. military veterans, members of the Selected Reserve, National Guard and eligible dependents (see criteria for Chapter 35 eligibility at [www.gibill.va.gov](http://www.gibill.va.gov)) can apply for education benefits online.

VONAPP also has a link to VA Form 10-10EX, Application for Health Benefits.

### **How is using this site different from visiting a VA office?**

When you use this site to complete an application, it will be transmitted to the VA Regional Processing Office in Decatur, Georgia.

Processing will begin right away and you will receive a response from the Regional VA office letting you know the status of your application.

You will receive a Certificate of Eligibility once your application is processed. Please submit one copy of the certificate and other required documents to MACU's VA office.

### **VA Forms now available at [www.gibill.va.gov](http://www.gibill.va.gov)**

- VA Form 22-1995, Application for Change of Program or Place of Training – Veterans, National Guard/Reservists
- VA Form 22-5495, Application for Change of Program or Place of training for Survivors' and Dependents' Educational Assistance
- VA Form 22-0296, Direct Deposit Enrollment

### **Websites for further information:**

- GI Bill® Programs, Pay Rates, Applications, Forms: [www.gibill.va.gov/](http://www.gibill.va.gov/)
- Department of Veterans Affairs: [www.va.gov/](http://www.va.gov/)
- Veterans' Benefits Administration: [www.vba.va.gov/](http://www.vba.va.gov/)
- Disabled American Veterans: [www.dav.org/](http://www.dav.org/)
- American Legion: [www.legion.org/](http://www.legion.org/)
- DD 214 online request: [www.vetrecons.archives.gov/](http://www.vetrecons.archives.gov/)
- VA Vocational Rehabilitation: [www.vetsuccess.gov/](http://www.vetsuccess.gov/)
- Education Benefits online application: [www.vabenefits.vba.va.gov/vonapp](http://www.vabenefits.vba.va.gov/vonapp)
- Apply for financial aid: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- Returning service members: [www.oefoif.va.gov](http://www.oefoif.va.gov)

## **Veterans Educational Benefits**

### **Chapter 30, Montgomery GI Bill®, Active Duty**

Persons who first entered active duty after June 30, 1985, are generally eligible. Some Vietnam Era veterans and certain veterans separated under special programs are also eligible. The veteran needs to have received an honorable discharge and continuously served for three years, or two years if that is what you were first enlisted for, or two years if you have an obligation to serve four years in the Selected Reserve and entered the Selected Reserve within a year of leaving active duty. The MGIB program provides up to 36 months of education benefits. This benefit may be used for degree, diploma and certificate programs. Remedial, deficiency and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years following release from active duty.



## **Chapter 33, Post-9/11 GI Bill®**

The Post-9/11 GI Bill is an education benefit program for individuals who served at least 90 days of aggregate service after September 10, 2001. To be eligible for 100 percent of the benefit an individual should have served an aggregate of 36 months of active duty service or have been discharged for a service-connected disability after 30 days of continuous service. Post-9/11 GI Bill benefits are payable for training pursued on or after August 1, 2009. No payments can be made under this program for training pursued before that date. Once you elect to receive benefits under the Post-9/11 GI Bill, you will no longer be eligible to receive benefits under the program from which you elected the Post-9/11 GI Bill. Individuals should carefully consider their educational goals before applying and electing benefits under the Post-9/11 GI Bill. Benefits are payable for 15 years following release of active duty, if released prior to January 1, 2013. The time limitation does not apply if released from active duty on or after January 1, 2013.

- **Important Note** - The \$600 Buy Up is not payable under the Post-9/11 GI Bill.

## **Chapter 33, Transfer of Post-9/11 GI-Bill® Benefits to Dependents (TEB/TOE)**

For the first time in history, service members enrolled in the Post-9/11 GI Bill Program are able to transfer unused educational benefits to their spouses or children starting August 1, 2009. Department of Defense guidance, issued June 23, 2009, establishes the criteria for eligibility and transfer of those education benefits.

For details regarding eligibility for this transfer, go to [www.gibill.va.gov](http://www.gibill.va.gov). All applications will be submitted through the Transferability of Educational Benefits (TEB) website located at [www.dmdc.osd.mil/TEB/](http://www.dmdc.osd.mil/TEB/). An individual approved to transfer an entitlement to educational assistance under this section may transfer the individual's entitlement to:

- The individual's spouse
- One or more of the individuals children
- Any combination of spouse and child
- An eligible service member may transfer up to the total months of unused Post-9/11 GI Bill benefits, or the entire 36 months if the member hasn't used any months. A family member should be enrolled in the Defense Eligibility Enrollment Reporting Systems (DEERS) and be eligible for benefits, at the time of transfer to receive transferred educational benefits.

## **Chapter 1606, Educational Assistance for Members of the Selected Reserve.**

Chapter 1606 is for individuals in the Selected Reserve or National Guard. Members should have a six-year obligation to serve in the Selected Reserve signed after June 30, 1985. An officer will need to have agreed to serve six years in addition to original obligation. Eligible members need to complete initial active duty for training (IADT), obtain a high school diploma or equivalency before applying for benefits and remain in good standing while serving in an active Selected Reserve unit. The Department of Defense (DOD) is responsible for determining eligibility and issuing DD Form 2384-1 Notice of Basic Eligibility (NOBE). Tuition Assistance, awarded by the respective branch of service, may be available to members of the National Guard or Active Duty Personnel. Eligibility requirements are available at the member's unit command.

## **Chapter 1607 REAP, Education benefit for Activated Reservists**

Chapter 1607 is an education benefit that provides up to 36 months of education benefits to members of the Selected Reserves, Individual Ready Reserve and National Guard, who are called or ordered to active service in response to a war or national emergency, as declared by the President or Congress. Eligibility will be determined by the Department of Defense or Department of Homeland Security as appropriate. Generally, a member of a Reserve component who serves on active duty on or after September 11, 2001

under title 10, U.S. Code, for at least 90 consecutive days under a contingency operation, is eligible for REAP. National Guard members are eligible if their active service extends for 90 consecutive days or more and their service is authorized under section 502(f), title 32 U.S. Code, authorized by the President or Secretary of Defense for a national emergency and supported by federal funds.

## **Chapter 35, Dependents and Survivors Educational Assistance**

The Dependents Educational Assistance Program is an education benefit for eligible spouses and children of certain veterans. To be eligible, the student should be the spouse or child of a member of the Armed Forces who has died while on active duty or as the result of a disability that VA has determined is service-connected, or is 100 percent permanently and totally disabled for a service-related reason.

Dependents receive up to 45 months of full-time benefits and are generally eligible for the benefits between ages 18 and 26. Beginning August 1, 2018 those eligible for benefits will receive 36 months of full-time benefits.

For a spouse, benefits end 10 years from the date that the DVA declares eligibility or 20 years from the date of death of the veteran.

## **Chapter 31, Training and Rehabilitation for Veterans with Service-Connected Disabilities**

Veterans Affairs Vocational Rehabilitation is a program whose primary function is to help veterans with service connected disabilities become suitably employed, maintain employment and achieve independence in daily living.

The program offers a number of services to help each eligible disabled veteran reach his or her rehabilitation goal. These services include vocation and personal counseling, education and training, financial aid, job assistance, and if needed, medical and dental treatment. Services generally last up to 48 months and can be extended in certain instances.

To be eligible, the veteran should first be awarded a monthly VA disability compensation payment (in most cases) and must have received or will receive a discharge that is other than dishonorable. Eligibility is also based on meeting the following conditions:

- Have received an honorable or other than dishonorable discharge
- Have a VA service-connected disability rating of 10 percent or more
- Veteran needs Vocational Rehabilitation to overcome an employment handicap
- It has been less than 12 years since VA notified the veteran of the qualified SCD

Detailed information and the online application can be found at [www.vetsuccess.gov](http://www.vetsuccess.gov) or contact the VA Vocational Rehabilitation Office, 251 North Main Street, Winston-Salem, NC 27155. Telephone: 336.714.0817.

## **Enrollment Certification Process (22-1999)**

Your MACU VA file will need to be complete before you can be certified for VA Educational Benefits. Once your file is complete and you have registered and paid for courses (if required), your courses will be certified by the University Registrar via the online certification system. Please confirm that all courses are required for your Program of Study when you register as only required courses can be certified. Specific criteria- will need to be met to be eligible for certification in virtual courses (telecourse, online and blended.) Per Federal guidelines, remedial courses offered as virtual courses and/or online lab component are not eligible for VA certification.

## Evaluation of Transcripts

Students receiving veteran's educational benefits need to report all previous course work and request that official academic transcripts be sent from all previous schools to MACU's Registrar's Office regardless of whether you received credit for the courses. VA regulations require that all prior college credit be evaluated toward the student's current degree plan and re-evaluated if/when the student changes programs or place of training. A student receiving VA educational benefits may not receive benefits for any course for which he/she has already received credit even if the course was completed prior to the establishment of eligibility for benefits. Certification of enrollment cannot be completed until all transcripts are received and evaluated.

## Selection of Degree Program

In order to receive educational benefits, VA regulations require that the student have a "predetermined and identified educational, professional or vocational objective." Benefits cannot be authorized for courses which do not lead to the completion of this objective. Courses which do not apply to the selected program are considered unrelated courses and are not eligible for benefits. Therefore, any such courses will not be certified.

## Verification of Enrollment (Chapters 30, 1606 and 1607)

After the Registrar's Office has certified your semester hours to the VA Regional Processing Office, you will need to verify that your hours have not changed. You will do this the first of each month by calling 877.823.2378 (if there are no changes) or by using WAVE (Web Automated Verification of Enrollment) through [www.gibill.va.gov](http://www.gibill.va.gov). Students are responsible for notifying the VA Office immediately when changes are made to their enrollment and complete a VA Schedule Adjustment Form. The Registrar's Office is responsible for transmitting all Changes of Enrollments immediately to the VA Regional Processing Office to prevent over payments.

## Notification from the Department of Veterans Affairs

All VA Certifying Officials use a program called VAOnce to transmit Enrollment Certifications, reductions/increases or terminations to the VA Regional Processing Office. The Department of VA will transmit an electronic message directly to your MACU email account when any type of activity is transmitted by a VA Certifying Official to the VA Regional Processing office. It is important to always notify the Department of Veterans Affairs, MACU's VA Office and the Student Records Department of changes in your address, phone number or email address to prevent delays in communication.

## Satisfactory Academic Progress

Educational benefits to veterans and eligible persons will be discontinued once the student ceases to make satisfactory progress toward completion of his/her training. Veterans and eligible persons follow the same academic progress that applies to financial aid students attending the University.

Veterans and eligible dependents/ spouses are required to seek academic assistance by contacting their instructor, counselor, advisor, or the MACU Office of Learning Enhancement Services before academic difficulties place them on "Probation" or "Suspension."

- **Satisfactory:** A student who is receiving VA educational benefits will need to maintain a minimum grade point average (GPA) of 2.000 to be considered making satisfactory progress.
- **Probation:** Students who fail to achieve a cumulative GPA of 2.000 shall be placed on academic probation for the next semester. If the student achieves a semester GPA of 2.000 or better during the probationary term, but has not achieved the required cumulative GPA of 2.000, the student may be certified one additional semester.

- **Suspension:** If the student on academic probation fails to achieve a semester GPA of 2.0 at the end of the first probationary semester, the student shall be reported to the Veterans Affairs Regional Office as making unsatisfactory progress. These standards are in accordance with the Department of Veterans Affairs Code of Federal Regulations, Title 38, Part 21, Sub-part D, Section 21.4277. The student will no longer be eligible for certification until the cumulative GPA is brought up to a 2.000.

Any student who is reported to the VA Regional Office as making unsatisfactory progress will have his/her educational benefits discontinued by the Department of Veterans Affairs. Progress is unsatisfactory if the student does not satisfactorily progress according to the regularly prescribed standards and practices of the institution he/she is attending.

Unsatisfactory attendance in courses may result in administrative withdrawal. An administrative withdrawal will be reported to the VA Regional Office and educational benefits will be discontinued at that time.

If a veteran affairs student is requesting benefits and is currently on "Probation" or "Suspension," a letter of notification is sent to the student's MACU email. If the student is on Suspension, their eligibility is terminated until they meet the Standards of Academic Progress required to place them back into an eligible status to receive their VA educational benefits.

## Failures

If a veteran affairs student completes a course with a grade of "F," (an earned "F") they may still receive VA benefits if they completed the course. An exception would be if they did not complete the final exam and did not attend class according to the college policy (unearned "F"). If a student fails to attend class and/or take the final exam, the VA Regional Office is notified and the student is classified as having received an overpayment of funds. Any overpayments are the student's responsibility. VA students may receive benefits to retake a required course if they previously received a failing grade.

Note: Courses completed with a grade of "D" cannot be recertified if the University accepts the grade toward graduation.

## Changes of Enrollment Status, Program of Study or Graduation, Address/Phone Information

Veteran Affairs students are responsible for and required to notify MACU's Veterans Affairs Office immediately of any withdrawals, attendance issues, change of address, phone number or email address, pending or approved program changes, course substitutions and/or waivers and graduation. Veteran Affairs students are responsible to the US Department of Veterans Affairs for repaying overpayments.

## Change of Enrollment Status - Withdrawals/Non-Attendance

It is the student's responsibility to report all withdrawals or attendance issues to MACU's Registrar's Office immediately to prevent overpayments. Students are required to complete a VA Schedule Adjustment form and submit mitigating circumstances in writing for evaluation and approval within five business days. The last date of attendance must be verified by the instructor for all withdrawals. Students are allowed a one-time exclusion from being penalized for withdrawing for up to six credit hours by the VA Regional Processing Office. Students can be paid up to the last Instructor confirmed date of attendance for those six hours. This exclusion has to be approved and processed by the Department of Veterans Affairs. After that time, students have to provide the VA Office with mitigating circumstances or repay any benefits received. If the student attended classes throughout the semester and receives a "W" as a grade (non-punitive grade), this has to be reported to the VA Regional Office and is not part of the six-hour one time exclusion even if he/she

can document that they attended through the last day of class. Students are responsible for overpayments resulting from non-punitive grades. Failure to notify MACU's Registrar's Office of withdrawals and continued acceptance of educational funds may be considered fraud. Students are encouraged to register only for those classes they know they can complete.

## **Change of Program**

Changes in Program of Study must be submitted to the VA Regional Office by the Veterans Affairs Certifying Official. This is necessary because reevaluation of all prior credits earned need to be completed to ensure their full utilization. Students can only be certified for courses fully accepted for their Program of Study as reflected in the University Catalog. Students should meet with the VA Certifying Official before changing programs. All program changes are initiated through Academic Counseling Services. The student will complete a "Request for Change of Program," VA Form 1995 (Veterans) or VA Form 5495 (Dependent/Spouse). This form is accepted only after the Program Code has been officially updated by an Academic Counselor.

## **Graduation**

Students applying for Graduation must inform MACU's Registrar's Office once they have verified that they are in their last semester at the College. During the student's last semester, they can be certified for all credit hours if they are taking all courses needed to satisfy graduation requirements and need additional hours to be at full-time status. This benefit can only be used once at MACU. Previously passed courses or courses transferred in from other colleges cannot be certified.

## **Dual Degree**

Mid-Atlantic Christian University students need to meet certain criteria to be certified for Veterans' Affairs benefits while seeking two degrees. The University is approved for Veterans Affairs students to pursue dual degrees simultaneously. Students desiring a second degree should meet with the Veterans Affairs Certifying Official and Academic Counseling to complete a Dual Degree Approval Form and follow the guidelines listed in the University Catalog. Certificates do not qualify for the Dual Degree Program.

## **Address/Phone Number Changes**

To report a change of address/phone number, Veterans Affairs students should update their address/phone number through the MACU Registrar's Office in writing and contact the VA Regional Office at 1.888.442.4551.

The following cannot be certified for VA benefits:

- Courses that aren't required for completion of the student's degree, diploma, or certificate program
- Courses previously completed successfully
- Courses for which transfer credit has been granted
- Courses taken while not admitted to a diploma, certificate, or degree program
- Virtual courses (online and blended) that haven't met the specific criteria (see Virtual Course Guidelines)
- Remedial courses taken virtually and/or with online lab components
- Audited courses
- Courses for which credit by examination has been received
- Corporate and Continuing Education courses such as self-improvement or recreational courses
- Any course not approved by the State Approving Agency

**Note:** All policies are subject to change based on institutional and federal guidelines.

## Virtual Course Guidelines

The option of receiving Veterans Affairs educational benefits for virtual, (telecourse, online and blended) is offered to students who have met specific criteria. This includes but is not limited to:

- Student needs to have completed or transferred in 12 credit hours of graduation requirements.
- Student must have a cumulative GPA of 2.0 prior to enrolling in the virtual courses and at least a 2.0 GPA at the end of each term to continue eligibility.
- Remedial courses that are offered as virtual courses and/or with online lab components are not eligible for certification for Veterans Affairs educational benefits;
- Courses have to be required and count towards graduation either as core courses or as electives;
- Student should use their MACU-issued email address for all correspondence;
- Chapter 31 students need to have permission from their VA Case Manager before registering for virtual courses;
- Attendance guidelines are mandatory which include monthly emails to MACU's Veterans Affairs Office from the student to verify their participation in the class and communication with their instructor.

## Forms

Veterans Affairs applications, Change of Programs forms, general VA forms and Benefit Brochures are available at MACU's Registrar's Office or found at [www.va.gov/vaforms/](http://www.va.gov/vaforms/)

## Financial Aid and Scholarships

Veterans Affairs students are encouraged to apply for financial aid and scholarships. Visit the following websites:

- [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- <http://www.macuniversity.edu/admissions/financial-aid>



# Student Life

## Philosophy of Student Life

Mid-Atlantic Christian University models its student life philosophy after the life of Jesus Christ (Luke 2:52). Just as Christ grew *in wisdom, in stature, and in favor with God and men*, the Student Life staff strives to create a Christ-centered community through student focused programs that foster academic, social, and spiritual development. Achieving this mission requires a team effort of administrators, faculty, staff, and student leaders.

## Community Expectations

Every family or community has guidelines that members are expected to live by, guidelines that help maintain a safe and orderly environment. The Mid-Atlantic Christian University Student Handbook sets forth the principles and rules for our community. Some of the guidelines are based directly on biblical teaching; others, on Scriptural principles. Some are simply preferences for our university community. We acknowledge that it is difficult to judge motives that produce behavior; however, the University administration accepts the responsibility to establish standards of conduct to enhance the quality of student life and to insure that the University will not be embarrassed or compromised in its mission as a Christian institution of higher learning. The Student Handbook also contains policies on issues that impact student life, such as student records, crime prevention, discrimination, athletics, and safety. The Student Handbook is distributed each summer to students planning to enroll in the fall. A copy may also be obtained by contacting the Student Life Office.

Students at Mid-Atlantic Christian University are expected to behave in a manner consistent with a Christian testimony, giving full respect to the biblical principles as expressed in the Student Handbook. Any student who fails to do so forfeits his or her right to remain at the University.

Mid-Atlantic Christian University is dedicated to providing a campus environment free of the illegal and/or abusive use of alcohol and/or drugs. The illegal and/or abusive use of drugs and/or alcohol by members of the campus community jeopardizes the safety of the individual and undermines Christian values and the academic process. In keeping with this commitment, it is the policy of the University that the illegal and/or abusive use of drugs or alcohol is prohibited on University property or as part of University activities.

The Bible calls us to a sober mind and sound judgment. The University requires that members of the MACU community – faculty, staff, and students – refrain from the illegal use of drugs and the abuse of addictive substances controlled by law (e.g. alcohol). MACU students are a reflection of the institution, whether on or off campus, regardless of whether the school is in session or on breaks. Various campus departments or positions may require more conservative standards. The Student Code of Conduct should guide student behavior.

This policy is consistent with the policy statements regarding alcohol and drug enforcement, which were required by the Drug-Free Schools and Communities Act Amendments of 1989 and are reviewed on a biennial basis. Faculty, staff, and students must maintain the highest standards of Christian, personal, and professional conduct. Distribution, sale, administration, and possession of controlled and dangerous substances, related drug paraphernalia, and the use of alcohol on University property or any University-sponsored activity are strictly prohibited. Individuals not complying with this standard will be subject to institutional disciplinary actions.



Mid-Atlantic Christian University believes that the term “marriage” has only one meaning and that is a marriage sanctioned by God that joins one man and one woman in a single exclusive union, as delineated in Scripture. Expressions of sexuality outside of this standard violate the standards of the University and the Student Code of Conduct. See the “Student Handbook” for a more detailed description.

**Campus security.** Student safety is a primary concern at MACU. The administration is committed to protecting our students and has developed an Emergency Response Plan in the event of a crisis situation. Students at Mid-Atlantic Christian University reside in residence halls protected by fire alarm systems and locked entry doors. Students and parents desiring more information may request Campus Safety and Security information from the Student Life Office, or view the information online at <https://www.macuniversity.edu/student-life/safety-and-security/>.

**Social life.** Mid-Atlantic Christian University on-campus students have access to a well-rounded social life through functions sponsored by the University, student life committee, residence halls, and nearby churches. A coffeehouse near campus is a popular gathering place. A movie theater, a bowling alley, restaurants, and shopping are available in Elizabeth City. Numerous shopping malls, the beach, and other attractions are located in the South Hampton Roads area or the Outer Banks, an hour’s drive away. Adult learners are encouraged to stay involved with campus life through our chapel podcasting, online streaming of sporting events, the use of social media outlets such as Facebook, and messaging with the Student Life team and other students.

## Christian Development

**Spiritual life.** At Mid-Atlantic Christian University, students have the opportunity not only to train their minds but also to nurture their spiritual lives in order to become maturing servants of God.

Our campus and student life department act through a ministry philosophy that takes each student into account. MACU cultivates an environment where spiritual formation is integral to the campus ethos. Student life staff, resident assistants, and student mentors are available to assist with personal and spiritual needs. Students thrive in forming emotional and spiritual maturity and a life mission that brings confidence in their faith and future.

**Chapel.** Mid-Atlantic Christian University students, faculty, and staff gather twice a week for chapel services. The University believes that participation in chapel is vital to the educational experience at Mid-Atlantic Christian University. Student-led chapels allow students to develop and demonstrate some of the educational outcomes expected of the University’s graduates. At other times, a faculty member, missionary, alumnus, or guest speaks in chapel. See the Student Handbook for attendance requirements and policies.

In addition to our weekly chapel services, many other spiritual growth events are held each semester. In the fall, Missions Emphasis Week exposes students to cross-cultural ministries from various areas of the globe. In the spring, the MACU Rally (our homecoming event) helps students see God moving through guest speakers and alumni. MACU also offers Community Groups led by students, faculty, and staff.

**Dismissal.** Mid-Atlantic Christian University reserves the right to require the withdrawal of, or refuse re-admission to, any student at any time it deems necessary to safeguard its ideals of scholarship and Christian character and to secure compliance with its standards. Dishonesty in any phase of school work, failure to give truthful testimony to a University official, disregard for the safety and rights of others, and any behavior which reflects discredit upon Christ and the University are serious offenses that may lead to dismissal. A student receives a W for each course in the term.

**Honor Code.** If students knowingly or inadvertently violate any MACU rule or regulation published in the Student Handbook, they are on their honor to report themselves to a Resident Assistant, a Residence Hall Director, or the Vice President for Student Services. If violations by other students are known, students are expected to report those violations to a Residence Hall Director or the Vice President for Student Services. The University believes Christians are responsible for assisting fellow Christians in personal spiritual growth. Any honor code the University has is intended as a redemptive device. All violations of the honor code are viewed with the utmost seriousness.

**Christian Service.** Upon graduation, in-seat four-year degree seeking students must complete at least 60 hours of Christian service. Ideally, these hours will be completed over six semesters, 10 hours each semester. Two-year degree seeking students are required to complete a minimum of 30 hours of Christian service. These hours can be completed through a course that utilizes Christian service or through an approved and documented independent project.

Upon graduation, online learners and any students in the School of Professional Studies must complete 40 hours of Christian service. If completed in 2 years, a student will participate in 10 hours of Christian service a semester. These hours can be completed through a course that utilizes Service-learning or through an approved and documented independent project.

Students must seek approval from the Student Life Department to complete an independent project. These students will need to provide an explanation of the project and the need for the project within the community or church. Upon completion of the project, the student will provide documentation from a supervisor that they have completed their hours and a brief self-evaluation. Time logs and evaluation forms can be requested from the Student Life Office.

The following are a few possibilities for independent projects:

- Teaching a Sunday School Class
- Serving as a youth sponsor
- Volunteering at the local soup kitchen
- Tutoring at the local school
- Volunteering at a non-profit organization

**Student progress.** Mid-Atlantic Christian University believes that a Christian education should help the student develop in all areas of his or her life. In order to graduate from Mid-Atlantic Christian University, a student must not only meet academic requirements but also demonstrate Christian character and conduct. The Student Life Office desires to encourage healthy progress in Christian character, social behavior, and involvement in Christian service. Each semester, the Student Life staff collects data from faculty, staff, and resident assistants to assess each student's progress in the above areas. The Student Life Office then commends exemplary progress or seeks to encourage improvement where progress is needed (see the Student Handbook for more information).

## Student Activities

**Events.** The Student Life staff provides on campus activities each semester for students to fellowship and grow socially. In order to serve as much of the student body as possible, these events are organized into categories, including, but not limited to, service/ministry, outdoors/recreation/, and fine arts/gaming.

**Recreation.** Mid-Atlantic Christian University's riverfront campus is equipped with a gymnasium, student center, athletic fields, tennis courts, and picnic areas. Students can participate in recreational and intramural sports activities such as basketball, volleyball, softball, tennis, golf, boating, kayaking, and flag football. The Presley Hall lobby offers ping-pong, and weightlifting and exercise equipment is located in the HCT exercise room. A public par-three golf course is located less than a mile from campus. Students can also join the

YMCA or local health club and have use of a swimming pool, racquetball courts, sauna, and weight and exercise equipment. Surfers, swimmers, and fishermen can enjoy the beaches of Outer Banks, North Carolina, and Virginia Beach, Virginia, within an hour's drive of the campus.

**Athletics.** The University is a member of the USCAA. Team members must be in good academic standing as defined by USCAA. See the athletic handbook for more details.

**Commencement activities.** Each May, Mid-Atlantic Christian University students, faculty, and staff enjoy a series of events designed to celebrate the end of the academic year and honor those who are graduating. To express respect and support to those graduating, on-campus students and all off-campus students who live in or near Elizabeth City are encouraged to attend Commencement.

**Recruitment teams.** The Admissions Department fields University recruitment teams. Each team, typically composed of four or five students, represents the University at various churches, camps, and conventions. Contact the Admissions Office for more information.

## Student Services

**Automobiles and parking.** Students are permitted to have cars on campus. Resident students will find ample parking near the residence halls and around campus. Certain parking areas are reserved for visitors, staff, commuting students, and married-housing residents (see the Student Handbook for more information).

**Counseling.** Students having problems with studies, finances, Christian service, personal life, or any other issue are encouraged to seek counsel from Residence Hall Directors, campus minister, teachers, academic advisors, the counseling center, or the professionally trained University counselor. Each student is assigned to a faculty advisor to help the student adjust to University life and plan his or her academic career.

**Student Health.** The University does not provide medical, hospital, or surgical services, nor does the University assume responsibility for injuries incurred by students when participating in sports, class, or student activities. Professional medical services are available at the Sentara Albemarle Medical Center, less than two miles from campus. Walk-in, non-emergency medical centers, and numerous physicians' offices are located nearby. The University certifies and promotes a drug-free workplace. Smoking on campus and the use of alcohol and drugs are prohibited.

**Student housing.** Since learning how to live with others is an important part of the Christian life, single, full-time students under age 23 are required to reside in University provided housing unless they are living with parents or other approved relatives. A Residence Hall Director, who lives in the building, supervises the residence hall. A student Resident Assistant resides on each hall of the building.

Each residence hall room is equipped with twin beds, dressers, closets, bookshelves, desks, mirrors, individual heat and air conditioning controls, and a sink. A telephone can be provided, with voice mail for each resident; wireless internet access is also provided. Students in full agreement with the policies and spirit of Mid-Atlantic Christian University may be permitted to reside in the University residence halls while enrolled at the local community college or state university, with permission of the Vice President for Student Services.

Eighteen on-campus apartments (from one to three bedrooms) are available; those interested in renting these should contact the VPSS.

**Computer lab.** Students are strongly encouraged to have their own computer on campus. The university makes laptop computers available for purchase at special pricing. Students who purchase a computer from the university may elect to have that device connected to the university network, which provides printing access to any local printers across campus. Students may also use computers with Internet access in the library. Each student is given a personal e-mail account and access to the campus Wi-Fi network.

**Learning Center.** The Learning Center helps students develop the academic skills they need in order to succeed in college. Students may receive help in study techniques, time management, test-taking strategies, English composition, completing projects and assignments, and basic computer knowledge. Located in the Watson-Griffith Library, the Learning Center is supervised by a faculty member and is staffed by upperclassmen. Students are encouraged to use the Learning Center and are welcome by appointment or as walk-ins.

**Library.** With its beautiful riverfront views and modern architecture, Watson-Griffith Library provides a welcome place for research and study. The three-story facility houses the University's book collection, periodicals, computer resources, audiovisuals, and compact disc collections. Internet access and a computing center are provided in the library. The computerized card catalog is available on the campus computer network and the World Wide Web. See the Library Handbook for all the policies and procedures related to the library.

## Grievances

MACU has established three grievance procedures depending on the nature of the grievance. The procedures follow:

1. Standard Grievance Procedure – discrimination on the basis of age, sex, race, ethnicity, religion, national origin, disability, or other conditions or preferences; unfair treatment that is in violation of students' basic rights, as set forth in the university's Student Handbook.
2. Academic Grievance – academic matters where students have a grievance. Areas for appeal include, but are not limited to, classroom procedures, charges of unfair treatment by an instructor, charges of unfair grades given by an instructor, absence and tardiness practices, course requirements that differ substantially from those set forth in the syllabus, the right to participate in University sponsored activities, and policies and procedures outlined in the University catalog under "Academic Information" and "Programs of Study."
3. Sexual Harassment Grievance: student allegation of sexual harassment.

**Notes:** *If any of the above are committed against a student by another student instead of a university employee, the offended student should report the matter immediately to a university official, who will report it to the vice president for student services. The incident will be investigated and action taken if a violation of the Student Code of Conduct occurred. The offending student will then be dealt with according to the Student Code of Conduct. Under no circumstances will a student requesting due process be harassed, intimidated, discouraged, or denied access to the Grievance Procedures (Due Process).*

*"In writing" – the preposition phrase is defined as follows: a separate document (e.g., letter) either mailed to the university, delivered in person to the addressee, or attached to an email (attached either as a .doc, .docx, or .pdf). Letters must have a date on them and they must be signed. In the letter there must be the specific grievance, process used to date to attempt to resolve the grievance, and any evidence if appropriate.*

## Standard Grievance Procedure

The following procedure is to be used to resolve a grievance. Once this procedure of due process has begun, students who want to continue to pursue due process must follow the procedure and may not circumvent steps in the procedure and go prematurely to a higher authority.

**1. The Offending Person**—The student must first make contact with the offending person to resolve their differences within five school days. The exception to this requirement is sexual harassment complaints, which may be taken directly to the vice president for student services, as described below. If a student desires, they may ask the vice president for student services to designate a mediator.

**2. The Vice President for Student Services**— If the complaint is not resolved in the conference with the offending person, the student may then appeal in writing to the vice president for student services, who will schedule a conference with the student and the other involved parties. If the grievance is academic in nature, the student will be directed to follow the Procedure for Resolving an Academic Grievance as listed below.

**3. The Appeals Committee**—If the grievance is not resolved by the appropriate vice president, the student may request a hearing in writing before the Appeals Committee.

A. The student must present his/her case in writing to the vice president for student services who will appoint a chair of the Appeals Committee within five days after the meeting with the appropriate vice president.

B. The Appeals Committee is comprised of one faculty member, a student services staff member, the vice president for finance or his/her designee, an academic department chair, and any additional members appointed by the president of the university.

C. After receiving the student's letter of grievance, the Appeals Committee must grant a hearing at the earliest convenient opportunity, but no later than five working days after receiving the request.

D. The Appeals Committee will send to the student the procedures to be followed in the hearing. These may include, but are not limited to, who may attend the hearing, who may speak before the committee, and any documentation that is requested.

E. The Appeals Committee must render a decision and respond to the student in writing within five working days following the hearing.

**4. The President**—If the grievance is not resolved to the student's satisfaction by the Appeals Committee, the student may request a hearing in writing before the president of the university. The student must present his/her grievance in a signed and dated document to the office of the president within five working days of receiving the decision of the Appeals Committee. The president will outline for the student any guidelines to be followed in the hearing and will then grant a hearing at the earliest convenient time, but no later than five working days after receiving the request.

## Academic Grievance Procedure

An Academic Grievance must be initiated within **one semester** of the completion of the course in question. If the grievance is regarding an academic matter, the following steps must be followed:

**1. The Instructor**—The student must go first to the instructor with whom he/she has the grievance. A conference with the instructor will be held to resolve the grievance informally.

**2. The Department Chair**—If the informal conference with the instructor does not resolve the grievance, the student may appeal in writing within five working days of the informal conference to the department chair/director/coordinator.

**3. Vice President for Academic Affairs**—If the grievance is not resolved in the meeting with the department chair, the student may appeal in writing within five working days to the vice president for academic affairs. If the grievance is not resolved by the vice president for academic affairs, the student has access to the Standard Grievance Procedure beginning with the Appeals Committee, which must be initiated in writing within five working days.

**4. Interim Decision Concerning Student Status**—Before the student goes before the Appeals Committee, the vice president for academic affairs, with the assistance of the department chair of that student's educational program, will determine the feasibility of keeping the student in class while the appeals process continues. Should the circumstances warrant, the vice president for academic affairs may decide that the student should be removed from class and/or the campus until the appeals process has ended.

### **Sexual Harassment Grievance Procedure**

If the student grievance pertains to an allegation of sexual harassment by either another student or an employee, the student may go directly to the vice president for student life rather than to the offending person. Any person who receives knowledge of a student allegedly being sexually harassed must report it to the vice president for student services. If the matter is not satisfactorily resolved, the student has access to the Standard Grievance Procedure, beginning with the Appeals Committee. (The employee sexual harassment grievance procedures are in Employment Matters, Harassment and Discrimination.)

### **State Level Review**

If a complaint cannot be resolved through MACU's complaint process, students may file a complaint with the North Carolina Post-Secondary Education Complaints unit.

The Licensure Division of the University of North Carolina General Administration serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy (PDF), print out and complete the Student Complaint Form (PDF) and submit the complaint to:

North Carolina Post-Secondary Education Complaints  
c/o Student Complaints University of North Carolina General Administration  
910 Raleigh Road  
Chapel Hill, NC 27515-2688

For more information, call (919) 962-4550 or send an email to: [studentcomplaint@northcarolina.edu](mailto:studentcomplaint@northcarolina.edu).

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page at: <http://www.ncdoj.gov/complaint>. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058.

If you choose to mail a complaint, please use the following address:

Consumer Protection Division  
Attorney General's Office  
Mail Service Center 9001  
Raleigh, NC 27699-9001



## Academic Information

Mid-Atlantic Christian University exists to impact the world by transforming ordinary people into extraordinary Christian leaders. The University's academic program is the primary means used to accomplish this mission. This is in keeping with the biblical principle that followers of Christ are to grow in knowledge (2 Peter 1:5-6) and prepare their minds for action (1 Peter 1:13).

### Academic Advising and Registration

**Student responsibility.** Although the academic advisor will provide counsel, each student is responsible for the proper completion of his or her academic program. Each student is therefore responsible for knowing the academic policies of the University, for maintaining good academic standing, and for meeting all graduation requirements. MACU reserves the right to amend, delete, or modify any requirements with notice. It is the student's responsibility to be current with degree requirements. Students are encouraged to register for courses each semester according to the suggested course sequence for their chosen program of study. The following list outlines student responsibilities in the advising process.

1. Read the University catalog and the Student Handbook and comply with all policies, procedures, and requirements.
2. Obtain a class schedule each semester and review possible course options prior to appointments with an advisor.
3. Contact the advisor in a timely fashion for pre-registration advising or other necessary appointments.
4. Know and follow all University requirements for obtaining a degree. Some of these are placement testing, general studies, major/minor, departmental, Bible, and Christian Service.
5. Obtain, complete (including obtaining required signatures), and submit all forms needed for registration, course changes, graduation, and related matters, according to the deadlines set by the Registrar's Office.
6. Contact the advisor immediately with concerns about academic progress in particular courses or progress toward degree.
7. Be actively responsible for their University experience.

**Early registration.** Each semester, during a designated period (see the Academic Calendar for early registration dates), continuing students are expected to register for the following semester. Each student must meet with his or her academic advisor before registering. The advisor will counsel the student and provide an access code to enable the student to register for courses online.

Registration is not complete until final registration when all fees have been paid and all registration materials are properly completed and submitted to the Registrar's Office. Continuing students who fail to complete early registration at the assigned time may register by final registration day specified on the Academic Calendar for the additional late registration fee. Any change in registration must be completed with the Registrar's Office by the end of drop/add.

New students, after being notified of acceptance to MACU, will officially declare a program of study. After the declaration has been made the student will be assigned to an advisor to work with them during the course of his or her academic career at MACU. Prior to registering for courses the new student should complete any competency and placement testing. The test results will be forwarded to the advisor and the advisor will initiate contact with the new student to set a course schedule for the first semester.



**Final registration.** At the beginning of each semester students either confirm the course schedule that they submitted earlier or they register for the courses they wish to take. At this time, students will also complete transactions with the Finance and Student Life offices (see Finances).

The University reserves the right to cancel any registration in specific courses for which the student is ineligible. The registration of a student who is ineligible to attend the University is subject to immediate cancellation. The University also reserves the right to cancel the registration of a student whose attendance at the University, in the opinion of the appropriate administrative officials, would not be mutually beneficial to that person and to the University.

**Audit.** Those wishing to take a course for personal enrichment but not for credit may enroll as audit students. Audit students attend classes but are not required to complete assignments or take tests. An auditor will receive transcript recognition (AU). The audit hours do not count toward full-time status and are not added in the total credit hours completed for graduation.

Students may not change a course from audit to credit after the first two weeks of the semester. Students may not change a course from credit to audit after the first two weeks of the semester. Online courses may not be audited.

**Changing program of study.** After a student has declared a program of study, he or she may change to another program by completing the Change of Program of Study Request Form. This form can be obtained from the Academic Affairs office. Students are granted one Change of Program of Study Request Form at no cost; subsequent changes will result in a fee (see current Schedule of Tuition and Fees).

Students making such a change will be responsible for meeting the degree and other requirements shown in the catalog in effect at the time of the change. This may result in a change of anticipated graduation.

**Second degrees.** A person who has earned the Bachelor of Science degree from Mid-Atlantic Christian University may convert the degree to the Bachelor of Arts degree by successfully completing an additional 12 hours of a biblical or modern language. Persons who do this will surrender their Bachelor of Science degree and be awarded the Bachelor of Arts.

A person who has earned a four-year baccalaureate degree from MACU and then works toward completing requirements for a second degree or second professional program must earn at least thirty-two additional hours above the initial degree requirements.

As a rule, the University will not grant a second associate degree to a student because of the similarities in requirements for these degrees. A student may complete a second area of professional studies but will receive only one associate degree and will participate in one Commencement service. Each professional area will be listed on the student's transcript. The University will not grant an associate degree to a student who already has a baccalaureate degree in the same field of study.

## Schedule Change and Withdrawal

**Schedule change and Course Withdrawal.** A student may change his schedule during the first two weeks of the regular semester (first day of class for a week intensive, or first week of an eight week session) by submitting a Student Transaction Form to the Registrar. The form must be signed by the student's academic advisor or approved by email from the advisor to the Registrar, and course instructor in order to add or drop a course even if the student never attended a meeting of the course. Tuition for courses dropped within the first two weeks (or first day for intensive courses, or first week of an eight week session) is refundable; fees are not refundable.

No course may be added after the second week of the semester, or its equivalent for other time frames.

To withdraw from a course after the second week of the regular semester (or after the first day for an intensive course, or first week of an eight week session), a student may submit a Withdraw Form to the Registrar. The form must be signed by the student's academic advisor or approved by email from the advisor to the Registrar, and course instructor. A grade of W will be entered on the student's academic record. There is a \$20.00 change fee assessed per transaction form submitted. There is no tuition refund for course withdrawal.

**Students may not withdraw from any course after the tenth week of the semester (or after the third day for an intensive course, or fifth week of an eight-week session), except for medical reasons, serious family emergency, or other extenuating circumstances as determined by the vice president for academic affairs.**

Students should seek guidance from the financial aid office prior to withdrawing from any courses. Withdrawing may affect eligibility for federal student aid in subsequent semesters. (Withdrawal from courses impacts course completion ratios per semester – the required 75% course completion rate each semester to maintain federal aid eligibility).

If a student continues in school but stops attending a course without completing the formal withdrawal process listed above at the time of withdrawal or receiving permission from the VPAA, he or she will receive a grade of F. There is no tuition refund.

A student who withdraws from all courses is considered withdrawn from the University and must follow procedures for "Withdrawal from the University."

**Withdrawal from the University.** To officially withdraw from the University, a student must complete the following:

- (1) Registrar's University Withdrawal Form,
- (2) Exit interview and Room Vacating Form (for resident students) with the vice president for student life,
- (3) Exit interview with the Financial Aid administrator (for students having received federal funds), and
- (4) Exit interview with the Finance Office. (See additional information in the Finances section.)

Students who fail to formally withdraw from the University by completing the above process are not eligible for refunds of tuition, deposits, or room and board. The student's transcript will also reflect a grade of F for each course, rather than a grade of W.

The last day to withdraw from the university is the Friday prior to the beginning of final exams.

**Course and program cancellation.** If fewer than five students register for an elective course, the course may be canceled. If fewer than four students register for a required course and none are in the final year of their program, the course may be canceled. Mid-Atlantic Christian University reserves the right to make changes in the roster of courses offered each semester, programs of study, and disclaims liability for errors in this catalog and related materials.

**Military leave policy.** The University will make exceptions to the stated refund and course completion policies for students who are called to active military duty during a semester. Students should contact the Registrar's Office immediately upon receiving notice to report for military duty.

## Academic Standing and Progress

**Semester hours.** A semester hour of credit represents one hour of classroom instruction per week for one semester. Courses that include student practice during classroom hours will meet more than one hour per week for each semester hour of credit; courses that include field experience hours may meet less than one hour per week for each semester hour of credit. Courses of private instruction meet one half hour per week and carry a private instruction fee.

**Academic load.** A student is classified as full-time if he or she is enrolled for 12 or more semester hours for credit. A student is classified as half-time if enrolled in 6 to 8 hours for credit, three-quarter time if enrolled in 9 to 11 hours. A student in good academic standing may enroll for up to 18 semester hours. A student in good academic standing may enroll for more than 18 hours only with permission from his or her academic advisor, the Registrar, and/or the VPAA.

Students admitted provisionally and those on probation may not enroll for more than 14 and 15 hours, respectively (see the information under those headings elsewhere in this section).

**Classification.** Students are grouped in classes at the beginning of each semester and maintain this classification throughout the semester as shown below.

Freshman	0 to 27 semester hours completed
Sophomore	28 to 59 semester hours completed
Junior	60 to 89 semester hours completed
Senior	90 or more semester hours completed

**Institutional credit hours.** Institutional credit hours are counted for such purposes as determining eligibility for housing and financial aid, but not as credit toward graduation. They are not counted in the student's grade point average.

**Academic Standing.** Academic standing will be evaluated at the end of each semester for on-ground students. Academic standing will be evaluated at the end of each session for online students.

**Good standing.** Students whose cumulative grade point average (GPA) is 2.00 or above are in good standing academically. No degree or certificate will be awarded to a student whose cumulative GPA is below 2.00.

**Academic Warning.** Students who have attempted 27 or fewer credit hours whose cumulative GPA is between 1.75 and 2.00 for on-ground students are placed on Academic Warning. Students on Academic Warning may not enroll for more than 15 hours and are required to enroll in the Study Skills Seminar.

**Academic Probation.** Students with 1-27 attempted hours must have a cumulative GPA between 1.00 and 1.75 or they will be placed on academic probation. Students with 28 or more attempted hours must reach and maintain a 2.0 cumulative grade point average. Failure to do so will result in academic probation. When a student who is on probation achieves a semester GPA of 2.0, he or she may register for another semester of course work. A student will remain on Academic Probation until his or her cumulative GPA is 2.0 or better.

Notice of Academic Probation will be indicated on the student's transcript. Students on Academic Probation may not:

- Enroll for more than 15 hours
- Serve on a University recruitment team (may be waived by VPAA on a case-by-case basis)

*Transferring students* who were on academic probation or suspension at the previous college last attended, or who had a cumulative GPA below 2.00, will be admitted on Academic Probation. Those students whose last prior attendance was more than five years ago will be considered by the Application Review Committee on a case-by-case basis.

- Students on Academic Probation will automatically be placed on Financial Aid Warning.
- To determine satisfactory progress, all hours will be used those transferred and those taken at Mid-Atlantic Christian University.

For more information on transfer students, see the Admissions and the Finances sections of the catalog.

**Academic Suspension.** Students with 1-27 attempted hours who fail to achieve a cumulative GPA of 1.00 are placed on Academic Suspension, regardless of prior academic standing. Students on Academic Probation who fail to achieve a semester GPA of 2.0 are placed on Academic Suspension. Notice of Academic Suspension will be indicated on the student's transcript. Students who are academically suspended must take courses at another accredited institution (6 credit hours minimum) and earn a 2.0 GPA before they can apply for readmission. Students on Academic Suspension may apply for readmission after one semester. Students who are placed on Academic Suspension for a second time may be considered for readmission only after three years from the date of the second suspension.

### **Academic Standing and Finances.**

- Federal Financial Aid eligibility is contingent upon satisfactory academic progress (see the section on Finances in this catalog).
- Certain scholarships awarded by the University or the Mid-Atlantic Christian University Foundation have academic stipulations (contact the Financial Aid Office for details).
- Department of Veterans Affairs (DVA) benefits are contingent upon satisfactory academic progress toward completion of the program of study and upon maintaining good academic standing.
  - The University will not retain any person receiving DVA benefits if:
    - After being placed on academic probation, the student does not earn a 2.0 in the subsequent semester.
    - After being admitted provisionally, the student does not have a GPA of 2.00 for the first semester.
  - Either of the above circumstances results in interruption of DVA benefits for unsatisfactory progress. At the end of each semester, the University Registrar decertifies any suspended student who is receiving benefits. A student may be recertified for DVA benefits if he or she regains good standing after one semester.
  - The total hours transferred into a student's program of study at the University are used to measure satisfactory progress for degree completion and to determine good academic standing.

**Dismissal.** The Student Handbook describes several situations that might lead to the discipline or dismissal of a student for a variety of reasons. While such situations are typically addressed by the vice president for student life and/or the Disciplinary Committee, situations involving primarily an academic concern may be addressed instead by the vice president for academic affairs and/or others he may delegate.

Situations of a primarily academic nature that might lead to discipline or dismissal include, but are not limited to, plagiarism, violating attendance policies, violating academic probation, disrupting classroom decorum, etc. Discipline may be invoked by a faculty member or by the vice president for academic affairs and may involve any of the following: apology and change of behavior, redoing of an assignment, compensatory work, reduced grade, failure of assignment or course, dismissal from class, or other appropriate action. The VPAA may also dismiss a student from the University for academic reasons. A student may appeal a faculty disciplinary action to the VPAA or appeal directly to the President a disciplinary or dismissal action by the VPAA.

**Academic Consequences for Students who are Dismissed/Suspended.** When a student has been suspended in the middle of a term for disciplinary reasons:

- 1) The student will be withdrawn from any courses currently in process and receive a grade of W for the course.
- 2) For courses completed prior to the suspension the course grade earned will be recorded.
- 3) A notation will be made on the student's official transcript that he/she was subjected to disciplinary action.

## Grades and Examinations

Grades are only symbolic of that which lies behind them—knowledge gained and retained in a usable form. They are tools for measuring whether the amount of knowledge is adequate for successful completion of a course and for achievement of a University degree. Grades at Mid-Atlantic Christian University are recorded using the following scale.

Letter Grade	Description	Attempted Hours (Impacts GPA)	Earned Hours	Quality Points
A+		X	X	4.00
A	Excellent	X	X	4.00
A-		X	X	3.67
B+		X	X	3.33
B	Good	X	X	3.00
B-		X	X	2.67
C+		X	X	2.33
C	Satisfactory	X	X	2.00
C-		X	X	1.67
D+		X	X	1.33
D	Inferior but passing	X	X	1.00
D-		X	X	0.67
F	Failing	X	-	0.00
AU	Audit, no credit			
I	Incomplete			
IP	In Progress			
P	Pass		X	
R	Course Repeated			
W	Withdrawal			

**Recording of grades.** The University maintains records of progress on all students. Mid-semester grades are reported to students on the basis of work completed by Friday of mid-semester week. Mid-semester grades are indications of progress; they are not recorded on the student's official transcript. Semester grade reports are issued to students at the end of each semester. Final grade reports are also sent to the parents or guardians of unmarried students under the age of 23; each academic year students complete a grade-release form. Final grades are recorded on permanent transcripts and are furnished to students on request.

Disputes about final grades must be resolved by the end of the following semester after the grade was assigned. Grades that are not contested before that time are final. Disputes concerning a course grade are resolved through conferences between the student and the faculty member who assigned the grade. If still dissatisfied, students may appeal in writing to the chairperson of the department, who will conduct an investigation. If the instructor of the course also is the department chairperson, the vice president for academic affairs will handle grade appeals.

If a grade has been issued in error due to miscalculation or an error in recording, the faculty member should request from the Registrar approval for the grade change. Responsibility for assignment of the final grade lies with the professor; responsibility for approval of the grade change (after the deadline for grade submission) lies with the VPAA.

**Grade forgiveness.** If a student receives a grade of C- or below in a course at Mid-Atlantic Christian University, he or she may repeat the course for credit. The highest grade earned will be used in any grade point computation. Both grades earned in the course will appear on the transcript, with an indication that the course has been repeated ("R"). There is no limit to the number of times a student may repeat a course. Veterans should consult with the Registrar or their D.V.A. representative regarding the latest regulation relative to repeating a course.

**Computing a GPA.** A student's grade point average (GPA) for a semester may be computed by:

1. Multiplying the semester hours for each course by the grade point equivalent for the letter grade earned in that course to determine the grade points and
2. Dividing the grade points for the semester by the hours attempted.

For example:

Life and Teachings of Jesus	3 semester hours x B+	3.33	= 9.99
English Composition I	3 semester hours x C	2.00	= 6.00
Parenting Models	+ 2 semester hours x A-	3.67	= 7.34
8 semester hours			23.33

23.33 grade points / 8 semester hours = **2.92 Semester GPA**

A student's cumulative GPA may be computed by dividing the total grade points for all semesters by the total semester hours attempted.

**Deadline for submission of work.** No work may be made up or turned in for any course after the Friday preceding final examinations. Exceptions may be granted for a major illness or emergency during the week preceding examinations. See the Registrar's office or the instructor of the course for an Incomplete Form. In that event, the teacher submits a grade of "I" and an alternate grade based on the work completed. This alternate grade will be recorded if the work is not made up within two weeks after examination week.

**Basic Studies.** Some students are required to take Basic Studies courses to improve their academic skills in certain areas (see the Admissions section of this catalog). Basic Studies courses carry credit and affect the student's grade point average (GPA) but the courses do not fulfill degree requirements toward graduation. Students making a C- in a Basic Studies course must retake the course the next appropriate semester (as determined by the Director of Learning Enhancement Services) as part of their graduation requirement.

A student may retake any or all of the competency tests one time. See Admissions section for more information.



**Academic Honesty.** Mid-Atlantic Christian University aims to help students think biblically in all areas of life. Thinking biblically requires an individual's genuine engagement with information and ideas in the light of Scripture. Truthfulness, honesty, and integrity are therefore essential in education as they are the foundation of mutual trust and respect. For these reasons, Mid-Atlantic Christian University expects the highest standards of integrity and honesty in academic work. This policy explains those expectations so that students will know what is acceptable and what is not in their academic assignments.

### Definitions

Dishonesty: This lack of integrity includes lying, cheating, fabricating information, or deceiving. Examples include such things as, but not limited to, copying from the examination paper of another person or letting one's own examination paper be copied, using unauthorized aids to complete assignments or tests (e.g., use of Artificial Intelligence (AI) aids, chatbots, or other equivalent forms of AI to create content for coursework; or use of paraphrasing software to modify or alter materials the student did not create), submitting the same paper in different courses without the instructor's prior approval, or showing an examination to a student who has not yet taken it.

Plagiarism: This type of dishonesty is intentionally or unintentionally representing the words or ideas of another person as one's own in any academic exercise. Examples include submitting an assignment as one's own work when it was written by someone else, failing to state the sources of ideas, or failing to provide citations for quotes.

Self-Plagiarism: Self-plagiarism refers to the practice of presenting one's own previously submitted work as though it were new. Examples include submitting the same written product for different courses, or slightly modifying a prior work for submission to a different course.

Levels of Plagiarism: Since plagiarism covers both intentional and unintentional dishonesty, an instructor may distinguish between minor and major plagiarism before prescribing a penalty, as follows:

Minor Plagiarism: This is the use of a small amount of another person's words or ideas without citation, revising another person's material only slightly to appear as one's own ideas, or using quotations without citing the source.

Major Plagiarism: This is the use of larger amounts of another person's words or ideas without citation or revising this larger amount of another person's material only slightly from the original.

Complete Plagiarism: This is the use of the overwhelming majority of another's person's words or ideas without citation or revising. Examples include submitting a paper or other work obtained from a Website or other source; submitting another person's work for an assignment.

### Penalties

The penalty for minor plagiarism or any other academic dishonesty deemed minor by the instructor may be determined by the instructor. The instructor may decide to counsel the student and issue a verbal warning about the meaning and consequences of plagiarism. In addition, the faculty member may, at his/her discretion, do one or more of the following:

- Give the student a written warning using the Academic Dishonesty Notice;
- Lower the grade for that assignment;
- Require the student to rewrite and resubmit the assignment.



The penalty for major plagiarism or any other academic dishonesty deemed major by the instructor is to report the offense to the vice president for academic affairs by using the Academic Dishonesty Notice form and to produce the evidence for the offense.

- For the first offense the instructor will normally issue a grade of zero for the assignment and no opportunity to resubmit the assignment.
- For the second offense (in the same or more courses) the instructor will normally give a failing grade in the course.
- For the third offense the VPAA will normally dismiss the student from the university.
- When the major plagiarism or cheating violation is a complete instance of violation the penalty will likely go straight to steps 2 and 3.
- The offense will be placed on the student's permanent record only if he or she is dismissed from the university.

### **Appeals**

The student may appeal the penalty for major plagiarism by submitting within seven days a written request to appear before the Academic Dishonesty Committee made up of faculty members and the VPAA. The student may make his or her case for reduction or elimination of the penalty to this committee. The committee will notify the student of its decision in writing and that decision will be final.

## **Graduation Requirements**

A student who meets the following criteria is qualified for graduation:

### **Student Life**

1. The Office of Student Services must certify that the student's character and conduct have been maintained at a high level.

### **Academic**

2. The student must satisfactorily complete the prescribed studies in his or her chosen curricular program.
3. The student must have a cumulative GPA of at least 2.00.
4. The student must document a grade of at least a "C" in all correspondence or distance courses six weeks prior to graduation and pay the correspondence fee by the published deadline. The fee is non-refundable and non-transferrable.
5. The student must document an adequate final score for any CLEP test six weeks prior to graduation.
6. The student must take at least 25% of the degree or certificate coursework at Mid-Atlantic Christian University.
7. The student must file an "Intent to Graduate" for degree or certificate and pay the required graduation fee by the published deadline.
8. The on-campus student graduating in May is expected to participate in the Commencement Service.
9. The student must complete the Christian Service requirements specified by the Student Services Office.
10. Students with a Biblical Studies major must complete, during the semester of his or her graduation, a Bible content test. (The test is administered twice in an academic year: first week of school in August; last week of school in May. Students should arrange to test during one of these weeks.)
11. All baccalaureate students in the School of Undergraduate Studies must complete, during their senior year, the ETS Proficiency Profile (ETSP) published by the Educational Testing Service (ETS). (The test is administered twice in an academic year: first week of school in August; last week of school in May. Students should arrange to test during one of these weeks.)

## Financial

12. The student must meet all financial obligations with the Finance Office and library.
13. If he or she has received federal financial aid, the student must complete an exit interview with the Financial Aid Office.

Failure to graduate due to incomplete degree requirements or for missing a deadline for completing degree requirements will not entitle the student to a refund of fees.

Prospective graduates who are not enrolled at MACU during their final semester but have outstanding coursework must receive approval from the vice president for academic affairs to take courses at another institution to complete their degree requirements and provide in writing their plan for completing the outstanding coursework.



**Graduating in absentia.** All on-campus students graduating in May are expected to participate in the Commencement service unless a prior request to graduate *in absentia* has been approved. Students desiring to graduate *in absentia* must apply in writing to the Registrar no later than January 31. Requests submitted after January 31 will be charged a \$25 late fee (if granted). Students who fail to attend the commencement service without permission will be charged the \$25 late *in absentia* fee and have their diploma withheld until paid.

## Academic Honors

**Dean's List.** All full-time students (12 or more credit hours) whose semester GPA is 3.50 or above are included on the Dean's List, issued each semester.

**Marshals.** The two eligible juniors with the highest and second-highest cumulative GPA at midterm in the spring will be the head and second marshals for the Commencement service. A student must have completed at least 60 hours at Mid-Atlantic Christian University and have a reasonable hope of graduating the following year to be eligible.

**Graduation honors.** Academic honors for baccalaureate and associate graduates are based on a student's cumulative GPA as shown below. Averages will include all MACU work that is counted toward graduation. Students who only complete a certificate program will not be eligible for graduation honors.

Degree	Honor	Grade Point Average
Baccalaureate	<i>Cum Laude</i>	3.500 – 3.699
Baccalaureate	<i>Magna Cum Laude</i>	3.700 – 3.899
Baccalaureate	<i>Summa Cum Laude</i>	3.900 – 4.000
Associate	<i>Honors</i>	3.500 – 4.000

**Class honors: valedictorian and salutatorian.** The valedictorian and salutatorian of the graduating class will be the baccalaureate graduates (B.A. or B.S. only) with the highest and second-highest cumulative GPA at the end of their final semester, regardless of when they began their program or what class they have identified with socially. Averages include all MACU work counted for graduation and at least 60 hours must be taken at Mid-Atlantic Christian University. These candidates will be notified of the honor immediately after midterm during the spring, although final confirmation cannot be given until

semester grades are assigned. Students who already have a baccalaureate degree or complete only a certificate program will not be eligible for these honors.

## Class Attendance

**Attendance.** Students are encouraged to attend every class session of the courses in which they are enrolled unless hindered by sickness, a family emergency, a school-sponsored activity, or some other extenuating circumstance. In such cases, it is the responsibility of the student to notify the instructor as soon as possible of the reason for the absence. If the absence is due to a school sponsored activity, the student must consult with the instructor before the absence to determine what arrangements for make-up need to be made.

It is the responsibility of each instructor to make clear in the course syllabus, which is distributed at the beginning of the semester, the exact attendance requirements for that course and any subsequent penalties that may be imposed for exceeding allowable absences. Faculty may choose to consider tardiness, arriving late or leaving early, as a factor in attendance as well. The final decision as to what, if any, action will be taken is up to the instructor. Students or instructors who encounter difficulties implementing an instructor's attendance policy may make appeal to the vice president for academic affairs for resolution.

**Late Enrollees.** The University recognizes that in rare circumstances a student may be hindered from starting a course or an academic term at the scheduled start date. The following guidelines are to be followed for students who start a course or an academic term late.

- 1) No student may be added to a course after the equivalent of 2 weeks beyond the official start date of the course. This date will be published in the Academic Calendar (Last Day for Drop/Add). In the case of on-line courses, students must be registered by the Wednesday prior to the start of a session with no late enrollment allowed.
- 2) If the instructor has an attendance policy, the absences incurred between the official start date of the course and the enrollment of the student will not be counted against the student.
- 3) Any assignments missed by the late-enrolling student must be completed no later than the equivalent of 4 weeks beyond the official start date of the course.

**Tests.** Except for extenuating circumstances, a student who attends class may not be excused from a test even if he or she was absent the previous meeting.

A student who is absent one class day and misses a test may have until class time the next day the class meets to complete a makeup test. A student who is absent two class days may have until the second time the class meets. A student who is absent three to five days may have one week from the day he or she returns to class. For absences of over a week, the student may have a period as long as the absence itself. The student is responsible for contacting the instructor to arrange a makeup test.

**Teacher tardiness.** If an instructor is late for a class session, students need wait only 15 minutes for him or her to arrive.

## Other Policies

**Academic grievances.** MACU has established three grievance procedures depending on the nature of the grievance. The procedures follow:

1. Standard Grievance Procedure – discrimination on the basis of age, sex, race, ethnicity, religion, national origin, disability, or other conditions or preferences; unfair treatment that is in violation of students' basic rights, as set forth in the university's Student Handbook.

2. Academic Grievance – academic matters where students have a grievance. Areas for appeal include, but are not limited to, classroom procedures, charges of unfair treatment by an instructor, charges of unfair grades given by an instructor, absence and tardiness practices, course requirements that differ substantially from those set forth in the syllabus, the right to participate in University sponsored activities, and policies and procedures outlined in the University catalog under “Academic Information” and “Programs of Study.”
3. Sexual Harassment Grievance: student allegation of sexual harassment.

**Notes:** *If any of the above are committed against a student by another student instead of a university employee, the offended student should report the matter immediately to a university official, who will report it to the vice president for student life. The incident will be investigated and action taken if a violation of the Student Code of Conduct occurred. The offending student will then be dealt with according to the Student Code of Conduct. Under no circumstances will a student requesting due process be harassed, intimidated, discouraged, or denied access to the Grievance Procedures (Due Process).*

*“In writing” – the prepositional phrase is defined as follows: a separate document (e.g., letter) either mailed to the university, delivered in person to the addressee, or attached to an email (attached either as a .doc, .docx, or .pdf). Letters must have a date on them and they must be signed. In the letter there must be the specific grievance, process used to date to attempt to resolve the grievance, and any evidence if appropriate.*

**Standard Grievance Procedure – see above in this catalog under “Student Life”**

#### **Academic Grievance Procedure**

An Academic Grievance must be initiated within **one semester** of the completion of the course in question. If the grievance is regarding an academic matter, the following steps must be followed:

1. **The Instructor**—The student must go first to the instructor with whom he/she has the grievance. A conference with the instructor will be held to resolve the grievance informally.
2. **The Department Chair**—If the informal conference with the instructor does not resolve the grievance, the student may appeal in writing within five working days of the informal conference to the department chair/director/coordinator.
3. **Vice President for Academic Affairs**—If the grievance is not resolved in the meeting with the department chair, the student may appeal in writing within five working days to the vice president for academic affairs. If the grievance is not resolved by the vice president for academic affairs, the student has access to the Standard Grievance Procedure beginning with the Appeals Committee, which must be initiated in writing within five working days.
4. **Interim Decision Concerning Student Status**—Before the student goes before the Appeals Committee, the vice president for academic affairs, with the assistance of the department chair of that student's educational program, will determine the feasibility of keeping the student in class while the appeals process continues. Should the circumstances warrant, the vice president for academic affairs may decide that the student should be removed from class and/or the campus until the appeals process has ended.

**Sexual Harassment Grievance Procedure – See above in this catalog under “Student Life”**

#### **Transfer Coursework.**

**DOCUMENTATION:** Students must submit official transcripts of all work done at other colleges.

**TRANSFER CREDIT RELEVANT TO THE DEGREE:** Mid-Atlantic Christian University will award credit to transfer collegiate coursework that is relevant to the student's declared program of study, if that coursework meets all other criteria for transfer credit.

In practice, coursework must satisfy requirements listed in the curriculum for the degree program as identified in one of the university's academic catalogs. The transfer coursework may represent work which does not exactly match a required course; e.g., other lab science courses may be accepted in lieu of Physical Science.

In the case of free electives in a program of study, the university will award credit for a wide variety of transfer coursework, as one means of promoting broad exposure to various disciplines, cultures, and ways of understanding.

The Registrar will make decisions on student transfer credit in consultation with the chair of the academic department for courses in which the equivalent course is taught at MACU. The Registrar may employ a list of commonly transferred courses for which such transfers are pre-approved by the appropriate department chairs.

Courses in the area of Biology, Chemistry, or Physics completed prior to five years before matriculation at MACU are not eligible for transfer, for students completing a major in Biology, Biopsychology, or Science Education.

**MINIMUM GRADE FOR A COURSE TO TRANSFER:** Mid-Atlantic Christian University will only transfer courses for which a student earned a grade of "C" or better. The MACU transcript will reflect the course and credit hours transferred but not the grade.

#### **ORIGIN OF CREDITS:**

**Accredited Institutions:** If an institution is accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (DOE), Mid-Atlantic Christian University accepts that accreditation as documentation that the coursework represents collegiate coursework taught by qualified faculty.

Each course will be evaluated individually as to its relevance, content, level of instruction, and equivalence to courses taught at Mid-Atlantic. Some or all of the following means may be used to make this determination, as appropriate: review of transcripts, review of college catalogs, review of course syllabi, and the professional judgment of the chair of the appropriate division of studies.

**Unaccredited Institutions:** If an institution is not accredited by an accrediting body recognized by CHEA or the DOE, the institution must provide documentation that the coursework represents collegiate coursework taught by qualified faculty. Such documentation will be evaluated by the academic administrators at Mid-Atlantic and kept on file in the registrar's office.

Each course will be evaluated individually as to its relevance, content, level of instruction, and equivalence to courses taught at Mid-Atlantic. Some or all of the following means may be used to make this determination, as appropriate: review of transcripts, review of college catalogs, review of course syllabi, analysis of historical experience with the institution, and the professional judgment of the chair of the appropriate division of studies. In some cases, examinations or completion of a prescribed amount of study at Mid-Atlantic may be utilized to help determine the preparedness of the transferring student. The University registrar will retain documentation in the student's permanent file outlining the process used to validate credits accepted from unaccredited institutions.

**Transfer Credit from Associate Degrees & Vocational/Technical Colleges:** Course work that leads to the Associate of Applied Science degree that is vocational/ technical in content is normally not transferable (e.g., HVAC or cosmetology courses). However, MACU will consider transferring up to twelve (12) semester credit hours as elective hours if the coursework is designated by the originating institution as at least a 200 level course, are course(s) designated as CAA (Comprehensive Articulation Agreement) courses appropriate for transfer, or are CAA designated core courses that satisfy pre-major and general education requirements.

**TRANSCRIPTING TRANSFER CREDIT:** Institutions from which course credits originate are named on the Mid-Atlantic Christian University transcript.

**Credit by Exam.** The University makes proficiency exams available for an increasing number of courses. Those exams are two types: 1) exams offered externally through The College Board's CLEP (College Level Examination Program), 2) courses offered externally through The College Board's AP (Advanced Placement) program, and 3) exams offered externally through Defense Activity for Non-Traditional Educational Support (DANTES). These options are described below.

The University will award credit for up to 30 semester hours of College Level Examination Program (CLEP), Advanced Placement (AP), and DANTES (DSST) toward baccalaureate degrees and 15 semester hours toward an associate degree. Students with exceptional CLEP and/or AP scores may petition the vice president for academic affairs to exceed the 30/15 hour limit. The University will accept appropriate scores on approved examinations as follows:

**Credit Awarded for CLEP Examinations:**

1. Credit from the tests may be used to fulfill specific courses, as part of a distribution/area/general requirement, or as free electives (without further specification) in the student's degree program.
2. The student must test at the end of the semester before he enrolls in courses for which the CLEP test (or equivalent course) is a pre-requisite.
3. A grade of P (pass) will be assigned following the successful completion of CLEP tests and the hours will not be used to calculate the student's grade point average (GPA). The minimum accepted score for all examinations is generally 50, except as noted in the listing below.
4. CLEP based credits may not duplicate previous college work that has been successfully completed.
5. The student pays no transfer fee to the University for CLEP credits, but does pay applicable testing and grading fees.
6. Students wishing to test out of a course through CLEP must do so before the end of the first semester of their senior year.
7. CLEP credit will not be granted for previously failed courses.

CLEP Examinations accepted for specific courses. All others may be used for electives, where relevant to the student's program of study. [...] – Only receive credit if CLEP test was taken before enrollment at MACU.

<b><u>CLEP Test</u></b>	<b><u>MACU Equivalent</u></b>	<b><u>Credit hours</u></b>
<i><u>Composition and Literature</u></i>		
American Literature	ENGL 311	3 hrs
[Analyzing and Interpreting Literature	ENGL 251	3 hrs]
English Literature	ENGL 341	3 hrs
College Composition Test	ENGL 101 and ENGL 102 (score 60)	3 or 6 hrs
<i><u>Science and Mathematics</u></i>		
College Algebra	MATH 161	3 hrs
[College Mathematics	MATH 165	3 hrs]
Precalculus	MATH 171	3 hrs
Calculus	MATH 181	4 hrs
Biology	BIOL 141 (except science majors)	4 hrs
Chemistry	CHEM 151 (except science majors)	4 hrs



Natural Sciences	PHYS 113	4 hrs
<i><u>History and Social Sciences</u></i>		
Educational Psychology, Intro.	EDUC 244 (except Teacher Ed programs)	3 hrs
History of the United States I	HIST 233	3 hrs
History of the United States II	HIST 234	3 hrs
Human Growth and Development	PSYC 227	3 hrs
Principles of Macroeconomics	ECON 202	3 hrs.
Principles of Microeconomics	ECON 201	3 hrs.
Psychology, Intro.	PSYC 101	3 hrs
Sociology, Intro	SOCI 101	3 hrs
Western Civilization I	HIST 211	3 hrs
Western Civilization II	HIST 212	3 hrs
<i><u>Business</u></i>		
Financial Accounting	ACCT 201	3 hrs
Introductory Business Law	BUAD 301	3 hrs.
Principles of Management	BUAD 221	3 hrs
Principles of Marketing	MRKT 211	3 hrs
<i><u>Foreign Language</u></i>		
French Language, Level 2 (score 59)	Language Component	12 hrs
Spanish Language, Level 2 (score 63)	Language Component	12 hrs
German Language, Level 2 (score 60)	Language Component	12 hrs

### **Credit Awarded for AP Examinations:**

The University will accept AP scores of 3, 4, and 5 as follows:

1. To be considered for credit, students must ask the appropriate testing service to send MACU official test results.
2. Scores may be accepted in fulfillment of specific courses, as part of a distribution/area/general requirement, or as free electives in the student's degree program.
3. The recommended number of semester hours will be awarded per accepted score if the student uses it as a free elective; if he uses it in lieu of a specific course, the student will be awarded no more than the hours of the Mid-Atlantic Christian University course. In no instance may credit hours for one examination be divided between a specific course and elective hours.
4. There are no additional requirements or fees for receiving credit.
5. A grade of P (pass) will be assigned and the hours will not be used to calculate the student's grade point average (GPA).

Exam	Minimum Score	Awarded Credit for the Following Course(s)	Credit Hours Awarded
Art History	3	ART 111	3
Biology	3	BIOL 141 (except science majors)	4
Calculus AB	3	MATH 181	4
Calculus BC	3	MATH 181	4
Chemistry	3	CHEM 151 (except science majors)	4
Chemistry	5	CHEM 151 & 152	8
English: Language & Composition	4	ENGL 101 & 102	6
European History	4	HIST 211 & 212	6
Microeconomics	3	ECON 201	3
Macroeconomics	3	ECON 202	3



Physics B	5	PHYS 151 & 152	8
Physics 1	4	PHYS 151 (except science majors)	4
Physics 2	4	PHYS 152 (except science majors)	4
Psychology	3	PSYC 101	3
Statistics	3	MATH 213	3
United States Government and Politics	3	POLS 151	3
United States History	3	HIST 231	3
United States History	4	HIST 233 & 234	6
World History	4	HIST 211 & 212	6

**Credit Awarded for DSST (DANTES Subject Standardized Tests):**

1. To be considered for credit, students must ask the appropriate testing service to send MACU official test results.
2. Scores may be accepted in fulfillment of specific courses, as part of a distribution/area/general requirement, or as free electives in the student's degree program.
3. The recommended number of semester hours will be awarded per accepted score if the student uses it as a free elective; if he uses it in lieu of a specific course, the student will be awarded no more than the hours of the Mid-Atlantic Christian University course. In no instance may credit hours for one examination be divided between a specific course and elective hours.
4. There are no additional requirements or fees for receiving credit.
5. A grade of P (pass) will be assigned and the hours will not be used to calculate the student's grade point average (GPA).

Exam	Minimum Score	Awarded Credit for the Following Course(s)	Credit Hours Awarded
Fundamentals of College Algebra	50/434	MATH 161	3
Introduction to World Religions	48/400	CCMN 384	3
Lifespan Developmental Psychology	47	PSYC 227	3
Principles of Public Speaking	52	COMM 171	3
Principles of Statistics	48/400	MATH 213	3
Other exams may be considered for credit. The registrar in consultation with the VPAA will review the recommendations set by the American Council on Education (ACE) to determine if credit will be granted.			

**Credit by Demonstrated Competency (CDC).** CDC allows a student, in the School of Professional Studies at MACU, the opportunity to prepare a portfolio describing specific work activities and life experiences and then to document the learning that resulted from these experiences. Material for this portfolio can come from a number of different sources, including workshops, seminars, self-study, non-credit classes, training courses, and work experiences. Please note that it is the learning (and not merely experience) from these sources that is evaluated. Appropriate faculty members will evaluate the written portfolio and determine what credit might be warranted. Awarding of credit shall follow the Council for Adult and Experiential Learning (CAEL) standards. No more than 21 semester hours of credit may be awarded toward a degree via CDC. A grade of P (pass) will be assigned and the hours will not be used to calculate the student's grade point average (GPA). Students may petition for CDC credit after having earned 12 semester credits from MACU. Students will be assessed fees when they submit their portfolio.

The Credit by Demonstrated Competency fee is \$125 per credit hour applied for. There is also a \$150 portfolio evaluation fee. (For example: if a student applies for three credit hours, the cost will be \$525.) Please note that being awarded all credits for which a student has applied is not automatic. It is much like enrolling in a course. The student pays the tuition whether a passing grade is earned or not.

## **Correspondence/Distance Education.**

### Courses completed through MACU:

Certain degree and certificate programs may be completed via distance education. Degree programs not approved for online delivery restrict a student to no more than 49% of a degree program may be earned through MACU correspondence and distance education courses.

While a primary purpose of correspondence and distance education courses is to provide educational experience for non-resident students, resident students may need to enroll in such courses because of scheduling difficulties, program acceleration, or credits lost in transferring.

### Courses completed through other institutions:

Relevant distance learning credit from a college accredited by an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) will be accepted toward degree and certificate programs.

For the student completing a self-paced correspondence or distance education course from another institution the student should consult with the Registrar about the academic validity of the particular courses and of the institution offering it. For candidates for graduation, certainty must be made that the final grade can be recorded in the Registrar's office 1 month prior to the anticipated graduation date.

Students completing correspondence and distance education courses through another accredited institution must earn a grade of "C" or better for the course to transfer and the grade earned will be used in computing the student's grade point average.

**Credit for Equivalency Learning.** The University will award credit for non-collegiate training when the American Council on Education (ACE) located in Washington, D.C. has evaluated and provided credit recommendations for education offerings from extra-institutional learning providers (i.e., workforce or military training).

1. The recommendations of the appropriate American Council on Education (ACE) publication will be used in conjunction with the course and credit equivalencies recommended in the official documentation from the appropriate source (e.g., Joint Service Transcript [JST]).
2. The equivalent recommended by ACE must fulfill a requirement in the program which the student wishes to enter at Mid-Atlantic.
3. A maximum of 30 semester hours may be accepted toward a baccalaureate degree, or 15 semester hours for an associate degree, through equivalency learning.
4. There are no additional requirements or fees for receiving credit.
5. A grade of P (pass) will be assigned and the hours will not be used to calculate the student's grade point average (GPA).

**Learning disabilities.** The Office of Learning Enhancement Services helps students with specific learning disabilities achieve their highest possible level of performance while attending Mid-Atlantic Christian University. These disabilities, whether physical or learning, are real disabilities that both the student and the University must take seriously. The University is committed to helping students with disabilities who can handle college-level work with or without the reasonable accommodations the University can provide.

In order to receive reasonable accommodations for a learning disability, the student must submit official documentation of the specific learning disability. The documentation must be recent (within the last three years) and should include transitional testing during the student's senior year of high school. The documentation must contain the evaluator's name, the name of the test (Wechsler Adult Intelligence Scale or its equivalent, including IQ and other subtests), specific diagnosis, test scores, recommended accommodations, and a clinical summary. Students wishing more information or to request reasonable accommodations should contact the Director of Learning Enhancement Services.

**Student records.** Mid-Atlantic Christian University recognizes the importance of maintaining secure student records. The Family Educational Rights and Privacy Act of 1974 provides students, and, in some cases, parents, the right to review, inspect, and challenge the accuracy of information kept in their official records. Further information on this act and the University student records policy may be obtained by contacting the University Registrar.

**Transcripts.** The University Registrar will provide a transcript upon written request from the student. All enrolled students are entitled to one transcript per academic year without charge. Beyond that, there is a charge of \$10.00. For same day process a \$20.00 rush charge will be added. Ten working days should be allowed for processing.

Official transcripts have the University seal and signature of the Registrar. Official transcripts will be mailed directly to the employer, educational institution, or other designated organization. No transcripts will be issued if the student has an outstanding debt at the University. All semester grades, probation and suspension actions, degrees or certificates received, and academic honors are included on the transcript.

MACU holds the official academic records of the now closed Eastern Christian College, Bel Air, Maryland. Former students of Eastern Christian College should contact the MACU Registrar for official ECC Transcripts.

## Programs of Study

In keeping with its mission, Mid-Atlantic Christian University offers academic programs designed to transform ordinary people into extraordinary Christian leaders. Some programs are designed to enable a graduate to enter a career in vocational ministry directly after graduation. Other programs are designed primarily for those who want to do volunteer work in Christian service. Some programs prepare students for further studies in graduate school or seminary.

Students at Mid-Atlantic Christian University do not automatically become part of a specific program of study. To be accepted into a program certain criteria must be met.

**Criterion 1:** A student must meet the minimum admission standards to the University, as published in the appropriate university academic catalog.

**Criterion 2:** A student seeking a degree or certificate must file a Declaration of Program of Study form with the registrar's office.

**Criterion 3:** Some programs of study have additional requirements for admission. When this is the case, students must meet these requirements in addition to the requirements for admission to MACU.

## Catalog Requirements

Students must graduate under the program requirements published in the catalog in effect at the time of their initial enrollment, if that enrollment is continuous. If a student withdraws for two or more consecutive semesters and then returns, the catalog requirements current at the time of his or her return will be in effect. The student may need to take additional coursework to meet these requirements. Likewise, students who make a change in their program of study will be responsible for meeting the degree and other requirements shown in the catalog in effect at the time of the change. This may result in a change of anticipated graduation.

Each student is responsible for the proper completion of his or her academic program. Thus, each student is responsible for knowing the academic policies of the University, for maintaining good academic standing, and for meeting all graduation requirements. The Registrar and academic advisor will provide counsel, but the final responsibility rests with the student.

## Overview of Programs

Mid-Atlantic Christian University offers the following degrees and certificates: (1) two baccalaureate degree programs: the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.); (2) one associate degree program: the Associate of Arts (A.A.); and (3) two certificate programs. These programs are described in detail below.

The four-year degree programs, the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.), require a minimum of 120 semester hours of credit. The Bachelor of Arts and Bachelor Science degrees differ in that the Bachelor of Arts requires the completion of two years of study in a biblical language or in an approved modern language other than English.

For any degree or certificate program at least twenty-five percent (25%) of the required semester hours must be taken at MACU.

## Academic Rigor

The academic program at Mid-Atlantic Christian University is structured in a fashion that recognizes and intentionally builds academic expectations for performance depending upon the level of degree sought. The following principles and guidelines inform how degrees are structured at MACU.

<b>Associate Degree</b> This degree is awarded to students who have demonstrated:	<b>Baccalaureate Degree</b> This degree is awarded to students who have demonstrated:	<b>Master's Degree</b> This degree is awarded to students who have demonstrated:
A broad Arts and Sciences foundation in disciplines such as written and oral communication, history and humanities, natural sciences, social sciences, mathematics, and information technology.	A broader depth and breadth of the Arts and Sciences that includes studies in written and oral communication, world cultures and civilizations, history, religion, philosophy, languages and literature, natural sciences, social-behavioral sciences, mathematics, and information technology.	Advanced knowledge, skills, and competencies in a specific discipline.
Where applicable, foundational professional knowledge and skills.	A foundation and philosophical framework for practicing a chosen discipline or profession.	Advanced expertise in a specific discipline demonstrated by conducting advanced research.
Biblical foundations for a Christian worldview and faith integration.	A working knowledge of the Christian Scriptures, including the ability to study, interpret, proclaim, and apply the canon in a responsible manner.	A highly developed theological framework for exercising one's profession as a servant of Christ and integrating faith and knowledge.
Foundations for spiritual formation—that is, being with Christ, becoming like Christ, and participating in Christ's redemptive work.	An ethical and theological framework for exercising one's discipline or profession as a servant of Christ (faith integration).	Christian commitment evidenced by active discipleship and continued advancement in a profession as a servant/leader.
Some knowledge of the use of professional tools and literature in areas of study that require an associate degree.	General knowledge of the use of professional tools and literature, along with basic research skills.	Highly qualified in the use of professional tools and literature, along with advanced research skills.
Where applicable, foundational professional knowledge and skills.	Entry- and intermediate-level knowledge, skills, and competencies in a chosen discipline or profession.	Advanced competencies through multiple experiences in one's chosen discipline or profession.

Knowledge, skills, and competencies needed to pursue a bachelor's degree.	Knowledge, skills, and competencies needed to pursue a master's degree.	Knowledge, skills, and competencies needed to pursue a doctorate degree, professional credentials and/or license.
Basic habits and skills for lifelong learning, such as the ability to read, write, and speak clearly; think critically and develop reasoned arguments; locate and use information resources; utilize computer technology; and work well with others.	Highly developed habits and skills for life-long learning.	Use of highly developed skills and habits in reading, writing, researching, collaborating, and learning.
Basic ability to analyze and evaluate in order to reason through possible solutions.	The ability to analyze, evaluate, and be able to propose solutions based on the analysis and evaluation.	Advanced ability to analyze research and to add to the literature in a particular field of study by conducting well designed and meaningful research project.

## Academic Schools

The academic program at Mid-Atlantic Christian University is offered through two different schools. The School of Undergraduate Studies (SUS) is the traditional program of academic offerings. These degrees are primarily earned by traditional age college students and the courses are offered on-campus and online. The School of Professional Studies (SPS) is the degree completion program. These degrees are solely intended for the adult learner who has previous higher education experience and is seeking to finish a degree program. Courses in SPS are offered on-campus and online.

## Academic Departments

MACU's academic program is organized in three departments – Arts and Sciences, Bible and Christian Ministry, and Marketplace Ministry. Each department section lists the professors whose primary teaching assignments are in that department's curriculum.

## Core Curriculum

One distinction of Mid-Atlantic Christian University is that all students completing a baccalaureate or associate degree program will complete a general studies requirement and a biblical studies requirement.

In a few limited cases a specific degree program may modify or specify certain course requirements in the general studies curriculum. In no case will the general studies requirement be less than 35 semester credit hours in the School of Undergraduate Studies. In the School of Professional Studies it is assumed that students will transfer 24 out of the 35 required credit hours, distributed as indicated. In no case will the general studies requirement be less than 35 semester credit hours.

The biblical studies requirement for the School of Undergraduate Studies requires all students to complete either a 48-hour Biblical Studies major for four-year vocational ministry degrees or an 18-hour Biblical Studies minor for all other four-year degrees. In the School of Professional Studies students complete an 18-hour Biblical Studies minor. Generally speaking, the course of study a student will follow is pre-determined by one's major and/or minors.

## Degree Programs

Degree Program	CIP Code	On-Campus	On-line
<b>School of Undergraduate Studies</b>			
Family Life Education Certificate	19.0704	X	
Professional Christian Ministries Certificate	39.0604	X	X
AA: Biblical Studies	39.0201	X	X
AA: Bible and East African Ministry	39.0201		X
AA: General Studies	24.0102	X	X+
AA: General Studies (Nursing Preparation Track)	24.0102	X	
BA: Applied Linguistics (with Minor in Biblical Studies)	16.0105	X	
BA: Biblical Studies	39.0201	X	
BA: Ministry and Biblical Studies	39.0604	X	
BA: Ministry (Cross-Cultural Ministry Concentration) and Biblical Studies	39.0604	X	
BA: Ministry (Preaching Concentration) and Biblical Studies	39.0604	X	
BA: Youth and Family Ministry and Biblical Studies	39.0702	X	
BS: Biblical Studies	39.0201	X	
BS: Biology – Environmental Science (with Minor in Biblical Studies)	26.0101	X	
BS: Biology – Pre-professional (with Minor in Biblical Studies)	26.0101	X	
BS: Biopsychology (with Minor in Biblical Studies)	30.1001	X	
BS: Business Administration – ESports Management (with Minor in Biblical Studies)	52.0201	X	
BS: Business Administration – Global Business Marketing (with Minor in Biblical Studies)	52.0201	X	
BS: Business Administration – Human Resource Management (with Minor in Biblical Studies)	52.0201	X	
BS: Business Administration – Organizational Leadership (with Minor in Biblical Studies)	52.0201	X	
BS: Business Administration – Professional Sales (with Minor in Biblical Studies)	52.0201	X	
BS: Business Administration – Public Administration (with Minor in Biblical Studies)	52.0201	X	
BS: Business Administration – Sport Management (with Minor in Biblical Studies)	52.0201	X	



BS: Business Administration – Supply Chain Management (with Minor in Biblical Studies)	52.0201	X	
BS: Counseling & Psychology (with Minor in Biblical Studies)	42.2803	X	
BS: Elementary Education (with Minor in Biblical Studies)	13.1202	X	
BS: Ministry and Biblical Studies	39.0604	X	
BS: Ministry (Cross-Cultural Ministry Concentration) and Biblical Studies	39.0604	X	
BS: Ministry (Preaching Concentration) and Biblical Studies	39.0604	X	
BS: Science Education (with Minor in Biblical Studies)	13.1316	X	
BS: Youth and Family Ministry and Biblical Studies	39.0702	X	
<b>School of Professional Studies</b>			
Professional Christian Ministries Certificate	39.0604	X	X
AA: Biblical Studies	39.0201	X	X
AA: General Studies	24.0102	X	X <sup>+</sup>
BS: Business Administration (with Minor in Biblical Studies)	52.0201	X	
BS: Christian Ministry (with Minor in Biblical Studies)	39.0604	X	
BS: Family Studies (with Minor in Biblical Studies)	19.0704	X	

X<sup>+</sup> = Science lab courses are not available online through MACU. Students wishing to complete this program online must transfer science credit from another institution.

Minors (these may be added to many of the programs above in SUS):

- Counseling
- Cross-Cultural Ministry
- Family Studies
- Military Science (Army ROTC)
- Nonprofit Administration
- Preaching
- Secondary Education

## General Studies Core

The General Studies Core Curriculum has been developed and approved by the Faculty of the University as a central part of the curriculum for all degrees it offers. The Faculty believe that a broad college-level general educational is foundational for student success in developing and transforming ordinary people into extraordinary Christian leaders.

The rationale for the general studies program is founded on the conviction that the students of Mid-Atlantic Christian University should be prepared to **communicate, think, engage, and integrate**.

### **Student Learning Outcomes:**

1. **Communicate** – Graduates will be able to understand and communicate effectively through reading, writing, and presentation while incorporating resources with integrity.
2. **Think** – Graduates will be able to apply skills of evaluation, problem-solving, and analysis.
3. **Engage** – Graduates will be able to engage the world through breadth of knowledge in the natural sciences, social sciences, and humanities that guides their awareness of people and the world.
4. **Integrate** – Graduates will be able to integrate the Christian faith into every area of life.

Accordingly, the Core Curriculum supports the University's mission by providing students with training in the traditional disciplines of the Humanities, Sciences, and Arts in order to provide them with the knowledge base of communication, and critical thinking, so they can engage and integrate their Christian faith in whatever career they pursue. All Core Curriculum courses are to be identified in the General Studies course syllabi through a statement relating (1) the course to the General Studies Program and the Mission of the University; (2) a clear identification of the course's Student Learning Outcomes with one or more of the General Studies Program Learning Outcomes; and (3) a correlation of Student Learning Activities that contribute to accomplishing the Student Learning Outcomes in line with the General Studies Program Learning Outcomes.

	SUPPORTING COURSE	CREDIT HOURS	CAN BE MAJOR SPECIFIC (Y/N)	TRANSFERABLE OPTIONS AVAILABLE (Y/N)
<b>Communicate</b>	ENGL 101 – English Composition 1	3	N	Y
	ENGL 102 – English Composition 2	3	N	Y
	COMM 171 – Public Speaking	3	N	Y
		<b>TOTAL: 9</b>		
<b>Think</b>	Mathematics Course (100-Level Recommended) ^	3	Y	Y
	Lab Science Course (100-Level Recommended)	4	Y	Y
	Literature Course^	3	Y	Y
		<b>TOTAL: 10</b>		
<b>Engage</b>	INDS 100 - College Success	1	N	Y
	PSYC 101 - General Psychology (or Sociology Option) ^	3	N	Y
	History Course	3	N	Y
		<b>TOTAL: 7</b>		
<b>Integrate</b>	INDS 102 Christian Living (Incorporation of Global Outlook and Personal Faith)	3	N	N

	HIST 238 American Church History	3	N	N
	INDS 101 Christian Thinking (Philosophy Option)	3	N	Y
		<b>TOTAL: 9</b>		
<b>Total General Education Hours:</b>		<b>35 Hours</b>		

When making choices in categories, courses may not be used to fulfill more than 1 requirement.  
A course that is required in a student's major may not be taken to fulfill General Studies requirements.

^ Indicates that the course meets the Southern Association of Colleges and Schools Commission on College's requirement for students to complete one course in the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. (See Standard 9.3 of the *Principles of Accreditation*)

Bachelor of Arts students also complete 12 hours of biblical or modern languages. All 12 hours must be in the same language.

# Department of Arts and Sciences

(est. 1948)

The Department of Arts and Science educates students in foundational knowledge and skills for a broad range of service in society and provides specialized programs of education in disciplines that enable students to make an impact as transformational Christian leaders in the church and the world.

Courses offered by the Department of Arts and Sciences are listed in the “Course Descriptions” section under the following curricular areas: Biology (BIOL); Chemistry (CHEM); Communications (COMM); Economics (ECON); English (ENGL); History (HIST); Interdisciplinary (INDS); Latin (LATN); Linguistics (LING); Mathematics (MATH); Physics (PHYS); Sociology (SOCI).

## **Programs Offered in School of Undergraduate Studies:**

### **B.A. – Major in Applied Linguistics**

Advisor: Josiah D. Peeler, Ph.D.

This program combines the best of MACU’s Biblical Studies program and Dallas International University’s Certificate in Applied Linguistics so that students completing this program will receive the fundamentals for beginning a cross-cultural career in Bible translation work. The advanced student will spend 7 semesters at MACU and one semester at DIU in Dallas, TX. The program at DIU is a modularized, integrated learning experience for committed students interested in the study of little known languages around the world, interacting with speakers of minority languages, and translating and developing written works in applied linguistics. Students are introduced to sociolinguistics, to phonetics, and to phonological, grammatical, and ethnographic analysis. Building on these fields, the student learns about acquisition of a second language and culture, as well as guidelines for collecting and managing field data.

Students who complete this program will graduate from MACU with a Bachelor of Arts degree with a major in Applied Linguistics and a minor in Biblical Studies, and they will graduate from DIU with a Certificate in Applied Linguistics. Graduates of the program will be considered by Pioneer Bible Translators (PBT) and SIL International to have met the minimum pre-field academic requirements for field service with these organizations.

*Special Enrollment Notification:* Before course work may begin at DIU, DIU requires that a prospective student has completed at least 60 hours of undergraduate study and maintained a cumulative GPA of 2.8.

Students successfully completing the Applied Linguistics major will:

- 1) develop and implement a plan for self-directed language and culture learning;
- 2) collect language data, organize it appropriately, and carry out initial linguistic analysis of that data;
- 3) collect cultural data, organize it appropriately, and carry out initial ethnographic analysis of that data;
- 4) identify and describe factors that are relevant to language development for language groups in multilingual societies.

Required Courses

120 Hours

Students must complete INDS 100 College Success in the first semester or online session that they are enrolled.

Biblical Studies Minor

18 sem. hrs.

BSNT 150 Life and Teachings of Jesus

3

BSNT 261 Ancient Church History: Acts

3

BSOT 210 Early Hebrew History	3
GENB 111 Story of Redemption	3
GENB 151 Principles of Bible Study	3
THEO 201 Biblical Doctrines	3
General Studies	35 sem. hrs.
Language	18 sem. hrs.
Biblical or Modern	12
Biblical	6
Support Courses	18 sem. Hrs.
BSNT270 Life and Teachings of Paul	3
BSNT XXX NT Exegesis Elective	3
BSOT 321 Hebrew History and Literature I	3
BSOT 322 Hebrew History and Literature II	3
BSOT XXX OT Exegesis Elective	3
GENB 201 Interpretation of Biblical Literature	3
Applied Linguistics Major	31 sem. hrs.
CCMN 111 Perspectives on the World Christian Movement	3
CCMN 286 Cultural Anthropology	3
CCMN 387 Cross-Cultural Communication	3
LING 401 Principles of Articulatory and Acoustic Phonetics	3
LING 402 Principles of Phonological Analysis	3
LING 403 Principles of Grammatical Analysis	4
LING 404 Language and Society	3
LING 405 Second Language and Culture Acquisition	3
LING 406 Field Methods and Linguistic Analysis	4
LING 407 Field Data Management	2

### **B.S. – Major in Biology**

Advisor: Gerald R. Woodworth, Ph.D.

The Bachelor of Science in Biology (pre-professional) will prepare students for further study in graduate and professional programs in areas such as genetics, microbiology, immunology, and health careers (for example: medicine, pharmacy, optometry, dentistry, or other health sciences). This degree is designed to accommodate a broad range of entrance requirements for many programs. Students should work closely with their assigned academic advisor to help prepare them for admission to the professional program of their choice.

*Special Enrollment Notification:* The Bachelor of Science in Biology major requires a minimum composite ACT of 21. Admission to the program by the sophomore year requires completion of BIOL 141 General Biology and BIOL 151 General Zoology or BIOL 231 General Botany with a minimum grade of C.

Students who do not have a minimum composite ACT of 21 may be admitted to the program by having a MACU cumulative GPA of 3.0 at the end of the freshman year and completing BIOL 141 General Biology and BIOL 151 General Zoology or BIOL 231 General Botany with a minimum grade of B.

ACT score of 21 equals 1060-1090 for SAT (Total).

Students successfully completing the Biology (pre-professional) major will:

- 1) demonstrate a knowledge base within the study of biology;
- 2) demonstrate the process by which biological data is gathered, analyzed and interpreted;

- 3) develop a foundation for understanding humans in relation to the living environment;
- 4) demonstrate personal integrity and an awareness of the ethical issues in the life sciences;
- 5) develop an internally consistent philosophy of life that integrates science and Scripture;
- 6) become competitive candidates for admission into professional schools.

Required Courses:

122/124 hours

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

Biblical Studies Minor

18 sem. hrs.

General Studies

36 sem. hrs.

Biology students must take MATH 181 Calculus I for the mathematics course.

Biology students must take BIOL 141 General Biology for the science course.

Support Courses:

27 sem. hrs.

MATH 213 Introduction to Stats	3
CHEM 151 General Chemistry I	4
CHEM 152 General Chemistry II	4
CHEM 301 Organic Chemistry I	4
CHEM 302 Organic Chemistry II	4
PHYS 151 General Physics I	4
PHYS 152 General Physics II	4

Major:

41/43 hours

BIOL 151 General Zoology	4
BIOL 168 Anatomy and Physiology I	4
BIOL 169 Anatomy and Physiology II	4
BIOL 231 General Botany	4
BIOL 341 Cell Biology	3
BIOL 351 Ecology	4
BIOL 371 Genetics	4

Concentration (Must Choose One)

Environmental Science<sup>§</sup>

BIOL 357 Conservation Biology	4
BIOL 491 Research Methods I	2
BIOL 492 Research Methods II	2
CHEM 331 Environmental Chemistry	4
Elective from Au Sable	4

<sup>§</sup>Students who desire the "Environmental Science" concentration must complete these requirements in Michigan during a summer at Au Sable Institute (<https://www.ausable.org/>). The summer program for tuition and room/board is around \$15,000 (see <https://www.ausable.org/costs-and-financial-aid>).

Pre-professional

BIOL 201 Medical Terminology	3
BIOL 275 Principles of Microbiology	4
BIOL 323 Biochemistry	4
BIOL 481 Intro to Biological Research	3

*Special Graduation Requirements beyond University Requirements:*

1. Complete all required biology courses with a cumulative GPA of 2.5. Biology majors are allowed only one "D" in a required biology course for the degree.
2. Complete all related major support courses which include: mathematics, physics, anatomy and physiology, and chemistry with a minimum of a C average (2.0 on a 4.0 scale).

**B.S. – Major in Biopsychology**

Advisor: Gerald R. Woodworth, Ph.D.

Biopsychology (also known as biological psychology or behavioral neuroscience) is an interdepartmental major for the study of the biological and physiological foundations of emotional, mental, and behavioral systems. Students will study the links between biology, chemistry, and psychology, especially those involving the central nervous system at the cellular and structural level. Biopsychology students explore the intricacies of brain circuitry, learning how neurons and neurotransmitters contribute to normal and abnormal behavior. With this foundation, students can begin pursuing expertise in a variety of areas – studying the brain from a chemical, cellular, genetic, developmental, behavioral, cognitive, or social behavior perspective. This is an attempt to isolate our "nature" (our biology and genetic make-up) from our "nurture" (our environmental conditioning) so that we can better understand the roles that nature and nurture each play in the formation of our behavioral patterns.

MACU's faith-based biopsychology degree program is designed to engage the area of neuroscience with a Christian critique, discernment and dialogue, thereby advancing MACU's mission of training students to be used by God to engage and transform modern culture. The current academic climate in the biopsychology field is strongly reflective of evolutionary and reductionist philosophy, which claims a naturalistic explanation for all biological and behavioral phenomena. The desire at MACU is to join the conversation and bring the reality of a creator God to bear on the explanations of mind and body.

Students successfully completing the Biopsychology major will:

- 1) develop a variety of marketable skills, including laboratory techniques, Statistical Package for the Social Sciences (SPSS) proficiency, American Psychological Association (APA) style report writing, collaborative problem solving, and public speaking and presenting abilities;
- 2) explain the bio-psychosocial behavioral model as it applies to human behavior, including perception, learning, hunger, reproduction, drug addiction, language, and emotions;
- 3) comprehend the study of animal behavior as a means for understanding human behavior, and as a tool for behavioral ecologists, wildlife managers, and domestic animal caregivers;
- 4) acquire basic foundational knowledge of Biology and Psychology programs;
- 5) demonstrate critical thinking and research methods necessary to develop, test, and evaluate hypotheses using the scientific method;
- 6) articulate how faith connects to Biology and Psychology and to potential career options in either discipline.

Required Courses:

121 hours

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

Biblical Studies Minor

18 sem. hrs.

General Studies

36 sem. hrs.

Biology students must take MATH 181 Calculus I for the mathematics course.

Biology students must take BIOL 141 General Biology for the science course.



Support Courses: 27 sem. hrs.

CHEM 151	General Chemistry I	4
CHEM 152	General Chemistry II	4
CHEM 301	Organic Chemistry I	4
CHEM 302	Organic Chemistry II	4
MATH 213	Introduction to Statistics	3
PHYS 151	General Physics I	4
PHYS 152	General Physics II	4

Major: 40 sem. hrs.

BIOL 151	General Zoology	4
BIOL 168	Anatomy and Physiology I	4
BIOL 169	Anatomy and Physiology II	4
BIOL 341	Cell Biology	3
BIOL 371	Genetics	4
BIOL 481	Intro to Biological Research	3
NEUR 301	Neuroscience Foundations	3
NEUR 302	Biological Basis of Movement & Perception	3
PSYC 227	Developmental Psychology	3
PSYC 342	Research Methods in Psychology	3
PSYC 412	Physiological Psychology	3
PSYC 428	Abnormal Psychology	3

*Special Graduation Requirements beyond University Requirements:*

1. Complete all required courses in the major with a cumulative GPA of 2.5. Biopsychology majors are allowed only one "D" in a required major course for the degree.
2. Complete all related major support courses which include: statistics, physics, and chemistry with a minimum of a C average (2.0 on a 4.0 scale).

### **B.S. – Major in Science Education (teacher licensure)**

Advisors: Bobby Adams and Beth L. Strecker, Ed.D.

The science education major combines the best of the science courses and the education courses at MACU to prepare students to be secondary education science teachers. Students will be able to petition the NC Department of Public Instruction for a secondary education teaching license in "comprehensive science."

*Special Enrollment Notification:* Prior to the junior year students will need to be admitted to the teacher education program at MACU. Refer to this catalog for information about teacher education.

In addition to the teacher education program outcomes, students successfully completing the Science Education (teacher licensure) major will:

1. Develop the knowledge base and teaching competencies required for teacher licensure in the licensure area of "comprehensive science."
2. Develop professional preparation in the skills and methods of teaching science education at secondary levels.
3. Express an understanding of adolescent development.
4. Foster learning experiences which encourage leadership and cultivate creativity, investigation, testing of new ideas, and research.

**Required Courses:****141 hours**

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

**Biblical Studies Minor****18 sem. hrs.****General Studies****36 sem. hrs.**

Science Education students must take MATH 181 Calculus I for the mathematics course.

Science Education students must take BIOL 141 General Biology for the science course.

**Major:****54 sem. hrs.**

BIOL 151	General Zoology	4
BIOL 231	General Botany	4
BIOL 275	Principles of Microbiology	4
BIOL 371	Genetics	4
BIOL 481	Intro to Biological Research	3
CHEM 151	General Chemistry I	4
CHEM 152	General Chemistry II	4
CHEM 301	Organic Chemistry I	4
GEOL 111	Introduction to Physical Geology	4
MATH 213	Introduction to Statistics	3
PHYS 151	General Physics I	4
PHYS 152	General Physics II	4

**Electives (Choose 8 hours)**

BIOL 168	Anatomy and Physiology I	4
BIOL 169	Anatomy and Physiology II	4
BIOL 323	Biochemistry	4
BIOL 351	Ecology	4
CHEM 302	Organic Chemistry II	4

**Secondary Education Minor:****33 hours****Associate of Arts in General Studies**

Advisor: Abigail R. Mirau, M.A.

The Associate of Arts: General Studies degree provides a basic collegiate education, with courses focused in communication, humanities, mathematics, science, and social sciences. It also includes opportunities for elective courses (courses students choose) so that students can explore potential directions for future study or focus their studies toward a specific discipline in anticipation of working toward a baccalaureate degree and a career in which they can serve God and society.

Students successfully completing the Associate of Arts in General Studies will:

- 1) engage meaningfully through writing in personal, academic and professional discourse, producing documents that are unified, coherent, well developed, and which adhere to standard grammar, style and appropriate form;
- 2) engage meaningfully through speaking in personal, academic and professional discourse, producing oral presentations that are coherent, well developed, and effectively delivered;
- 3) evaluate information and assertions based on sound reason and develop logical argumentation to resolve problems and apply processes or new information in new situations;

- 4) access, evaluate, and utilize information from both print and digital media to promote understanding while holding to the standards of academic and professional integrity;
- 5) engage effectively in quantitative reasoning applying basic arithmetic and algebraic computations in problem solving and in the interpretation of quantitative data;
- 6) demonstrate an informed awareness and appreciation for the Christian worldview.

Course of Study:

62 Hours

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

General Studies

31 sem. hrs.

COMM 171	Public Speaking	3
ENGL 101	English Composition I	3
ENGL 102	English Composition II	3
HIST 211	Western Civilization I <sup>^</sup>	3
HIST 212	Western Civilization II	
Or		
HIST 231	Survey of US History	3
HIST 238	American Church History	3
INDS 100	College Success	1
INDS 101	Christian Thinking: Developing a Christian Worldview	3
INDS 102	Christian Living: Developing Spirituality and Engaging World	3
PSYC 101	General Psychology <sup>^</sup>	3
MATH 1__	Math Course <sup>^</sup>	
Or		
BIOL/CHEM/PHYS __	Lab Science Course <sup>^</sup>	3

Biblical and Theological Studies

12 sem. hrs.

GENB 111	Story of Redemption	3
GENB 151	Principles of Bible Study	3
THEO 201	Biblical Doctrines	3
BSOT/BSNT 1/2__	OT or NT Elective	3

Open Electives

18 sem. hrs.

<sup>^</sup> Indicates that the course meets the Southern Association of Colleges and Schools – Commission on College's requirement for students to complete one course in the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. (See Standard 9.3 of the *Principles of Accreditation*)

**Associate of Arts in General Studies (Nursing Preparation Track)**

Advisor: Kathy R. Smith, RN

Students that desire to complete an associate degree in nursing or a baccalaureate degree in nursing are encouraged to consider following the "Nursing Preparation Track." In most cases nearly all of the prerequisite courses necessary for an associate degree in nursing or a BSN program will be met upon completing this track of courses.

Course of Study:

66 Hours

Students must complete ID100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

General Studies

54 sem. hrs.

BIOL 168	Anatomy & Physiology I	4
BIOL 169	Anatomy & Physiology II	4
BIOL 275	Principles of Microbiology^	4
CHEM 151	General Chemistry I	4
CHEM 152	General Chemistry II	4
COMM 171	Public Speaking	3
ENGL 101	English Composition I	3
ENGL 102	English Composition II	3
HIST 211	Western Civilization I^	3
HIST 238	American Church History	3
INDS 100	College Success	1
INDS 101	Christian Thinking: Developing a Christian Worldview	3
INDS 102	Christian Living: Developing Spirituality and Engaging World	3
MATH 1__	Math Course^	3
MATH 213	Introduction to Statistics	3
PSYC 101	General Psychology^	3
PSYC 227	Developmental Psychology	3

Biblical and Theological Studies

12 sem. hrs.

GENB 111	Story of Redemption	3
GENB 151	Principles of Bible Study	3
THEO 201	Biblical Doctrines	3
THEO 321	Ethics	3

^ Indicates that the course meets the Southern Association of Colleges and Schools – Commission on College's requirement for students to complete one course in the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. (See Standard 9.3 of the *Principles of Accreditation*)

**Law – Bachelor's Degree + Juris Doctor Program (Dual-Degree Program)**

Advisor: Robert W. Smith, Ph.D.

Mid-Atlantic Christian University students may earn the last 30 of the 120 credit hours required by Mid-Atlantic Christian University for graduation at Regent University School of Law. The result of this Bachelors/Juris Doctor Program is that students may attain an undergraduate and a law degree in six years instead of the normal seven years.

Requirements at MACU for the Bachelor's / Juris Doctor Program

1. Complete 90 credit hours with Mid-Atlantic Christian University.
2. Complete all requirements for an academic major at Mid-Atlantic Christian University in one of the following areas: biblical studies, business administration, counseling and psychology.
3. Complete all general studies requirements at Mid-Atlantic Christian University as specified for the chosen major.

4. Maintain cumulative grade point average as required at MACU
5. Be accepted by the Regent University School of Law.
6. Attain the Bachelor's degree from Mid-Atlantic Christian University upon transferring 30 credits from the Regent University School of Law.

MACU students who complete a B.S. in Biblical Studies will complete the program as designed.

MACU students who complete a B.S. in Business Administration will complete the program as designed with the following adjustments: BUAD 301, BUAD 480-482, and 12 credits of a concentration are waived. Within the general studies requirements, the "Literature Choice" is waived (being sufficiently fulfilled by RU's courses LAW 552 and LAW 553).

MACU students who complete a B.S. in Counseling & Psychology will complete the program as designed with the following adjustments: COUN 480-482 are waived.

# Department of Bible and Christian Ministry

(est. 1948)

The mission of the Department of Bible and Christian Ministry is to equip students with a knowledge of the Bible, interpretive skills, and life-application in order to engage locally and globally in Christian discipleship and leadership within church and parachurch contexts.

Courses offered by the Department of Bible and Christian Ministry are listed in the “Course Descriptions” section under the following curricular areas: Biblical Greek (BGRK); Biblical Hebrew (BHEB); Cross-Cultural Ministry (CCMN); Family Ministry (FAMM); General Bible (GENB); General Ministry (GENM); Homiletics (HOMS); New Testament (BSNT); Old Testament (BSOT); Theology (THEO); Worship Ministry (WRMN).

**Major in Biblical Studies.** The Biblical Studies Major is comprised of 48 semester credit hours.

Students successfully completing the Biblical Studies Major will:

- 1) recall key individuals, events, and themes from the biblical text;
- 2) employ reliable resources and methods to responsibly interpret the biblical text;
- 3) assess analytically biblical and theological scholarship;
- 4) express ways in which biblical teachings apply to various life contexts.

Course of study:

General Bible			9 sem. hrs.
GENB 111	Story of Redemption	3	
GENB 151	Principles of Bible Study	3	
GENB 201	Interpreting Biblical Literature	3	
Old Testament			12 sem. hrs
BSOT 210	Early Hebrew History	3	
BSOT 321	Hebrew History & Literature I	3	
BSOT 322	Hebrew History & Literature II	3	
Select 1 from the following:		3	
BSOT 423	David Narrative Literature		
BSOT 431	Psalms		
BSOT 441	Isaiah		
BSOT 442	Jeremiah		
BSOT 447	Zechariah		
New Testament			18 sem. hrs
BSNT 150	Life & Teachings of Jesus	3	
BSNT 261	Ancient Church History: Acts	3	
BSNT 270	Life and Teachings of Paul	3	
Select 1 from the following:		3	
BSNT 452	Matthew		
BSNT 453	Mark		
BSNT 454	Luke		
BSNT 455	John		
Select 6 hours from the following:		6	
BSNT 371	Romans 3		
BSNT 372	I & II Corinthians 3		
BSNT 373	Galatians 1		
BSNT 374	Prison Epistles 3		
BSNT 375	I & II Thessalonians 2		
BSNT 376	Pastoral Epistles 2		

BSNT 381 Hebrews 3  
 BSNT 383 Epistles of James – Jude 3  
 BSNT 384 Book of Revelation 3

Theology			9 sem. hrs.
THEO 201	Biblical Doctrines	3	
Select 6 hours of Theology Electives			

**Programs Offered in the School of Undergraduate Studies:**

**B.A. and B.S. – Major in Biblical Studies**

Advisor: Josiah D. Peeler, Ph.D.

The purpose of the biblical studies major unaccompanied by another major is to provide a degree track option for the student who is undecided in choosing a career path but desires a solid core of general studies and a Bible education.

Students successfully completing the Biblical Studies Major will:

- 1) recall key individuals, events, and themes from the biblical text;
- 2) employ reliable resources and methods to responsibly interpret the biblical text;
- 3) assess analytically biblical and theological scholarship;
- 4) express ways in which biblical teachings apply to various life contexts.

B.A. - Required Courses	120 Hours
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Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.





Biblical Studies Major	48 sem. hrs.
General Studies	35 sem. hrs.
Language	12 sem. hrs.
Open Electives	25 sem. hrs.

**B.S. - Required Courses** **120 Hours**

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

Biblical Studies Major	48 sem. hrs.
General Studies	35 sem. hrs.
Open Electives	37 sem. hrs.

**B.A. and B.S. – Major in Ministry and Major in Biblical Studies**

Advisor: Claudio Divino, D.Min.

The Ministry Major is a 36-hour course of study in which a student is able to choose between various ministry related classes. The major is designed to prepare servant leaders for a wide range of ministry opportunities available in the local church or a para-church organization. Included in the major is a six-hour internship in an area of ministry.

Students who complete 12 hours of specified preaching courses may declare a preaching concentration. Students who complete 12 hours of specified cross-cultural ministry courses may declare a cross-cultural ministry concentration.

Students successfully completing the Ministry major will:

- 1) reflect upon their personal walk with God and gifts for ministry;
- 2) develop skills necessary for effective communication of God's word;
- 3) demonstrate knowledge of effective Christian leadership;
- 4) apply ministry skills necessary to fulfill their calling;
- 5) value the role of career Christian ministry and grasp their individual contribution to this work.

**B.A. - Required Courses** **134 Hours**

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

Biblical Studies Major	48 sem. hrs.
Students desiring a cross-cultural concentration must choose THEO 253 for one of their theology electives	
General Studies	35 sem. hrs.
Language	12 sem. hrs.

Ministry Major 39 sem. hrs.

CCMN 111 Perspectives on the World Christian Movement 3  
COUN 201 Introduction to Counseling 3  
GENM 201 Strategic Leadership in Ministry 3  
GENM 411 Ministry Seminar 3  
GENM 480-482 Internship 6  
Choose One: 3  
    FAMM 221 Teaching for Spiritual Transformation  
    HOMS 201 Introduction to Homiletics  
Professional Electives 18  
(Electives must be chosen from CCMN, COUN, FAMM, GENM, HOMS, WRMN)

Students may choose to fill 12 of the 18 elective hours with the following homiletics courses and thus complete a Preaching Concentration

HOMS 202 Homiletics Practicum 3  
HOMS 301 Expository Preaching 3  
HOMS 302 Preaching the Literary Genres 3  
HOMS 400 Topics in Homiletics 3

Students may choose to fill 18 of the 18 elective hours with the following courses and thus complete a Cross-Cultural Ministry concentration

CCMN 283 Historical Models of Christian Missions 3  
CCMN 286 Cultural Anthropology 3  
CCMN 311 Contemporary Trends in Missions 3  
CCMN 341 Globalization 3  
CCMN 384 World Religions 3  
CCMN 387 Cross-Cultural Communication 3

B.S. - Required Courses 122 Hours

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

Biblical Studies Major 48 sem. hrs.  
Students desiring a cross-cultural concentration must choose THEO 253 for one of their theology electives

General Studies 35 sem. hrs.

Ministry Major 39 sem. hrs.

CCMN 111 Perspectives on the World Christian Movement 3  
COUN 201 Introduction to Counseling 3  
GENM 201 Strategic Leadership in Ministry 3  
GENM 411 Ministry Seminar 3  
GENM 480-482 Internship 6  
Choose One: 3  
    FAMM 229 Teaching for Spiritual Transformation  
    HOMS 201 Introduction to Homiletics  
Professional Electives 18  
(Electives must be chosen from CCMN, COUN, FAMM, GENM, HOMS, WRMN)

Students may choose to fill 12 of the 18 elective hours with the following homiletics courses and thus complete a Preaching Concentration

HOMS 202 Homiletics Practicum	3
HOMS 301 Expository Preaching	3
HOMS 302 Preaching the Literary Genres	3
HOMS 400 Topics in Homiletics	3

Students may choose to fill 18 of the 18 elective hours with the following courses and thus complete a Cross-Cultural Ministry concentration

CCMN 283 Historical Models of Christian Missions	3
CCMN 286 Cultural Anthropology	3
CCMN 311 Contemporary Trends in Missions	3
CCMN 341 Globalization	3
CCMN 384 World Religions	3
CCMN 387 Cross-Cultural Communication	3

## **B.A. and B.S. – Major in Youth and Family Ministry and Major in Biblical Studies**

Advisor: Kendall S. Greene, Ed.D.

The Mid-Atlantic Christian University degree in Youth and Family Ministry will prepare the student for leadership in the local church, para-church or family education ministries and professions. There is an incredible need for individuals trained to work with students and their families through the life cycle. The Youth & Family Ministry Major enables graduates to develop the skill set to assist youth and families with the social, spiritual and developmental challenges facing the family today.

Students successfully completing the Youth and Family Ministry major will:

- 1) demonstrate the ability to plan programming and regular training in family life skills;
- 2) assess global and local needs of today's youth and their families;
- 3) develop programs that are sensitive to needs of the family;
- 4) develop professional skills useful for dealing with people and coworkers;
- 5) demonstrate godly character and professionalism;
- 6) demonstrate the ability to serve in a variety of leadership roles.

### **B.A. Required Courses**

137 Hours

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

Biblical Studies Major 48 sem. hrs.

General Studies 35 sem. hrs.

Language 12 sem. hrs.

Youth and Family Ministry Major 42 sem. hrs.

CCCM 111 Perspectives on the World Christian Movement	3
COUN 201 Introduction to Counseling	3
FAMM 201 Introduction to Family Ministry	3
FAMM 211 Parenting Models	3
FAMM 221 Teaching for Spiritual Transformation	3
FAMM 307 Human Sexuality	3
FAMM 401 Legal and Administrative Issues in FM	3
GENM 201 Strategic Leadership in Ministry	3

GENM 411 Ministry Seminar	3
GENM 480-482 Internship	6
HOMS 201 Introduction to Homiletics	3
PYCS 227 Developmental Psychology	3
Choose One	3
FAMM 235 Contemporary Youth Problems	
FAMM 301 Children's Ministry	

#### B.S. Required Courses

125 Hours

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

Biblical Studies Major 48 sem. hrs.

General Studies 35 sem. hrs.

Youth and Family Ministry Major 42 sem. hrs.

CCCM 111 Perspectives on the World Christian Movement	3
COUN 201 Introduction to Counseling	3
FAMM 201 Introduction to Family Ministry	3
FAMM 211 Parenting Models	3
FAMM 221 Teaching for Spiritual Transformation	3
FAMM 307 Human Sexuality	3
FAMM 401 Legal and Administrative Issues in FM	3
GENM 201 Strategic Leadership in Ministry	3
GENM 411 Ministry Seminar	3
GENM 480-482 Internship	6
HOMS 201 Introduction to Homiletics	3
PSYC 227 Developmental Psychology	3
Choose One	3
FAMM 235 Contemporary Youth Problems	
FAMM 301 Children's Ministry	

### **Associate of Arts in Biblical Studies**

Advisor: Ronnie J. Woolard, M.Div.

The Associate of Arts in Biblical Studies is designed for students who want a foundation in general studies, a substantial core of Biblical and Theological studies, and studies in a Christian service or ministry area. The degree prepares students to be more effective servants and leaders in the local church, Christian school, or other Christian organization. A student may complete professional studies for this degree from a subject area offered at Mid-Atlantic Christian University or from an approved subject area at another accredited college.

Students successfully completing the Associate of Arts in Biblical Studies will:

- 1) recall key individuals, events, and themes from the biblical text;
- 2) employ basic reliable resources to responsibly interpret the biblical text;
- 3) express ways in which biblical teachings apply to their lives.

Course of Study:

61/62 Hours

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

## General Studies

31/32 sem. hrs.

COMM 171	Public Speaking	3
ENGL 101	English Composition I	3
ENGL 102	English Composition II	3
HIST 211	Western Civilization I <sup>^</sup>	3
HIST 238	American Church History	3
INDS 100	College Success	1
INDS 101	Christian Thinking: Developing a Christian Worldview	3
INDS 102	Christian Living: Developing Spirituality and Engaging World	3
PSYC 101	General Psychology <sup>^</sup>	3

*Choose one of the following:* 3

HIST 212 Western Civilization II

HIST 231 Survey of US History

*Choose one of the following:*<sup>^</sup> 3 or 4

MATH 1\_\_ Math Course

BIOL/CHEM/PYSC \_\_\_\_ Lab Science Course

## Biblical and Theological Studies

21 sem. hrs.

BSNT 150	Life & Teachings of Jesus	3
BSNT 261	Ancient Church History: Acts	3
BSNT 270	Life & Teachings of Paul	3
BSOT 210	Early Hebrew History	3
GENB 111	Story of Redemption	3
GENB 151	Principles of Bible Study	3
THEO 201	Biblical Doctrines	3

## Professional Studies

9 sem. hrs.

CCMN 181	Perspectives on the World Christian Movement	3
GENM 201	Strategic Leadership in Ministry Professional Studies elective	3
(Elective must be chosen from 100-200 level BUAD, CCMN, COUN, EDUC, ESGA, FAMM, GENM, HOMS, HRMT, MRKT, PADM, PRSL, SPMT, WRMN)		

<sup>^</sup> Indicates that the course meets the Southern Association of Colleges and Schools – Commission on College's requirement for students to complete one course in the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. (See Standard 9.3 of the *Principles of Accreditation*)

## **Associate of Arts in Bible and East African Ministry**

Advisor: R. Bane Angles, D.Min.

The Associate of Arts in Bible and East African Ministry is designed for students from East Africa who want a foundation in general studies and a substantial core of Bible and vocational church ministry courses. The degree prepares students to be more effective servants and leaders in the local church in East Africa. The program is offered predominately via distance education modalities with some limited courses offered in-person in Kigali, Rwanda.

Students successfully completing the Associate of Arts in Biblical Studies will:

- 1) express a foundational knowledge of biblical people and events;
- 2) express a foundational knowledge of biblical doctrines;
- 3) assess their personal walk with God and gifts for ministry;
- 4) demonstrate foundational skills necessary for effective communication of God's Word;
- 5) apply foundational skills necessary to fulfill their ministry.

Course of Study:

61 Hours

General Studies

22 sem. hrs.

BIOL 111	Basic Biology for Life^	3
COMM 171	Public Speaking	3
ENGL 101	English Composition I	3
ENGL 102	English Composition II	3
HIST 255	African Church History^	3
INDS 100	College Success	1
INDS 103	Christian Formation: Developing the Spiritual Life	3
PSYC 101	General Psychology^	3

Biblical and Theological Studies

24 sem. hrs.

BSNT 150	Life & Teachings of Jesus	3
BSNT 261	Ancient Church History: Acts	3
BSNT 270	Life & Teachings of Paul	3
BSOT 210	Early Hebrew History	3
BSOT 321	Hebrew History & Literature I	3
BSOT 322	Hebrew History & Literature II	3
GENB 151	Principles of Bible Study	3
THEO 201	Biblical Doctrines	3

Professional Studies

15 sem. hrs.

COUN 201	Introduction to Counseling	3
FAMM 225	Teaching for Life Transformation	3
GENM 201	Strategic Leadership in Ministry	3
HOMS 201	Introduction to Homiletics	3
WRMN 211	What is Worship?	3

^ Indicates that the course meets the Southern Association of Colleges and Schools – Commission on College's requirement for students to complete one course in the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. (See Standard 9.3 of the *Principles of Accreditation*)

## **Professional Christian Ministries Certificate**

Advisor: Claudio Divino, D.Min.

The Professional Christian Ministries Certificate is designed to provide elementary skills and knowledge needed to minister effectively in today's North American culture. It is most suited for individuals who do not have a prior bachelor's degree from a Christian college or seminary, but are paid or volunteer workers in a church ministry setting. Individuals who serve as elders or deacons in a church may also benefit from the program. Upon completion, graduates may apply these fifteen credits toward an associate's or bachelor's degree at Mid-Atlantic Christian University.

Students successfully completing the Professional Christian Ministries Certificate will:

- 1) Interpret Scripture accurately by integrating biblical research resources and skills;
- 2) Facilitate spiritual growth in themselves through implementation of key resources and practices;
- 3) Lead effectively in ministry by integrating key biblical passages and principles.

**Required Courses** **15 Hours**

GENB 151	Principles of Bible Study	3
INDS 103	Christian Formation: Developing the Spiritual Life	3

**Electives (must complete 3 courses):**

BSNT 150	Life and Teachings of Jesus	3
BSNT 261	Ancient Church History: Acts	3
BSOT 210	Early Hebrew History	3
CCMN 111	Perspectives on the World Christian Movement	3
COUN 201	Introduction to Counseling	3
FAMM 201	Introduction to Family Ministry	3
FAMM 221	Teaching for Spiritual Transformation	3
GENB 111	Story of Redemption	3
GENM 201	Strategic Leadership in Ministry	3
GENM 251	Conflict Management	3
HIST 237	History of the Restoration Movement	3
HOMS 201	Introduction to Homiletics	3
INDS 101	Christian Thinking: Developing a Christian Worldview	3
THEO 201	Biblical Doctrines	3

### **Minors**

**Biblical Studies** **18 hours**

BSNT	NT Elective	3
BSOT	OT Elective	3
GENB 111	Story of Redemption	3
GENB 151	Principles of Bible Study	3
THEO 201	Biblical Doctrines	3
	BSOT/BSNT/THEO Elective	3

**Cross-Cultural Ministry** **18 hours**

CCMN 283	Historical Models of Christian Missions	3
CCMN 286	Cultural Anthropology	3
CCMN 311	Contemporary Trends in Missions	3
CCMN 341	Globalization	3
CCMN 384	World Religions	3
CCMN 387	Cross-Cultural Communication	3



Family Studies 18 hours

FAMM 201	Introduction to Family Ministry	3
FAMM 211	Parenting Models	3
FAMM 221	Teaching for Spiritual Transformation	3
FAMM 307	Human Sexuality	3
FAMM 401	Legal and Administrative Issues in Family Ministry	3
PSYC 227	Developmental Psychology	3

Preaching 15 hours

HOMS 201	Introduction to Homiletics	3
HOMS 202	Homiletics Practicum	3
HOMS 301	Expository Preaching	3
HOMS 302	Preaching the Literary Genres of the Bible	3
HOMS 400	Topics in Homiletics	3

**Programs Offered in the School of Professional Studies:**

**B.S. – Major in Christian Ministry**

Advisor: Claudio Divino, D.Min.

The Christian Ministry Major is a 36 hour course of study in which a student is able to choose between various ministry related classes. The major is designed to prepare servant leaders for a wide range of ministry opportunities available in the local church or a para-church organization. Included in the major is a six hour internship in an area of ministry.

Students successfully completing the Christian Ministry major will:

- 1) reflect upon their personal walk with God and gifts for ministry;
- 2) develop skills necessary for effective communication of God's word;
- 3) demonstrate knowledge of effective Christian leadership;
- 4) understand and apply ministry skills necessary to fulfill their calling;
- 5) value the role of career Christian ministry and grasp their individual contribution to this work.

B.S. - Required Courses 120 Hours

Biblical Studies Minor 18 sem. hrs.

BSNT 150	Life and Teachings of Jesus	3
BSNT 261	Ancient Church History: Acts	3
BSOT 210	Early Hebrew History	3
GENB 111	Story of Redemption	3
GENB 151	Principles of Bible Study	3
THEO 201	Biblical Doctrines	3

General Studies 35 sem. hrs.

Support Courses 12 sem. hrs.

BSNT 270	Life and Teachings of Paul	3
BSOT 321	Hebrew History and Literature I	3
BSOT 322	Hebrew History and Literature II	3
THEO XXX	Theology Elective	3

Christian Ministry Major

36 sem. hrs.

CCMN 111 Perspectives on the World Christian Movement 3

COUN 201 Introduction to Counseling 3

GENM 201 Strategic Leadership in Ministry 3

GENM 411 Ministry Seminar 3

GENM 480-482 Internship 6

Choose One: 3

FAMM 229 Teaching for Spiritual Transformation

HOMS 201 Introduction to Homiletics

Professional Electives 15

Elective hours may be filled from any of the following course with the following prefixes: CCMN, FAMM, GENM, HOMS, WRMN, or (6 hours from COUN).

Electives

19 sem. hrs.

## Department of Marketplace Ministry

(est. 1993)

The mission of the Department of Marketplace Ministry is to provide students with an educational experience that integrates faith, biblical knowledge, and skills training necessary to become leaders and innovators in both faith-based institutions and secular organizations. The goal is to provide education and experiences that will help students develop a heart's desire to serve individuals, families, and communities where they work in a way that will impact the world for Christ.

Courses offered by the Department of Marketplace Ministry are listed in the "Course Descriptions" section under the following curricular areas: Accounting (ACCT); Business Administration (BUAD); Computer Science (COSC); Counseling (COUN); Economics (ECON); Education (EDUC); Esports and Gaming Administration (ESGA); Human Resource Management (HRMT); Leadership and Administration (LEAD); Marketing (MRKT); Military Science (MLSC); Professional Sales (PRSL); Psychology (PSYC); Public Administration (PADM); Sport Management (SPMT); Supply Chain Management (SCMT).

### **Programs Offered in the School of Undergraduate Studies:**

#### **B.S. – Major in Business Administration**

Advisor: Tracy D. Wooten, Ph.D.

The Mid-Atlantic Christian University degree in Business Administration will prepare you for leadership in organizations and institutions. The need for committed Christian leaders working in for-profit and not-for-profit organizations has never been greater. Excelling in leadership and administration requires the ability to think strategically and to make tough decisions. This requires confidence in one's ability and wise counsel. You will build that confidence with a Business Administration degree from MACU.

In the Business Administration program, students will learn management and leadership principles; gain confidence in strategic planning, systems development, research methods, financial accounting, ethics, spiritual development, best practices, and communication skills. Students will also grow in their understanding of God's Word, and its daily application in the area of leadership, as the student matures as a Christian leader. Since MACU is a faith-based university, students are challenged to consider using Business as a Mission.

Students completing the Business Administration major will:

- 1) identify core concepts and theories in the topics of finance, accounting, marketing, management, economics, and business law;
- 2) apply business management concepts of planning, organizing, controlling and leading in real-life situations;
- 3) respond appropriately when confronted with moral and ethical dilemmas with the integration a biblical worldview;
- 4) integrate a biblical worldview with business concepts, functions and strategy.

B.S. - Required Courses

120 Hours

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

Biblical Studies Minor

18 sem. hrs.

General Studies 35 sem. hrs.

Business Administration Major 63 sem. hrs.

ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
BUAD 101	Introduction to Business	3
BUAD 221	Principles of Business Management	3
BUAD 301	Business Law	3
BUAD 303	International Business	3
BUAD 322	Organizational Behavior	3
BUAD 342	Corporate Finance	3
BUAD 402	Strategic Management	3
BUAD 480-482	Internship Sequence ++	6
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
HRMT 201	Human Resource Management	3
LEAD 212	Leadership	3
MATH 213	Introduction to Statistics	3
MRKT 211	Principles of Business Marketing	3

++ Students will complete an internship that complements their declared concentration area.

Concentration (Must Choose One) 12

ESports and Gaming Administration

ESGA 201 Introduction to Games  
ESGA 211 Introduction to ESports Management  
ESGA 311 Convention, Event, and Trade Show Planning  
ESGA 321 Distribution of Games

Global Business Marketing

MRKT 301 Marketing Research  
MRKT 311 Marketing Management  
MRKT 321 International Marketing  
MRKT 331 Consumer Behavior and Culture

Human Resource Management

HRMT 231 Total Compensation Management  
HRMT 301 Employment & Labor Law  
HRMT 311 Training and Development  
HRMT 341 Human Resource Risk Management

Organizational Leadership

BUAD 214 Organizational Communication  
BUAD 311 Conflict Management for Business Managers  
BUAD 331 Project Management  
LEAD 401 Leadership Development

Professional Sales

PRSL 201 Relationship-Driven Professional Selling  
PRSL 211 Negotiation in Business and Sells  
PRSL 311 Sells Leadership  
PRSL 321 Adv. Relationship-Driven Professional Selling

Public Administration

PADM 201 Introduction to Public Administration  
PADM 211 State and Local Government Administration  
PADM 311 Public Budgeting and Finance  
PADM 321 Public Administration Capstone

Sport Management

SPMT 201 Introduction to Sport Management  
SPMT 211 Sport Marketing  
SPMT 311 Sport Administration  
SPMT 321 Sport Legal Liability and Risk Management

Supply Chain Management

CCMN 341 Globalization  
SCMT 301 Forecasting and Logistics  
SCMT 302 Sourcing and Operations  
SCMT 401 SCM Capstone

Open Electives

4 sem. hrs.

**B.S. – Major in Counseling & Psychology**

Advisor: David S. King, Ph.D.

Christian counselors and psychologists develop helping relationships with a wide variety of clients, including individuals, families, churches, communities, and other organizations. The Counseling & Psychology program is designed to prepare students to

- a. enter a variety of human services and helping occupations as a Qualified Professional,
- b. enter graduate studies in preparation for a career as a mental health professional, marriage and family counselor, school counselor, clinical psychologist, social worker, or other related fields, and
- c. use their skills in career or volunteer services within the Christian community, churches, and parachurch organizations.

Students successfully completing the Counseling & Psychology Major will:

1. Knowledge: Master the
  - a. key principles and overarching themes, and
  - b. theoretical approaches in psychology and counseling.
2. Scientific inquiry and critical thinking:
  - a. Use scientific reasoning to interpret psychological phenomena and
  - b. demonstrate information literacy in the fields of counseling and psychology.
3. Ethical and social responsibility: Apply ethical standards to evaluate psychological and counseling science and practice in a variety of cultural settings.
4. Communication:
  - a. Demonstrate effective writing and presentation skills for different purposes, and
  - b. interact effectively with others.
5. Professional development:
  - a. Apply counseling and psychological content and skills to career goals and
  - b. develop meaningful professional direction for life after graduation
6. Successfully integrate a Christian worldview into the disciplines of psychology and counseling.

B.S. - Required Courses

120 Hours

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

Biblical Studies Minor	18 sem. hrs.
General Studies	35 sem. hrs.
Counseling and Psychology Major	45 sem. hrs.
COUN 201 Introduction to Counseling	3
COUN 212 Counseling Theories	3
COUN 329 Cross-Cultural Counseling	3
COUN 421 Ethics, Professional Orientation, and Legal Issues 3++	
COUN 423 Marriage and Family Counseling.	3
COUN 480-482 Internship Sequence	6
FAMM 307 Human Sexuality	3
MATH 213 Introduction to Statistics	3
PSYC 227 Developmental Psychology	3
PSYC 342 Research Methods in Psychology	3
PSYC 428 Abnormal Psychology	3
COUN or PSYC Electives	9
Open Electives	22 sem. hrs.

++ This course may not be transferred from another institution. It must be taken from MACU.

### **Teacher Education**

Mid-Atlantic Christian University's mission is to impact the world by transforming ordinary people into extraordinary Christian leaders. Since teaching is a service-oriented career, teachers completing an education program at MACU will graduate with not only the knowledge, skills and dispositions necessary to lead the educational world of the 21<sup>st</sup> century, but also with a heart's desire to serve the students, families, and communities where they teach. Students who enter this program of study will engage in a rigorous course load that combines University study with practical applications in public school settings.

Completing University requirements for a degree in education enables students to submit their applications to the North Carolina State Department of Public Instruction in order to receive state licensure for teaching in public schools. Depending upon the degree program, State licensure enables the graduate to teach in the State of North Carolina. In addition, North Carolina has reciprocal teaching agreements with most other states, enabling graduates to teach in public schools outside of North Carolina.

Students successfully completing an Education Major will have the following characteristics stated in the form of student outcomes which are in line with the North Carolina Standards for Teacher Preparation, the NC Core Standards and demonstrated by evidences collected in an electronic portfolio:

1. Knowledge – Students will demonstrate a broad knowledge of the concepts and skills related to the content they teach;
2. Pedagogy – Students will demonstrate understanding of research-based practices and methodology, including technology, that is both engaging, and developmentally appropriate for teaching a diverse population of students enhanced by a viable classroom management plan;
3. Leadership – Students will exhibit leadership skills needed to organize and manage the complex and dynamic environment of a public school---communicate, collaborate, think critically, solve problems, and be a life-long learner;

4. Assessment – Students will demonstrate an ability to use both formal and informal assessments that drives instruction resulting in positive impact on student learning
5. Reflection – Students will display the reflective skills needed to ensure the progress of each student;
6. Community – Students will establish caring relationships with students, their families, and the communities in which they live that demonstrate respect and maintain dignity in all situations.

**Admission to Teacher Preparation Program:** Becoming a student at Mid-Atlantic Christian University is the beginning of the process for becoming a teacher. The next step is to be accepted into the Teacher Preparation (Teacher Prep) Program.

Formal admission to the Teacher Prep/Licensure program usually occurs by the end of the sophomore year. *Students required to take the Praxis Core Academic Skills for Teachers exams must pass these exams prior to becoming a junior (having earned 60 credits). Students who do not meet the state requirements for passing scores by the end of their sophomore year will be advised to change majors.* Students must submit to the director of teacher education the evidences for admission to the program. When the appropriate evidences have been submitted, the director will advise the university registrar that the student has met the prerequisites. Students will then be able to register for upper level education courses.

The evidences must include the following and will only be evaluated when all requirements are included:

1. A copy of the exams scores from the Praxis Core Academic Skills for Educators. Minimum scores established by the Department of Public Instruction for the State of North Carolina are as follows:

Test Name and Number	Approved Qualifying Score
Core Academic Skills for Educators: Reading (5712)	156
Core Academic Skills for Educators: Writing (5722)	162
Core Academic Skills for Educators: Mathematics (5732)	150
Composite Score	468

If individual test scores do not meet each requirement above, a combined score of 468 satisfies the requirement. Students who score the minimum score of 468 will be required to set up a plan for increasing their knowledge and skills in the areas in which they scored lower than the qualifying score.

Moreover, individuals with a total SAT score of 1170 taken after March 2016, or SAT score of 1100 if SAT taken before March 2016, are exempt from *Praxis*® Core Academic Skills for Educators testing requirements for teacher education program admission.

- Individuals with a total SAT score of less than 1100 taken prior to March 2016, but a score of at least 550 on the Verbal test are exempt from the *Praxis*® Core Academic Skills for Educators Tests in Reading and Writing.
- Individuals with a total SAT score of less than 1170 taken after March 2016, but a score of at least 600 on the evidence-based reading and writing test are exempt from the *Praxis*® Core Academic Skills for Educators Tests in Reading and Writing.



- Individuals with a total SAT score of less than 1100 taken prior to March 2016, but a score of at least 550 on the Math test are exempt from the *Praxis*® Core Academic Skills for Educators Test in Mathematics.
- Individuals with a total SAT score of less than 1170 taken after March 2016, but a score of at least 600 on the Math test are exempt from the *Praxis*® Core Academic Skills for Educators Test in Mathematics.

Likewise, individuals with a composite ACT score of 24 are exempt from *Praxis*® Core Academic Skills for Educators testing requirements for teacher education program admission.

- Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English are exempt from the *Praxis*® Core Academic Skills for Educators tests in Reading and Writing.
- Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the *Praxis*® Core Academic Skills for Educators test in Mathematics.

The tests are computer-based, administered by the Educational Testing Service (ETS), and can be completed at a variety of testing centers at scheduled times during the year. (To register go to <http://www.ets.org/praxis>.) Students should identify Mid-Atlantic Christian University (#5427) when registering for Core Academic Skills for Educators tests.

Students who are required to take the Core Academic Skills for Educators tests will be required to take a one semester hour course called EDUC 237 Praxis Preparation Seminar, which will provide academic support to help them prepare for the exams. Education majors will be required to pass the Core Academic Skills tests before entering their junior year.

Students who do not achieve a passing score on one or more of the Core exams will work with their advisor on a plan that will prepare them for the licensure exam content. This plan might include scheduled work on the area of need in the Learning Center, evidence of the use of electronic resources, or participation in other growth opportunities.

2. Evidence of a cumulative GPA of at least 2.7.
3. Evidence of grades showing the successful completion of the following courses: EDUC 222 Foundations of Education, EDUC 244 Educational Psychology, ENGL 101 English Composition I, ENGL 102 English Composition II, EDUC 239 Practicum I or EDUC 240 Practicum in the Secondary Classroom, and EDUC 128 Arts in the Classroom (Elementary Education). Each course must be passed with a 2.0 or better on a 4.0 point scale.

If for some reason a student is unable to complete the requirements for teacher preparation by the beginning of the junior year, he/she will be counseled to complete a different major leading toward graduation. The student's advisor will work with the student to choose the alternative major. Such majors may be Youth and Family Ministry or Counseling and Psychology.

#### Requirements for clinical experiences:

1. Students must obtain a background check prior to beginning any clinical experience. Background checks are required by the local school district and the state. Students may complete their applications online on the MACU website.
2. Students must provide evidence of liability insurance prior to being placed in a public school classroom for Practicum II, Partnership, and Student Teaching. Liability insurance is a part of membership with Christian Educators Association International at <https://ceai.org/join-renew-update/> for \$35 per year, or through NC Association of Educators at <https://www.ncae.org/get-involved/student-ncae-sncea/> for \$33 per year.

#### Requirements for exit:

1. Satisfactory Completion of all program course requirements.
2. Submission of an Electronic Portfolio.

Mid-Atlantic Christian University teacher candidates will open a program-approved electronic portfolio (In this case TaskStream). The electronic portfolio includes a collection of evidences/artifacts and reflections documenting the candidate's development over time. Six major evidences as well as other significant pieces will be submitted associated with the education program classes. Each evidence will be scored by the teacher of the course in which the evidence is assigned, or the director of the teacher education program. A standard rubric for each evidence will be used for grading within the electronic portfolio. The evidences should reflect learning over time. It is a constructivist model. An example of this would be the progression from basic to professional in writing the initial lesson plans to the final plans. Lesson plans are submitted in various classes throughout the program. This is intended to show growth in the ability of the teacher candidate to design meaningful work for students. The finished electronic portfolio which includes various assignments, classroom performances, and the rubric scoring instruments will be evaluated as to whether the teacher candidate has met the goals of their education program at MACU and should be recommended for a North Carolina Teaching Licensure.

Teacher candidates will be given training to use the electronic portfolio. All requirements for the teacher education program will be clearly explained in the electronic portfolio. In addition, the professors and the director of teacher education will assist the students in making this experience meaningful. Each evidence will be rubric scored. This process will yield indisputable evidence that the teacher candidate will be successful in making a positive impact on all his/her students, and therefore, is qualified to receive a teacher license.

Teacher candidates will be followed throughout their careers. The assumption is that teachers who remain in the classroom for a substantial amount of time have been better trained in their education programs. The University has created high expectations, rigorous course work, and extensive high-quality field experiences to ensure that a teacher candidate will be successful in the profession. An additional survey will be used for first or second year teachers to determine their prospective of what MACU could change to make the program stronger. This data will be used to improve the teacher education programs.

#### Requirements for Licensure:

During the student teaching term the teacher candidate should complete and gather the following:

1. An application for licensure
2. An official transcript from the registrar's office
3. "Form A," which is required for licensure. Complete it carefully and submit it at the online licensure link at <http://www.ncpublicschools.org/licensure>
4. "Form V," which is required for licensure. The instructions on the bottom of the form tell you to mail it, but you will be uploading it to the online licensure link.
5. "Form OS," signed by the director of teacher education before uploading the completed form to the online licensure site
6. Payment must be made online.

The teacher candidate is responsible for sending the appropriate paperwork to the NC State Department of Public Instruction via the NCDPI Online Licensure System. Those seeking out-of-state licensure must complete the appropriate forms for that state. Specific questions may be directed to the Director of Teacher Education here at MACU.

Passing scores on the NC Foundations of Reading exam **and** either the Praxis CKT (#7803), **or** the Pearson Math Subtest (#0203) are required by the State Board of Education in NC as part of the licensure process. Likewise, the General Science: Content Knowledge and the Principles of Learning and Teaching: Grades 7-12 tests are both required by the State Board of Education in NC as part of the licensure process. MACU candidates are strongly encouraged to pass all license exams prior to student teaching. The Director of Teacher Education will only recommend graduates for NC licensure when they have passed the required licensure exams. For more information about the NC licensure exams go to <https://www.ets.org/praxis/nc/requirements> or <http://www.nc.nesinc.com>. For those intending to teach outside of NC some assistance will be provided in determining the licensure test requirements for the state. It is highly recommended to take all licensure tests early in be competitive in the job market.

## **B.S. – Major in Elementary Education**

Advisor: Beth L. Strecker, Ed.D.

### B.S. - Required Courses

120 Hours

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.

Biblical Studies Minor 18 sem. hrs.

General Studies 45 sem. hrs.

BIOL 141	General Biology	4
COMM 171	Public Speaking	3
ENGL 101	English Composition I	3
ENGL 102	English Composition II	3
HIST 211	Western Civilization I	3
HIST 238	American Church History	3
INDS 100	College Success	1
INDS 101	Christian Thinking: Developing a Christian Worldview	3
INDS 102	Christian Living: Developing Spirituality and Engaging the World	3
MATH 161	College Algebra	3
MATH 165	Mathematics for the Liberal Arts	3
PSYC 101	General Psychology	3
Choose One:		3
	HIST 212 Western Civilization II	
	HIST 231 Survey of United States History	
Choose One:		3
	ENGL 332 American Literature	
	ENGL 334 Christian Literature	
	ENGL 336 British Literature	
Lab Science Elective		4

Elementary Education Major 55 sem. hrs.

EDUC 128	Teaching Arts in the Classroom	3
EDUC 222	Foundations of Education	3
EDUC 228	Instructional Technology	3
EDUC 237	Praxis Preparation Seminar	1
EDUC 239	Practicum I in the Elementary Classroom	1

EDUC 244	Educational Psychology	3
EDUC 328	Teaching Science	3
EDUC 329	Teaching Math	3
EDUC 337	Children's Literature	3
EDUC 339	Practicum II in the Elementary Classroom	3
EDUC 431	Classroom Management	3
EDUC 432	Principles of Differentiating Instruction	2
EDUC 433	Special Needs Students	3
EDUC 434	Curriculum in the Elementary School	2
EDUC 435	Elementary School Literacy	4
EDUC 438	Teacher Preparation Seminar	1
EDUC 439	Student Teaching	11
LING 321	TESOL Materials & Methods	3

Open Electives

2 sem. hrs.

Teacher candidates who are interested in adding a licensure area to teach English as a Second Language (ESL) in public schools may elect to take LING 317 Introduction to Linguistics as their open elective (if it was not taken previously to fulfill general studies elective). This course, in addition to LING 321 TESOL Materials and Methods, which is a required course, will prepare interested candidates for the Praxis exam that leads to licensure in that area. Candidates must complete the teacher preparation coursework for elementary education in order to add this licensure area.

### **Certificate in Family Life Education**

Advisor: Kendall S. Greene, Ed.D.

The Certificate in Family Life Education is designed particularly for the student who desires to complete the course work necessary for meeting the standards and criteria required for the Provisional Certified Family Life Educator designation by the National Council on Family Relations (NCFR).

Certified Family Life Educator certification demonstrates training in each of NCFR's ten substance areas. Formal CFLE certification may be requested after two years in a family related profession.

**FAMILIES & INDIVIDUALS IN SOCIETAL CONTEXTS** Structures and Functions; Cultural Variations; Dating, Courtship, Marital Choice; Kinship; Cross-Cultural and Minority; Changing Gender Roles; Demographic Trends; Historical Issues; Work/ leisure & Family Relationships; Societal Relations

**INTERNAL DYNAMICS OF FAMILIES** Internal Social Processes; Communication; Conflict Management; Decision-making and Goal-setting; Normal Family Stresses; Family Stress & Crises; Special Needs in Families

**HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN** Prenatal; Infancy; Early and Middle Childhood; Adolescence; Adulthood; Aging

**HUMAN SEXUALITY** Reproductive Physiology; Biological Determinants; Emotional and Psychological Aspects of Sexual Involvement; Sexual Behaviors; Sexual Values and Decision-Making; Family Planning; Physiological & Psychological Aspects of Sexual Response; Influence of Sexual Involvement on Interpersonal Relationships

**INTERPERSONAL RELATIONSHIPS** Self and Others; Communication Skills; Intimacy, Love, Romance; Relating to Others

**FAMILY RESOURCE MANAGEMENT** Goal Setting and Decision-Making; Development and Allocation of Resources; Social Environment Influences; Life Cycle and Family Structure Influences; Consumer Issues and Decisions

**PARENT EDUCATION AND GUIDANCE** Parenting Rights and Responsibilities; Parenting Practices/Processes; Parent/Child Relationships; Variation in Parenting Solutions; Changing Parenting Roles Across the Life Cycle

**FAMILY LAW AND PUBLIC POLICY** Family and the Law; Family and Social Services; Family and Education; Family and the Economy; Family and Religion; Policy and the Family

**PROFESSIONAL ETHICS & PRACTICE** Formation of Social Attitudes and Values; Recognizing and Respecting the Diversity of Values; Examining Value Systems and Ideologies; Social Consequences of Value Choices; Ethics and Technological Changes; Ethics of Professional Practice.

**FAMILY LIFE EDUCATION METHODOLOGY** Planning and Implementing; Evaluation; Education Techniques; Sensitivity to Others; Sensitivity to Community Concerns and Values

### **INTERNSHIP / PRACTICUM**

To be admitted to the program, a student must have already completed, or be currently enrolled in, a baccalaureate degree program.

Students successfully completing the Certificate in Family Life Education will:

- 1) demonstrate the ability to plan programming and regular training in family life skills;
- 2) assess global and local needs of today's youth and their families;
- 3) develop programs that are sensitive to needs of the family;
- 4) develop professional skills useful for dealing with people and coworkers;
- 5) demonstrate an awareness and understanding of National Council on Family Relations' primary content areas;
- 6) demonstrate Godly character and professionalism;
- 7) demonstrate the ability to serve in a variety of leadership roles.

### **Required Courses**

**46 Hours**

BUAD 141	Managing Personal Finance I	1
CCMN 286	Cultural Anthropology	3
COUN 201	Introduction to Counseling	3
COUN 421	Ethics, Professional Orientation, and Legal Issues	3
COUN 423	Marriage & Family Counseling	3
FAMM 201	Introduction to Family Ministry	3
FAMM 211	Parenting Models	3
FAMM 221	Teaching for Spiritual Transformation	3
FAMM 301	Children's Ministry	3
FAMM 307	Human Sexuality	3
FAMM 401	Legal and Administrative Issues in Family Ministry	3
GENM 411	Ministry Seminar	3
COUN or GENM 480-482	Internship	6
PSYC 227	Developmental Psychology	3
PSYC 355	Adult Lifespan and Diversity	3

The National Council on Family Relations (NCFR, [www.ncfr.org](http://www.ncfr.org)) is the only international program that certifies Family Life Educators. Family life education includes knowledge about how families interact and affect members in positive and negative manners; the inter-relationship of the family and society; human growth and development throughout the life span; both the physiological and psychological aspects of human sexuality; the impact of money and time management on daily life; the importance and value of education for parenting; the effects of policy and legislation on families; ethical considerations in professional conduct; and a solid understanding and knowledge of how to work with, teach and/or develop curriculum for sensitive areas dealing with personal issues.

MACU is recognized by NCFR as an approved institution for Family Life education credentialing. This certification trains students to apply a family–systems, preventative, and educational approach for individual and family issues. Certification demonstrates training in each of the ten family life content areas designated by NCFR for Family Life Certification. Students pursuing this certification qualify for provisional licensure, abbreviated application process and reduced application fees.

Family life educators work in a variety of Christian and secular settings. They bring comprehensive family training to numerous employment sectors and job settings providing crucial training for the local church and community. Often, CFLEs work in the following venues:

- Practice – ministry, teaching, education, research/scholarship, program or curricula development
- Administration –ministry, leadership or management, organizing, coordinating, and
- Promotion - public policy, fundraising, lobbying, advocating for system change and awareness.

### **Minors**

#### **Counseling**

18 hours

COUN 201	Introduction to Counseling	3*
COUN 212	Counseling Theories	3
COUN 423	Marriage and Family Counseling	3
PSYC 227	Developmental Psychology	3
PSYC 428	Abnormal Psychology	3
	Counseling Elective	3

\* If Introduction to Counseling is a required course for the student's major, he or she will need to take an additional 3 hour elective.

#### **Military Science**

18 hours

This program provides Mid-Atlantic Christian University students the opportunity to participate in The U.S. Army Reserve Officers' Training Corps (ROTC) Program. ROTC offers college students the opportunity to earn a commission as officers in the U.S. Army, the Army National Guard, or the U.S. Army Reserve while pursuing a college degree. MACU students will take the necessary courses on the campus of Elizabeth City State University, in Elizabeth City, NC. Students who complete this program will graduate from MACU with a minor in military science.

MLSC 201	Applied Leadership and Management I	2
MLSC 202	Applied Leadership and Management II	2
MLSC 301	Leadership and Management I	3
MLSC 302	Leadership and Management II	3
MLSC 303	US Military History	3
MLSC 401	Adv. Leadership and Management I	2
MLSC 402	Adv. Leadership and Management II	3

MLSC 236 may be taken in lieu of MLSC 201 and MLSC 202

Nonprofit Administration

18 hours

ACCT 201	Principles of Financial Acc	3
BUAD 221	Principles of Business Man	3
BUAD 225	Nonprofit Management	3
BUAD 322	Organizational Behavior	3
BUAD 402	Strategic Management	3
LEAD 212	Leadership	3

Secondary Education

33 hours

EDUC 222	Foundations of Education	3
EDUC 237	Praxis Preparation Seminar (if needed)	1
EDUC 240	Practicum in the Secondary Classroom	1
EDUC 244	Educational Psychology	3
EDUC 325	Reading in the Content Area	3
EDUC 328	Teaching Science	3
EDUC 431	Classroom Management	3
EDUC 432	Differentiated Instruction	2
EDUC 436	Secondary Curriculum & Instruction	2
EDUC 438	Teacher Preparation Seminar	1
EDUC 439	Student Teaching Experience	11

**Programs Offered in the School of Professional Studies:**

**B.S. – Major in Business Administration**

Advisor: Tracy D. Wooten, Ph.D.

Students who enter this program will follow the pattern developed by the University whereby the student will receive a Bachelor of Science in Business Administration. The major is ideally suited for the working adult who wishes to develop his/her biblical understanding while assuming a greater role of leadership in a for-profit or a not-for-profit corporation. The coursework encourages both personal and spiritual growth by emphasizing Christian values, ethical principles and effective interpersonal communications. Students enroll in the program for many reasons, such as advancing or changing careers or preparing for further studies at the graduate level. Students will learn critical thinking and problem-solving skills, communication skills, teamwork and leadership strategies.

Students completing the Business Administration major will:

- 1) identify core concepts and theories in the topics of finance, accounting, marketing, management, economics, and business law;
- 2) apply business management concepts of planning, organizing, controlling and leading in real-life situations;
- 3) respond appropriately when confronted with moral and ethical dilemmas with the integration a biblical worldview;
- 4) integrate a Biblical worldview with business concepts, functions and strategy.

B.S. - Required Courses

120/121 Hours

Students must complete INDS 100 College Success for 1 credit hour in the first semester or online session that they are enrolled.



Biblical Studies Minor	18 sem hrs.
General Studies	35 sem hrs.
Business Administration Major	51 sem hrs.

ACCT 201 Principles of Financial Accounting	3
ACCT 202 Principles of Managerial Accounting	3
BUAD 101 Introduction to Business	3
BUAD 221 Principles of Business Management	3
BUAD 301 Business Law	3
BUAD 303 International Business	3
BUAD 322 Organizational Behavior	3
BUAD 342 Corporate Finance	3
BUAD 402 Strategic Management	3
BUAD 480-482 Internship Sequence <sup>1</sup>	6
ECON 201 Principles of Microeconomics	3
ECON 202 Principles of Macroeconomics	3
HRMT 201 Human Resource Management	3
LEAD 212 Leadership	3
MATH 213 Introduction to Statistics	3
MRKT 211 Principles of Business Marketing	3

<sup>1</sup> Students will have three options for fulfilling the Internship Sequence.

Option 1, students complete the internship sequence as designed. The sequence involves the application of business administration skills and principles in supervised work situations, as described in the course syllabus. The student, upon completion of 300 hours of work will submit a summary paper and evaluations to satisfy the requirements of the sequence.

or

Option 2, for students with appropriate prior experience with documentation: The student submits a "portfolio of prior experiences" in accordance with the requirements specified in the catalog for CDC. This portfolio will document the student's prior learning experiences in business, leadership, management, or any related field. The portfolio, much like a resume, will be accompanied by a summary narrative. If the student portfolio and narrative are deemed appropriate, the student will be given 3 hours of credit. The student will then take an additional 3 hour course of the student's choosing from the following course prefixes: BUAD, ESGA, HRMT, LEAD, MRKT, PADM, PRSL, SCMT, SPMT.

or

Option 3, for students lacking appropriate prior experience: The student will take BUAD 491 Business Administration Practicum. This course involves the application of business administration skills and principles in supervised work situations, as described in the course syllabus. The student, upon completion of the 150 hours of work will submit a summary paper to satisfy the requirements of the course. The student will then take an additional 3 hour course of the student's choosing from the following course prefixes: BUAD, ESGA, HRMT, LEAD, MRKT, PADM, PRSL, SCMT, SPMT.

Electives	16 sem. hrs.
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## **B.S. – Major in Family Studies**

Advisor: Kendal S. Greene, Ed.D.

Students who enter this program will follow the pattern developed by the University whereby the student will receive a Bachelor of Science in Family Studies and a minor in Biblical Studies. The major is ideally suited for the student who wishes to develop his/her biblical understanding while assuming a greater role of leadership in a family related profession. The degree allows a student to complete the course work necessary for meeting the standards and criteria required for the Provisional Certified Family Life Educator designation by the National Council on Family Relations (NCFR). The Certified Family Life Educator (CFLE) program encourages applications from all professionals with course work and experience in family life education including formal teaching, community education, curriculum and resource development, health care, military family support, counseling, and ministry.

CFLE certification demonstrates training in each of NCFR's ten substance areas. Formal CFLE certification may be requested after two years in a family related profession.

**FAMILIES & INDIVIDUALS IN SOCIETAL CONTEXTS** Structures and Functions; Cultural Variations; Dating, Courtship, Marital Choice; Kinship; Cross-Cultural and Minority; Changing Gender Roles; Demographic Trends; Historical Issues; Work/ leisure & Family Relationships; Societal Relations

**INTERNAL DYNAMICS OF FAMILIES** Internal Social Processes; Communication; Conflict Management; Decision-making and Goal-setting; Normal Family Stresses; Family Stress & Crises; Special Needs in Families

**HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN** Prenatal; Infancy; Early and Middle Childhood; Adolescence; Adulthood; Aging

**HUMAN SEXUALITY** Reproductive Physiology; Biological Determinants; Emotional and Psychological Aspects of Sexual Involvement; Sexual Behaviors; Sexual Values and Decision-Making; Family Planning; Physiological & Psychological Aspects of Sexual Response; Influence of Sexual Involvement on Interpersonal Relationships

**INTERPERSONAL RELATIONSHIPS** Self and Others; Communication Skills; Intimacy, Love, Romance; Relating to Others

**FAMILY RESOURCE MANAGEMENT** Goal Setting and Decision-Making; Development and Allocation of Resources; Social Environment Influences; Life Cycle and Family Structure Influences; Consumer Issues and Decisions

**PARENT EDUCATION AND GUIDANCE** Parenting Rights and Responsibilities; Parenting Practices/Processes; Parent/Child Relationships; Variation in Parenting Solutions; Changing Parenting Roles Across the Life Cycle

**FAMILY LAW AND PUBLIC POLICY** Family and the Law; Family and Social Services; Family and Education; Family and the Economy; Family and Religion; Policy and the Family

**PROFESSIONAL ETHICS & PRACTICE** Formation of Social Attitudes and Values; Recognizing and Respecting the Diversity of Values; Examining Value Systems and Ideologies; Social Consequences of Value Choices; Ethics and Technological Changes; Ethics of Professional Practice.

**FAMILY LIFE EDUCATION METHODOLOGY** Planning and Implementing; Evaluation; Education Techniques; Sensitivity to Others; Sensitivity to Community Concerns and Values

## INTERNSHIP / PRACTICUM

Family life education focuses on healthy family functioning within a family systems perspective and provides a primarily preventive approach. The skills and knowledge needed for healthy functioning are widely known: strong communication skills, knowledge of typical human development, good decision-making skills, positive self-esteem, and healthy interpersonal relationships. The goal of family life education is to teach and foster this knowledge and these skills to enable individuals and families to function optimally. Family life education professionals consider societal issues including economics, education, work-family issues, parenting, sexuality, gender and more within the context of the family. They believe that societal problems such as substance abuse, domestic violence, unemployment, debt, and child abuse can be more effectively addressed from a perspective that considers the individual and family as part of larger systems. Knowledge about healthy family functioning can be applied to prevent or minimize many of these problems. Family life education provides this information through an educational approach, often in a classroom-type setting or through educational materials.

Student Learning Outcomes: The outcomes for the major in Family Studies are that the graduate will be able to:

- 1) demonstrate the ability to plan programming and regular training in family life skills;
- 2) assess global and local needs of today's youth and their families;
- 3) develop programs that are sensitive to needs of the family;
- 4) develop professional skills useful for dealing with people and coworkers;
- 5) demonstrate an awareness and understanding of National Council on Family Relations' primary content areas;
- 6) demonstrate Godly character and professionalism;
- 7) demonstrate the ability to serve in a variety of leadership roles.

B.S. Required Courses	120 Hours
Biblical Studies Minor	18 sem. hrs.
General Studies	35 sem. hrs.
Family Studies Major	45 sem. hrs.
BUAD 141 Managing Personal Finance I	1
CCMN 286 Cultural Anthropology	3
COUN 201 Introduction to Counseling	3
COUN 421 Ethics, Professional Orientation, and Legal Issues	3
COUN 423 Marriage & Family Counseling	3
FAMM 201 Intro to Family Ministry	3
FAMM 211 Parenting Models	3
FAMM 221 Teaching for Spiritual Transformation	3
FAMM 301 Children's Ministry	3
FAMM 307 Human Sexuality	3
FAMM 401 Legal and Administrative Issues In Family Ministry	3
FAMM 480-482 Internship in Family Studies	5
GENM 411 Ministry Seminar	3
PSYC 227 Developmental Psychology	3
PSYC 355 Adult Lifespan and Diversity	3
Electives	22 sem. hrs.

## U.S. Army Reserve Officers' Training Corps (ROTC) Program

Mid-Atlantic Christian University offers ARMY ROTC through a cross-enrollment agreement with Elizabeth City State University. What this means is that students register for Army ROTC just like other courses at MACU, pay tuition at MACU, and the MACU transcript will show those courses, but students will attend classes at Elizabeth City State University or in accordance with their schedule.

Elizabeth City State University is the host campus for the Viking Battalion ROTC Program. The ROTC Offices are located in the ROTC Building (#115).

The purpose of the Army Reserve Officers Training Corps is to enable college students to pursue a course of study which will prepare them professionally and spiritually, upon graduation, for appointment as officers in the United State Army, Army Reserve, or Army National Guard.

The Military Science curriculum consists of two two-year courses. First, the Basic Course consists of eight semester hours taken during freshman and sophomore years. It covers such subjects as the Army organization, military customs and traditions, leadership development, basic military skills, and physical training. In addition, a variety of outside social and professional enrichment activities are available. All necessary ROTC textbooks, uniforms, and other essential materials for the Basic Course are furnished at no cost. After completion of the Basic Course, students who have demonstrated the potential to become Army officers and who have met the physical and scholastic standards are eligible to enroll in the Advanced Course.

ROTC applicants need a 2.0 unweighted GPA to enter the program.

Students who are unable to complete the on-campus Basic Course may attend the Army's Leader Training Course, an intensive 28-day summer camp (in lieu thereof) between their sophomore and junior years. The Professor of Military Science may also waive all or part of the Basic Course requirement based on prior military experience or Junior ROTC experience.

Once students have satisfactorily completed the Basic Course, they may apply for enrollment in the Advanced Course. If selected for enrollment in the Advanced Course, the student signs a contract with the United States Government in which s/he agrees to complete the course of instruction, attend the advanced summer camp, and accept a commission in the reserve or active components of the U.S. Army for a period as specified by the Secretary of the Army. The Advanced Course includes instruction in organization and management, tactics, ethics and professionalism, and further leadership development. All necessary textbooks and uniforms in the Advanced Course are also furnished to students. The Advanced Course requires four complete semester courses plus attendance at the Leadership Development and Assessment Course (LDAC), a 32-day advanced training camp at Fort Lewis, Washington, during the summer following the junior year. LDAC gives cadets the chance to practice what they've learned in the classroom, and introduces them to Army life "in the field." Students must also satisfactorily complete an approved military history course. Students must be U.S. Citizens to contract into the Advanced Course.

Currently the Secretary of the Army has specified that for scholarship students a contract is for a period of eight years, which consist of four years on active duty, either in the Regular Army, Army National Guard or U.S. Army Reserve. The cadet is also required to perform an additional four years in the Inactive Ready Reserve, which consist of maintaining information with no drill requirement. Non-scholarship students may serve three years on active duty and five years in the Inactive Ready Reserve.

Army ROTC offers 2-, 3-, and 4-year scholarships that pay full tuition and fees. Students can apply at any time from their senior year in high school to the second semester of their sophomore year in college. Scholarship applicants need a 2.5 unweighted GPA and a 19 ACT or 920 SAT score. The scholarship covers three years (possibly 3.5 years) of either tuition or boarding costs (not both). All scholarship students also earn \$300-\$500 monthly stipend while in school, and an annual allowance of \$900 for books and

miscellaneous fees. These scholarships are awarded on a competitive basis. In addition, qualified non-scholarship cadets are eligible for a tuition reduction if participating in ROTC.

# Course Descriptions

In support of its mission, Mid-Atlantic Christian University offers the following courses of instruction.

The alphabetical prefix before each course indicates the subject area to which the course belongs (for example, ENGL=English). Courses numbered in the 100's are generally for freshmen; 200-level courses for sophomores; 300-400 level for upperclassmen. Courses numbered less than 100 are developmental and carry institutional credit only. In these courses credits are not transferable and they do not apply toward graduation but do count toward enrollment status for such purposes as determining eligibility for housing and financial aid. Some courses list prerequisites that must be taken before a student may enroll in the course.

## Accounting (CIP: 52.0301)

### ACCT 201. Principles of Financial Accounting.

**3 hours**

Elementary financial accounting concepts and procedures used in the preparation of financial statements; elementary financial statement analysis; and use of financial accounting information for special-purpose decision making.

**Prerequisite:** MATH 012 or competence or permission of instructor

### ACCT 202. Principles of Managerial Accounting.

**3 hours**

This course focuses on the use of accounting information to report managerial performance and to facilitate business decisions.

**Prerequisite:** ACCT 201 with a grade of C- or higher.

## Art

### ART 111. Art Appreciation. (CIP 50.0703)

**3 hours**

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.

## Biblical Greek (CIP 16.1202)

### BGRK 201. Greek I.

**Class Hours: 3**

**Lab Hours: 1**

**Total Credit Hours: 3**

Study of the forms and elementary grammar of nominal parts of speech (nouns, adjectives, pronouns); introduction to the verb; elementary vocabulary. Students will translate New Testament Greek, beginning early in the term with simple texts.

**Prerequisite:** ENGL 101 or permission of instructor.

### BGRK 202. Greek II.

**Class Hours: 3**

**Lab Hours: 1**

**Total Credit Hours: 3**

Study of the forms and elementary grammar of verbals (finite verb, participles, infinitives); elementary vocabulary. Students will translate New Testament Greek throughout the course.

**Prerequisite:** BGRK 201 or equivalent approved by instructor.

### BGRK 301. Greek III.

**Class Hours: 3**

**Lab Hours: 1**

**Total Credit Hours: 3**

Equipping students to move from original text to sermon or lesson outline by study of syntax, translation of variety of New Testament texts, and building vocabulary.

**Prerequisite:** BGRK 202 or equivalent.

**BGRK 302. Greek IV.** **Class Hours: 3** **Lab Hours: 1** **Total Credit Hours: 3**  
 Continued development of skills learned in BGRK 301; elementary textual criticism and word studies as the final tools needed for competent exegesis.  
**Prerequisite:** BGRK 301 or equivalent.

## **Biblical Hebrew** (CIP: 16.1102)

**BHEB 201. Hebrew I.** **Class Hours: 3** **Lab Hours: 1** **Total Credit Hours: 3**  
 Introduction to the grammar of Biblical Hebrew. Emphasis on vocabulary, forms, and basic syntax; includes reading of Hebrew text aloud.  
**Prerequisite:** ENGL 101 or permission of instructor

**BHEB 202. Hebrew II.** **Class Hours: 3** **Lab Hours: 1** **Total Credit Hours: 3**  
 Continuation of the study of Hebrew grammar; completion of the strong verb and overview of weak verbs. Reading selected Hebrew prose texts.  
**Prerequisite:** BHEB 201 or equivalent approved by instructor.

**BHEB 301. Hebrew III.** **Class Hours: 3** **Lab Hours: 1** **Total Credit Hours: 3**  
 Equipping students to move from Hebrew text to sermon or lesson outline by beginning study of syntax, vocabulary building and emphasis on reading skills.  
**Prerequisite:** BHEB 202 or equivalent.

**BHEB 302. Hebrew IV.** **Class Hours: 3** **Lab Hours: 1** **Total Credit Hours: 3**  
 Continued development of skills from BL 301 with added skills of lexical analysis (word study), elementary procedures of textual criticism, and literary analysis of prose Hebrew texts; poetic texts studied as time permits.  
**Prerequisite:** BHEB 301 or equivalent.

## **Biblical Studies: New Testament** (CIP: 39.0201)

**BSNT 101. New Testament Survey.** **3 hours**  
 An intermediary level survey of the background, contents, and theology of the 27 books of the New Testament. Emphasis is on understanding how the NT is understood in its own context and yet speaks to contemporary situations as Christians.

**BSNT 150. Life and Teaching of Jesus.** **3 hours**  
 A study of the person, work, and ideas that Jesus taught His followers as recorded in the Gospels. This course seeks to challenge students to be disciples of Jesus through focusing on His example and teaching about love and interacting with the socially marginalized.

**BSNT 261. Ancient Church History: Acts.** **3 hours**  
 The founding and early history of the church, with emphasis upon model conversions and other doctrinal passages.

**BSNT 270. Life and Teaching of Paul.** **3 hours**  
 An introduction to the letters of the Apostle Paul focusing on the background and key teachings with attention to their theological relevance for the church.  
**Prerequisite:** BSNT 261



**BSNT 371. Romans.****3 hours**

An exegetical study of the Apostle Paul's letter to the Church at Rome, noting the problems of introduction, the origins of the Roman church, and the epistle's relationship to the gospel proclaimed by Paul.

**Prerequisite:** GENB 201.

**BSNT 372. 1 & 2 Corinthians.****3 hours**

An exegetical study of Paul's letters to Corinth, applying the Corinthian church problems to the present day.

**Prerequisite:** GENB 201

**BSNT 373. Galatians.****1 hour**

An introduction to and exegesis of Paul's letter to the Galatians focusing on Paul's apostolic identity, the relationship between Jews and Gentiles, and Paul's view of the Law.

**Prerequisite:** GENB 201

**BSNT 374. Prison Epistles.****3 hours**

An introduction to and exegesis of Ephesians, Philippians, Colossians, and Philemon, stressing the relationship of these letters to broad themes in Paul's teaching.

**Prerequisite:** GENB 201.

**BSNT 375. 1 & 2 Thessalonians.****2 hours**

Exegesis following background lectures with special attention given to related scriptures on the second coming of Christ.

**Prerequisite:** GENB 201.

**BSNT 376. Pastoral Epistles.****2 hours**

An introduction to and exegesis of 1 Timothy, 2 Timothy, and Titus, focusing on church polity, roles in the church, and Paul's philosophy of ministry.

**Prerequisite:** GENB 201.

**BSNT 381. Epistle to the Hebrews.****3 hours**

An exegetical study of the contents and meaning of the epistle in relation to the student's own personal Christian experience.

**Prerequisite:** GENB 201.

**BSNT 382. James.****1 hour**

A careful study of the problems of introduction and the exegesis of the epistle featuring a practical focus.

**Prerequisite:** GENB 201.

**BSNT 383. Epistles of James - Jude.****3 hours**

Exegesis of the epistles emphasizing practical application and examining useful preaching and teaching themes in these letters.

**Prerequisite:** GENB 201.

**BSNT 384. Book of Revelation.****3 hours**

An introduction to and exegesis of the Book of Revelation.

**Prerequisite:** GENB 201.

**BSNT 452. Matthew.****3 hours**

A survey of the background and distinct theological perspective of Matthew's Gospel followed by exegesis of selected texts.

**Prerequisite:** GENB 201.

**BSNT 453. Mark.****3 hours**

A survey of the background and distinct theological perspective of Mark's Gospel followed by exegesis of selected texts.

**Prerequisite:** GENB 201.

**BSNT 454. Luke.****3 hours**

A survey of the background and distinct theological perspective of Luke's Gospel followed by exegesis of selected texts.

**Prerequisite:** GENB 201.

**BSNT 455. John.****3 hours**

A survey of the background and distinct theological perspective of John's Gospel followed by exegesis of selected texts.

**Prerequisite:** GENB 201.

**BSNT 499. Directed Readings & Research.****1 to 3 hours**

An individualized course that enables a student to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest.

**Prerequisite:** permission of instructor.

**Biblical Studies: Old Testament** (CIP: 39.0201)**BSOT 101. Old Testament Survey.****3 hours**

An intermediary level survey of the background, contents, and theology of the 39 books of the Old Testament. Emphasis on understanding how the OT is understood in its own context and yet speaks to our contemporary situations as Christians.

**BSOT 210. Early Hebrew History.****3 hours**

Examines the first five books of the Old Testament for their value as a record of the origin of the universe and all life, the development of civilization, and the birth of the people of Israel, with special emphasis on the mighty acts of God as a source of revelation.

**BSOT 321. Hebrew History and Literature I.****3 hours**

Traces the sequence and significance of Hebrew history from the conquest of Canaan to the division of the Israelite nation, including a survey of the wisdom and poetic literature of the Hebrew Bible.

**BSOT 322. Hebrew History and Literature II.****3 hours**

Traces the sequence and significance of Hebrew history from the division of the Israelite nation to the return from Babylonian exile and restoration of the Judean state, including a survey of the historical context and content of each of the literary prophets of the Hebrew Bible.

**BSOT 423. David Narrative Literature.****3 hours**

This course studies the life of David as treated in 1 Samuel 16:1-2 Samuel 5:5, with parallel biblical sources. In addition to historical concerns, this course applies the principles of studying narrative to the David story, so that students can understand and proclaim the lessons the authors of Scripture intended.

**Prerequisite:** GENB 201.

**BSOT 431. Psalms.****3 hours**

This course surveys the book of Psalms. Introductory matters such as authorship, date and canonicity are treated briefly. Study includes major themes and study of a selection of individual psalms. Emphasizes learning to interpret and apply properly in personal life and sermon/lesson preparation.

**Prerequisite:** GENB 201.

**BSOT 441. Isaiah.****3 hours**

Introduction and content of Isaiah. Attention given to difficult or controversial passages, the place of Isaiah in the New Testament, the coming Messiah, and Isaiah's message to the church today.

**Prerequisite:** GENB 201.

**BSOT 442. Jeremiah.****3 hours**

This course introduces the historical setting, circumstances, and content of the book of Jeremiah. The text of Jeremiah is compared with other prophetic writings in the Old Testament with special attention given to the poetics of the text. Theological and messianic themes in the book are inspected as well as its usage in the New Testament.

**Prerequisite:** GENB 201.

**BSOT 447. Zechariah.****3 hours**

This course is a study of the prophet Zechariah. Special attention is given to the apocalyptic sections of the book with an emphasis on helping students learn to interpret prophetic literature and apply lessons to the church.

**Prerequisite:** GENB 201.

**BSOT 499. Directed Readings & Research.****1 to 3 hours**

An individualized course that enables a student to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest.

**Prerequisite:** permission of instructor.

## Biology

**BIOL 111. Basic Biology for Life. (CIP: 26.0101)****Class Hours: 3****Lab Hours: 0****Total Credit Hours: 3**

This course is a survey of the basic principles and concepts used by biologists to explain how organisms live and survive. Topics will be focused on plants, animals, and humans, and will include cell structure and function, genetics, evolution and diversity of organisms (both creation and evolutionary theory), and ecology. Through this course, students will learn to appreciate creation as the revelation of God in nature. This course is intended for non-majors, and will not count toward the requirements of the Biology or Biopsychology majors.

**BIOL 141. General Biology. (CIP: 26.0101)****Class Hours: 3****Lab Hours: 3****Total Credit Hours: 4**

An introductory study of biological science. This course includes an investigation of the basic principles of the study of life including: molecular biology, cell structure and function, genetics, and ecology.

**BIOL 143. Biology I. (CIP: 26.0101)****Class Hours: 3****Lab Hours: 3****Total Credit Hours: 4**

This freshmen level biology course introduces the principles and concepts of general biology. The emphasis is placed on the following topics: basic biochemistry, molecular and cellular biology, metabolism, energy transformation, plus related laboratory work. Upon completion, the student should be able demonstrate a clear understanding of life on the molecular and cellular levels.

**BIOL 144. Biology II. (CIP: 26.0101)****Class Hours: 3****Lab Hours: 3****Total Credit Hours: 4**

This freshmen level biology course introduces the principles and concepts of general biology and is a continuation of Biology I. The emphasis in this class is placed on the following topics: genetics, the theory of evolution, biodiversity, ecology, plant and animal systems, plus related laboratory work. Upon completion, the student should be able demonstrate a clear understanding of life on the molecular, organismal, ecological levels.

**Prerequisite:** BIOL 143

**BIOL 151. General Zoology.** (CIP: 26.0701) **Class Hours: 3    Lab Hours: 3    Total Credit Hours: 4**

This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups.

**BIOL 168. Anatomy and Physiology I.** (CIP: 26.0403)

**Class Hours: 3    Lab Hours: 3    Total Credit Hours: 4**

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

**BIOL 169. Anatomy and Physiology II.** (CIP: 26.0403)

**Class Hours: 3    Lab Hours: 3    Total Credit Hours: 4**

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

**Prerequisite:** BIOL 168

**BIOL 201. Medical Terminology.** **Class Hours: 3    Lab hours: 0    Total Credit Hours: 3**

This course provides the basic knowledge of medical language that students need to communicate clearly and understand communication from other health care team members. Exercises are included that help students memorize word parts and their meanings so they can combine parts to form medical terms. New terms and abbreviations reflect advances in technology and changes in health care delivery systems, providing the student with the most up-to-date terminology.

**BIOL 231. General Botany.** (CIP: 26.0301)

**Class Hours: 3    Lab Hours: 3    Total Credit Hours: 4**

This course is intended to provide an introduction to plant biology. Topics include plant structure and physiology, development, classification, diversity, and the roles plants play in ecological systems. Emphasis will be placed on the plant kingdom in terms of structure, ecology, and exploring the nature of the major plant biomes.

**BIOL 275. Principles of Microbiology.** (CIP: 26.0502)

**Class Hours: 3    Lab Hours: 3    Total Credit Hours: 4**

A study of microorganisms with an emphasis placed on pathogenesis, principles of immunity and resistance to disease. Content of the course will include a study of microbial cell structure, physiology, environmental requirements, growth, modes of reproduction and genetics. The lab time will introduce students to the basic microbiological techniques used in the laboratory for the isolation, growth and/or identification of medically important bacteria, fungi, and parasites.

**Prerequisite:** BIOL 169 or BIOL 141 with a grade of C or higher.

**BIOL 323. Biochemistry.** (CIP: 26.0202) **Class Hours: 3    Lab Hours: 3    Total Credit Hours: 4**

An introduction to cellular chemistry with topics presented in association with biological systems. Topics include protein structure and enzyme function, carbohydrate, lipid and amino acid metabolism, nucleic acid synthesis and function and genetic engineering.

**Prerequisite:** CHEM 302

**BIOL 341. Cell Biology.** (CIP: 26.0401) **Class Hours: 3    Lab hours: 0    Total Credit Hours: 3**

This course is an introduction to the regulation of cellular structure and function at the molecular level with an emphasis on the integration of biological and chemical aspects at the molecular level.

**Prerequisites:** BIOL 323

**BIOL 351. Ecology.** (CIP: 26.1301)      **Class Hours: 3**      **Lab Hours: 3**      **Total Credit Hours: 4**

This course introduces students to modern ecology concepts. Topics include: adaptation of organisms to the environment; factors that influence the distribution and abundance of species; population structure, laws of thermodynamics and regulation; community development (succession), structure and function; food webs, energy flow, and nutrient cycling.

**Prerequisites:** BIOL 151 and BIOL 231 with grades of C or higher

**BIOL 357. Conservation Biology.** (CIP: 26.1301)

**Class Hours: 3**      **Lab Hours: 3**      **Total Credit Hours: 4**

Students will learn principles of conservation biology with applications to sustainable human society and biospheric integrity. An integrative approach to biology and society that interrelates population biology, ecological principles, biogeochemical cycles, ecosystem functions, and human society in the context of biospheric degradation. The course develops a stewardship perspective rooted in biological principles and directed at conservation of plant and animal species, biotic communities, ecosystems, and human society, including topics in human development, poverty, and economic growth. Offered by Au Sable Institute, Michigan. ASI course number is Biol/EnvSt 471.

**Prerequisites:** BIOL 351

**BIOL 371. Genetics.** (CIP: 26.0801)      **Class Hours: 3**      **Lab Hours: 2**      **Total Credit Hours: 4**

A basic knowledge of Mendelian genetics and inheritance will be presented with such topics as meiosis, cytogenetics and population genetics. Emphasis is placed on DNA organization, protein synthesis, gene control and recombinant DNA technology and human genetic disorders.

**Prerequisites:** BIOL 141 and CHEM 152 with a grade of C or higher

**BIOL 481. Intro to Biological Research.** (CIP: 26.0101)

**Class Hours: 1**      **Lab hours: 6**      **Total Credit Hours: 3**

This course will provide the student with beginning experience to the methodology of biological research, experimental design and scientific writing. Topics range from ecology and the environment to genetics, evolution and ethics in biological issues. Students will work in a one-on-one arrangement with an assigned science professor.

**BIOL 491. Research Methods I.** (CIP: 26.0101)

**2 hours**

A course designed to prepare natural science majors to conduct scientific field research at levels appropriate for senior capstone or competitive off-campus programs. Research Methods I introduces students to experimental design and statistical analysis relevant to scientific research. Students prepare a research proposal and initiate their investigation, typically focused on a biodiversity survey of a selected taxonomic group. Offered by Au Sable Institute, Michigan. ASI course number is Biol/EnvSt 391.

**Prerequisite:** Selection to the Summer Undergraduate Preparation in Environmental Research program.

**BIOL 492. Research Methods II.** (CIP: 26.0101)

**2 hours**

This course follows Research Methods I with completion of data collection and analysis, and the reporting of results through scientific writing and oral/poster presentation. Offered by Au Sable Institute, Michigan. ASI course number is Biol/EnvSt 392.

**Prerequisite:** BIOL 491

**BIOL 499. Directed Readings & Research.** (CIP: 26.0101)

**1 to 3 hours**

An individualized course that enables a student to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest.

**Prerequisite:** permission of instructor.

## Business Administration

### **BUAD 101. Introduction to Business.** (CIP: 52.0101)

**3 hours**

This course is designed as an introduction to business. Students are introduced to major topics within business administration, such as economics, global competition, and entrepreneurship, human resource management, marketing, finance, informational systems, and ethics.

### **BUAD 141. Managing Personal Finances I.** (CIP: 19.0401)

**1 hour**

This course is designed to give the student a basic understanding of how to manage personal finances from a Biblical perspective. Major topics include: implementing a financial plan, budgeting for consumption and savings, stewardship issues, and debt planning.

### **BUAD 142. Managing Personal Finances II.** (CIP: 19.0401)

**1 hour**

This course is designed to give the student a basic understanding of how to manage personal finances from a Biblical perspective. Major topics include: investments bonds, mutual funds, taxes, and more.

**Prerequisites:** BUAD 141

### **BUAD 214. Organizational Communication.** (CIP: 09.0901)

**3 hours**

Students examine how the leader's behaviors and decisions send messages to people throughout their organization. They analyze the concept of organizational culture, how it develops, and the effect it has on the leader and people in the organization. Students learn the best practices in organizational communication and they learn how leaders can bring about change in organizations with care and responsibility for the people being led.

### **BUAD 221. Principles of Business Management.** (CIP: 52.0201)

**3 hours**

Develops the student's own Biblical worldview of what management is through examination of current theories. Managers learn to do things correctly. In this course, there is heavy application of experiences through cases and experiential exercises. Course includes a major segment on Christian management in business and other organizations, with an opportunity to analyze one's own management style.

### **BUAD 225. Nonprofit Management.** (CIP: 52.0206)

**3 hours**

This course is designed to give the student a basic understanding of how to start, manage and lead a nonprofit organization. Major topics include the major principles of management, understanding the nonprofit, board development, working with and managing people, how to start-up, marketing, financial management, understanding financial statements, fundraising.

**Prerequisite:** BU221

### **BUAD 301. Business Law.** (CIP: 22.0205)

**3 hours**

To excel in business today, business managers must understand and adapt to three major disciplines: law, ethics, and business legal organizations. Students will gain knowledge of contracts, the Uniform Commercial Code, administrative regulations, dispute resolutions modalities, and international business law. Ethical business behavior will be stressed throughout the course. Students will be provided suggested guidelines for being successful and ethical simultaneously. Business legal organizations will be explored providing students a broad overview of shareholder protections, tax implications, and management styles.

### **BUAD 303. International Business.** (CIP: 52.1101)

**3 hours**

An introduction to globalization and the cultural, economic, political, and legal environments of international business including an overview of risks, challenges, and opportunities of competing in the global marketplace.

### **BUAD 311. Conflict Management for Business Managers.** (CIP: 52.0213)

**3 hours**

This course is designed to enhance the student's ability to deal with individual, intragroup, and intergroup conflicts. The course examines ways to prevent escalation while minimizing harmful consequences and improving group relations.



**BUAD 322. Organizational Behavior.** (CIP: 52.1003)**3 hours**

The course equips the student to evaluate group culture within an organization. This course will show how and why organizations behave in certain manners. The student will also learn how to effectively introduce change into an organization system and how to develop appropriate infrastructure to allow for the best organizational achievement possible.

**BUAD 331. Project Management.** (CIP: 52.0211)**3 hours**

The purpose of this course is to enable students to design a project plan, from start to completion, enabling them to lead a team through the process of project management. The course will provide practical tools for leading such a team in a real-world workplace environment.

**BUAD 342. Corporate Finance.** (CIP: 52.0801)**3 hours**

A study of the financial forms of business organization, with special attention to the corporation and its advantages and disadvantages; capital stocks and bonds; budgeting; dividend policy; failure and reorganization; financial accounting; and cash flows.

**BUAD 402. Strategic Management.** (CIP: 52.0211)**3 hours**

Strategic management is concerned with how an organization sets its direction, chooses its activities, establishes its position in a competitive market, and defends that position. This course will give students tools and concepts for developing and managing strategies. Throughout the duration of the course, students will research an organization of their choice in order to produce a strategic recommendations report.

**BUAD 480-482. Business Administration Internship: Orientation, Experience, Evaluation.** (CIP: 52.0101)

On the job training under the direction of a field mentor. Any preparation provided by outside agencies will not replace the prescribed MACU sequence.

**Prerequisite:** approval of program advisor (0, 0, 6 credits)

**BUAD 491. Business Administration Practicum.** (CIP: 52.0101)**3 hours**

This course involves the application of business and leadership skills and principles in supervised work situations. The student, upon completion of the 150 hours of work, will submit a summary paper to satisfy the requirements of the course.

## Chemistry

**CHEM 131. General Chemistry I.** (CIP: 40.0501)**Class Hours: 3****Lab Hours: 0****Total Credit Hours: 3**

This course is a study of the basic principles of matter, including stoichiometry, atomic theory, bonding theories, gas laws, and acid/base theory. Laboratory experiments will emphasize lecture concepts and be an integral part of the course. (This course is identical to CHEM 151 but with no lab component.)

**Prerequisite:** Recommend 1 year of high school algebra

**CHEM 151. General Chemistry I.** (CIP: 40.0501)**Class Hours: 3****Lab Hours: 3****Total Credit Hours: 4**

This course is a study of the basic principles of matter, including stoichiometry, atomic theory, bonding theories, gas laws, and acid/base theory. Laboratory experiments will emphasize lecture concepts and be an integral part of the course.

**Prerequisite:** Recommend 1 year of high school algebra



**CHEM 152. General Chemistry II. Class Hours: 3 Lab Hours: 3 Total Credit Hours: 4**

This is a continuation of CHEM 151. Advanced topics covered in this course include: equilibria, acids and bases, complexes, sparingly soluble compounds, thermodynamics, kinetics, electrochemistry, and solution theory. Descriptive inorganic chemistry is also introduced. Laboratory exercises will emphasize lecture concepts and be an integral part of the course.

**Prerequisite:** MATH 171 and CHEM 151 with a grade of C- or higher.

**CHEM 301. Organic Chemistry I. (CIP: 40.0504)**

**Class Hours: 3 Lab Hours: 3 Total Credit Hours: 4**

This course is an introduction to the study of organic compounds. The structure, nomenclature, synthesis and reactions of the major classes of organic compounds are studied, along with the major themes of reaction mechanisms and spectroscopic methods of identification.

**Prerequisite:** CHEM 152 with a grade of C- or higher.

**CHEM 302. Organic Chemistry II. Class Hours: 3 Lab Hours: 3 Total Credit Hours: 4**

This is a continuation of CHEM 301. Topics of study will include reactions of aldehydes, ketones, phenols and alcohols.

**Prerequisite:** CHEM 301 with a grade of C- or higher.

**CHEM 331. Environmental Chemistry. Class Hours: 3 Lab Hours: 3 Total Credit Hours: 4**

Principles analysis and impact of chemical movement and distribution - both natural and human-induced - in natural environments focusing primarily on the hydrosphere and atmosphere. Sampling and analytical methods are included for water, soil, and air. Work is conducted both on site in natural habitats and the laboratory. Offered by Au Sable Institute, Michigan. ASI course number is Chem 332.

**Prerequisite:** CHEM 302 with a grade of C- or higher.

## Communication

**COMM 101. Introduction to Communication.**

**3 hours**

This course is a study of basic communication theory and history. It focuses specifically on the relevance of communication study today and how different situations and technologies demand the evaluation and application of appropriate communication techniques. Students in the course will apply communication studies to developing applications of communication including business presentations, public speaking, organizational communication, and small group communication. Students will be required to record themselves giving speeches. Some speeches require the student to present in front of no fewer than seven people, either in person or virtually. Failure to complete these assignments will result in an automatic failure of the course. (TEL Education)

**COMM 171. Public Speaking. (CIP: 09.0101)**

**3 hours**

Basic theory and practice of oral communication, focusing on research, organization, and delivery.

## Computer Science

**COSC 151. Introduction to Information Technology. (CIP: 09.0101)**

**3 hours**

This course provides an introduction to information technology and computing systems. It covers both the history and theory of information systems as well as the practical application of technologies. The student will be introduced to computer software, hardware, and networking technologies, as well as information security, privacy, and social issues inherent in information technologies. The practical applications of productivity software, data management, HTML, and CSS are covered, as well as an introduction to computer coding through Scratch and Java. Future trends in information technology are addressed through topics including data mining, visualization, natural language processing, artificial intelligence, and Blockchain. (TEL Education)

## **Counseling** (CIP: 42.2803)

### **COUN 201. Introduction to Counseling.**

**3 hours**

A study of applied counseling approaches, including history of the profession and the integration of psychology, counseling, and Christianity. The primary focus is on evidence-based, goal-oriented counseling skills, strategies, and techniques in collaborating with diverse individuals, families, and groups.

### **COUN 212. Counseling Theories.**

**3 hours**

A comprehensive exploration of prominent theories and models of counseling, including a systematic approach to conceptualizing clients. This course provides a foundation for students to develop a personal model of counseling.

**Prerequisite:** COUN 201.

### **COUN 228. Crisis Counseling.** (CIP: 51.1513)

**3 hours**

An overview of the helping relationship in response to crisis situations, including the effects of crises, disasters, and trauma on diverse individuals. Emphasizes using basic listening and responding skills, working effectively with diverse populations in crisis, and skills for building strong community and professional response in times of crises.

### **COUN 241. Addictions Counseling.** (CIP: 51.1501)

**3 hours**

This course will examine substance abuse and process abuse and addiction disorders in multiple client populations. This includes an overview of addictions at many levels, including how addiction influences the brain, the body, mental processes, families, society, and more. Models, theories, and etiologies of addiction and addiction counseling are considered. Common co-occurring disorders will also be addressed. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment, and treatment considerations.

### **COUN 325. Group Counseling.**

**3 hours**

An exploration of theoretical foundations of group counseling and group work, group dynamics, characteristics of effective group leaders, approaches to group formation, including recruiting, screening, and selecting members, types of groups, and ethical and cultural considerations. Students will participate as group members and as a group leader.

**Prerequisite:** COUN 201.

### **COUN 329. Cross-Cultural Counseling.**

**3 hours**

An exploration of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally, cultural identity development, social justice and advocacy, multicultural counseling competencies, the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others, the effects of power and privilege for counselors and clients, help-seeking behaviors of diverse clients, career and educational implications, the impact of spiritual beliefs on clients' and counselors' worldviews, and strategies for identifying and eliminating barriers, prejudices, and discrimination in counseling.

### **COUN 421. Ethics, Professional Orientation, and Legal Issues.**

**3 hours**

This course has three broad area of emphasis: ethics, professional orientation, and legal issues.

Ethics:

- A practical, comprehensive coverage of the important professional issues of ethics, legal, moral, and spiritual issues in counseling and counseling relationships. Pertinent codes of ethics, including the codes of the American Psychological Association and the American Counseling Association, will serve as a framework for the course. Emphasis will be placed on critical evaluation and resolution of ethical issues as well as strategies to avoid ethical hazards.

Professional Orientation:

- An overview of the role and responsibilities of the professional counselor, models of practice, advocating for the profession, collegial relationships, culturally relevant strategies for promoting

wellness, professional organizations, continuing education, self-evaluation and self-care, supervision, diversity considerations, and use of technology.

Legal Issues:

- A practical review of licensure, certification, legal reporting requirements, privilege, confidentiality, and privacy.

**Prerequisite:** COUN 201.

**COUN 423. Marriage and Family Counseling.** (CIP: 51.1505)

**3 hours**

A study of counseling approaches specifically applied to marriage and family counseling, including systemic and environmental factors. Emphasis is placed on prominent theories of marriage and family counseling to work effectively with diverse couples and families.

**Prerequisite:** COUN 201.

**Special Note:** Students who are Counseling and Psychology majors may not transfer this course from another institution.

**COUN 480-482. Counseling Internship: Orientation, Experience, Evaluation.**

This series of courses offers the student the opportunity to use the knowledge and skills learned in the classroom in an approved setting such as a church, school, nursing home, or hospital under the supervision of a trained individual approved by the University.

**Prerequisite:** approval of program advisor (0, 0, 6)

**COUN 499. Directed Readings & Research.**

**1 to 3 hours**

An individualized course that enables a student to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest.

**Prerequisite:** permission of instructor.

## Cross-Cultural Ministry

**CCMN 111. Perspectives on the World Christian Movement.** (CIP: 39.0301)

**3 hours**

This introduction to world missions includes five topics in survey form: the biblical basis of missions, the historical development of missions, the cultural aspect of world missions, strategy for fulfilling the Great Commission, and the current situation and future trends of world missions.

**CCMN 283. Historical Models of Christian Missions.** (CIP: 39.0301)

**3 hours**

This course analyzes the main methods used in world missions and the results that each method has produced. Models of mission used through the centuries are critiqued biblically with a goal of discovering models that are appropriate for today's missionaries. Offered alternate years: Spring 2021, 2023

**CCMN 286. Cultural Anthropology.** (CIP: 45.0204)

**3 hours**

This course allows students to understand the diverse cultures of the world through participant observation of the culture's life cycle and subsystems. With a goal of being able to learn another language and culture in order to translate the Bible, share the gospel in local languages, and plant churches with indigenous leaders, the student will learn tools of analysis for cultures developed from anthropology.

**CCMN 311. Contemporary Trends in Missions.** (CIP: 39.0301)

**3 hours**

The course will explore current missiological issues and trends, including church-mission relationships, the ecumenical movement, nationalism, and their significance to the worldwide mission of the Church. This course is a comparative examination of the relationship and mutual influences of the Christian world mission and of contemporary secular trends on the global scale.

**Prerequisite:** CCMN 111.

**CCMN 341. Globalization.** (CIP: 30.2001)**3 hours**

This course examines a complex topic -- globalization -- from a Christian & Biblical perspective. Globalization is a concept that has proliferated in both popular and scholarly arenas, describing the increasing intensity of flows of capital, labor, commodities, and ideologies across national borders. We will explore multiple perspectives on the origins of globalization and the local, national, and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will also examine the relationships among globalization, citizenship, and identity to enhance skills for citizenship in a globalizing world. The unifying theme of the kingdom of God will be used to integrate biblical ideas about God's mission in the world.

**CCMN 384. World Religions.** (CIP: 38.0201)**3 hours**

Through a study of worldviews, the student is introduced to major world religions and folk religions. Comparison is made between the worldviews of Islam, Buddhism, Hinduism, Chinese religion, Shintoism, Spiritism, Secularism, and Christianity. The goal is to find ways that the gospel can be shared with maximum communication in each context. Offered alternate years: Spring 2022, 2024

**CCMN 387. Cross-Cultural Communication.** (CIP: 39.0301)**3 hours**

Tools of cultural anthropology are used to understand how to communicate with a person of another language and culture for the purpose of Christian witness. Through cultural analysis, the use of appropriate media is discussed.

**CCMN 388. Missionary Life and Work.** (CIP: 39.0301)**3 hours**

Practical aspects of becoming a missionary and living and working in another culture are covered in this course. Beginning with choosing a field, support-raising, motivating local churches to form partnerships with the missionary, and selecting a mission agency, the course walks the missionary candidate through the steps necessary to maintain a healthy life and relationships in mission fields. Group and family dynamics are discussed as well as relations with indigenous people. Finally, reentry to life in the United States is covered. Offered alternate years: Spring 2023, 2025

**CCMN 481. Strategies for World Evangelization.** (CIP: 39.0301)**3 hours**

Functioning as a cap-stone course for cross-cultural ministry students, the course begins with a general review of the biblical basis, historical trends, and current situation in world missions, strategizing is added as the final component of missiology. Emphasis is placed on the apostolic strategy of church planting and formation of disciples who can train others, especially in cross-cultural settings. Offered alternate years: Fall 2022, 2024

**CCMN 499. Directed Readings & Research.** (CIP: 39.0301)**1 to 3 hours**

An individualized course that enables a student to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest.

**Prerequisite:** permission of instructor.

## Economics

**ECON 201. Principles of Microeconomics** (CIP: 45.0601)**3 hours**

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

**ECON 202. Principles of Macroeconomics** (CIP: 45.0601)**3 hours**

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

## Education

**EDUC 128. Teaching the Arts in the Classroom.** (CIP: 13.1302)**3 hours**

Examines the use of the arts to enhance learning in the elementary classroom.

**Prerequisite:** limited to Education majors.

**EDUC 222. Foundations of Education.** (CIP: 13.0901)**3 hours**

Presents a comprehensive overview of the foundation of education in the United States. It is an interdisciplinary attempt (incorporating the historical, political, economic, legal, social, philosophical, and curricular foundations) to provide students with a clear understanding of the teaching profession and the issues and controversies confronting American education today. Students will develop personal codes of ethics and conduct.

**EDUC 228. Instructional Technology.** (CIP: 13.0501)**3 hours**

This course will examine ways electronic technologies/media can be integrated in elementary classrooms for the enhancement of teaching and learning.

**EDUC 237. Praxis Preparation Seminar.** (CIP: 32.0205)**1 hour**

This course is designed to prepare education majors for Praxis Core Academic Skills for Educators Test. Candidates will critically analyze the basic components of the Praxis tests including requirements, test formats, guidelines for answering and scoring these tests, and test-taking strategies in conjunction with effective pedagogical procedures.

**EDUC 239. Practicum I in the Elementary Classroom** (CIP: 13.1202)**1 hour**

Practicum I is an observation and analysis of the elementary school and classroom experience. The teacher candidate will be located in a local school setting for a total of 30 hours during the semester.

**EDUC 240. Practicum in the Secondary Classroom** (CIP: 13.1205)**1 hour**

Practicum is an observation and analysis of the secondary school and classroom experience. The teacher candidate will be located in a local school setting for a total of 30 hours during the semester.

**EDUC 244. Educational Psychology.** (CIP: 42.2806)**3 hours**

A study of how students learn. This course addresses student motivation; memory and cognition; and emotional, social, and character development by focusing on the principles of a learner-centered classroom. These principles are coupled with brain-based research to help students develop strategies that meet the individual needs of their learners.

**EDUC 325. Reading in the Content Area.** (CIP: 13.1205)**3 hours**

Teacher candidates who are preparing to be secondary teachers will closely consider content area reading and writing. There will be an emphasis on the assessment of student reading, cognitive strategies in reading, and incorporating reading skills through student-centered instruction. A field experience will allow teacher candidates to reflect on theories, strategies, and practices in classroom lessons.

**Prerequisite:** Admission to the Teacher Preparation Program.

**EDUC 328. Teaching Science.** (CIP: 13.1316)**3 hours**

This course is an overview of the concepts, skills, and strategies used to teach science. Emphasis is placed on using developmentally appropriate materials and methods that develop inquiry and problem-solving strategies, investigation skills, and exploration of phenomena. Candidates receive hands-on experience in planning, implementing, and evaluating instruction through lesson development and the use of technology. Integrating curriculum and cooperative learning are also explored. Science Education majors will also complete a 15 hour practicum experience in a local school, approved by the Director of Teacher Education.

**Prerequisite:** Admission to the Teacher Preparation Program.

**EDUC 329. Teaching Math.** (CIP: 13.1311)**3 hours**

This course provides an overview of the concepts, skills, and strategies used to teach elementary math. Emphasis is placed on using developmentally appropriate materials and methods that develop inquiry and problem-solving strategies. Candidates receive hands-on experience in planning, implementing, and evaluating instruction through lesson development and the use of technology. Integrating curriculum and cooperative learning are also explored.

**Prerequisite:** Admission to the Teacher Preparation Program.

**EDUC 337. Children's Literature.** (CIP: 23.1405)**3 hours**

This course is a study of children's literature including an overview of the history, genres, and topics appropriate for children in pre-school through grade 6. Traditional and modern works are read and critiqued. Emphasis is placed on evaluation and presentation of literature for children across the curriculum so as to instill not only an appreciation of knowledge and value gained from literature but also the aesthetic pleasure gained from reading and sharing literature. This course is reading and writing intensive.

**EDUC 339. Practicum II in the Elementary Classroom.** (CIP: 13.1202)**3 hours**

Second field experience in public school settings for at least 90 hours under MACU supervision. In addition, instruction and follow-up will occur. Lessons will be designed with the cooperating mentor teacher and at least one lesson will be evaluated.

**Prerequisite:** Admission to the Teacher Preparation Program.

**EDUC 431. Classroom Management.#****3 hours**

An examination of classroom management techniques and the development of skills necessary to foster a supportive learning environment as well as examination of system problems and solutions within traditional education settings.

**Prerequisite:** Admission to the Teacher Preparation Program.

**EDUC 432. Principles of Differentiating Instruction.#** (CIP: 13.0301)**2 hours**

This course presents an overview of the potential learning differences that exist within the classroom. It focuses on designing instruction that meets the needs of a diverse population including modes of cognitive processing, multiple intelligences, cultural backgrounds, learning disabilities, and gifted learners.

**Prerequisite:** Admission to the Teacher Preparation Program.

**EDUC 433. Special Needs Students.#** (CIP: 13.1001)**3 hours**

An introduction to all disabilities in special education. Characteristics and needs of students with disabilities, legislation, litigation, inclusion, and the role of the classroom teacher as a member of the IEP team.

**Prerequisite:** Admission to the Teacher Preparation Program.

**EDUC 434. Curriculum in the Elementary School.#** (CIP: 13.0301)**2 hours**

This course will focus on mathematics, science, and social studies. Interdisciplinary units and content appropriate pedagogical approaches will be utilized.

**Prerequisite:** Admission to the Teacher Preparation Program.



**EDUC 435 Elementary School Literacy.\*** (CIP: 13.1315)**4 hours**

This course focuses on the reading process. Students will explore a variety of instructional approaches for teaching literacy and develop an understanding in assessment practices. Knowledge of a balanced literacy approach will include phonological awareness, phonemic awareness, phonics, concepts of print, the alphabetic principle, diagnosis of reading difficulties, word analysis skills, vocabulary development, methods for assessing reading development, identifying students' strengths and weaknesses in using word identification strategies and understanding multiple approaches to reading instruction. Students will explore strategies for helping all students be successful including struggling readers and English language learners. Field experience required.

**Prerequisite:** Admission to the Teacher Preparation Program.

**EDUC 436 Secondary Curriculum and Instruction.\*** (CIP: 13.1205)**2 hours**

Teacher candidates will study teaching techniques and resource materials for teaching secondary content area specific to their academic concentration. Emphasis will be placed on ensuring that candidates understand the competencies high school students are expected to acquire, and teaching strategies that are unique to the content area. This course is to be taken during the "Partnership" semester when the candidate has a placement in a secondary classroom.

**Prerequisite:** Admission to the Teacher Preparation Program.

# These courses will be taken concurrently with approximately 225 hours of Practicum III or "Partnership" field experience. If necessary, one semester of courses may be taken between the Partnership semester and Student Teaching. Only one course may be taken during partnership that is not a regular part of the program if schedules allow. This additional course must be approved by the Director of Teacher Education and be the last course needed to proceed to student teaching.

**EDUC 438. Teacher Preparation Seminar.** (CIP: 13.0101)**1 hour**

This course assists candidates in their preparation for, participation in, and evaluation of EDUC 439. Special attention is given to preparation for taking PRAXIS II. This course is taken concurrently with EDUC 439.

**Prerequisite:** successful completion of all coursework for graduation.

**EDUC 439. Student Teaching Experience.** (CIP: 13.0101)**11 hours**

This is the capstone experience for teacher candidates. Candidates will participate in 10 weeks of student teaching in an assigned classroom.

**Prerequisite:** successful completion of all coursework for graduation.

## English

**ENGL 010. Foundations of English Lab.** (CIP: 23.1301)**0 hours**

A preparatory lab for those needing to develop grammar, sentence structure, reading, and writing skills necessary for college success required for all students whose competency test scores indicate developmental work is needed. Designed to be completed in eight weeks with the availability of more personalized attention in the remaining eight weeks if necessary. Lab is offered concurrently with English Composition 101 and must be successfully passed with a 70% or higher in order to pass ENGL 101. No tuition will be charged but a lab fee will be assessed.

**ENGL 101. English Composition I.** (CIP: 23.1301)**3 hours**

This is the first of a two-semester course designed to assist students in the writing of proficient prose. This section of the course emphasizes analysis of such components of rhetorical essays as audience, organization of evidence, purpose, voice, thesis development, and tone. Focus is on the following rhetorical patterns: narration, description, process, comparison and contrast, cause and effect, definition, and classification. Students also engage in critical reading through book review.

**Course Note:** Students whose competency/placement score indicates a need for developmental work in reading and writing will be required to concurrently register for ENGL 010.



**ENGL 102. English Composition II.** (CIP: 23.1301)**3 hours**

This is the second of a two-part course designed to assist the student in the writing of proficient prose. The course introduces research techniques, documentation styles including MLA and APA, and writing strategies focusing on the rhetorical pattern of argumentation and persuasion. Using the skills mastered in ENGL 101, emphasis is placed on analyzing information, incorporating research techniques, and documenting research into writing and presentation. Literary analysis is used to enhance critical reading and thinking skills and engage the practice of research. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources into well-written and well-documented papers and presentations appropriate to student's academic discipline.

**Prerequisite:** ENGL 101 with a grade of 70% or higher (C).

**ENGL 251. Introduction to Literary Analysis.** (CIP: )**3 hours**

The course engages students in close reading and critical analysis of the literary genres of the epic, poetry, drama, and prose, including novels, short stories, and essays. Students will read a survey of literature from the 8<sup>th</sup> century through the 19<sup>th</sup> century. Students will examine the ways writers use language to provide both meaning and pleasure. As they read, students will consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. A final project will include the study of a specific novel with the goal of writing a research paper about that novel and preparing and delivering a visual presentation. (TEL Education)

**Prerequisite:** ENGL 102.

**ENGL 311. American Literature.** (CIP: 23.1402)**3 hours**

Overview of American Literature from the Colonial to the Contemporary periods. Various genres of literature are discussed within each period including nonfiction, fiction, poetry, and plays.

**Prerequisite:** ENGL 102.

**ENGL 331. Christian Literature.** (CIP: 23.1499)**3 hours**

Overview of selected authors and works from the early church fathers to present-day fiction. Various genres of literature are analyzed, including letters, short stories, allegory, poetry, and novels.

**Prerequisite:** ENGL 102.

**ENGL 341. British Literature.** (CIP: 23.1404)**3 hours**

This course is designed as an overview of British Literature from the Medieval period through the Renaissance, Enlightenment, Romantic, Victorian, and Contemporary periods. Various genres of literature are discussed within each period including epics, fiction, poetry, and plays. This course has a dominant reading component with written critical analysis as a supporting element and an oral presentation.

**Prerequisite:** ENGL 102.

## ESports and Gaming Administration

**ESGA 201. Introduction to Games.** (CIP: 11.0204)**3 hours**

Games sit at the intersection of technology, art, and culture, so success within the games industry requires students to understand all three. This course explores why people love games, what role they play in society, and the industry that produces them. Students will also learn the basics of game development.

**ESGA 211. Introduction to ESports Management.** (CIP: 31.0504)**3 hours**

This course will introduce students to the history of competitive gaming and will explore its ecosystem. Students will learn to navigate ESports leagues, teams, players, publishers, tournament operators, media and affiliate organizations. Furthermore, students will get firsthand experience in analyzing the space.

**ESGA 311. Convention, Event, and Trade Show Planning.** (CIP: 59.0203)**3 hours**

One of the major ways in which games are marketed to consumers is the convention. Shows like the Tokyo Game Show, PAX and E3 attract audiences ranging from 60,000 - 300,000 and serve as one of the best opportunities for game studios to generate excitement and favorable word-of-mouth for upcoming projects. Successfully executing a company presence at one of these shows requires a working understanding of budgeting, goal-setting, demo creation, logistics, staffing, merchandising, and ROI evaluation, all topics covered in this course.

**Prerequisite:** ESGA 201.

**ESGA 321. Distribution of Games.** (CIP: 52.0203)**3 hours**

The role of a publisher in the games industry is to ensure that a game can get in front of its audience successfully. To do that, a publisher must consider a variety of distribution strategies and channels. This course explains the role of a publisher in game distribution and details the various channels by which a game can be distributed.

**Prerequisites:** ESGA 201 and MRKT 211.

## Family Ministry

**FAMM 201. Introduction to Family Ministry.** (CIP: 39.0702)**3 hours**

Examination of foundational issues in youth and family ministry, including developing a philosophy of family ministry, components of a balanced family ministry program, and how to begin a new youth or family ministry.

**FAMM 211. Parenting Models.** (CIP: 42.2811)**3 hours**

Strategies and techniques for parenting are numerous in our society. This course offers students insight to assist parents in the challenge of raising children in a culture that is consistently changing. The challenge of parenting throughout the life-cycle requires flexibility, adaptation, responsibility and managing changing roles to assure effectiveness.

**FAMM 221. Teaching for Spiritual Transformation.** (CIP: 39.0401)**3 hours**

This course will use a hands-on approach to exploring various resources and methods used to present the scripture to students and families. Specific areas of exploration will include resources for teaching, teaching through small groups, mentoring, and interactive teaching techniques. Guest lecturers who are professionals in family ministry will further cover relevant areas of methodology.

**FAMM 225. Teaching for Life Transformation.** (CIP: 39.0401)**3 hours**

Students will learn and practice the skills and lifestyle needed to be an effective teacher who teaches with intentionality to affect life transformation toward Christlikeness and to make disciples who make disciples.

**FAMM 235. Contemporary Youth Problems.** (CIP: 39.0702)**3 hours**

This course is designed to acquaint the student with problems young people face. The student will do individual research and report on certain problems. Outside speakers may share insights concerning youth problems. Offered alternate years: Spring 2023, 2025

**FAMM 301. Children's Ministry.** (CIP: 39.0702)**3 hours**

A course examining the principles and methods for effective ministry to children, birth through fifth grade. Special attention will be given to discipline, teaching, worship, and evangelism. Offered alternate years: Spring 2022, 2024

**Prerequisites:** FAMM 221

**FAMM 307. Human Sexuality.** (CIP: 42.2811)**3 hours**

This course offers a Christian perspective regarding the physical, emotional, and spiritual ramifications of the diversity that exists in society. Appreciation and respect for diversity in sexuality is developed. The course explores the positive, negative, and precautionary measures that enable rational and moral decisions while discovering God's gift of sexuality and individuality of each person.

**FAMM 401. Legal and Administrative Issues in Family Ministry.** (CIP: 39.0702)**3 hours**

The family is the basic social unit of society. Some of our earliest laws were enforced in an attempt to protect and preserve families. This course explores the interwoven connection of families with public policy and laws. Basic Administrative theory and practice that protects the church and its families are explained in detail.

**FAMM 480-482. Internship in Family Studies: Orientation, Experience, Evaluation.**

On the job training under the direction of a field mentor in the area of family studies. Any preparation provided by outside agencies will not replace the prescribed MACU sequence.

Prerequisite: approval of program advisor (0, 0, 5 credits)

**FM 499. Directed Readings & Research.** (CIP: 39.0702)**1 to 3 hours**

An individualized course that enables a student to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest.

Prerequisite: permission of instructor.

**General Bible** (CIP: 39.0201)**GENB 111. Story of Redemption.****3 hours**

This course introduces the student to the story of the Bible. Students will survey the Christian scriptures learning the major people and events of the Bible with the goal of understanding the story of redemption.

**GENB 151. Principles of Bible Study.****3 hours**

The course provides the student with exegetical tools to properly conduct a Bible study that is faithful to the biblical writers' intended meaning.

**GENB 201. Interpreting Biblical Literature.****3 hours**

A practical study of the tools, principles, and methods of literary interpretation necessary for proper application of Scripture and for the production of exegetical papers, sermons, and lessons.

**Prerequisites:** GENB 151 & ENGL 101.

**GENB 499. Directed Readings & Research.****1 to 3 hours**

An individualized course that enables a student to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest.

**Prerequisite:** permission of instructor.

**General Ministry****GENM 201. Strategic Leadership in Ministry.** (CIP: 39.0604)**3 hours**

A course designed to develop leadership potential in students and to give them a familiarity with the various elements of the administrative process, including: goal setting and achieving, organization, delegation, human relations, group dynamics, supervision and the training of other leaders. Though the principles are universal, the focus of the course is the local church. Students will have an overview of the biblical perspective on leadership. Students will have the opportunity to create a strategic map for the development of spiritual leadership in a faith-based organization or servant leadership in a non-faith-based organization.

**GENM 251. Conflict Management.** (CIP: 30.2801)**3 hours**

Students explore the dynamics of conflict throughout the lifecycle. The course focuses on the causes, reasons and types of conflict resolution that are needed in the family and ministry environments. Special consideration is used for family and multicultural situations.

**GENM 371. Introduction to Church Growth.** (CIP: 39.0604)**3 hours**

A study of the universal principles for church growth including a study of the biblical principles of church growth, obstacles to growth, and strategizing for growth.

**GENM 411. Ministry Seminar.** (CIP: 39.0604)**3 hours**

This course provides essential information for the student preparing to enter into Christian ministry. Topics included are family life, applying and interviewing for ministry, communication in ministry, conflict management, as well as finances and taxes for the minister. Also covered are practical aspects of ministry such as hospital visitation, calling, and time management.

**GENM 480-482. Internship in Christian Ministry: Orientation, Experience, Evaluation.** (CIP: 39.0604)

On the job training under the direction of a field mentor in the student's chosen area of ministry. Any preparation provided by outside agencies will not replace the prescribed MACU sequence.

**Prerequisite:** approval of program advisor (0, 0, 6 credits)

**GENM 499. Directed Readings & Research.** (CIP: 39.0604)**1 to 3 hours**

An individualized course that enables a student to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest.

**Prerequisite:** permission of instructor.

## Geology

 (CIP: 39.0201)**GEOL 111. Introduction to Physical Geology. Class Hours: 3 Lab Hours: 2 Total Credit Hours: 4**

This course is an introduction to the study of geology. The course covers the formation and identification of common minerals and rocks, Earth's internal processes including volcanoes, earthquakes, mountain ranges, and plate tectonics, Earth's surface processes including streams, coasts, erosion, and glaciation. The Earth's structure and history are also covered.

## History

**HIST 211. Western Civilization I.** (CIP: 54.0101)**3 hours**

A survey of the political, religious, and social history of the Western world from the Roman Republic to the Renaissance, c. AD 1500.

**HIST 212. Western Civilization II.** (CIP 54.0101)**3 hours**

A survey of the political, religious, and social history of Western civilization from the Northern Renaissance, c. AD 1500 to the present.

**HIST 217. World Civilization I.** (CIP: 54.0101)**3 hours**

This course will focus on civilizations before 1492. While classical Western cultures such as those of Rome, Greece, and Egypt will be highlighted, attention and study will also center on the civilizations of East Asia, specifically China and India, as well as the Middle East, Africa, and pre-Columbian America. This course will focus on the early foundations of civilization that led to future European colonialism and imperialism. (TEL Education)

**HIST 231. Survey of United States History.** (CIP: 54.0102)**3 hours**

A survey of the major themes and most significant events and people of American history from European contact through the end of the Cold War.

**HIST 233. United States History I.** (CIP: 54.0102)**3 hours**

U.S. History I covers history through 1877, taking students from pre-Columbian events through the Civil War and Reconstruction. The course introduces students to the major themes that have defined the United States as a nation and culture while showing students how these times remain relevant in their everyday lives. (TEL Education)

**HIST 234. United States History II.** (CIP: 54.0102)**3 hours**

United States History II provides a comprehensive presentation of the significant social, political, and economic developments from 1877 to the present. The course is designed to engage students in understanding how shifts in culture, private initiative, public policy, and technology have shaped American history. (TEL Education)

**HIST 237. History of the Restoration Movement.** (CIP: 38.0203)**3 hours**

Origin, history, present trends, and prospects of the Restoration Movement that began in the nineteenth century.

**HIST 238. American Church History.** (CIP: 54.0102)**3 hours**

A study of Christianity in North America that considers the Church there in its historico-cultural context, examines efforts to advance, maintain, and regain the essential beliefs and unity of the Church by the Restoration Movement, and challenges students to apply lessons from the past while addressing challenges in the contemporary North American Church.

**HIST 255. African Church History.** (CIP: 05.0101)**3 hours**

A survey of the origins, concepts, key people, pivotal events, major movements and challenges of Christianity in Africa from its first century beginnings in the Apostolic Era to the twenty-first century contemporary setting with the view to promoting Christian unity and advancing the Kingdom of God. Since African Church History has not developed in isolation, consideration will be given to its connections with World Christianity.

**HIST 490. Archaeological Field Work.** (CIP: 45.0301)**1 to 6 hours**

Participation in a major archaeological excavation in Israel, Jordan, or Egypt provides opportunity for the observation and practice of techniques in field archaeology. During the excavation process, the student observes and participates in methods of excavation, recording, decipherment, classification, cataloguing, and preservation of various finds. Lectures and field trips led by the archaeological staff provide for a comprehensive field experience.

**HS 499. Directed Readings & Research.** (CIP: 54.0101)**1 to 3 hours**

An individualized course that enables a student to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest.

**Prerequisite:** permission of instructor.

**Homiletics** (CIP: 39.0604)

Mid-Atlantic Christian University endeavors to remain faithful to the principles and practices prescribed and demonstrated in the New Testament. Scripture clearly teaches that men and women stand in full equality of standing before God, but well-meaning Christians differ on the roles of men and women. MACU understands the Scriptures to teach a complementarian view of women, rather than an egalitarian view. The egalitarian position holds that the NT (e.g., Gal 3:28) erases all distinctions of roles between men and women. The complementarian position understands Scripture to teach that two roles are limited to men: the main preacher/teacher and an elder of a congregation (1 Tim 2:12–3:7). Numerous examples of women serving faithfully in evangelistic settings and teaching of other women and

young people abound in Scripture. However, MACU believes it is clear that the task of regular, weekly preaching is reserved for men. The University believes these principles to be applicable to all generations, regardless of current philosophies.

At the same time, MACU is convinced that, in order to fulfill vital and appropriate roles within church and parachurch service to Christ, both men and women need to be equipped to prepare and present biblical messages, a field called homiletics. Homiletics is the study of skills, and is not an assignment of role. Therefore, the University considers that men and women may study together to learn these skills, thus preparing and enabling them for their appropriate areas of ministry.

### **HOMS 201. Introduction to Homiletics.**

**3 hours**

The course introduces the student to the theory and practice of the preparation and delivery of sermons, with special attention to the various homiletical forms (topical, textual, biographical, and narrative sermons).

**Prerequisite:** COMM 171.

**Pre or Corequisite:** GENB 151.

### **HOMS 202. Homiletics Practicum.**

**3 hours**

The course is a continuation of the course Introduction to Homiletics. It is a lab where the student will have opportunity to put into practice, through regular classroom presentations the principles learned in Introduction to Homiletics.

**Prerequisite:** HOMS 201.

### **HOMS 301. Expository Preaching.**

**3 hours**

The course addresses the theory and practice of expository preaching through research, organization, delivery, and criticism of expository sermons.

**Prerequisite:** HOMS 202

### **HOMS 302. Preaching the Literary Genres of the Bible.**

**3 hours**

The course will explore the different literary genres in Scripture (e.g., narrative, wisdom, prophecy) and how to appropriately interpret them; look at what it means to preach different biblical genres to a modern audience taking into account worldview and culture; and help students to develop biblical messages that are appropriate to the relevant genres being sensitive to communication principles.

**Prerequisite:** HOMS 202

### **HOMS 400. Topics in Homiletics.**

**3 hours**

The course will address special topics related to homiletics. Topics addressed may vary from year to year, topics may include preaching for special occasions, use of media in preaching, narrative preaching, preaching on sensitive issues, connecting with the audience through audience targeting and segmenting.

**Prerequisite:** HOMS 202

## **Human Resource Management**

### **HRMT 201. Human Resource Management. (CIP: 52.1001)**

**3 hours**

Introduces the student to the human resources/personnel functions. Topics covered include: recruitment, assessment, compensation, motivation, appraisal, development, legal environment, labor relations, employee relations, etc. Emphasis on how managers can deal with and utilize the human resources function.

### **HRMT 231. Total Compensation Management. (CIP: 52.1001)**

**3 hours**

This course will help individuals develop knowledge and skills in the development and evaluation of pay structures and benefits packages. Students learn how total compensation issues affect every manager in an organization and analyze processes and procedures to create effective compensation plans.

**Prerequisite:** HRMT 201



**HRMT 301. Employment & Labor Law.** (CIP: 22.0220)**3 hours**

This course is an overview of laws and regulations that determine the rights and obligations of employees and employers. Individuals will learn about the nature of the employment relationship, common law principles, prohibitions against discrimination, wage law, specific governmental acts, and other areas of labor and employment law. By the end of this course students will become familiar with the federal and state laws that govern employment.

**Prerequisite:** BUAD 301, BUAD 322, HRMT 201

**HRMT 311. Training and Development.** (CIP: 52.1005)**3 hours**

This course will help individuals build knowledge and skill in the design, development, delivery, and evaluation of organizational training. They'll also learn how to create effective performance improvement programs, a vital resource in talent retention that is often overlooked. Lastly, students will get hands on experience, by producing their own sample training plan.

**Prerequisite:** HRMT 201

**HRMT 341. Human Resource Risk Management.** (CIP: 52.1001)**3 hours**

This course will examine the scope and role of HR in the occupational health and safety arena, the fundamental components of comprehensive programs and, more importantly, the interplay between these considerations and how important HR professionals are in their success. Topics covered include OSHA requirements, risk management and loss prevention, management of safety & workers' compensation, employee assistance plans, preventative health issues, emergency response and preparedness, and developing a culture of safety, amongst others. There will be focus on the fundamental components of a comprehensive health and safety program to protect the employees in an organization and costly liability.

**Prerequisite:** HRMT 301

## Interdisciplinary

**INDS 011. Study Skills Seminar.** (CIP: 32.0201)**1 hour**

The primary focus of the course is to facilitate each student's academic and personal growth by presenting needed study and self-management skills. Required for all students admitted provisionally and recommended for students whose competency test scores, SAT/ACT scores, high school GPA, and class ranking suggest they may be at risk for failure. (Counts toward GPA but does not fulfill degree requirements toward graduation.)

**INDS 100. College Success.** (CIP: )**1 hour**

This course is designed to orient students to college life while supporting the student's transition to become successful and engaged in all segments of MACU's programs and college mission. The course will introduce proper use of and development of effective study habits, note taking skills, time management, and technology. In addition, this course will explore campus resources, university history, personal and financial accountability, community engagement, and service opportunities.

**INDS 101. Christian Thinking: Developing a Christian Worldview.** (CIP: 38.0001)**3 hours**

Students are introduced to the concept of "worldview" and are led to see, from a theological and historical perspective, how different worldviews have arisen and how they continue to structure the modern mind and society. In addition, students learn how to assess cultural influences on human experiences, behavior, and belief systems and develop heightened empathy and respect for individuals from cultures different from their own.



**INDS 102. Christian Living: Developing Spirituality and Engaging the World. (CIP: 38.0203) 3 hours**

This course offers an overview of how people can begin where they are and grow in the Christian Faith so as to become increasingly spiritually mature and productive as they live in the world. Students will learn about the life dynamics involved in effective Christian living and service. Included is a study of the eternal purpose of life, the promotion of personal spiritual growth through discipline, and the development of spiritual gifts, talents, and passions for a deliberate life of service to God through sharing the love and message of God with people in both local and global contexts.

**INDS 103. Christian Formation: Developing the Spiritual Life. (CIP: 38.0203) 3 hours**

This course offers an overview of convictions and life dynamics involved in effective Christian living and service. Included is a study of the eternal purpose of life, the promotion of personal spiritual growth through discipline and development of spiritual gifts, talents, and passions for a deliberate life of service to God through sharing the love and message of God with people.

## Latin

**LATN 121. Elementary Latin I. (CIP: 16.1203) 3 hours**

Elementary Latin I introduces students to the basics of Latin grammar, syntax, and vocabulary. Students will be introduced to the six indicative active tenses of first, second, third, third -io, and fourth conjugations, as well as those same tenses of the irregular verbs *sum* and *possum*. Students will meet the present, imperfect, and future indicative passive tenses of first and second conjugations. The present infinitives, active and passive, will also be presented. Students will also learn about first, second, and third declension nouns; first, second, and third declension adjectives; special -ius adjectives; the reflexive adjective; interrogative adjectives; demonstratives; and numbers. Personal pronouns, reflexive pronouns, relative pronouns, and interrogative pronouns will also be taught. (TEL Education)

**LATN 301. Latin Literature I. (CIP: 16.1203) 3 hours**

This course builds upon an existing introduction to Latin grammar and strengthens fluency through an active use of the language in context. Students continue their study of Latin by reading the original prose texts of Caesar's *De Bellico Gallico* building fluency and comprehension through classical narratives, related exercises, and supplementary materials. By using Latin to learn Latin, students develop the ability to understand and use words in context. This form of contextual learning accelerates the student's ability to read and understand Latin fluently with speed and accuracy.

**Prerequisite:** Permission of the instructor.

**LATN 302. Latin Literature II. (CIP: 16.1203) 3 hours**

Builds and strengthens fluency through an active use of the language in context. Students continue their study of Latin by reading the original texts of Virgil's *Aeneis* building fluency and comprehension through classical narratives, related exercises, and supplementary materials. By using Latin to learn Latin, students develop the ability to understand and use words in context. This form of contextual learning accelerates the student's ability to read and understand Latin fluently with speed and accuracy.

**Prerequisite:** LATN 301.

## Leadership and Administration

**LEAD 212. Leadership. (CIP: 52.0213) 3 hours**

Leadership is influence. Spiritual leadership is influencing an organization to pursue a spiritual vision. Servant leadership allows for appropriate and effective leadership in all organizations. This course will review multiple Biblical case studies and review the current best practices in leadership. Students will have the opportunity to create a strategic map for the development of spiritual leadership in a faith-based organization or servant leadership in a non-faith-based organization.

**LEAD 401. Leadership Development.** (CIP: 52.0213)**3 hours**

This course will cover how to develop leaders in organizations. The development of future leaders is paramount to the long-term success of any organization. Students will learn how to recruit, develop, and maintain appropriate leadership for organizations.

**Prerequisite:** LEAD 212.

## Linguistics

**LING 317. Introduction to Linguistics.** (CIP: 16.0102)**3 hours**

This course is an Introduction to linguistics as a tool for describing the English language including the psychological system of language and the internalized, unconscious knowledge that enables a speaker to produce and understand utterances. Content will cover the study of the major concepts involving pragmatics, phonemic transcription, semantic and syntax structures, morphological analysis, and first-language acquisition theory.

**Prerequisites:** ENGL 102.

**LING 321. TESOL Materials and Methods.** (CIP: 13.1401)**3 hours**

Introduction to methods for teaching English to speakers of other languages. Historical perspective and current trends are presented. Specific language skills are addressed, along with assessment methods, and selection of teaching materials. Attention will be placed on sensitivity to cultural diversity and the role it plays in teaching English Language Learners. Observation of ESL classroom activities is required.

**Prerequisite:** ENGL 102.

**LING 401. Principles of Articulatory and Acoustic Phonetics.** (CIP: 16.0105)**3 hours**

Using an augmented subset of the International Phonetic Alphabet (IPA), students will be able to identify, mimic, and transcribe sounds and prosodies in normal human speech and to describe the mechanisms by which a speaker produces these sounds. Students will also be introduced to basic techniques of acoustic analysis. Offered in Dallas, Texas at Dallas International University. DIU course number is AL 4302.

**LING 402. Principles of Phonological Analysis.****3 hours**

By the end of this course, students will be able to recognize the difference between phonetic (etic) and phonological (emic) data and identify phonological hierarchy and intonation in data. They will be able to recognize the use of distinctive features, natural classes and phonetic plausibility; identify phones in complementary distribution, free variation and contrast in identical / analogous environment; recognize major phonological processes and common conditioning environments, including adjacent segments, syllables and larger prosodic units; and apply concepts of tone analysis, and morphophonemics to data. Offered in Dallas, Texas at Dallas International University. DIU course number is AL 4303

**Prerequisite:** LING 401 Principles of Articulatory and Acoustic Phonetics

**LING 403. Principles of Grammatical Analysis.****4 hours**

This course introduces students to techniques for analyzing and describing basic morphological and syntactic issues in natural languages. By working through numerous practical exercises from a large variety of languages, students gain confidence in their ability to determine word classes and allomorphy and to deal with inflectional and derivational morphology. Students also learn to analyze different types of phrases, clauses, and sentences. This course serves as a prerequisite for several graduate linguistics courses. Offered in Dallas, Texas at Dallas International University. DIU course number is AL 4410.

**LING 404. Language and Society.****3 hours**

This course considers the relationship between language and society. After successfully completing the course, students will be able to articulate the multilingual nature of the world's societies, the function(s) of language(s) in nations, and how different languages are used alongside one another, including the idea of diglossia. They will also be able to identify the factors influencing the choice among language varieties for national and educational use. In addition, students will be able to explain how language attitudes and domains of language use influence the long-term maintenance and/or shift of language(s) in society. They will be able to discuss how all the aforementioned may possibly affect a language development program for a given linguistic community. Offered in Dallas, Texas at Dallas International University. DIU course number is AA 4350.

**LING 405. Second Language and Culture Acquisition.****3 hours**

Students will learn to identify and apply their own language and culture learning styles; manage language learning; use appropriate techniques and activities to develop second language competence at the novice level while working with a native speaker in language learning sessions. They will be able to describe techniques and activities suitable for language learning at more advanced levels. Building on awareness of their own cultural values, they will be able to describe and will begin to implement strategies for dealing appropriately with differences in cultural values. Offered in Dallas, Texas at Dallas International University. DIU course number is AA 4305.

**Prerequisites:** LING 401 Principles of Articulatory and Acoustic Phonetics (may be taken concurrently) and LING 403 Principles of Grammatical Analysis

**LING 406. Field Methods and Linguistic Analysis.****4 hours**

Working with a speaker of a non-western language, students in this course elicit data which they then use to analyze the phonological system and produce a mini-lexicon and a grammar sketch of the target language. Offered in Dallas, Texas at Dallas International University. DIU course number is AL 4406.

**Prerequisites:** LING 401 Principles of Articulatory and Acoustic Phonetics, LING 402 Principles of Phonological Analysis, LING 403 Principles of Grammatical Analysis, LING 405 Second Language and Culture Acquisition

**Co-requisite:** LING 407 Field Data Management

**LING 407. Field Data Management.****2 hours**

With a focus on methodology and good praxis, this course instructs students, in the use of computational tools for managing and presenting phonological, textual, and lexical data collected in linguistic field research. Offered in Dallas, Texas at Dallas International University. DIU course number is AL 4207.

**Prerequisites:** LING 401 Principles of Articulatory and Acoustic Phonetics, LING 402 Principles of Phonological Analysis, LING 403 Principles of Grammatical Analysis, LING 405 Second Language and Culture Acquisition

**Co-requisite:** LING 406 Field Methods and Linguistic Analysis

## Marketing

**MRKT 211. Principles of Business Marketing. (CIP: 52.1401)****3 hours**

This course provides an introduction to marketing activities of organization and individuals. It focuses on formulating viable market objectives, assessing opportunities, evaluating ethical issues, and developing a marketing strategy. The course also emphasizes a global orientation and the development of problem solving skills.

**MRKT 301. Marketing Research.** (CIP: 52.1402)**3 hours**

This course provides students with the essential information needed to plan and perform marketing research for the first time including an examination of the process, role, and function of marketing research, including research problem formation, research methods and procedures, data acquisition, sampling theory and practice, data analysis, presentation of results, ethical issues, and application for each of the above.

**Prerequisite:** MRKT 211

**MRKT 311. Marketing Management.** (CIP: 52.1401)**3 hours**

Student will analyze strategic approach to marketing decision making. This course provides the foundation for building long-term marketing growth. Starting with the understanding of consumer needs, it takes the student on a smooth journey of how to understand the market and develop appropriate strategies. In doing that, it provides an in-depth analysis of how to build a sustainable customer base in the ever-growing competitiveness and dynamism of the present-day marketing arena.

**Prerequisite:** MRKT 211

**MRKT 321. International Marketing.** (CIP: 52.1403)**3 hours**

This course examines new concepts and insights regarding international marketing management to familiarize students with the growing importance of world marketing in and out the U.S. and the strategic issues involved. This course provides, and integrated approach that explores marketing concepts in depth within a truly international context including five key factors that impact any international marketing venture – culture, language, political/legal systems, economic systems, and technological differences – in relation to the core marketing concepts of markets, products, pricing, distribution (place), and promotion. It also covers sustainability and bottom-of-the-pyramid issues within each chapter with rich illustrations and examples from both multinational companies and smaller local concerns.

**Prerequisite:** MRKT 211

**MRKT 331. Consumer Behavior and Culture.** (CIP: 52.1401)**3 hours**

This course provides behavioral science research findings, principles, and theories, especially those from psychology and sociology, as they relate to the determinants of consumer buying behavior. This Course evaluates behavioral science research findings, principles, and theories, especially those from psychology and sociology, as they relate to the determinants of consumer buying behavior. The case & interactive skill-building approach is utilized to stimulate the development of creative marketing strategy.

**Prerequisite:** MRKT 211

## Mathematics

**MATH 010. Foundations of College Mathematics.** (CIP: 27.0101)**Class Hours: 3****Lab Hours: 0****Total Credit Hours: 3**

Foundations of College Mathematics is a preparatory course for those needing to develop math skills necessary for success in college-level math courses; required for all students whose competency test scores indicate developmental work is needed. Students must earn a grade of “C” or better to advance to MATH161. (Counts toward GPA but does not fulfill degree requirements toward graduation.)

**MATH 161. College Algebra.** (CIP: 27.0102)**Class Hours: 3****Lab Hours: 0****Total Credit Hours: 3**

College Algebra is designed to help students do practical problem solving using mathematics. It involves solving algebraic equations, plotting graphs, understanding functions, operating with polynomials, and working with roots, logarithms, and exponents.

**Prerequisite:** MATH 010 with a grade of C or better, or placement, or permission of the instructor.

**MATH 165. Mathematics for the Liberal Arts. (CIP: )****Class Hours: 3      Lab Hours: 0      Total Credit Hours: 3**

This course teaches students to make applications of algebraic concepts, including functions, graphs, and conversions; applications of two-dimensional, three-dimensional, and coordinate geometry; and applications of a variety of concepts from statistics and probability. Deductive thinking skills are taught through the extensive use of word problems involving these mathematical concepts.

**Prerequisite:** MATH 161 or placement or permission of the instructor.

**MATH 171. Pre-Calculus.****Class Hours: 3      Lab Hours: 0      Total Credit Hours: 3**

This course includes operations with polynomials, simplifying rational expressions, solving linear and quadratic equations, solving systems of equations, working with trigonometric functions, using trigonometric identities.

**Prerequisite:** MATH 161 or placement or permission of the instructor.

**MATH 181. Calculus I.****Class Hours: 3      Lab Hours: 2      Total Credit Hours: 4**

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.

**Prerequisite:** MATH 171 or placement or permission of the instructor.

**MATH 213. Introduction to Statistics. (CIP: )****Class Hours: 3      Lab Hours: 0      Total Credit Hours: 3**

A study of data analysis and statistical inference. Topics include descriptive statistics, an introduction to probability, continuous and discrete random variables, probability distributions, basic sampling techniques, confidence intervals, hypothesis testing with small and large samples, linear regression and correlation, and an introduction to the analysis of variance.

**Prerequisite:** MATH 161 or higher or permission of the instructor.

**Military Science (CIP: 28.0301)****MLSC 101. Basic Military Science I.****2 hours**

Study of the mission of the Reserve Officers' Training Corps and an orientation to the organization and roles of the U.S. Army, customs and traditions of the service, leadership, and basic first aid. One and one-half hours of Leadership Laboratory per week. Offered at Elizabeth City State University, Elizabeth City, NC. The student incurs no military service obligation by taking this course.

**MLSC 102. Basic Military Science II.****2 hours**

Study of basic map reading, military correspondence, preventative medicine, and first aid. One and one-half hours of Leadership Laboratory per week. Offered at Elizabeth City State University, Elizabeth City, NC. The student incurs no military service obligation by taking this course.

**MLSC 201. Applied Leadership and Management I.****2 hours**

Study of basic military skills, organization for teamwork, and practical application to develop leadership and management techniques. Instruction emphasizes self-discipline, knowledge of military subjects, and development of military skills. One and one-half hours of Leadership Laboratory per week. Offered at Elizabeth City State University, Elizabeth City, NC. The student incurs no military service obligation by taking this course.

**MLSC 202. Applied Leadership and Management II.****2 hours**

Study of Army leadership doctrine, oral and written communication, basic military skills, and practical application to develop leadership skills. Instruction emphasizes self-discipline and application of military knowledge during realistic practical exercises. One and one-half hours of Leadership Laboratory per week. Offered at Elizabeth City State University, Elizabeth City, NC. The student incurs no military service obligation by taking this course.

**MLSC 236. Leader's Training Course.****4 hours**

4-week summer course conducted at a military installation. Provides training in lieu of the Basic Course and is designed to qualify students for the ROTC Advanced Course. Application for Basic Camp must be made to the Office of Military Science at Elizabeth City State University.

**MLSC 301. Leadership and Management I.****3 hours**

Instruction in military leadership, physical training, military training, and land navigation. One and one-half hours of Leadership Laboratory per week. Offered at Elizabeth City State University, Elizabeth City, NC.

**Prerequisite:** Basic Course or equivalent credit.

**MLSC 302. Leadership and Management II.****3 hours**

Study of infantry small-unit tactics, oral and written communication, advanced military skills, and practical application to develop leadership skills. Instruction emphasizes teamwork, self-discipline, confidence, and application of leadership skills during realistic practical exercises. One and one-half hours of Leadership Laboratory per week. Offered at Elizabeth City State University, Elizabeth City, NC.

**Prerequisite:** Basic Course or equivalent credit.

**MLSC 303. U.S. Military History. (CIP: 54.0108)****3 hours**

Survey of American military history from 1759 to present. Study of the American attitude toward war, the European influence, civil-military relationships and the impact of technology on operations and tactics. May be taken by non-cadets for elective course credit without military obligations. Offered at Elizabeth City State University, Elizabeth City, NC.

**MLSC 401. Advanced Leadership and Management I.****2 hours**

Study of military training, Army officer professionalism and ethics, and the conduct of unit meetings and conferences to develop leadership and management techniques. Instruction emphasizes the importance of prior preparation and self-confidence during realistic practical exercises. One and one-half hours of Leadership Laboratory per week. Offered at Elizabeth City State University, Elizabeth City, NC.

**Prerequisites:** MLSC 301,302.

**MLSC 402. Advanced Leadership and Management II.****3 hours**

Leadership and management in the contemporary military environment, including oral communications, the administration of Military Justice, the rules of war, and an orientation to U.S. Army personnel support activities. Improves student's ability to prepare effective staff studies, battle analysis, and briefings. Learn military commanders, strategies, and tactics. Leadership Laboratory periods continue to develop the practical experiences begun in earlier courses. Offered at Elizabeth City State University, Elizabeth City, NC.

**Prerequisite:** MS 401.

## Music

**MUSC 131. Music Appreciation****3 hours**

An introduction to music through a rudimentary understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. Historical and cultural backgrounds are included to show their influence on musical development from Gregorian Chant to the present.



## Neuroscience (CIP: 26.1501)

### NEUR 301. Neuroscience Foundations

**3 hours**

This course introduces students to the field of neuroscience, explores the cellular and molecular basis of neural systems, and discusses the neural basis of cognition. Students are expected to leverage their understanding of biology and chemistry to build a working knowledge of neuroscience fundamentals. This online class features optional live sessions.

**Prerequisite:** BIOL 141, BIOL 169, CHEM 152.

### NEUR 302. Biological Basis of Perception and Movement

**3 hours**

Perception and Movement are fundamentally driven by biological processes. This course provides students with an understanding of the various systems and organs that play a role in the human ability to perceive the world and move through it. It builds upon Neuroscience Fundamentals to allow students to understand the impact of core neuroscience concepts.

**Prerequisites:** NEUR 301.

## Physics

### PHYS 111. Physical Science. (CIP: 40.01)

**Class Hours: 3**

**Lab Hours: 0**

**Total Credit Hours: 3**

An introductory course that explores the fundamental principles of physics, chemistry, and astronomy. (This course is identical to PHYS 113 but with no lab component.)

**Prerequisite:** MATH 010 or competence.

### PHYS 113. Physical Science. (CIP: 40.01)

**Class Hours: 3**

**Lab Hours: 2**

**Total Credit Hours: 4**

An introductory course that explores the fundamental principles of physics, chemistry, and astronomy.

**Prerequisite:** MATH 010 or competence.

### PHYS 151. General Physics I. (CIP: 40.0801)

**Class Hours: 3**

**Lab Hours: 2**

**Total Credit Hours: 4**

The introduction of a two-semester survey of classical physics based on elementary algebra and trigonometry, focusing upon the motion of solids and fluids as governed by Newton's Laws, the conservation laws of energy, momentum, and angular motion.

**Prerequisite:** MATH 171 or equivalent.

### PHYS 152. General Physics II. (CIP: 40.0801)

**Class Hours: 3**

**Lab Hours: 2**

**Total Credit Hours: 4**

This course is a continuation of PHYS 151 and covers the quantum mechanics of simple systems, atoms, and molecules; covering electrostatics, electrical circuits, magnetism, Maxwell's Equations, electromagnetic radiation, light and sound.

**Prerequisite:** PHYS 151 with a grade of C- or higher.

### PHYS 171. Introduction to Earth Science. (CIP: 40.0601)

**Class Hours: 3**

**Lab Hours: 2**

**Total Credit Hours: 4**

An introduction to the physical processes that shape the Earth's surface. Internal processes (plate tectonics, volcanism, earthquakes, mountain building) and external processes (weather and climate, weathering, mass wasting, erosion) are investigated so that the pattern of landforms around the world can be better understood. The Earth's structure, materials, and history are also covered.



## Political Science

### **POLS 151. United States Government.**

**3 hours**

United States Government course provides a comprehensive introduction to the concepts of the United States federal government. The course explores all branches of the federal government and provides students with a foundational knowledge of the basic organizations and policies of the political system. An exploration of what government is, the Constitution, and the philosophical origins of government systems are provided at the beginning of the course to provide students with a solid foundation for the rest of the course. Other topics round out the subject including public policy, civil liberties, and American political culture. (TEL Education)

## Professional Sales

### **PRSL 201. Relationship-Driven Professional Selling.** (CIP: 52.1804)

**3 hours**

This course teaches a student how to sell. This experiential learning-based course will provide best practice models of selling. It will cover selling from prospecting through relationship building. The use of role-plays and other experiential activities will equip the student with the fundamental knowledge, skills, and attitudes necessary to succeed in a professional selling position.

### **PRSL 211. Negotiation in Business and Sales.** (CIP: 52.1804)

**3 hours**

This course focuses on how to conduct and become more skilled at negotiating, while providing an understanding of the underlying basic principles of negotiation.

### **PRSL 311. Sales Leadership.** (CIP: 52.1804)

**3 hours**

This course is designed to allow students to explore key sales and management concepts, including hands-on analytical and management coaching skills.

**Prerequisite:** PRSL 201.

### **PRSL 321. Advanced Relationship-Driven Professional Selling.** (CIP: 52.1804)

**3 hours**

This course is designed to continue to develop the knowledge and skills from PRSL 201 Relationship-Driven Professional Selling with a focus on the planning and research necessary to be a credible and compelling salesperson. Additionally, this course will tackle the advanced topics of team selling, negotiating, and leveraging account development activities.

**Prerequisite:** PRSL 311.

## Psychology

### **PSYC 101. General Psychology.** (CIP: 42.0101)

**3 hours**

An overview of the science of psychology, the systematic study of the mind and behavior. Points of emphasis include history, terminology, and a broad study of theoretical and applied concepts.

### **PSYC 227. Developmental Psychology.** (CIP: 42.2703)

**3 hours**

A study of human development throughout the lifespan, with emphases on physical, cognitive, emotional, educational, social, and spiritual issues influence development. Application is made to how a variety of developmental aspects influence life, family, work, health care, ministry opportunities, and more.

**Prerequisite:** PSYC 101.

### **PSYC 312. Social Psychology.** (CIP: 42.2707)

**3 hours**

An overview of the major theories, concepts, and methods of social psychology, with an emphasis on how cognition, affect, and behavior influence, and are influenced by, others.

**Prerequisite:** PSYC 101.

**PSYC 321. Principles of Industrial-Organizational Psychology.** (CIP: 42.2804) **3 hours**

An overview of industrial-organizational psychology, the application of psychological principles, theories, and research to organizations. Industrial-organizational practitioners work with all manner of organizations (e.g., profit, non-profit, civic, religious) with the goals of improving organizational performance, satisfaction, and well-being.

**Prerequisite:** PSYC 101.

**PSYC 342. Research Methods in Psychology.** (CIP: 45.0102) **3 hours**

Research Methods provides a comprehensive introduction to research proposal writing, research methodologies, and research protocols. The course examines the procedures and principles involved with experimental, quasi-experimental, correlational, and other research approaches. Problem formulation, literature review, critical analysis, measurement, sampling, research design, data analysis, ethical considerations, and report writing using APA format are considered.

**Prerequisite:** MATH 213 or instructor permission.

**PSYC 355. Adult Lifespan and Diversity.** (CIP: 19.0702) **3 hours**

An overview of development across the adult years. This course identifies the diverse responsibilities, opportunities, and challenges that adults face throughout the lifecycle. Students explore the different processes of development of early, middle, and late adulthood including aging, normative and non-normative changes, role changes, meaning, death, and dying. Special emphasis is placed on the assessing abilities, interests, values, and other factors that contribute to career development and work.

**Prerequisite:** PSYC 227.

**PSYC 412. Physiological Psychology.** (CIP: 42.2706) **3 hours**

This course is designed to investigate the most recent findings in the area of physiological psychology. Topics of study will concern basic information about the nervous system, sensory systems, physiological bases of behaviors and the development of learning and memory.

**Prerequisite:** PSYC 227.

**PSYC 428. Abnormal Psychology.** (CIP: 42.2810) **3 hours**

Abnormal Psychology is a capstone course for the Counseling and Psychology major, using current scientific research and theory to understand mental health diagnoses. The course emphasizes classification and assessment of a variety of mental disorders from several theoretical and treatment perspectives. Focus will be on diagnosis, epidemiology, course, etiology, and treatment issues. The course includes practical experience for students to seek and evaluate scholarly literature regarding selected mental health diagnoses.

**Prerequisites:** senior status or permission of instructor.

**Special Note:** Students who are Counseling and Psychology majors may not transfer this course from another institution.

## Public Administration

**PADM 201. Introduction to Public Administration.** (CIP: 44.0401) **3 hours**

Provides an overview of the fundamental guiding principles of public administration (PA) and U.S. bureaucracy. This comprehensive study introduces students to the roles, relationships, processes, problems, and control of government institutions.

**PADM 211. State and Local Government Administration.** (CIP: 44.0401) **3 hours**

This course provides students with an understanding of the structure and function of state and local governments in the United States. Students will explore local and state-level policy issues and administrative processes. They will also explore urban issues in the U.S. and discuss solutions to all of these challenges.

**PADM 311. Public Budgeting and Finance.** (CIP: 52.0808)**3 hours**

This course covers fiscal and budgetary policies and practices in public sector and governmental organizations. Students will improve their understanding of revenue, expenditure, deficit spending, and debt, specifically as they relate to government. They will also examine the functions of accounting in the public sector and learn to create financial reports.

**Prerequisites:** ACCT201 and PADM 201

**PADM 321. Public Administration Capstone.** (CIP: 44.0401)**3 hours**

This capstone is the culmination for Public Administration concentration and should be taken as the final course in a student's studies for the program. It is intended to synthesize all of a student's learnings in the field into one public-sector focused project. Students will work in groups with a public sector organization, such as a non-profit, or their local government.

**Prerequisites:** PADM 311

## Sociology

**SOCI 101. Introduction to Sociology.** (CIP: 45.1101)**3 hours**

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

## Sport Management

 (CIP: 31.0504)**SPMT 201. Introduction to Sport Management.****3 hours**

This course provides information about the administration of athletic, fitness, and wellness facilities, and proper organizational, administrative, supervisory, and leadership procedures will be covered. Topics include, but are not limited to: sport industry segment, intercollegiate athletics, professional sport, fitness, recreation, budgeting, facility management, legal issues, record keeping, insurance, and technology in these settings.

**SPMT 211. Sport Marketing.****3 hours**

Examines the theoretical and practical implications of marketing in the sports industry by presenting a framework to help explain and organize the strategic marketing process. Offers a growing appreciation on the globalization of sports and an understanding of the ethical issues emerging in sports and their impact on sport marketing decisions.

**SPMT 311. Sport Administration.****3 hours**

Principles of efficient management and leadership concepts as applicable to the sport industry. Focuses on principles and techniques of management relating to programs, facilities, special events, and personnel. Includes key personnel issues in sport management situations; ethics, law, and governance in sport management; the role of the marketing process in sport administration; and economics, accounting, and budgeting.

**SPMT 321. Sport Legal Liability & Risk Management.****3 hours**

Introduction to the legal issues in sport. Study of safety, negligence and liability in sport. Explores how the legal system, principles of legal liability, contract law, and government regulation apply to sport. Designed to help teachers, coaches, facility managers, program directors, etc. develop the knowledge and skills to recognize and eliminate dangerous situations before they become a problem. Students are exposed to many legal concepts impacting sport.

## Supply Chain Management (CIP: 52.0203)

### **SCMT 301. Forecasting and Logistics.**

**3 hours**

This course will teach students how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service.

### **SCMT 302. Sourcing and Operations.**

**3 hours**

This course will teach students how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. Students will have the opportunity to apply this knowledge by conducting a real-world case study of a product of their choosing.

**Prerequisite:** SCMT 301.

### **SCMT 401. Supply Chain Management Capstone.**

**3 hours**

This course asks students to apply the skills they have learned in their business and supply chain management education to a series of challenges. In the first part, students solve challenges in logistics, operations, planning, and sourcing faced by a fictional company. In the second part, students will be tasked with addressing a real supply chain problem, and will work in groups to produce a solution which will consist of a report and a presentation. In this capstone project, students will take on the role of supply chain consultants, redesigning the existing supply chain of a consumer products company with the goals of implementing lean inventory management, and using six sigma processes to improve efficiency and allow the company to bring new products to market more rapidly.

**Prerequisite:** SCMT 302.

## Theology (CIP: 39.0601)

### **THEO 201. Biblical Doctrines.** (CIP: 39.0601)

**3 hours**

The basic teaching of Scripture regarding revelation, God, man, sin, angels, Christ, salvation, the Holy Spirit, and the second coming.

**TRANSFER NOTE:** This course may not be fulfilled by transfer credit unless the course is from a Stone-Campbell (i.e., Restoration Movement) college or university.

### **THEO 253. Theology of Missions.** (CIP: 39.0601)

**3 hours**

This course develops a biblical theology of world missions by considering what the Bible says about missions from Genesis to Revelation. The unifying theme of the kingdom of God will be used to integrate biblical ideas about God's mission in the world.

### **THEO 311. Christian Apologetics.** (CIP: 39.0601)

**3 hours**

Equips the student to demonstrate the reasonableness of his or her faith through an examination of philosophical and historical objections to that faith.

### **THEO 312. Science and the Bible.** (CIP: 39.0601)

**3 hours**

Study of the conflict and harmony between science and Scripture; emphasis upon scientific and Biblical evidence for Creation and the Flood.

### **THEO 321. Ethics.** (CIP: 38.0103)

**3 hours**

An examination of the Biblical basis for making ethical decisions. Building on the foundation of God's revelation to Moses, the prophets, Jesus, and the apostles, students will apply these teachings to issues ranging from personal moral responsibility; to major social issues facing the world today; and in business/organizational leadership context. Students explore the theological and Biblical foundations that determine the nature of ethical leadership by discerning the ethical foundations evident in the lives of great leaders. Students learn how the person/leader's values and beliefs affect decision-making by identifying key factors involved in ethical decision-making. Finally, students assess and apply the concepts of organizational and social responsibility by looking at real world problems.

**THEO 331. American Denominations and Cults.** (CIP: 38.0203)

**3 hours**

A study of the history, characteristic beliefs, and practices of the major American denominations and cults in the light of biblical revelation.

**THEO 499. Directed Readings & Research.** (CIP: 39.0601)

**1 to 3 hours**

An individualized course that enables a student to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest.

**Prerequisite:** permission of instructor.

## **Worship Ministry** (CIP: 39.0502)

**WRMN 211. What is Worship?**

**3 hours**

Examines corporate and private worship in the Bible, the essence of relationship in worship, overcoming barriers that hinder worship, and personally establishing worship as a lifestyle. Emphasis on developing the spiritual character of the leader and members of worship ministry teams; personal intimacy with God.

**WRMN 231. Creating Paths to Worship.**

**3 hours**

How to design and plan corporate worship services, relate songs musically and spiritually, discover art, music and other resources helpful to corporate worship; develop different venues to drive home a spiritual theme, practically produce the details of the service; how to evaluate worship services both before and after; how to balance needs of the long-time church member and the new person.

# Finances

Mid-Atlantic Christian University strives to provide an affordable Christian education to those seeking to serve the Lord. Thanks to the generous gifts of individuals and churches the University is able to minimize the student's out-of-pocket costs for tuition.

## Tuition & Fees

Pre-enrollment fees for new students:

Application Fee	\$	40.00
Orientation Charge		<u>200.00</u>
	\$	240.00

2023-24 Basic Charges

	Semester	Year
<b>School of Undergrad Studies</b>		
Enrollment Fee	540.00	1,080.00
Room & Board (minimum)	5,400.00	10,800.00
Block Tuition (12-18 credit hours)	<u>8,100.00</u>	<u>16,200.00</u>
	\$14,040.00	\$28,080.00
<b>School of Professional Studies</b>		
Enrollment Fee	500.00	1,000.00
Room & Board (minimum)	5,400.00	10,800.00
Block Tuition (12-18 credit hours)	<u>7,500.00</u>	<u>15,000.00</u>
	\$13,400.00	\$26,800.00

## Schedule of Tuition and Fees

The current schedule is also available online at: [www.macuniversity.edu](http://www.macuniversity.edu)

### Course Charges for School of Undergraduate Studies

On-Campus/Online Tuition Fee, per hour .....	540.00
Audit Fee, per hour .....	75.00

### Course Charges for School of Professional Studies

On-Campus/Online Tuition Fee, per hour .....	500.00
Audit Fee, per hour .....	75.00

Professional Christian Ministries Certificate ..... 2,000.00

### Room and Board, per semester<sup>a</sup>

	Room		Board	Total
double	2,700.00	18 meal plan	2,700.00	5,400.00
single	3,200.00	18 meal plan	2,700.00	5,900.00

### Enrollment Fees, per semester<sup>b</sup>

8 or more credit hours .....	540.00
1-7 credit hours, per hour .....	65.00
Dual-enrolled students .....	100.00

### New Student Fees

University Application ( <i>credit students only</i> ) .....	40.00
Orientation Charge for on-campus students	
Students entering fall semester .....	200.00
Students entering spring semester .....	100.00
LOGOS Software .....	440.00
Technology Fee .....	860.00
<i>(Refundable if the student provides supporting documentation to opt out of program)</i>	

### Miscellaneous Fees

Drop/Add Fee ( <i>change of schedule – per slip</i> ) .....	15.00
Graduation Fee .....	125.00
Graduation Fee (Certificate only) .....	50.00
Late/Deferred Payment .....	35.00
Late Registration Fee ( <i>continuing students, 8 or more hours</i> ).....	100.00
Lab Fee for Science Courses.....	35.00
Student Services Fee .....	100.00
Athletic Insurance (athletes only) .....	400.00
Transcript, request .....	10.00
Same Day (Rush) .....	20.00

<sup>a-</sup> The room charge covers only the official days the dorms are open. Mid-semester breaks, Thanksgiving, Christmas, and Easter are not “official” days; therefore, any student granted permission to stay in the dorm during university breaks will be charged a daily rate.

The board charge, 18 meals per week, includes breakfast, lunch, and supper, Monday through Friday; brunch on Saturday; and brunch and supper on Sunday.

Meals are not served on Saturday evening, and the cafeteria is closed for vacation periods (see official days in previous paragraph). Refunds are not made for meals missed. All students living in the residence halls are required to pay the board charge.

<sup>b-</sup> The enrollment fee covers these services: parking, Sneak Day, Student Center, counseling services, athletic activities, intramural activities, library, and data services.

### Textbooks and Other Expenses

Students are expected purchase textbooks and course resources prior to the beginning of class. Textbook requirements are listed on the university’s online bookstore located on the Mid-Atlantic Christian University website. The cost of books and supplies varies with the number of hours and particular courses for which a student is registered.

Certain courses require extensive supplemental notes. Charges for supplemental notes will be placed on the student bill and distributed by the instructor during the first session of class.

Other expenses will include transportation, entertainment, laundry, clothing, cosmetics, medical and dental expenses, and personal needs.

### Payment Options

Every student who completes the enrollment process enters into a contract and is indebted for the total semester costs. No student will be considered registered until a payment option has been selected and the required minimum payment has been made.

The University offers two payment options:

1. Full payment option. Payment for each semester is due in full on registration day of that semester. The University accepts payment by cash, check, and credit card. If the student has pre-registered, payment may be made in advance.
2. University Deferred Payment Plan. Students unable to pay the balance due on registration day, after all forms of confirmed financial aid are considered, must elect to use the University Deferred Payment Plan.



The Deferred Payment Plan requires:

- Signing of a Promissory Note
- Payments to be split into 5 equal monthly payments which includes all outstanding tuition, fees, and other educational expenses.
- Four (4) monthly payments for the remainder of the balance will be due thereafter
- A scheduled deferment fee of \$35.00 to be added to the first monthly payment.

#### Semester Payment Schedule

FALL SEMESTER	SPRING SEMESTER
1 <sup>st</sup> Payment = Registration Day (August)	1 <sup>st</sup> Payment = First Day of Classes (January)
2 <sup>nd</sup> Payment = September 1 <sup>st</sup>	2 <sup>nd</sup> Payment = February 1 <sup>st</sup>
3 <sup>rd</sup> Payment = October 1 <sup>st</sup>	3 <sup>rd</sup> Payment = March 1 <sup>st</sup>
4 <sup>th</sup> Payment = November 1 <sup>st</sup>	4 <sup>th</sup> Payment = April 1 <sup>st</sup>
5 <sup>th</sup> Payment = December 1 <sup>st</sup>	5 <sup>th</sup> Payment = May 1 <sup>st</sup>

- Students that have not made arrangements to pay the balance on their account under the deferred plan within fourteen days following registration day may be administratively withdrawn from the University.
- Students not meeting financial obligations under the above plan will be denied this payment option the following semester.

## Delinquent Accounts

At the discretion of the University Leadership Team, students who fail to make two successive payments, either under the University Deferred Payment Plan or special arrangements made with the Finance Office, may be subject to administrative withdrawal from the University on the seventh day following the second default.

Student accounts must be paid in full before final exam week of each semester.

The University reserves the right to withhold semester examinations, grade reports, and transcripts from any continuing student whose financial obligations have not been met. Grades for the semester in question will be reported as "I" (Incomplete) until their account is cleared.

Students who fail within two weeks of the end of Final Exams to pay the outstanding charges and take the exams will forfeit any examinations being withheld. Such students will be subject to collection and legal fees incurred by Mid-Atlantic Christian University, if such action is deemed necessary.

Likewise, the University will not confer a degree or certificate upon any student who has not paid all debts (including fines) in full.

If a student has registered for the next semester and not met their financial obligations for the prior semester, he or she will be dropped from registration and all financial aid will be removed. The student will be able to re-register once their account is cleared; however, there is no guarantee that the same courses will be available.

## Transcripts

All enrolled students are entitled to one transcript per academic year without charge. Beyond that, there is a charge of \$10.00 each. An additional fee of \$20 will be charged for same day rush requests. (See the Academic Policies section for more information).

## Schedule Change

Schedule changes initiated by the student through the Office of the Registrar, after the two-week drop/add period, will be charged a change of schedule fee per form and will be charged or credited for the net change in enrolled hours. If the change results in an additional charge to the student's account, then payment arrangements must be made under the Payment Options listed above before the change in enrollment is effective. (See the Academic Policies section of this catalog for additional information.)

## Withdrawal

If students find it necessary to change their schedule after the first two weeks of a semester, or if they withdraw or are suspended from the University before the completion of a semester, several procedures must be followed to be eligible for a refund on tuition, room, and board.

**Official University withdrawal.** Procedures for official withdrawal from the University are detailed in the Academic Policies section of this catalog. The date of official withdrawal will be used to determine the amount of the refund. Refunds for students who are asked to withdraw will be completed using the same refund formula as students who withdraw voluntarily. Please refer to the following section on Refunds.

**Unofficial University withdrawal.** Failure to follow official withdrawal procedures will result in refund calculations based on the date the school determines the student ceased attendance.

**Course withdrawal.** There is no tuition refund for withdrawal from courses after the first two weeks (drop/add period) of classes, or its equivalency. No course may be withdrawn from after the tenth week of the semester (or its equivalency).

See additional information in the section titled "Schedule Changes" in the Academic Information section of this catalog.

Failure to complete any of the required procedure may result in forfeiture of applicable funds.

## Refund Policies

**Withdrawal refund and repayment policy.** "Refund" refers to money paid toward school charges that must be returned to the financial aid sources and/or the student. Mid-Atlantic Christian University will calculate all tuition refunds (regardless if the student was a recipient of Title IV funds) based on "The Return of Title IV" regulations (R2T4) by the Department of Education.

Once the appropriate refund amount has been determined, the refund will be allocated in the federally required order. Mid-Atlantic Christian University will distribute or return the funds within the 45-day requirement. Any outstanding balance on the student's account will be the responsibility of the student.

If other charges and/or fines are applied to the student's account after a refund is determined, the student will be responsible for those charges and/or fines.

The student may be required to repay a portion of Title IV funds to the Department of Education. If this is the case, the Finance Office will notify the student of the amount.

**Institutional refund policy.** For all students, MACU Foundation Scholarships and Institutional Scholarships will be refunded on the percentage basis used in Federal Aid withdrawal calculations.

**Refund recipients.** If a refund is due to a lender, the Office of Student Accounts will prepare a check to be returned to the lender for the full amount of the refund, indicating which loans should be credited.

If a refund is due to the student, the Office of Student Accounts will inform the student and prepare a check to be returned to the student for the full amount of the refund.

**Refunds for veterans.** For eligible individuals under Department of Veterans Affairs (DVA) subsidy, the school will conform to DVA regulations.

**Refunds for tuition.** Tuition will be refunded on the percentage basis used in Federal Aid withdrawal calculations.

**Refunds for room and board.** Room and board will be refunded on the percentage basis used in Federal Aid Withdrawal calculations.

**Student account overpayment refund policy.** No refund will be processed until after the drop/add period in each semester is over.

## Financial Aid

The University is pleased to work with students in providing financial aid to supplement the financial resources of the family. All requests for assistance should be directed to the Financial Aid Office at the University.

Several different kinds of financial assistance are available through MACU:

- Grants – Awarded on the basis of need; not to be repaid
- Loans – Most are need-based; must be repaid, usually over a long period of time at a low rate of interest
- Employment – Available on and off campus
- Scholarships – Available to those students who meet the requirements

Additionally, students may use other types of financial assistance, such as the GI Bill® or Vocational Rehabilitation.

### Steps in the Financial Aid Process

Mid-Atlantic Christian University (MACU) uses many avenues to assist students with financial aid. These avenues may include the Free Application for Federal Student Aid (FAFSA), a student's GPA, letters of recommendation, or a scholarship essay. Completing these items and submitting them to the Financial Aid Office at MACU on or before the February 1 priority filing date will assist the student in consideration for all financial aid available at MACU.

1. Students desiring financial aid are encouraged to submit the Free Application for Federal Student Aid (FAFSA). This application is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) after October 1 for the school year beginning in the fall of that year. Applicants and students should submit the FAFSA no later than February 1 for priority financial aid consideration. Mid-Atlantic Christian University's school code for use on the FAFSA is 014101. The Financial Aid Office is available for assistance.
2. In some cases, the Financial Aid Office is required by the federal government to verify information the student supplied on the student's FAFSA. If this is necessary, the Financial Aid Office will contact the student by the email address listed on the FAFSA to obtain the documents needed to complete the financial aid file.
3. Once all items have been received and the applicant has been accepted for admission, the University's Financial Aid Office will design a financial aid offer that best suits the student's needs. The personal financial aid offer will be emailed to the student based on the email provided in the

FAFSA. Students will also be sent a DocuSign link to electronically sign their offer. Before financial aid can be processed, students must accept or decline any financial aid offered to them by signing the DocuSign link, printing the document and returning it to the Financial Aid Office, or signing the paperwork in person.

4. Students are encouraged to apply for scholarships at the University and in the community. Information about MACU's scholarships, their requirements, and how to apply can be found on the Financial Aid page of the University's website. Scholarship opportunities include the Academic Merit, Alumni, Athletic Leadership, Bible Bowl, Campus Visit, Commuter, Fellowship, Lighthouse, Luke 2:52, Military Appreciation, Senior Citizen, Trustee, and Mid-Atlantic Christian University Foundation scholarships.
5. All students applying for financial aid must have an official copy of their final high school transcript or its equivalent on file with the University (and college transcripts if applicable). The Financial Aid Office will review these transcripts before allowing financial aid to be applied to a student's account after the drop/add period is over. For transfer students, maximum timeframe limits will be checked before financial aid is considered and awarded. If the limits have been surpassed, the student will be notified and will have to self-pay until coming back into completion limits. The student will not be eligible for any financial aid until this mark is reached.

## Grants

(Gifts which do not have to be repaid)

**NC Need Based Scholarship.** A student must be a North Carolina resident, complete the Free Application for Federal Student Aid (FAFSA), and be enrolled for at least 9 credit hours each semester to receive this state scholarship. Rates published have amounts designated for students taking 9, 12, and 15 credit hours per semester, (students in SPS have a reduced eligibility amount). The student's state residency will be verified by NCSEAA (the application can be found at [ncresidency.org](http://ncresidency.org)). The amount of the grant is determined yearly by the NC State government and applied directly to the student's account each semester. **Dual-enrollment with any other college will require a financial aid consortium agreement to be completed and on file in the student's financial aid file before the scholarship is awarded, if applicable.**

**Federal Pell Grant.** The University participates in the Pell Grant Program. Applicants and students pursuing a degree are eligible to apply for this grant. A Free Application for Federal Student Aid (FAFSA) must be submitted to apply for this grant. The amount of the grant is determined by the student's need for such financial assistance as established by the U.S. Department of Education from the answers submitted on the FAFSA. The amount of award for students holding less than a full-time status will be prorated accordingly. Once Pell Grant monies have been received, the University credits the student's account.

**Federal Supplemental Educational Opportunity Grant (FSEOG).** Another grant program Mid-Atlantic Christian University participates in is the FSEOG Program. Each year the Department of Education allots each approved school a set amount of money for this program. Awards are made based on the need of the individual. Individuals must complete a Free Application for Federal Student Aid (FAFSA) to be considered for this grant. Students with the greatest need are given first priority in receiving these funds on a first come, first serve basis according to the FAFSA processed date. Once FSEOG monies have been received, the University credits the student's account.

## Loans

(Funds which must be repaid)

The University participates in the Federal Direct Loan Program (DL). The program offers the Direct Loans to eligible students and the PLUS Loan to eligible parents.

**Direct Subsidized and Unsubsidized Loans.** Eligible students may apply for these low-interest loans insured by the federal government. Students must first complete the Free Application for Federal Student Aid (FAFSA) to determine loan eligibility. While receiving the loan, students must be enrolled at half-time status or more (6 or more hours) and must remain in good standing. Upon receipt of these funds, the student's account will be credited and the student will be notified. A loan entrance counseling session, Master Promissory Note (MPN), and Annual Loan Acknowledgement (ALA) must be completed online at [www.studentaid.gov](http://www.studentaid.gov) before the loan(s) can be processed by the MACU Financial Aid Office. Once approved, the lending agency will deduct an origination fee from the loan amount and deliver one-half of the remaining amount to the University each semester.

**PLUS Loan.** The PLUS Loan is offered to the parents of students who may need additional funds to finance their child's education. While receiving the loan, students must be enrolled at half-time status or more (6 or more hours) and must remain in good standing. A PLUS Master Promissory Note (PLUS MPN), credit counseling, and Annual Loan Acknowledgement (ALA) must be completed online [www.studentaid.gov](http://www.studentaid.gov) before the loan can be processed by the MACU Financial Aid Office. Once approved, the lending agency will deduct an origination fee from the loan amount and deliver one-half of the remaining amount to the University each semester. Upon receipt of these funds, the student's account will be credited and the borrower will be notified.

## Student Employment

The Financial Aid Office, together with the Finance and Student Life Offices, can advise students on several types of employment opportunities within the MACU community.

**Church Employment.** Many churches within a commuting distance use the services of college students in various kinds of ministry.

**On-campus Employment.** Opportunity for on-campus employment exists and every attempt is made to provide such jobs to students who desire to work. The students are paid an hourly wage. Students must complete a FAFSA and an MACU Application for Student Employment to work on campus. Applications are distributed electronically at the beginning of each semester and should be completed as early as possible. MACU participates in the Federal Work-Study (FWS) program. In this program, MACU agrees to make employment reasonably available, to the extent of available funds, to all eligible students interested in work study. In most cases, such employment will be on-campus; however, some off campus employment positions may be included in the program.

## Scholarships

(Awards for recognition of achievement or need)

**Students in a certificate program or dual-enrolled are not eligible for institutional scholarships.**

All applicants and students wishing to be considered for scholarships for the following school year must be accepted to the University (remain in good standing for current students) and should have the FAFSA completed prior to all deadlines.

Some scholarships may be combined with others but each scholarship has its own qualifications, requirements, and deadlines. Failure to meet these conditions may result in forfeiture of the scholarship.

Disbursements are divided equally between the two semesters. Students will receive the highest of all awarded institutional scholarships. For complete details on the scholarships, please contact the MACU Financial Aid Office, visit the University's website, or visit the financial aid section located in the MACU catalog.

- *Academic Merit Scholarships.* Awarded based on a student's academic achievement- GPA and/ or SAT/ ACT/CLT scores.
- *Alumni Scholarship.* Awarded to dependents of a Roanoke Bible College or Mid-Atlantic Christian University alumni.
- *Athletic Leadership Scholarship.* Awarded to students who participate in one of the MACU athletic teams under the direction of the Athletic Director and coaches.
- *Bible Bowl Scholarship.* Awarded for participation in state, regional, and national conventions sponsored by the Christian Church/Churches of Christ including specific Bible Bowl tournaments.
- *Campus Visit Scholarship.* Awarded to students who complete an official campus visit.
- *Commuter Scholarship.* Awarded to students who plan to commute to campus instead of living in university housing.
- *Fellowship Scholarship.* Awarded to students who are a member of the fellowship of churches that support Mid-Atlantic Christian University and/or are a member of a Christian Church/ Churches of Christ church.
- *Mid-Atlantic Christian University Foundation Scholarships.* Annual awards from Mid-Atlantic Christian University's scholarship endowment, with varying eligibility criteria.
- *Lighthouse Scholarship.* Awarded to students who show excellence in Christian character.
- *Luke 2:52 Scholarships.* A limited number of half tuition scholarships are available.
- *Military Appreciation Scholarship.* Awarded to any active duty or retired service member, spouse, or direct dependents. Students who enroll in the ROTC Program may also be eligible for this scholarship.
- *Seniors Citizen Scholarships.* All students 55 and older will receive a scholarship equivalent to 40% of total tuition costs.

## Other Financial Assistance

**GI Bill®.** Active-duty military personnel, members of the reserve, members of the National Guard, veterans and children of deceased or disabled veterans may be eligible to receive monthly payments. Descriptions of these benefits may be found at the Department of Veteran Affairs website: [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill). Application should be made at a local Veterans Administration office as soon as the student receives his letter of acceptance from the University. The MACU Registrar will send an Enrollment Certification to the VA office after the first day of classes. If the student is eligible for VA benefits, it will be a minimum of six weeks before the arrival of the first check. The student is still responsible for the entire amount of his school bill. A student must inform the Financial Aid office of GI Bill eligibility as soon as they are aware. Any student who has VA Benefits cannot combine "institutional" scholarships with VA tuition benefits to be above full-time tuition hours. Scholarships awarded will be prorated to not more than total tuition costs per semester.

**Vocational Rehabilitation.** Students with a physical disability may obtain grants-in-aid through the Division of Vocational Rehabilitation. Information must be obtained from the Director of Vocational Rehabilitation in the student's home area.

## Federal Financial Aid and Satisfactory Academic Progress

Federal regulations require the University to establish and apply reasonable Standards of Satisfactory Academic Progress for students receiving Title IV funds (Pell Grant, FSEOG Grant, Federal Work-Study, and all Federal loans). Mid-Atlantic Christian University students receiving Federal Financial Aid must make satisfactory academic progress toward a degree as set forth in this policy. Satisfactory academic progress includes quantitative and qualitative standards, and will be checked against maximum time frame.

Satisfactory Academic Progress (SAP) will be checked at the end of each semester once final grades are posted, allowing for a one semester warning period. Notifications will be sent for each student by email to their school email account. Students who fail to meet the requirements will have one semester to bring themselves back into compliance or lose future financial aid.



**Quantitative standard - PACE.** The minimum number of hours a student must successfully complete (pass/earn) each semester is 75% of the credit hours attempted each semester. The following grades are used in computing the percentage of course work completed: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F and W. A grade of I (Incomplete) will impact the quantitative standard of satisfactory academic progress and should be completed as soon as possible. Basic Studies work will not affect the quantitative standard. All withdrawals, incompletes, and repetitions will impact the student's pace (course completion ratio per semester - meaning the required minimum 75% completion rate to maintain federal aid eligibility). Any hours earned from another school under a consortium agreement is considered transfer hours and will be factored into PACE standards.

**Qualitative standard.** Each full and part-time student must achieve a 2.0 minimum cumulative GPA to meet this standard. The following grades are used in computing a cumulative GPA: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. Course repeats could impact the GPA. A grade of W and Basic Studies work will not impact the cumulative GPA, but will impact the student's PACE (course completion ratio per semester) and maximum time frame. For transfer students, both hours transferred into the student's program of study at Mid-Atlantic Christian University and the hours taken at MACU will be used to determine satisfactory academic progress for financial aid purposes. Any transfer student admitted on academic probation will automatically be placed on Financial Aid Warning.

**Completion limits.** Students must complete their degree programs within the following number of semesters:

	<i>Full-time</i>	<i>Part-time</i>
Bachelor of Arts or Science	12 semesters	24 semesters
Associate Degree	6 semesters	12 semesters

According to guidelines a student is ineligible for financial aid when it becomes mathematically impossible for him to complete his program within 150% of its length as an undergraduate program. An appeal could be possible in certain situations, please see the financial aid office for more information.

Example: At the end of the semester, a student has attempted 160 credit hours of a maximum 180 credit hours allowed under max time frame but has 25 credit hours left to earn and complete the degree. The student is not meeting SAP due to exceeding the max time frame because he has more hours to earn than what is allowed to graduate within the maximum time frame. This student is no longer eligible for aid at this checkpoint.

**Financial Aid Warning and Ineligibility.** Students who do not meet the quantitative and/or qualitative standard have one semester financial aid warning in which they may receive financial aid. Transfer students admitted on academic probation will automatically be placed on Financial Aid Warning. During the semester of warning, they must supersede the above standards to continue receiving federal financial aid. If they achieve these standards and meet academic standards, then they will be in "good standing" and their federal financial aid eligibility will continue. If, after a semester on financial aid warning a student does not meet these standards, federal financial aid will no longer be available (student becomes ineligible for federal financial aid). If a student becomes no longer eligible for federal financial aid, the student may continue to attend MACU but will not have financial aid available to them. See Reinstatement Policy below.

**Appeal process.** Satisfactory progress requirements outlined above may be waived based on extenuating circumstances that might affect the student's performance, such as illness, injury to student, or death in the family. Any student who feels there are extenuating circumstances prevailing in his case may file an appeal for an exception by making a written request to the MACU Financial Aid Office. The appeal request must be submitted 30 days prior to the student's possible return to the university. Documents showing why the student failed to make SAP and the student's extenuating circumstances must be included with the written appeal request. Such documentation may include, but is not limited to, such items as doctor's notes, medical records, third party letter/s explaining details, etc. The Financial Aid Administrator will bring the



appeal before the Appeals Committee to make a decision on the student's case within seven (7) days. At the committee's discretion, a waiver may be granted to the student to maintain his or her financial aid eligibility for one additional semester. The appeal decision will be given to the student in writing within seven (7) days of the date the determination is made. If the waiver is granted, the student will be placed on Financial Aid Probation for one semester. If at the end of this probation semester the student meets both quantitative and qualitative requirements, the student will regain federal financial aid eligibility and be back in "good standing." If the student fails to meet both requirements, the student will become ineligible for federal financial aid and forfeit all future federal financial aid.

**Reinstatement policy.** If a student who is ineligible for financial aid due to the reasons listed above, completes a semester and is once again in compliance with the above qualitative and quantitative standards, the student is eligible to apply for financial aid reinstatement. The student should submit a written request for reinstatement and a FAFSA to the MACU Financial Aid Office.

# Directory

## Board of Trustees

M. V. “Ginny” Gibbs Ambrose, 2019* Public education administrator – Reading Specialist	Creswell, NC 2025•
Mark B. Coffey, 2019* Minister (Ret.)	Batesville, IN 2025•
Larry D. Cooper, D.V.M., 2009* Veterinarian (Ret.)	Elizabeth City, NC 2024•
John S. Cox, 2019* Online Pastor, Tomoka Christian Church	Port Orange, FL 2025•
Donald P. Cummins, 2018* Engineer (Ret.)	Elizabeth City, NC 2024•
Royce E. Everette, Jr., 2012*, Chairman President, Time Investment Corporation	Greenville, NC 2023•
Darrell L. Hairston, 2017* Minister, West Park Church of Christ	Elizabeth City, NC 2023•
Gregory D. Hand, 1997* Senior Minister, Pleasant Hill Christian Church	Gasburg, VA 2025•
Connie M. Jenks, 2018*, Secretary Outpatient Therapist	Mechanicsville, VA 2024•
Larry M. King, Jr. 2021* Colonel, U.S. Marine Corps (Ret.); Director of Operations, AVMAC, LLC	Virginia Beach, VA 2024•
J. Craig Lewis, 2017*, Vice Chairman CFO, Sentara Albemarle Medical Center (Ret.)	Elizabeth City, NC 2023•
Susan H. Lueptow, 2022* Agent, The Real Estate Group; Owner, Amazing Staging	Virginia Beach, VA 2025•
John W. Maurice, 2017* President, Mid-Atlantic Christian University	Elizabeth City, NC
Dyke McCord, 2021* Associate Director, Waypoint Church Partners	Garner, NC 2024•
David B. Presley, D.Min., 2016* Quality Analyst for Citi, Gray, TN (Ret.), Tennessee State Guard (Ret.)	Toano, VA 2025•
Daryl Reed, 2016* Senior Minister, DC Regional Christian Church	Silver Springs, MD 2025•
Jonita D. Shoaff, 2012* Harford Community College – Program Coordinator at the W.A.G.E.	Bel Air, MD 2024•
J. Christopher Stanley, 2023* President, Complete Home Inspections, LLC	Hampton, VA 2026•
W. Keith Tankard, 1992* Financial Consultant and Owner, Coastal Financial Services	Bath, NC 2024•

Steve D. Wiley, 2016\* ..... Chesapeake, VA  
President and CEO, Transgroup Global Logistics 2025•

Legal Counsel: John D. Leidy, J.D. ....Elizabeth City, NC

[\*Began as trustee, •Present term expires]

*Emeriti:*

Benjamin H. Allen, 1985-2015  
James A. Bennett, 1985-2011  
Ralph K. Bennett, 1977-2002  
George W. BonDurant, 1948-1986  
Hilton O. Chesson, 1962-1990  
C. Meredith Fisher, 1962-1979  
William A. Griffin, 1986-2006  
John H. Hufton, 1982-1990  
Gene M. Langley, 1990-2018  
Henry Clay Owney, 1958-2004  
Charles G. Presley, 1977-2005  
Harry W. Pritchett, 1950-1979  
David E. Rhodes, 1959-1989  
Marvin E. Rose, 1962-1999  
Redden H. Shavender, 1950-1976  
Kenneth C. Swain, 1958-1989  
Harold C. Turner, Sr., 1948-1985  
Rebecca T. West, 1989-2009  
Pattie A. Wilkinson, 1950-1960  
Guy Woolard, 1967-1992

## Administration and Staff



### President's Office

John W. Maurice, President

Melissa I. Lewis, President's Secretary



### Academic Affairs

Kevin W. Larsen, Ph.D., Vice President for Academic Affairs

Yolanda K. Teske, Registrar

Nancy E. Duffer, Administrative Assistant to the VPAA

vacant, Administrative Assistant to the Registrar



### Finance

Sara E. Shepherd, Vice President for Finance

Tiffany L. White, Administrative Assistant for Finance

Vacant, Financial Aid Administrator

Makayla Casenelli, Marketing Director



### Institutional Advancement

B. Christopher Bell, Director of Institutional Advancement

Nicole A. Sershen, Annual Fund Manager



### Student Services

R. Bane Angles, D.Min., Vice President for Student Services and Title IX Coordinator

Isaiah Casenelli, Campus Minister

Emily R. Meneely, Student Life Director

Nicole H. Delosreyes, Student Services Assistant

## **Admissions**

Rebekah G. Langley, Assistant Director of Admissions  
Garrett D. Lewis, Admissions Counselor  
vacant, Admissions Counselor

## **Athletics**

J. Andrew Meneely, Athletic Director  
R. Lake Krehel, Baseball Coach  
Charles C. Sims Jr., Men's Basketball Coach  
Jim Givargis, Men's Soccer Coach  
Miguel A. Justiniano, Jr., Women's Softball Coach  
Jennifer Herman, Women's Volleyball Coach  
Alvin W. Medders, Women's Soccer Coach  
Rodney B. Wooten, Cross-country Coach  
vacant, Women's Basketball Coach  
vacant, Golf Coach

## **Distance Education**

Patrik Skultety, Instructional Designer and LMS Administrator

## **Institutional Research and Effectiveness**

Kevin W. Larsen, Director

## **Student Life**

David S. King, Ph.D., Counselor  
Cindy S. Thomas, Counselor  
Makayla Casenelli, Residence Hall Director PAP  
Miguel A. Justiniano, Jr., Residence Hall Director HCT

## **Services**

### **Facilities**

Christopher P. Gibbs, Maintenance Supervisor  
Candace Rohde, Housekeeper  
vacant, Housekeeper  
Randy Blake, Buildings & Grounds

### **Instructional Technology**

Ritchie W. Walker, Director

### **Library**

Rodney B. Wooten, Library Director  
Rachel L. Hayes, Library Assistant

## Faculty

### *Full-Time Faculty*



**Bobby K. Adams**, Associate Professor of Chemistry and Physics (2013). B.S. in Chemistry, Longwood University; M.S. in Chemistry, West Virginia University; additional graduate hours in physics from Montana State University and University of North Carolina at Greensboro.



**R. Bane Angles**, Associate Professor of Pastoral Ministry (2013). B.A. in Practical Ministries, Bluefield College of Evangelism; M.A. in Practical Ministry and M.Div. in Leadership, Cincinnati Christian University; D.Min., Ashland Theological Seminary.



**Claudio Da Fonseca Divino**, Associate Professor of Ministry and Chair of Bible and Christian Ministry (2014). Seminário Teológico Evangélico do Brasil; B.Th., Faculdade Batista Teológica de São Paulo; M.Div. and D.Min., Emmanuel Christian Seminary; additional graduate studies from Hope International University.



**Kendall S. Greene**, Professor of Family Ministry (2006). B.S. in Bible, Cincinnati Christian University; Teaching Certificate (English), College of Mount Saint Joseph; M.Min., Kentucky Christian University; M.Ed. Milligan College; Ed.D. in Leadership, Saint Mary's University. Certified Family Life Educator – National Council on Family Relations.



**David S. King**, Associate Professor of Counseling and Chair of Marketplace Ministry (2012). B.B.A in Management, The College of William and Mary; M.A. in Community Counseling, Regent University; Ph.D. in Psychology, Capella University. Licensed Professional Counselor Supervisor (LPCS), State of North Carolina.



**Abigail R. Mirau**, Associate Professor of English Composition (2015). B.S. in General Ministry and Biblical & Theological Studies, Crossroads College; M.A. in English and Creative Writing, Southern New Hampshire University; doctoral courses in Humanities, Faulkner University.



**Josiah D. Peeler**, Assistant Professor of Biblical Studies (2022). B.A. in Biblical Studies, Florida College; M.A. in Old Testament, Abilene Christian University; Master of Studies in Classical Hebrew Studies, St. Catherine's College, University of Oxford; Ph.D. in Hebrew and Old Testament Studies, University of Edinburgh.



**Patrik Skultety**, Associate Professor of Management and LMS Administrator & Instructional Designer (2014). Bachelors in Applied Biology, M.B.A. in Business Management, Ph.D. in Environmental Management, Slovak University of Agriculture in Nitra.



**Katherine R. Smith**, Assistant Professor of English Composition and Director of Learning Enhancement Services (2012). B.S. in Nursing, Biola University; M.A. in English and Creative Writing, Southern New Hampshire University; graduate course work in developmental education, Appalachian State University.



**Robert W. Smith**, Distinguished Professor of History and Chair of Arts and Sciences (2003). B.A. in Bible and Missions, M.A. in Ancient Near Eastern Studies, and M.Div. in Theology and Apologetics, Cincinnati Christian University; M.A. in Ancient History and Ph.D. in Ancient History with supplementary fields in Medieval European, Modern American and African History, Miami University.



**Beth L. Strecker**, Associate Professor of Education and Director of Teacher Education (2018). B.A. in Middle Grades Education (Math and Science), University of North Carolina at Wilmington; M.L.S., CAS in Instructional Technology, and Ed.D. in Educational Leadership (concentration in library science), East Carolina University.



**Gerald R. Woodworth**, Associate Professor of Biology (2017). B.S. in Biology, Bryan College; M.S. in Environmental Science, University of Tennessee at Chattanooga; Ph.D. in Environmental Science, University of Virginia.



**Ronnie J. Woolard**, Professor of Bible (1974). B.A. in Bible, Mid-Atlantic Christian University; M.A. in Old Testament, Lincoln Christian University; M.Div. in Theology, Cincinnati Christian University.





**Tracy D. Wooten**, Associate Professor of Business Administration (2023). Associate Information Systems Technology, Chattanooga State Technical Community College; B.S. in Human Resource Management, Faulkner University; M.B.A. (Human Resource Management), Shorter University; Ph.D. in Business Management (Human Resources), Capella University.

### ***Faculty Emeritus***



**S. Elizabeth BonDurant**, Professor of Music Emerita (1963). B.A. in Bible, Mid-Atlantic Christian University; M.A. in Bible, Abilene Christian University; M.C.M. in Voice, Southern Baptist Theological Seminary.

### ***Adjunct Faculty***

**Kathi A. Addaman**, Education (2022). B.S. in Human Services Counseling, Old Dominion University; M.Ed. in Curriculum and Instruction, Regent University; additional graduate work in special education from Old Dominion University.

**A. Eugene Andrews, Jr.**, Ministry (1989). B.A. in Bible, Mid-Atlantic Christian University; M.Min. in Preaching and M.Div. in Practical Studies, Cincinnati Christian University; D.Min., Liberty Baptist Theological Seminary.

**Sarah E. Bartlett**, English (2022). B.A. in English Literature, M.A. in English Literature, East Carolina University.

**Luke E. Becker**, Economics (2021). A.A., Iowa Central Community College; B.S. in History and Business Management, Iowa State University; M.B.A., Upper Iowa University; additional graduate work in economics from Fort Hays State University.

**Kimberly A. Bracey**, Math (2014). B.S. in Business Administration, M.N.S. (Mathematics), Southeast Missouri State University.

**Katie C. Broyles**, Counseling (2022). B.S. in Counseling & Psychology, Mid-Atlantic Christian University; M.A. in Marriage & Family Therapy, Liberty University.

**Doug W. Carter**, History (2008). B.A. in Christian Ministry, Mid-Atlantic Christian University; M.A. in Church History, Cincinnati Christian University; M.A. in History, Old Dominion University; graduate studies in History at University of Kentucky; graduate studies in Counseling at Old Dominion University.

**Lisa A. Davis**, Family Ministry (2016). B.S. in Christian Education and M.A.R. in Leadership Studies and Educational and Family Ministries, Cincinnati Christian University.

**Fanette Hines Entzminger**, Biology (2019). B.S. in Science Education (Biology), M.A. in Education (Science), C.A.S. in Science Education, East Carolina University.

**Evan S. Fiedler**, Biology (2013). B.S. in Biology, Virginia Polytechnic Institute and State University; D. C., Sherman Chiropractic College; M.Ed. in Education Administration, Grand Canyon University; M.S. in Biological Sciences, Clemson University.

**Lee M. Fields**, Biblical Studies (1997). B.S.E. (Secondary) Physical Science, Emporia State University; M.Div. in New Testament, Cincinnati Christian University; M.Ph. in Hebraic and Cognate Studies and Ph.D. in Hebraic and Cognate Studies with concentration in Judaic Studies in the Greco-Roman Period, Hebrew Union College-Jewish Institute of Religion.

**Eric J. Fudge**, Biblical Studies (2013). B.A. in Biblical Studies and M.A. in Biblical Studies, Cincinnati Christian University; M.A. in Biblical Studies, University of Manchester; Ph.D. in Biblical Studies, Concordia Seminary. Board Certified Chaplain – Association of Professional Chaplains.

**Michael Buck Holler**, Latin (2019). B.A. in Bible and Theology, Shasta Bible College; M.A. in Old Testament, Gordon-Conwell Theological Seminary. Post-graduate studies in Latin from University of Kentucky and Academia Vivarum novum, Rome, Italy.

**Linda E. James**, Education (2022). B.S. in Early Childhood Education, M.A. in Education (Elementary Education), Certificate of Advanced Studies in Science Education, East Carolina University; Ph.D. in Curriculum and Instruction, Clemson University.

**Miguel A. Justiniano Jr.**, Sport Management (2023). Associate Applied Science, Community College of the Air Force; Bachelor Applied Science, Campbell University; M.S. in Sports Management, American Military University; additional graduate work in Sport Management and Athletic Administration, Northcentral University.

**Joanna S. Kuhn**, Anatomy and Physiology (2019). B.S. in Biology, Old Dominion University; Masters of Surgical Assisting, Eastern Virginia Medical School.

**Kevin W. Larsen**, New Testament. Vice President for Academic Affairs and Director of Institutional Research and Effectiveness (2005). B.A. in Pastoral Ministry, Nebraska Christian College; M.A. in Biblical Studies and M.Div., Cincinnati Christian University; graduate studies in Church History at Westminster Theological Seminary; Ph.D. in Biblical Studies, The Catholic University of America.

**Loren S. (“Sam”) Loveall, III**, Worship Ministry (2005-2007, 2009-2014, 2023). B.A. in Bible and Christian Education, Mid-Atlantic Christian University; M.A. in Worship, Hope International University; graduate studies in music at Norfolk State University.

**John W. Luton**, English as Second Language (2018). B.A. in Jewish Studies, Baltimore Hebrew University; M.A. in Theology, Saint Mary's Seminary and University; MBA in Information Technology Management, Western Governors University; Ph.D. in Communication Studies, Regent University; graduate studies in English Language Learning, Western Governors University.

**Curtis J. McGinnis**, Ministry (2013). A.A. and B.A. in General Studies and Biblical Studies & Theology, Crossroads College; M.A. in Practical Ministry and M.Div., Cincinnati Christian University; D.Min. in Church Leadership (Organizational Systems), Bethel University.

**Richard J. Meister**, Linguistics (2012). B.A. in Applied Linguistics and Biblical Studies, Mid-Atlantic Christian University; Undergraduate Certificate in Applied Linguistics and M.A. in Applied Linguistics, Dallas International University.

**Andrea F. Morris**, Counseling (2021). B.S. in Human Services Counseling and M.Ed. in Education (Counseling), Old Dominion University. Licensed Clinical Mental Health Counselor (LCMHC), State of North Carolina.

**Denyse L. Nobles**, Business Administration (2019). A.S., Tidewater Community College; B.S. in Business, M.B.A., and D.B.A. (Leadership), Capella University.

**Patrick H. Norris**, Ministry (2023). B.A. in Radio, TV, Film, University of North Carolina – Chapel Hill; M.A. in Communications, California State University – Fullerton; M.Div., Gateway Seminary; D.Min. (Discipleship), Liberty University.

**John L. Pace**, Biology (2019). B.S. in Biology, Salisbury University; M.S. in Food Science, Ph.D. in Food Science, University of Maryland-College Park.

**Stuart S. Paul**, Biblical Studies (2012). B.A. in Biblical and Theological Studies, Mid-Atlantic Christian University; M.Div. in Biblical Studies, Cincinnati Christian University.

**Robert B. Reese**, Cross-Cultural Ministry (2008). B.S. in Mathematics, Harding University; M.S. in Mathematics, Northwestern University; M.A. in Missiology, Fuller Theological Seminary; Ph.D. in Missions, Mid-America Baptist Theological Seminary.

**Francisco C. San Juan**, Geology (2022). B.S. in Geology, University of the Philippines; M.S. in Geology and Ph.D. in Geology, Florida State University.

**Melissa B. Sawyer**, Mathematics (2023). B.S. in Mathematics, Elizabeth City State University.

**Reed W. Smith**, Biblical Studies (2023). A.A. in Biblical Studies, Mid-Atlantic Christian University; B.A. in Preaching and Congregational Ministry, Cincinnati Christian University; M.A. in New Testament, Johnson University.

**Nathan E. Soule**, Education (2018). B.S. in Political Science, History, Education, Eastern Michigan University; M.Ed. in Educational Leadership, Regent University; M.Div., Liberty University; Ph.D. in Educational Leadership, Northwest Nazarene University.

**Cindy S. Thomas**, Counseling (2010). B.S. in Bible & Theology, Mid-Atlantic Christian University; M.S. in Education (Counseling), Old Dominion University. Licensed Professional Counselor (LPC) and Licensed Clinical Addictions Specialist (LCAS), State of North Carolina.

**Debra E. Touhey**, Finance (2017). B.B.A. in Finance, Florida International University; M.S. in Accountancy, University of Phoenix; M.A. in Management and Leadership, Liberty University; D.B.A. in Financial Management, Northcentral University.

**Vincent Tucker, Jr.**, Mathematics (2020). B.S. in Applied Mathematics, Norfolk State University; M.S. in Applied Mathematics, Hampton University.

**David R. Wallace**, Oral Communication (2021). B.B.A., Evangel University; M.A. in communication, Regent University; M.Div. and Ph.D. in Theology, Southwestern Baptist Theological Seminary.

**John D. Wineland**, History (1995-1998, 2015-2016, 2023). B.S. in biology, Valparaiso University; M.A. in Near East antiquities and M.Div., Cincinnati Christian University; M.A. in ancient history and Ph.D. in ancient history, Miami (OH) University.

**Kara M. Woodworth**, Elementary Education (2019). B.S. in Elementary Education, Bryan College; M.S. in Education (Integrating Technology in the Classroom), Walden University.

## Contact Information

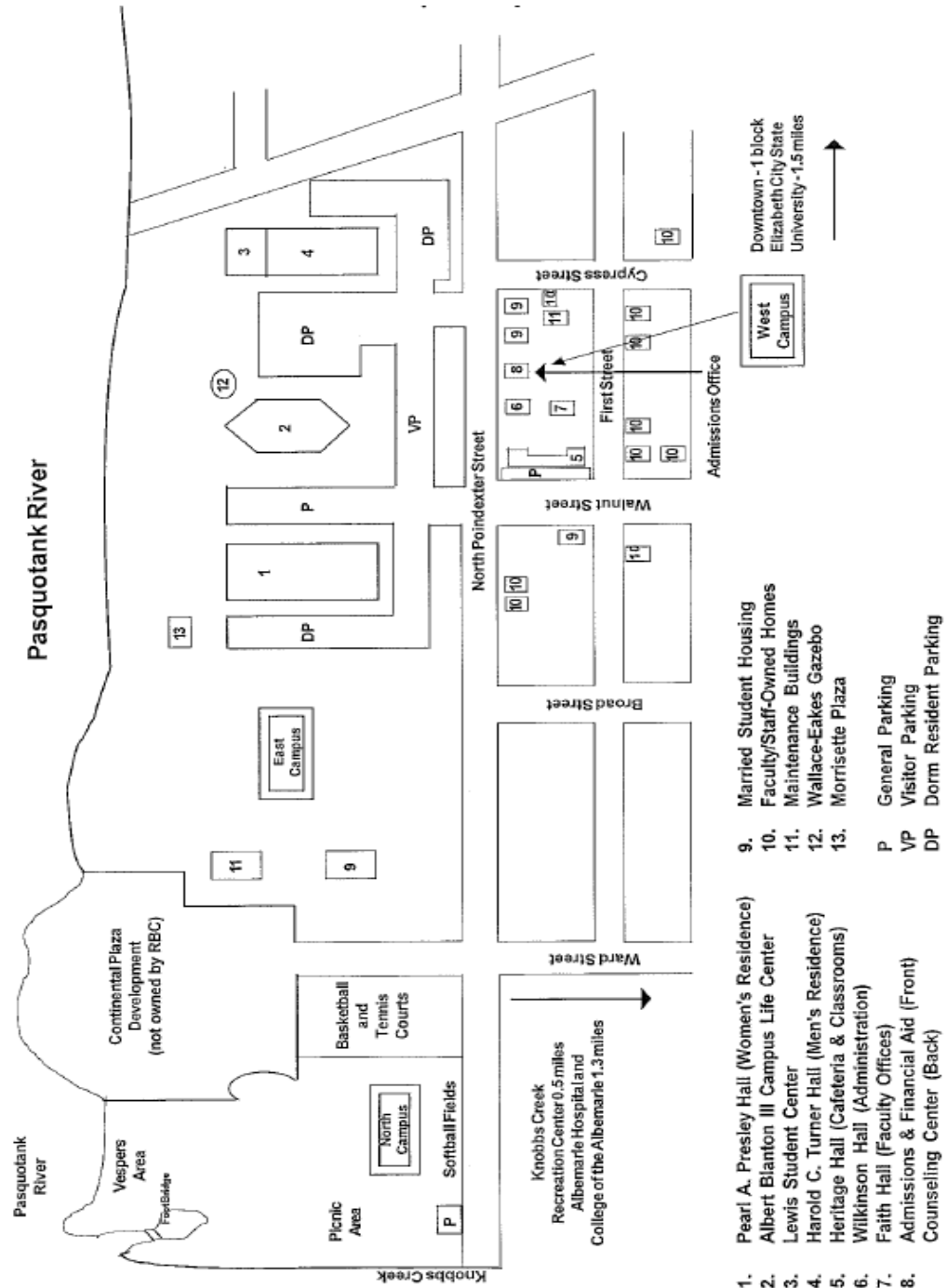
Surface Mail:	Mid-Atlantic Christian University 715 N. Poindexter Street Elizabeth City, NC 27909
Web Site:	<a href="http://www.macuniversity.edu">www.macuniversity.edu</a>
Switchboard:	252.334.2000
Facsimile:	252.334.2071
Admissions	
Local:	252.334.2028
Toll-Free:	866-996-MACU (6228)
E-mail:	admissions@macuniversity.edu

## Visitor Information

Visitors are welcome at any time. Our chapel services are open to all at 10:00 a.m. on Thursday and 7:00 p.m. on Wednesday while school is in session.

Office Hours. During the school year offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

# Campus Map



## Academic Calendar - On-Campus (subject to change)

	2023-2024	2024-2025	2025-2026
Dorms Open: First-year Students	Aug 15	Aug 11	Aug 10
Intent to Graduate Application for January	Aug 15	Aug 15	Aug 15
Early Fall Intensives	Aug 16-18	Aug 12-16	Aug 11-15
Dorms Open: Transfer Students	Aug 18		
New Student Orientation	Aug 19-20	Aug 12-14	Aug 11-13
Dorms Open: Continuing Students	Aug 20	Aug 18	Aug 17
Final Fall Registration	Aug 21	Aug 19	Aug 18
Classes Begin	Aug 21, 5:00 p.m.	Aug 19	Aug 18
Last Day for Drop/Add	Sept 4	Sept 2	Sept 1
Mid-Term Week	Oct 9-13	Oct 7-11	Oct 6-10
Fall Break (No Classes)	Oct 16-20	Oct 14-18	Oct 13-17
Final Grades Due for Fall Intensives (noon)	Oct 18	Oct 16	Oct 15
Last Day to Withdraw from Courses (Grade W)	Nov 3	Nov 1	Oct 31
Early Registration for Spring Semester	Nov 6-17	Nov 4-15	Nov 3-14
Thanksgiving Break (No Classes)	Nov 22-24	Nov 27-29	Nov 26-28
Final Exams	Dec 11-14	Dec 9-12	Dec 8-11
Dorms Close	Dec 15	Dec 13	Dec 12
Intent to Graduate Application for May	Dec 15	Dec 13	Dec 15
Final Grades Due (noon)	Dec 18	Dec 17	Dec 16
Dorms Open: New Students	Jan 9	Jan 7	Jan 6
Early Spring Intensives	Jan 8-12	Jan 6-10	Jan 5-9
New Student Orientation	Jan 9-13	Jan 7-11	Jan 6-10
Dorms Open: Continuing Students	Jan 14	Jan 12	Jan 11
Final Spring Registration	Jan 15	Jan 13	Jan 12
Classes Begin (afternoon TBD)	Jan 15	Jan 13	Jan 12
Last Day for Drop/Add	Jan 29	Jan 27	Jan 26
Mid-Term Week	Mar 4-8	Mar 3-7	Mar 2-6
Spring Break (No Classes)	March 11-15	March 10-14	March 9-13
Final Grades Due for Spring Intensives (noon)	March 13	March 12	March 11
Intent to Graduate Application for August	March 15	March 15	March 16
Rally/Homecoming			
Last Day to Withdraw from Courses (Grade W)	March 28	March 28	March 27
Early Registration for Summer and Fall Semester	April 8-19	April 7-17	April 7-17
Easter Break (No Classes)	March 29-April 1	April 18-21	April 3-6
Final Exams	May 6-10	May 5-9	May 4-8
Final Grades Due for Graduating Students (noon)	May 8	May 7	May 6
Graduate Supper (6:00 p.m.)	May 7	May 6	May 5
Commencement (10:00 a.m.)	May 11	May 10	May 9
Dorms Close	May 11	May 10	May 9
Final Grades Due (noon)	May 14	May 13	May 12



## Academic Calendar - Online

(subject to change)

	2023-2024	2024-2025	2025-2026
Intent to Graduate Application for January Session A	Aug 15 Aug 21 – Oct 14	Aug 15 Aug 19 – Oct 12	Aug 15 Aug 18 – Oct 11
Registration Deadline (5 pm ET)	Aug 16	Aug 14	Aug 13
Drop Deadline (5 pm ET)	Aug 25	Aug 23	Aug 22
Withdraw (Grade W) (5 pm ET)	Sept 22	Sept 20	Sept 19
Grades Due	Oct 18	Oct 16	Oct 15
Session B	Oct 23 – Dec 16	Oct 21 – Dec 14	Oct 20 – Dec 13
Registration Deadline (5 pm ET)	Oct 18	Oct 16	Oct 15
Drop Deadline (5 pm ET)	Oct 27	Oct 25	Oct 24
Withdraw (Grade W) (5 pm ET)	Nov 24	Nov 22	Nov 21
Grades Due	Dec 18	Dec 17	Dec 16
Intent to Graduate Application for May	Dec 15	Dec 13	Dec 15
Session C	Jan 15 – Mar 9	Jan 13 – Mar 8	Jan 12 – Mar 7
Registration Deadline (5 pm ET)	Jan 10	Jan 8	Jan 7
Drop Deadline (5 pm ET)	Jan 19	Jan 17	Jan 16
Withdraw (Grade W) (5 pm ET)	Feb 16	Feb 14	Feb 13
Grades Due	Mar 13	Mar 12	Mar 11
Intent to Graduate Application for August	Mar 15	Mar 15	Mar 16
Session D	Mar 18 – May 10	Mar 17 – May 9	Mar 16 – May 8
Registration Deadline (5 pm ET)	Mar 13	Mar 12	Mar 11
Drop Deadline (5 pm ET)	Mar 22	Mar 21	Mar 20
Withdraw (Grade W) (5 pm ET)	April 19	April 17	April 17
Grades Due	May 14	May 13	May 12
Graduate Supper (6:00 p.m.)	May 7	May 6	May 5
Commencement (10:00 a.m.)	May 11	May 10	May 9
Session E	June 3 – July 26	June 2 – July 25	June 1 – July 25
Registration Deadline (5 pm ET)	May 29	May 28	May 27
Drop Deadline (5 pm ET)	June 7	June 6	June 5
Withdraw (Grade W) (5 pm ET)	July 5	July 3	July 3
Grades Due	July 30	July 29	July 28

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