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Meets Core Area C-2 Requirement

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The following courses cannot be applied toward your degree:

- BIB 110 3.00 [B] Hermeneutics
- CED 100 3.00 [B] Christian Life & Witness
- CHC 301 3.00 [C] Human Development
- CHC 302 3.00 W Biblical Foundations of Counseling
- CHC 400 3.00 W Marriage & Family Counseling
- ENG 102 3.00 W Engl Grammar & Composition II
- HIS 204 3.00 [C] Hist of Western Civilization II
- LIT 202 3.00 [A] English Literature II
- PSY 321 3.00 [D] Psychology of Childhood
- SPC 100 3.00 [B] Fund of Spch/(Public Spkng)
- THE 360 3.00 [B] Apologetics
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<td>5.00 The Family</td>
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The following courses cannot be applied toward your degree:
- COL 101 2.00 [A] Gateway to Understanding
- CSC 163 2.00 W Intro to Microcomputers
- ENG 180 3.00 W Basic Composition
- ENG 180 3.00 [F] Basic Composition
- MTH 100 5.00 [C] Basic Math
- MTH 101 5.00 W College Algebra
- PED 105 1.00 [A] Jogging
- PED 116 1.00 W Trimmastics
- PED 162 1.00 W Hiking/Orienteering & Camping
- SPC 185 3.00 W Speech Fundamentals

Transfer Totals
- Hours: 41.69
- GPA: 73.03
- Quality: 201/6
- GPA: 2.76
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General University Requirements
| US Constitution | Satisfied |
| GA Constitution | Not Satisfied |
| US History | Not Satisfied |
| GA History | Not Satisfied |
| Regents Reading Rqmt | Not Satisfied |
| Regents Writing Rqmt | Not Satisfied |
Enrollment Date: January 10, 2002  
Major: Bachelor of Arts in Psychology

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When inscribed with a signature and the seal of Beacon College and Graduate School on the last page of this transcript, this constitutes an Official Transcript.
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**Note:** Incomplete passing.

Prepared on July 1, 2004 for:

Beacon College and Graduate School is accredited by TRACS - Transnational Association of Christian Colleges & Schools. This is a true copy of the records for the above-named student. When inscribed with the seal of Beacon College, this constitutes an Official Transcript.

Jeffrey M. Dravensfott, Registrar

01-Jul-2004
Debra Hytower

From: "Charles Clark"<ccClark@westga.edu>
To: "Debra Hytower"<dhytower@westga.edu>
Sent: Thursday, January 13, 2005 1:30 PM
Subject: 

Dear Debra:

I'm sorry to be responding to your request (all the way back in October of 2004) about whether to accept three hours of credit in Western Civilization for [insert name] a transfer student from Beacon College. While I believe she would be better served had she taken a course in World History, we will count the credit she received for this course as fulfilling our requirements for one course in the CORE.

If you have any more questions, please let me know.
Dr. Skip Clark, Chair
Department of History
Debra--In reference to your memo of 21 October 2004, and questions regarding transfer courses from Beacon University, having examined the materials you sent over, I believe that she should be given credit for ENGL 1101, 1102, and 2120. The philosophy course is more problematic, I believe, as it is not a perfect match for either our PHIL 2100, because of the course description's emphasis on religion, or for our PHIL 2130, because it isn't entirely about religion. If I had to make a judgment call, though, I would say it is a better match for PHIL 2100 because it is essentially a survey of philosophy from a historical perspective. We don't have two British literature surveys at the 2000-level, so she cannot get credit for both of those.

Thus, I would say she can get credit for ENGL 1101, 1102, and 2120 and for PHIL 2100.

Please let me know if you need additional information. Thanks.--Jane Hill
Debra Hytower

From: "Anita Immele" <aimmele@westga.edu>
To: <dhytower@westga.edu>
Sent: Tuesday, October 26, 2004 1:40 PM
Subject: Beacon course

Debra:

The course GOV 200 American Government covers part of what is covered in POLS 1101. The student should be given credit for POLS 1101 on her transcript, with the understanding that she must complete the Georgia Constitution requirement for graduation. She can do that in one of two ways: she can take the Georgia Constitution challenge exam at the Testing office, or she can successfully complete POLS 2201.

If you have any further questions, please don't hesitate to contact me.

Janet Clark
MEMO

TO: Debra Hytower, Asst. to Registrar
RE: Course Evaluation for Non-Accredited Institution
FROM: Don Rice, Chair of Department of Psychology

Debra, based on the information contained in the documents about these courses and the instructor, I will accept PSY 200 as meeting the requirement for our PSYC 1101. The course PSY 321, Child Development, seems to be more in line with our PSYC 4270. We do not have an equivalent for PSY 365, but could serve as an elective in psychology.
Debra Hytower

From: "Mark Taylor" <mtaylor@westga.edu>
To: "dhytower" <dhytower@westga.edu>; "Bonnie Stevens" <bstevens@westga.edu>
Sent: Monday, January 03, 2005 8:29 AM
Subject: FW: Request for College Code-Beacon Univ

FYI....read below.
Denise will enter new code.

Mark

From: Nicola Juricak [mailto:Nicola.Juricak@usg.edu]
Sent: Wednesday, December 22, 2004 3:55 PM
To: Mark Taylor
Subject: Re: Request for College Code

Please use 032513.

At 09:25 AM 12/22/2004 -0500, you wrote:

Nicola:
We in UWG Admissions Office have a need for a code for the following college:

Beacon University
6003 Veterans Parkway
Columbus, GA 31909
Phone: 706-323-5364
www.beacon.edu

Thanks, Mark

Mark Taylor  mtaylor@westga.edu
Associate Director of Undergraduate Admissions
State University of West Georgia
Mandeville Hall Front Campus Drive
Office 678-839-4000  Fax 678-839-4747
www.westga.edu/~admiss
MEMO

TO: Dr. Charles Clark, Dept. Chairman, History

Subject: Course Evaluation for Non-Accredited Institution

Enclosed are course descriptions along with faculty credentials for HIS 203, HIS 204 offered at Beacon University. Beacon University does not have a regional accreditation status. Additional information about the school maybe found at www.beacon.edu. Therefore, the acceptance of the course work into UWG degree program(s) will need to be decided by your department. (Please see attached Principles & Procedures for Reviewing Transfer Credit from Non-Accredited Institutions).

A transfer student (Fall 2004) to the State University of West Georgia is seeking credit for the courses.

Your evaluation and recommendation of the appropriate UWG equivalent(s) would be greatly appreciated. If there are any questions, please contact me. A reply via e-mail will be sufficient.

Thank You

Debra Hytower
Asst. to the Registrar
Registrar Office
Ext 95084/678) 839-5084 or dhytower@westga.edu
GOVERNMENT

GOV 200 American Government 3 Hrs.

A survey of the structure and operation of government in the United States. Examines the philosophical foundations, the fundamental processes and the method of operations of the major American institutions.

HISTORY

HIS 201 American History I 3 Hrs.

This course surveys the history of America to the year 1877. It begins with America's earliest origins and concludes with the reconstruction of the southern region following the Civil War. It endeavors to promote an appreciation of our heritage based on an informative investigation of our past.

HIS 202 American History II 3 Hrs.

This course surveys the History of America since the year 1865. It begins with the reconstruction of the South following the Civil War and continues up to and including the current presidency.

HIS 203 History of Western Civilization I 3 Hrs.

A survey of the history of Western civilization from its beginnings in the ancient Near East through the Enlightenment. Focuses on the rise, development and times of several ancient civilizations and concludes with the expansion of European civilization to other parts of the world. This course will be offered alternate years.
SYLLABUS

I. COURSE TITLE: HIS 204 History of Western Civilization II

COURSE DESCRIPTION: A continuation of HIS 203. Traces the development and expansion of Western civilization from the enlightenment to the present. Examines the rise of nationalism, including the English, American, and French revolutions; the rise of new nations, scientific and religious developments and the world conflicts. This course will be offered alternate years.

III. COURSE RATIONALE:
The purpose of this course is to give students a clearer understanding of the world in which they live by giving them a knowledge of the role Western civilization has played in the development of our religious traditions, political systems, economic theories, social structures and cultural heritage. This course is taught with the conviction that without a knowledge of history we can not know ourselves, for we are all shaped by traditions and values inherited from the past. Without an awareness of the dominant ideals of Western civilization, commitment to these ideals will vanish.

IV. COURSE PREREQUISITES: None

V. COURSE OBJECTIVES:
Upon completion of this course, the student will be able to:

A. Trace the disintegration of the medieval political forms and the emergence of the national state.
B. Develop a clear understanding of the displacement of theology with scientific reasoning which gave rise to the Enlightenment.
C. Recognize the impact of the French Revolution and the conflicts that it created between individual freedom and governmental development.
D. Identify Great Britain as the birthplace of the industrial revolution and realize the economic revolution and social transformation resulting from it.
E. Define Romanticism as a plea for the liberation of human emotions and a challenge to the rationalism of the enlightenment.

HIS204 1 01/12/04
F. Develop an awareness of the class conflict between the conservative Aristocrats and the liberals and nationalists.
G. Define the intellectual philosophies of the mid-nineteenth century, including: Realism, positivism, Darwinism, Marxism, and liberalism.
H. Identify the contributions of industrialization and urbanization to the modernization of European and American societies.
I. Realize the tensions created between nationalism and peace and harmony in Europe.
J. Recognize how nationalism smothered the idea of Europe as a community of nations sharing a common culture and the consequences that followed.
K. Identify the factors that led to World War I and how its conclusion set the stage for World War II.
L. Interpret reasons for World War II and recognize Hitler's major impact on the causes of that war.
M. Discover the emergence of the United States and U.S.S.R. as world powers following World War II and recognize the United States as heir to and guardian of Western civilization.

VI. COURSE OUTLINE:

A. The Rise of the State
B. The Scientific Revolution
C. The Age of Enlightenment: 18\textsuperscript{th} Century
D. International Wars and Social Change in the 18\textsuperscript{th} Century
E. The French Revolution and Napoleon
F. The Industrial Revolution
G. Revolution and Romanticism: 1815-1850
H. The Age of Nationalism and Realism: 1850-1871
I. The Age of Progress: 1871-1894
J. The Age of Modernity and Anxiety: 1894-1914
K. War and Revolution in the 20\textsuperscript{th} Century
L. Europe Between Wars: 1919-1939
M. World War II
N. The Cold War 1945-1970
O. Contemporary Western World (since 1970)

VII. COURSE METHOD:
The primary means of conveying information is through lecture and discussion. Students are encouraged to ask questions, express opinions and defend rationales. Special emphasis is placed on the influence of individual personalities on the progress of history. Short biographic sketches are assigned to encourage students to understand this dimension of history.
VIII. COURSE TEXT:

IX. COURSE REQUIREMENTS:

A. Mid Term Examination. 30%  
   **March 9th, 04**
B. Final Examination. 30%  
   **May 4th, 04**
C. Biographical Sketch (2) 15% each  
   **March 30, 04 / April 13, 04**
D. Class Participation 10%

Explanation of Required Papers
A. Exams will be multiple choice and true-false questions. Some short essays may be included.
B. Biographical Sketch - This is a biographical summary consisting of basic information collected from at least two separate sources other than our text. Information must comment specifically on the contribution of the individual to the development of western civilization. These papers will be three to five pages in length, double-spaced, New Times Roman, font 12.

X. COURSE PROFESSOR:
Name: Mr. Ford McLain (LTC, US Army, Ret.)

Degrees:
M.Ed. Georgia State University, Atlanta, GA
B.B.A. Adelphi University, Garden City, NY
Graduate: U.S. Army Command and General Staff College, Leavenworth, KS

Faculty Rank: Adjunct Instructor

Phone: (706) 884-3180
E-Mail: frandsmclain@charter.net
Office Hours on Campus: By appointment.

XII. COURSE BIBLIOGRAPHY:
MEMO

TO: Dr. Jane Clark, Dept. Chairman, Political Science

Subject: Course Evaluation for Non-Accredited Institution

Enclosed is course description for GOV 200 offered at Beacon University. Beacon University does not have a regional accreditation status. Additional information about the school maybe found at www.beacon.edu. Therefore, the acceptance of the course work into UWG degree program(s) will need to be decided by your department. (Please see attached Principles & Procedures for Reviewing Transfer Credit from Non-Accredited Institutions).

Transfer student (Fall 2004) to the State University of West Georgia is seeking credit for the course(s).

Your evaluation and recommendation of the appropriate UWG equivalent(s) would be greatly appreciated. If there are any questions, please contact me. A reply via e-mail will be sufficient.

Thank You

Debra Hytower
Asst. to the Registrar
Registrar Office
Ext 95084/678) 839-5084 or dhytower@westga.edu
October 21, 2004

MEMO

TO: Dr. David Goff, Dept. Chairman, Mass Comm/Theatre Arts

Subject: Course Evaluation for Non-Accredited Institution

Enclosed is course description for SPC 100 offered at Beacon University. Beacon University does not have a regional accreditation status. Additional information about the school maybe found at www.beacon.edu. Therefore, the acceptance of the course work into UWG degree program(s) will need to be decided by your department. (Please see attached Principles & Procedures for Reviewing Transfer Credit from Non-Accredited Institutions). A transfer student (Fall 2004) to the State University of West Georgia is seeking credit for the course(s).

Your evaluation and recommendation of the appropriate UWG equivalent(s) would be greatly appreciated. If there are any questions, please contact me. A reply via e-mail will be sufficient.

Thank You

Debra Hytower
Asst. to the Registrar
Registrar Office
Ext 95084/678) 839-5084 or dhytower@westga.edu
MEMO

TO: Dr. Jane Hill, Dept. Chairman, English/Philosophy

Subject: Course Evaluation for Non-Accredited Institution

Enclosed are course descriptions along with faculty credentials for ENG 101, ENG 102, LIT 201, LIT 202, PHI 301 offered at Beacon University. Beacon University does not have a regional accreditation status. Additional information about the school maybe found at www.beacon.edu. Therefore, the acceptance of the course work into UWG degree program(s) will need to be decided by your department. (Please see attached Principles & Procedures for Reviewing Transfer Credit from Non-Accredited Institutions) ____________ a transfer student (Fall 2004) to the State University of West Georgia is seeking credit for the courses.

Your evaluation and recommendation of the appropriate UWG equivalent(s) would be greatly appreciated. If there are any questions, please contact me. A reply via e-mail will be sufficient.

Thank You

Debra Hytower
Asst. to the Registrar
Registrar Office
Ext 95084/678) 839-5084 or dhytower@westga.edu
COURSE DESCRIPTIONS

General Education

ENGLISH

ENG 091  Developmental English  3 Hrs.

This course stresses the mechanics necessary to read and write effectively at the college level. Fundamental grammar and usage rules are reviewed. Strategies for improving reading comprehension are practiced. Emphasis is placed upon correcting common writing errors and weak reading habits.

ENG 101  English Grammar and Composition I  3 Hrs.

A systematic study of language that seeks through an emphasis on functional grammar, paragraph development, vocabulary enlargement and enrichment reading to develop clear and accurate exposition focusing on thematic writing with a minimum of five papers required. A grade of "C" is required for advancement into ENG 102.

ENG 102  English Grammar and Composition II  3 Hrs.

A continuation of ENG 101 with further experience in writing, focusing on critical analysis of style and content through the use of parallel readings. Includes research methodology resulting in a formal research paper. Also includes an introduction to literary terminology. A minimum grade of "C" is required. PREQ: ENG 101.
PHILOSOPHY

PHI 301  Introduction to Philosophy  
3 Hrs.

A survey and critical analysis of the various systems of philosophy, philosophical ideas and the major philosophers in the light of both logic and scripture; introduction to the specialized vocabulary of philosophy; special attention given to the role of worldviews and the interplay of reason and faith in the justification of religious beliefs.

PHI 401  Ethics and Contemporary Thought  
3 Hrs.

A survey of central ethical issues and problems and the major philosophical approaches to their solution. Specific areas included are moral relativism, abortion, euthanasia, capital punishment, war, biomedical issues and environmental issues. Specific attention is given to the biblical data.

PRACTICAL THEOLOGY

PRT 301  Pastoral Ministries  
3 Hrs.

A course that will review the nature of the church as found in biblical pericopes. Serious attention will be given to the membership, leadership, governance and discipline within the local New Testament church. In addition, church finances, constitution and by-laws and the ordinances of the church will be covered. Finally, principles of implementing change to traditional systems will be presented. This course also discusses the role of the pastor as team leader, counselor, administrator and example for believers.

PRT 400  Supervised Ministry  

This course provides the opportunity for students to receive in-field training and supervision in pastoral ministry, missions, youth ministry, pastoral counseling or other ministry expression. ELECTIVE.
SYLLABUS

I. COURSE TITLE: LIT 201 English Literature I

II. COURSE DESCRIPTION: A survey of English literature from its beginnings through the Renaissance Period. Focuses on genre, themes, and writers.

III. COURSE RATIONALE:
PHILOSOPHICAL: Literature is reflective of a people's hopes, dreams, ideals, and values. It provides insights regarding the quality of character as well as the national culture, history, and potential. The study of literature, particularly English literature, draws us into the mainstream of western culture and the development of society.

PRACTICAL: The study of English literature should be a broadening and an enriching experience. It should be enjoyable but also practical. The study of literature has traditionally been a vital component in a "liberal education" and, as such, familiarizes us with the rich heritage of Western Culture.

IV. COURSE PREREQUISITES: ENG 102 English Grammar and Composition II

V. COURSE OBJECTIVES: Upon completion of this course, the student will:
A. Demonstrate a basic familiarity with the major writers and works of the time period covered.
B. Describe the historical, political, philosophical and social context of the literature.
C. Manifest a rudimentary knowledge of literary terms and concepts.
D. Show that he/she has gained a perception and an appreciation of the profound moral and spiritual aspects of English literature.
E. Articulate to some extent the rich complexity and artistic beauty of the English language.

VI. COURSE OUTLINE:
Session 1. Orientation
The Middle Ages, pp. 1-15
Old English Literature, pp. 16-75
Session 2.  Beowulf, pp. 21-67
   Geoffrey Chaucer, pp. 76-78
   The Canterbury Tales, pp. 79-81
   The General Prologue, pp. 81-100

Session 3.  Sir Thomas Mallory, pp. 344-62
   The Death of Arthur, pp. 354-59
   Everyman, pp. 363-83

Session 4.  Popular Ballads, pp. 384-94
   The Sixteenth Century, pp. 395-413
   Sir Thomas More, pp. 414-15
   Utopia, pp. 415-31

Session 5.  Henry Howard, Earl of Surrey, pp. 450-57
   Sir Philip Sydney, pp. 458-59
   Astrophil and Stella, pp. 459-73

Session 6.  Edmund Spenser, pp. 501-02
   From the Fairie Queen, pp. 516-733

Session 7.  MID-TERM

Session 8.  Christopher Marlowe, pp. 748-800
   The Passionate Shepherd to His Love, pp. 767-68
   William Shakespeare, pp. 801-967
   Sonnets 18, 29, 30, 55, 116
   Henry IV, pp. 822-87
   Henry IV, pp. 822-87

Session 9.  Prose of the Sixteenth Century, pp. 968-70
   Translating the Bible, pp. 971-73
   John Foxe, pp. 996-97

Session 10. Sir Walter Raleigh, pp. 1021-32
   The Early Seventeenth Century, pp. 1069-79

Session 11. John Donne, pp. 1080-82
   The Good Morrow, pp. 1082-83
   Song, pp. 1083-84
   Sonnets S, 9, 10, 13, 14, pp. 1115-1117
   Hymn to God My God, in My Sickness, pp. 1120-1121

Session 12. Ben Jonson, pp. 1126-29
   To John Donne, p. 1219
   Song: To Celia, pp. 1225-26
   To the Memory of William Shakespeare, pp. 1241-43

Session 13. George Herbert, pp. 1369-70
   The Altar, p. 1370
   Redemption, pp. 1370-71
   Easter, pp. 1371-72
   Prayer (1), p. 1374

Session 14. The Windows, p. 1376
   Man, pp. 1378-79
   Discipline, pp. 1386-87
   Death, p. 1387
Love (3), p.1388
Research Project Due
Session 16. FINAL EXAM

VII. COURSE METHOD:
A. Class periods will normally consist of a lecture method; however, the presentation will be flexible so as to allow for student participation and dialogue. A novel research assignment will be given. Presentation of the findings will be written and turned in on the assigned date.
B. Reading
Read each of the assigned reading passages in the text. The midterm and the final exam will come from these readings and lecture notes.
C. Writings
1. Literary Critiques
   Each student will be required to critique ten poems of their choosing, analyzing their structure, major themes, rhyme schemes, and poetic devices.
2. Research Project
   The project will include research on the life of the author, the time period in which the writing (or writings) is set, major themes emphasized, plot analysis and character sketches. This project must be typed and turned in on the assigned date.

VIII. COURSE TEXT:


IX. COURSE REQUIREMENTS:
A. Reading
   1. Selected readings from textbook.
B. Writings
   1. Ten literary critiques (250 words in length) on readings of their choosing. (See Above)
   2. Research project (1500 words in length).
C. Tests
   1. Midterm Exam
   2. Final Exam

X. COURSE EVALUATION:
A. Literary critiques 20% 
B. Research project 30%
C. Mid-term exam 25%
D. Final exam 25%

LIT201 3 06/30/00
XI. COURSE PROFESSOR:
Name: Elisa Probst
Degrees: B.A. Theology and Christian Education/English; M.A. English; Ed.S. English Education
Faculty Rank: Instructor
Home Phone: (706) 322-6730
E-Mail:
Office Hours on Campus: By appointment

XII. COURSE BIBLIOGRAPHY:
SYLLABUS

I. COURSE TITLE: LIT 202 English Literature II

II. COURSE DESCRIPTION: A survey of English literature from the Neoclassical Period to the present. Emphasis will be placed on genre, themes and writers. Several critical analyses will be required.

III. COURSE RATIONALE:

PHILOSOPHICAL: This course is a continuation of LIT 201 and as such is guided by the same rationale, i.e. that literature is reflective of the ideals, hopes, values and dreams of any respective culture and is indicative of that peoples' moral and spiritual character and offers an insight into their past as well as their future.

PRACTICAL: The study of English literature should be a broadening and an enriching experience. It should be enjoyable but also practical. The study of literature has traditionally been a vital component in “liberal education” and, as such, familiarizes us with the rich heritage of Western Culture.

IV. COURSE PREREQUISITES: ENG 102 English Grammar and Composition II

V. COURSE OBJECTIVES: The student will be able to:

A. Demonstrate a basic familiarity with the major writers and works of the time period covered.
B. Describe the historical, political, philosophical and social context of the literature.
C. Show a perception and an appreciation of the profound moral and spiritual aspects of the literature studied.
D. Articulate to some extent the enjoyment afforded by the rich complexity and artistic beauty of the English.

VI. COURSE OUTLINE:

Session 1  The Early Seventeenth Century
Francis Bacon, pp. 1257-58
   Of Truth, pp. 1258-60
   Of Studies (1625 version), 1268-69
John Milton, pp. 1433-35
   On the Morning of Christ’s Nativity, pp. 1435-42
   On Shakespeare, pp. 1442-43
   L’Allegro, pp. 1443-46
   Il Penseroso, pp. 1446-1450
   When I Consider How My Light is Spent, pp. 1472-73
   Paradise Lost-Books I & II, pp. 1475-1519

Session 2
The Restoration and Eighteenth Century (1660-1798)
John Dryden, pp. 1786-88
   Annum Mirabilis, pp. 1788-90
   MacFlecknoe, 1815-21
   Samuel Pepys, pp. 1846
   From the Diary, 1846-1850

Session 3
John Bunyan, pp. 1850-51
   Grace Abounding, pp. 1852-56
   Pilgrim’s Progress, pp. 1856-64
   Jonathan Swift, pp. 2007-09
   Abolishing of Christianity in England, pp. 2031-39
   Gulliver’s Travels: A Voyage to Lilliput, pp. 2044-82
   Addison & Steele, pp. 2187-89
   The Gentleman; The Pretty Fellow, pp. 2189-90
   The Aims of the Spectator, pp. 2199-202
   Paradise Lost-General Critical Remarks, pp. 2206-09

Session 4
Alexander Pope, pp. 2212-16
   An Essay on Man, pp. 2263-70
   Samuel Johnson, pp. 2295-97
   A Dictionary of the English Language, pp. 2386-92
   Thomas Gray, 2454-55
   Ode on the Death of a Favorite Cat, pp. 2457-58
   Elegy Written in a Country Churchyard, pp. 2458-62
   Oliver Goldsmith: The Deserted Village, pp. 2484-93
   William Cowper, pp. 2501-02
   The Task, pp. 2502-06
   The Castways, pp. 2506-08

Session 5
The Romantic Period, Vol. 2, pp. 1-23
   William Blake, 35-39
   From Songs of Innocence-Introduction, p. 43
   The Lamb, p. 45
   From Songs of Experience-Introduction, p. 49
   The Tyger, pp. 54-55
   The Marriage of Heaven and Hell, pp. 72-82

Session 6
Robert Burns, pp. 99-101
   To a Mouse, pp. 105-06
   Holy Willie’s Prayer, pp. 102-05
   A Red, Red Rose, pp. 115-16
   William Wordsworth, pp. 219-22
MEMO

TO: Dr. Donadrian Rice, Dept. Chairman, Psychology

Subject: Course Evaluation for Non-Accredited Institution

Enclosed are course descriptions along with faculty credentials for PSY 200, PSY 321, PSY 365 offered at Beacon University. Beacon University does not have a regional accreditation status. Additional information about the school may be found at www.beacon.edu. Therefore, the acceptance of the course work into UWG degree program(s) will need to be decided by your department. (Please see attached Principles & Procedures for Reviewing Transfer Credit from Non-Accredited Institutions).

A transfer student (Fall 2004) to the State University of West Georgia is seeking credit for the courses.

Your evaluation and recommendation of the appropriate UWG equivalent(s) would be greatly appreciated. If there are any questions, please contact me. A reply via e-mail will be sufficient.

Thank You

Debra Hytower
Asst. to the Registrar
Registrar Office
Ext 95084/678) 839-5084 or dhytower@westga.edu
SYLLABUS
Spring Semester – 2004
Tuesdays, 8:10-10:30 pm
January 13 – May 4, 2004

I. COURSE TITLE: PSY 321 – Child Psychology (3 hrs)

II. COURSE DESCRIPTION: A study of human growth and development from birth through adolescence. To include an examination of the basic principles and practices of childhood training and education, and a brief introduction to potential problems in childhood.

III. COURSE RATIONALE:

A. PHILOSOPHICAL

1. To examine the biological, psychological, and social contributions to child development.

2. To examine the current knowledge and understanding of the interrelationships between the biological, psychological, and social aspects of child development.

3. To enable the student to apply the complexities of child development to their personal and professional experiences.

B. PRACTICAL

1. This course will examine the biological processes in child development from a broad, introductory perspective.

2. The course will help students contemplate how biological processes interact with cognitive, familial, and social events to influence child development.

3. The course will help students understand the problems in child development that can lead to problems later in life.

IV. COURSE PREREQUISITES: None, however General Psychology is encouraged.
V. COURSE OBJECTIVES:

1. The student will be able to demonstrate and explain a growing understanding of the biological processes that determine child development.

2. The student will be able to understand how developmental tasks interrelate to the family and social environment.

3. The student will be able to identify and critically appraise the professional literature in areas relevant to child development.

4. The student will be able to discuss the relationship between the knowledge gained in class and his or her own life issues.

VI. COURSE OUTLINE:

Week 1
Syllabus review
Chapter 1: The Nature of Development

Week 2
Chapter 2: The Contexts of Development
Chapter 3: Heredity and Prenatal Development

Week 3
Chapter 4, First Adaptations

Week 4
Chapter 5 Infant Cognitive Development

Week 5
Chapter 6, Infant Social Development

Week 6
Chapter 7, Toddler Language and Thinking

Week 7
Chapter 8, Toddler Social and Emotional Development

Week 8
Mid-Term Exam

Week 9
Chapter 9, Cognitive Development in Early Childhood
Week 10
Chapter 10, Social and Emotional Development in Early Childhood

Week 11
Chapter 11, Cognitive Development in Middle Childhood

Week 12
Research Paper Due at Beginning of Class
Chapter 12, Social and Emotional Development in Middle Childhood

Week 13
Chapter 13, Physical and Cognitive Development in Adolescence

Week 14
Book Review Due at Beginning of Class
Chapter 14, Social and Emotional Development in Adolescence

Week 15
Chapter 15, Developmental Psychopathology

Week 16
Comprehensive Exam

VII. COURSE METHOD: The course will be based on interaction with the text, class lectures, and independent reading/research. Questions and discussion are strongly encouraged.


IX. COURSE REQUIREMENTS:

A. Reading
1. Reading: Please read the assigned chapter from the textbook before class.

2. Book Review: Review of a book from list provided or from one approved by the instructor. Not to exceed 10 page, including notes.

B. Lecture: Attend and participate in class lectures and discussions.

C. Research Paper: Critical review and evaluation of the current literature on an issue related to child development. It should be comprehensive and be primarily from the professional primary research literature.

* Learner to think critically - photocopy - articles (treatments, theories)
D. Tests: There will be two exams, a Midterm and a Final. The Midterm will cover the text and lecture material from the first half of the course and the Final will be comprehensive over all course material.

X. COURSE EVALUATION:

Please note: Any assignment that is completed or turned in late will be lowered at least one letter grade equivalent (10% of possible points).

- Book Review: 50 pts
- Research Paper: 100 pts
- Mid Term Exam: 100 pts
- Final Exam: 100 pts
- Class Attendance and Participation: 50 pts

400 Total Available Points

XI. COURSE PROFESSOR:

Instructor: Dr. Albert H. Eaton

Educational Vita:
- Doctor of Philosophy, Clinical Psychology
- Graduate School of Psychology
- Fuller Theological Seminary
- Pasadena, California

- Master of Divinity
- Bethel Theological Seminary - West
- San Diego, California

- Bachelor of Science, Psychology
- Western Oregon State University
- Monmouth, Oregon

Faculty Rank: Instructor

XII. COURSE BIBLIOGRAPHY: See bibliographic section in the back of the text book and list under separate cover.
SYLLABUS

I. COURSE TITLE: PSY 365 - Principles of Crisis Intervention

II. COURSE DESCRIPTION: The student will learn theories and techniques that will help equip him/her to intervene in crisis situations. These crises include drug and alcohol dependencies, marital and family emergencies, issues in critical incidents, and issues in suicidality and homicidality.

III. COURSE RATIONALE:

A. PHILOSOPHICAL

1. To examine the behavioral, affective, and cognitive components of effective crisis intervention.

2. To produce a profound respect and empathy for persons who have experienced a personal crisis or been the victim in a crisis event.

3. To understand their personal limits in working with persons in crisis.

4. To identify the personal issues that may put the counselor at risk or adversely affect his or her ability to intervene.

B. PRACTICAL

1. This course will help students develop basic interviewing and interventional skills.

2. The course will help students develop basic self-assessment skills in the crisis counseling interaction.

3. The course will provide the student with basic knowledge of crisis events and their potential impact on persons.

4. The course will provide the student the knowledge and skills necessary to effectively refer the person in crisis to appropriate treatment.
IV. COURSE PREREQUISITES: None, but general psychology preferred.

V. COURSE OBJECTIVES:

A. Cognitive Domain:

1. The student will be able to comprehend and explain current biopsychosocial theory relating to crisis experiences.

2. The student will be able to identify and understand the symptoms associated with, and resulting from crisis experiences.

3. The student will be able to discuss the relationship between the knowledge gained in this class and his or her own psychosocial and theological/spiritual development.

B. Affective Domain:

1. The student will become aware of the emotional risks in confronting crisis situations.

2. The student will be aware of community resources to assist themselves and others in managing emotional crises.

3. The student will gain an ability to utilize their knowledge of crises to act safely and effectively on their own behalf and to prepare to help others.

4. The student will become comfortable identifying his or her own limits in caring for others and develop appropriate sources for support and referral.

VI. COURSE OUTLINE

A. First Module: Sessions 1-10
B. Second Module: Sessions 11-20

VII. COURSE METHOD:

This course will use a combination of learning methods including: lecture, class discussion, class participation and independent study.

These learning methods will be utilized in a dynamic fashion throughout the course.

VIII. COURSE TEXTS:


IX. COURSE REQUIREMENTS:

A. Reading, Research and Writing Assignments
   1. Book Review Review of one of a book from list provided or from one approved by instructor. Not to exceed 10 pages, including notes. (APA style)
   2. Research Paper Critical review and evaluation of the current literature on an issue related to a crisis topic or critical incident stress debriefing. It should be comprehensive and be primarily from the professional primary-research literature.

B. Exams

Examinations will be valued at 50 points each. Each exam may include questions in multiple-choice, fill-in, matching, and essay formats. Both will be available online for one sitting during the available timeframe.

C. Class Attendance and Participation

   Presence and participation at all classes will facilitate your learning and are required for credit for presence and participation.
To: Admissions Department

From:

Re: Review of Syllabi

Date: July 14, 2004

This letter is written in regards to the enclosed information concerning faculty credential and course syllabi of classes I have taken at Beacon University, a non-SACS school. I am requesting that the departmental chairs review the submitted material for possible transfer credit hours. I clearly understand that the departmental chairs may not be available to review the data at this time. Thanks for your attention to this matter.
SYLLABUS
Distance Education Classes

I. COURSE TITLE: BIB 120 The Life of Christ

II. COURSE DESCRIPTION: An examination of the life, teachings and actions of Jesus. Attention will be given to significant events in the life of Jesus: His birth, baptism by John, crucifixion, and resurrection. The class will also take a close look at the teaching methods employed by Jesus and at the types of miracles He performed.

III. COURSE RATIONALE: The theology student will be faced with many issues within the religious community. This course will enable the student “to contend earnestly for the faith which was once for all delivered to the saints” (Jude 3). The student will develop the necessary skills to search the scriptures for truth and convey those truths to others.

IV. COURSE PREREQUISITES: BIB 102

V. COURSE OBJECTIVES: Upon completion of the course the student will be able to:

A. Demonstrate a working knowledge of the required text.
B. Identify specific events in the life of Christ.
C. Relate those specific events to the student’s own life.
D. Demonstrate basic skills in research and writing.

VI. COURSE OUTLINE:

Session 1 Overview of syllabus.
Overview of the Gospel of Matthew

Session 2 The genealogy of Jesus, Mt. 1:1-17
Joseph’s dilemma followed by obedience, Mt. 1:18-25
Session 20  The meaning of the death of Christ
          Final thoughts

VII. COURSE METHOD:  The course will involve a combination of lecture and group discussion. Each student will be expected to participate in the discussions. Participation will be considered when determining the final grade. Careful consideration will be given to the ability of the students to make application of the material to daily living.

VIII. COURSE TEXTS:


IX. COURSE REQUIREMENTS:

A.  Two book reviews. Review on Owen is due during the mid-semester sequence of activities. The review on Yancey is due at the end of the semester. Each book review should be three to five pages in length. They should be a critique of the author's presentation of the material. What are the strengths of the book, what are the weaknesses of the book, and did the student find the book beneficial for reading? Why or why not?

B.  Two exams covering material discussed during in the lectures.

X. COURSE EVALUATION:

A. Exams                             20% each
B. Book reviews                      30% each

XI. COURSE PROFESSOR:
Session 3  The slaughter of the innocents, Mt. 2:1-23
            The baptism of Jesus, Matt. 3:13-17

Session 4  The temptations of Jesus, Mt. 4:1-11
            The call to repentance, Mt. 4:17
            Calling the disciples, Mt. 4:18-22

Session 5  The Beatitudes, Matt. 5

Session 6  The Beatitudes (continued)

Session 7  The Beatitudes (continued)

Session 8  Going the second mile, Mt. 5:38-42
            Teachings on prayer, Mt. 6:5-13

Session 9  Teachings on salvation - Mt. 7:13-14
            Various healings, Mt. 8:1-17

Session 10 The church growth eyes of Jesus, Mt. 9:35-38
           On being worthy, Mt. 10:34-38; Eph.4:1-3

Session 11 Teachings about leaven, Mt.13:13
           The treasure of the kingdom, Mt. 13:44-46

Session 12 Listen to Jesus, Mt. 17:1-5

Session 13 Teachings on forgiveness, Mt. 18:23-35
           A man turns away from Jesus, Mt. 19:16-22

Session 14 A day of confrontation, Mt. 21:1-17
           Teachings about obedience, Mt. 21:28-32

Session 15 We must be ready, Mt. 24:36-44
           What are we afraid of? Mt. 25:14-29

Session 16 When we betray Jesus, Mt. 26:14-16
           The meal in the upper room, Mt. 26:26-30

Session 17 Agony in the garden, Mt. 26:36-46
           Agony on the cross, Mt. 27:46

Session 18 Covering up the resurrection, Mt. 28:11-15
           The "Great Commission," Mt. 28:16-20

Session 19 The Tabernacle and Jesus: The Great High Priest
XII. COURSE BIBLIOGRAPHY:


SYLLABUS

I. COURSE TITLE: THE 300 Apologetics

II. COURSE DESCRIPTION: A study of the reasoned responses of orthodox Christianity objections to the faith both past and present, with a view to developing the student's ability to demonstrate the reasonableness of personal faith.

III. COURSE RATIONALE:
   A. PHILOSOPHICAL:
      1. Bible
         a. Students must discern truth from error (1 John 4:6)
         b. Students must be able to "war a good warfare; holding faith" (I Timothy 1:18-19).
      2. Church
         a. Students must be able to give an "answer to every man" as to why they believe certain specific doctrines (I Peter 3:15).
         b. Students must be able to present a firm foundation for others to follow (II Timothy 2:19).
      3. God
         a. Students must "not be ashamed before Him at His coming". (I John 2:28).
         b. Students must learn to "trust in the Lord" rather than "lean upon" their own understanding (Proverbs 3:5).
   B. PRACTICAL: The theology student will be faced with many issues within the religious community. This course will equip the student to search out the answers, to discern the issues, and to express his findings in a clear and concise manner to defend the truth of Scripture.

IV. COURSE PREREQUISITES: None

V. COURSE OBJECTIVES:
   A. Cognitive
      1. The student will be able to list and identify the major worldviews opposing the Christian concept of God (knowledge).
2. The student must explain why the study of Apologetics is necessary for a complete biblical theology (comprehension).

3. Given the truths concerning the major non-Christian worldviews, the student will demonstrate how these views will effect the Christian church’s practice of pre-evangelism (application).

4. Given the information concerning biblical manuscripts and modern archaeological discoveries, the student will be able to prove the validity, accuracy and inspiration of the Bible (analysis).

5. The student will clarify the nature, scope, and effect of the individual truths and divisions of Apologetics and will then correlate its phases with the other parts of an overall Theology (synthesis).

6. Given the basic tenets of the non-Christian worldviews presented in this course, the student will do a critical evaluation of how these truths affect his concern for pre-evangelism, missions, worship, and practice (evaluation).

B. Affective

1. To create a hunger to know God and all of His glory.

2. To provide a base of understanding, thereby inspiring confidence not only in the authority of the Word of God, but also the God of the Word.

3. To provide the basis for the accurate and confident teaching and preaching of the theological truths of the Bible.

VI. COURSE OUTLINE:
First Weekend August 22-23, 2003
Friday Night Session 6:30pm –10:30pm
   Introduction; The Need to Answer Every Man
   Questions about God, Other Gods, Evil
Saturday Session 8:30am-3:30pm
   Questions about Miracles, Jesus Christ, The Bible
Mid-term Exam – Take Home

Second Weekend September 5-6, 2003
Friday Night Session 6:30pm –10:30pm
   Questions about Archeology, Science and Evolution, the Afterlife
Saturday Session 8:30am-3:30pm
   Questions about Truth, Morals, Pluralism, Evangelism
Final Exam – Take Home

VII. COURSE METHOD: Class periods will normally consist of the lecture method; however, the presentation will be flexible so as to allow for student participation and dialogue.
VIII. COURSE TEXT:


Zacharias, Ravi. *Can Man Live Without God*.

IX. COURSE REQUIREMENTS:
A. Reading *When Skeptics Ask* and *Can Man Live Without God* in their entirety.
B. Testing
   1. A Midterm exam will be given during the course at the end of the first Weekend, due date: August 29th, 2003; Any exam turned late will be dropped 5 points per day. Take Home and open book
   2. A final exam will be taken at the conclusion of the course; due date: September, 12th, 2003; Any exam turned late will be dropped 5 points per day. Take Home and open book.
C. Book Reviews:
   1. Two Written Book Reports are to be submitted.
   2. Please note the due dates for these assignments
      a. First report due date: September 5th, 2003
      b. Second report due date: September 19th 2003
   3. These reports are to be at least one full page in length, typed and double-spaced. Please follow the required format and respond to the questions at the end of the syllabus. If reports are turned in late, they will be automatically dropped 5 points per day.
D. Apologetic Project
   1. Develop a three-session dialogue with an unchurched person and write up a brief report of your conversations. Due date: October 3rd, 2003. If the report is turned in late, it will be automatically dropped 5 points per day.

X. COURSE EVALUATION:
A. Midterm Exam 30%
B. Final Exam 30%
C. Book Reviews 30%
D. Apologetic Project 10%

100%

XI. COURSE PROFESSOR:
Name: John A. Durden
Degrees: B.S.; M.Div.; Ph.D.
Faculty Rank: Associate Professor
Home Phone: (706) 323-7359
XII. COURSE BIBLIOGRAPHY:

Books


_____. *More Than a Carpenter*. Wheaton: Tyndale House, No date.


Videos


Schaeffer, Francis. *How Should We Then Live.*


**Cassettes**


BOOK REVIEW RESPONSE FORM

Copy one quote or cite a specific passage from the book that was particularly important to you. Why was it significant?

Discuss at least one thing mentioned in the book that was a new idea or concept for you. Do you agree with it or disagree? Why?

In your view what is the book’s most valuable contribution?
Mills; together these two accomplished educators continue to advise and assist Beacon.

The present leadership includes Dr. Ronald E. Cottle, President, and Dr. John A. Durden, Academic Vice President. Both men have brought unusual competence and expertise as well as a wealth of experience to Beacon, providing vital leadership in day-to-day management of the university.

In 2001, Beacon was granted approval to begin offering a graduate program and changed its name to Beacon College and Graduate School. In 2002, the Master’s degree programs received full approval. In the spring of 2003, Beacon received permission to begin offering courses leading to the Doctor of Ministry degree beginning in the following fall semester.

With the addition of the Doctor of Ministry degree, the faculty, administration and board of directors believed that the time had come for Beacon to take the final step in the naming process and to become recognized as Beacon University. In April 2004, Beacon College and Graduate School made a formal substantive change request to TRACS regarding the name of the institution. Beacon was notified by TRACS that this request was approved and changed its name to Beacon University.

Truly Beacon University has had an exciting beginning, but the leadership believes that greater things are ahead. They know that their future is as bright as the promises of God. The Lord will accomplish His purpose in Beacon as the leaders are faithful to make it the institution He desires and to do the work He has assigned. They are committed to giving only their best efforts to providing Christian higher education for the furtherance of the Gospel of the Lord Jesus Christ.

**Professional Affiliation**

Accreditation: Beacon University is accredited by Transnational Association of Christian Colleges and Schools (TRACS) to award the Associate of Arts, Bachelor of Arts, Master of
Arts, and Master of Divinity degrees. Beacon University has been granted authorization by TRACS to begin offering courses leading to the Doctor of Ministry degree. TRACS (P.O. Box 328, Forest, VA 24551; Telephone: 434-525-9539) is a nationally recognized accrediting agency approved by the U.S. Department of Education and is a member of the Council on Higher Education Accreditation (C.H.E.A.). The institution has provided evidence of sound planning and adequate financial resources to achieve its plans in a timely manner. Through the TRACS recognition, Beacon University is listed in the U.S. Higher Education Directory and qualifies for participation in the Federal Student Financial Aid Program. These documents have been posted and can be observed in the reception area of the business offices.

Authorization: Beacon University is authorized by the Georgia Nonpublic Postsecondary Education Commission (NPEC) for the granting of A.A., B.A., M.A., M.Div., and D.Min. degrees.

Exemption: Beacon University has 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.

Licensure: Licensed by the South Carolina Commission
of Higher Education, 1333 Main Street, Suite 200, Columbia, SC 29201, Telephone (803) 737-2260. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

Memberships: Beacon University is a member of the Association of Christian Schools International (ACSI) and its courses qualify for Continuing Education Units (CEU) for teachers. Beacon has been accepted into membership in the Association of Christian Continuing Education Schools and Seminaries (ACCESS). Beacon University is a member of the Servicemembers Opportunity Colleges (SOC, formerly known as SOCAD).

Purpose and Objectives

Beacon University is an interdenominational Christian institution of higher education that seeks, by its emphasis on high academic standards, practical application and spiritual formation, to develop individuals who will live lives of personal fulfillment and be productive in community leadership and Christian ministry. Within the framework of this purpose, the university provides undergraduate and graduate programs in resident and external formats that will enable the student to achieve the following objectives:

Spiritual Objectives

1. Become spiritually and emotionally mature, developing an honest, meaningful life of faith and integrity of character within the context of local church membership for the glory of God.
BEACON UNIVERSITY

ACADEMIC CATALOG

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Failure to read this bulletin does not exempt students from the regulations and requirements found herein.
To: Admissions Department

Re: Review of Syllabi

Date: July 14, 2004

This letter is written in regards to the enclosed information concerning faculty credential and course syllabi of classes I have taken at Beacon University, a non-SACS school. I am requesting that the departmental chairs review the submitted material for possible transfer credit hours. I clearly understand that the departmental chairs may not be available to review the data at this time. Thanks for your attention to this matter.