The Transfer Evaluation is only a general listing of the courses that have been awarded as transfer credit(s).
It is NOT an evaluation of any specific degree and major program of study at UWG.
Please review the undergraduate catalog for approved utilization of courses toward specific degree and major requirements.

Special Grade Codes
- Grades followed by % indicate Learning Support Courses
- These hours do not count toward graduation.
- Grades followed by @ indicate courses used to meet CPC requirements.
- These hours do not count toward graduation.
- Grades included in brackets [ ] indicate courses/hours that are not applied toward graduation; due to course repeat, no credit awarded or maximum transfer hours reached.

### West Georgia Equivalents

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Grade</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>1010</td>
<td>3.00</td>
<td>A Fund of Biology-No Lab</td>
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<tr>
<td></td>
<td></td>
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<td>Meets Core Area D-2 Sci Req.</td>
</tr>
<tr>
<td>CS</td>
<td>1030</td>
<td>3.00</td>
<td>Intro to Computer Concepts</td>
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<tr>
<td>ENGL</td>
<td>1102</td>
<td>3.00</td>
<td>English Composition II</td>
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<td>Meets Core Area A-ENG Reqmnt</td>
</tr>
<tr>
<td>HIST</td>
<td>2111</td>
<td>3.00</td>
<td>U.S History I (to 1865)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Meets Core Area Amer His Req.</td>
</tr>
<tr>
<td>HUMN</td>
<td>1XXX</td>
<td>3.00</td>
<td>Humn in Western Cultur</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Meets Core Area C-2 Requirement</td>
</tr>
<tr>
<td>SOCI</td>
<td>1101</td>
<td>3.00</td>
<td>Introductory Sociology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Meets Core Area E-4 Requirement</td>
</tr>
</tbody>
</table>

The following courses cannot be applied toward your degree:
- BIBL 104  3.00 [F] Survey of Biblical Lit
- CCOU 201  3.00 [8] Intro Christian Counseling

### Transfer Equivalents

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Grade</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>181</td>
<td>3.00</td>
<td>Prin of Biology/Lect Only</td>
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<tr>
<td>CS</td>
<td>110</td>
<td>3.00</td>
<td>Computer Concepts &amp; Applicatns</td>
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<tr>
<td>ENGL</td>
<td>1103</td>
<td>3.00</td>
<td>Composition and Literature</td>
</tr>
<tr>
<td>HIUS</td>
<td>221</td>
<td>3.00</td>
<td>Surv Amer History I</td>
</tr>
<tr>
<td>HUMN</td>
<td>101</td>
<td>3.00</td>
<td>Humn in Western Cultur</td>
</tr>
<tr>
<td>SOCI</td>
<td>290</td>
<td>3.00</td>
<td>Intro to Sociology</td>
</tr>
<tr>
<td>SP</td>
<td>102</td>
<td>3.00</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td>EN</td>
<td>101</td>
<td>3.00</td>
<td>English Grammar &amp; Composition</td>
</tr>
<tr>
<td>HI</td>
<td>101</td>
<td>3.00</td>
<td>History of Civilization</td>
</tr>
<tr>
<td>HI</td>
<td>102</td>
<td>3.00</td>
<td>History of Civilization</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>West Georgia Equivalents</th>
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<tbody>
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<td>Subject Course Credit</td>
<td>Subject Course Credit</td>
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<tr>
<td>Grade Title</td>
<td>Title</td>
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<tr>
<td>MATH 1001 3.00 C</td>
<td>Quantitative Skills &amp; Reasoning MA 111 3.00</td>
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Meets Core Area A-MAT Reqrmnt

Transfer Totals

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General University Requirements

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<tr>
<td>US Constitution</td>
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<tr>
<td>GA Constitution</td>
<td>Satisfied</td>
</tr>
<tr>
<td>US History</td>
<td>Satisfied</td>
</tr>
<tr>
<td>GA History</td>
<td>Not Satisfied</td>
</tr>
<tr>
<td>Regents Reading Rqmt</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Regents Writing Rqmt</td>
<td>Satisfied</td>
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</table>
Transcript Evaluation Request

Name: ____________________________

Social Sec: _________________________

Semester Applied for: _____________

Major: ____________________________

Copy of transcript to Registrar's Office:  
Liberty Univ
Pensacola Christian Catalog & folders
Army/Registry U.S.

Date: ___________ 4-26-41

CPC Notes: If Pensacola classes approved enter directly into SHATRNS

English: __________________________

Math: ____________________________

Soc Scienc: _______________________

Science: _________________________

Foreign L: ________________________

Admission: ________________________

Ashlee, I made copies & attached about Pensacola. ?? about Army/Registry U.S. via Amy, Adm.  
Student petitioning evaluation at Pensacola course work.  
Catalog rec'd & placed in Debras office with other out-of-state catalogs.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Grade</th>
<th>Credit</th>
<th>ATT</th>
<th>ERN</th>
<th>PTS</th>
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<tr>
<td>BI 101</td>
<td>New Testament Survey</td>
<td>A-</td>
<td>2</td>
<td>2</td>
<td>8</td>
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<td>CL 101</td>
<td>Student Success Seminar</td>
<td>P</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>ED 102</td>
<td>Personal/Community Health</td>
<td>C-</td>
<td>3</td>
<td>3</td>
<td>9</td>
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<tr>
<td>EN 101</td>
<td>English Gram/Comp</td>
<td>B+</td>
<td>3</td>
<td>3</td>
<td>9</td>
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<tr>
<td>HT 101</td>
<td>History of Civilization</td>
<td>C</td>
<td>3</td>
<td>3</td>
<td>9</td>
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<tr>
<td>MA 111</td>
<td>College Mathematics</td>
<td>C+</td>
<td>3</td>
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<tr>
<td>MU 111</td>
<td>Voice Class</td>
<td>B</td>
<td>3</td>
<td>3</td>
<td>9</td>
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<td>SP 101</td>
<td>Fundamentals of Speech</td>
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<td>3</td>
<td>3</td>
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<th>ERN</th>
<th>PTS</th>
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<td>2</td>
<td>2</td>
<td>6</td>
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<tr>
<td>BI 203</td>
<td>Life of Christ</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>EN 206</td>
<td>Acts</td>
<td>B</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>HT 102</td>
<td>History of Civilization</td>
<td>B-</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>MU 112</td>
<td>Voice Class</td>
<td>B</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td></td>
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<tr>
<td>MU 098</td>
<td>Sacred Music Repertoire</td>
<td>P</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td></td>
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<tr>
<td>SP 102</td>
<td>Fundamentals of Speech</td>
<td>C</td>
<td>3</td>
<td>3</td>
<td>9</td>
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<td><strong>Spring 2001 TOTALS</strong></td>
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<table>
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<th>Course Number</th>
<th>Description</th>
<th>Grade</th>
<th>Credit</th>
<th>ATT</th>
<th>ERN</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 204</td>
<td>Bible/Practical Ministry</td>
<td>F</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**UNDERGRADUATE CUM TOTALS:** GPA 2.24 34 31 75

---

**Entries below this line are not valid**

---

School does not have regional accreditation!!

---

**APR 07 2011**

---

THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND.
Dear Ashley

I approve Dr Leach's recommendation.

Thanks

Minh Nguyen

Math Dept Chair

> Dear Ashley,
> 
> After reviewing the materials you sent last week, the math department
> recommends that the course
> 
> MA 111 College Mathematics at Pensacola Christian College
> 
> should transfer to UWG as
> 
> MATH 1001 Quantitative Skills and Reasoning
> 
> for and any subsequent students who have passed
> the same course.
> 
> David Leach

Minh V Nguyen, Dr. Sci.
Professor and Interim Chair
Math Dept, University of West Georgia
Homepage: www.westga.edu/~vnguyen
Dear Ashley,

After reviewing the materials you sent last week, the math department recommends that the course MA 111 College Mathematics at Pensacola Christian College should transfer to UWG as MATH 1001 Quantitative Skills and Reasoning for and any subsequent students who have passed the same course.

David Leach
May 20, 2011

MEMO

TO: Ashley Reece, Registrar’s Office

Subject: Course Evaluation for Non-Accredited Institution

Ms. Reece:

I just received a letter you sent to Dr. D. Jenkins and she passed it to me for review. Upon such review, it does not appear that the ED 102 Personal and Community health from Pensacola Christian matches any of our existing courses.

Best wishes,

Frank Butts
Hi, Ashley. I received this message today reminding me of a packet of information I received from you at the end of April. I apologize for the delay in responding.

I've looked over the packet. It is asking for transfer credit for two World Civilization courses. I don't have much experience evaluating coursework from unaccredited colleges. It appears to me that I should probably receive credit for the two courses, the UWG equivalents being HIST 1111 (HI 101) and HIST 1112 (HI 102).

Does that sound reasonable to you, or do you have information about PCC that would lead me to decide otherwise?

Thank you for your help, and again, I'm sorry for the delay.

Take care,
Steve

Dr. Goodson,

I am a new student at UWG this summer with transfer credits from two other universities. One of the colleges, Pensacola Christian College, required the attention of your office in order to evaluate transfer of credit for two world history classes. You should have received a packet of course syllabus, faculty credentials, and college credentials from the UWG Office of the Registrar.

I am in a situation where I cannot continue in my courses until I find out what classes will transfer. Registration for the fall semester is due and I am unable to fill a full schedule until I find out what classes I still need.

I appreciate any assistance with this.

Respectfully,

"Air Assault!"
Ms. Reece,

I've reviewed the Pensacola Christian College course and faculty material for [Course Title], and recommend that we grant credit for SP 102, the equivalent of COMM 1110 - Public Speaking, to satisfy Mass Communications Core Area F. Regarding SP 101, I defer to the Registrar's office regarding granting credit for Core Area B if needed.

Camilla

Camilla Gant, Ph.D.
Professor & Interim Chair
Department of Mass Communications
University of West Georgia

1600 Maple Street
Carrollton, GA 30118
678.839.4933
westga.edu/~masscom

SP 101 = XXX - NO CREDIT
- School not accredited

SP 102 = 1110 - Public Speaking
- per Dr. Gant.
MEMORANDUM

TO: Office of the Registrar

FR: David W. Newton, Chair and Professor of English
Department of English and Philosophy

RE: Transfer Course Equivalency for

DT: July 12, 2011

The English department approves the following transfer course equivalency:

EN 101 (English Grammar and Composition) from Pensacola Christian College satisfies the requirements for ENGL 1101.

The department will not accept EN 102 (English Grammar and Composition) from the same institution since the student earned a D in the course.

We will return the transfer evaluation materials to your office.

If you have questions about this evaluation, please let me know.

dn

David W. Newton, Ph.D.
Professor of English & Chair
Department of English & Philosophy
University of West Georgia
Carrollton, GA 30118
678-839-6512 (Department)
678-839-4877 (Office)
678-839-4849 (FAX)
dnewton@westga.edu
MEMORANDUM

TO: Office of the Registrar

FR: David W. Newton, Chair and Professor of English
     Department of English and Philosophy

RE: Transfer Course Equivalency for

DT: July 15, 2011

The English and Philosophy Department received a request to evaluate several Bible courses from Pensacola Christian College.

BI 101: New Testament Survey (2 cred hrs)
BI 102: New Testament Survey (2 cred hrs)
BI 206: Acts (2 cred hrs)

I submitted this request and the transfer materials to our Program Director for Philosophy, Dr. Robert Lane. His evaluation of those courses is below:

The Philosophy Program offers no equivalent courses. The only course we offer that focuses exclusively on Christianity is the upper-level PHIL 3220 (Christian Thought, 3 cred hrs), but as the course prefix indicates, this is a philosophy course rather than a Biblical studies course. In short, there are no PHIL courses at UWG for which this student should receive transfer credit.

An alternative would be to grant the student 6 hours of general elective credits (I think "HUMN 1XXX" has been used before); however, the learning outcomes for this course do not reflect what we believe to be college-level learning outcomes, at least not work equivalent to any course that we teach in the core.

If you have questions about this evaluation, please let me know.

dn

------

David W. Newton, Ph.D.
Professor of English & Chair
Department of English & Philosophy
University of West Georgia
Carrollton, GA 30118
678-839-6512 (Department)
678-839-4877 (Office)
678-839-4849 (FAX)
dnewton@westga.edu
April 28, 2011

MEMO

TO:    Dr. David Newton
        Dept. Chairman, English

Subject: Course Evaluation for Non-Accredited Institutions

Dear Dr. Newton:

Enclosed are a transcript, course descriptions, course syllabi, and faculty credentials for courses offered by Pensacola Christian College as well as general information about Pensacola Christian College. Additional information about the school may be found at www.pcci.edu.

Pensacola Christian College does not have a regional accreditation status. 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).

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

Thank You

Ashley Reece
Departmental Associate, Transfer
UWG Registrar's Office
678-839-5346
arainwat@westga.edu
April 28, 2011

MEMO

TO:     Dr. David Newton
        Dept. Chairman, Philosophy

Subject: Course Evaluation for Non-Accredited Institutions

Dear Dr. Newton:

Enclosed are a transcript, course descriptions, course syllabi, and faculty credentials for courses offered by Pensacola Christian College as well as general information about Pensacola Christian College. Additional information about the school may be found at www.pcci.edu.

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Thank You

Ashley Reece
Departmental Associate, Transfer
UWG Registrar’s Office
678-839-5346
arainwat@westga.edu
MEMO

TO: Dr. Van Nguyen  
    Dept. Chairman, Mathematics

Subject: Course Evaluation for Non-Accredited Institutions

Dear Dr. Nguyen:

Enclosed are a transcript, course descriptions, course syllabi, and faculty credentials for courses offered by Pensacola Christian College as well as general information about Pensacola Christian College. Additional information about the school may be found at www.pcci.edu.

Pensacola Christian College does not have a regional accreditation status. 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).

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Thank You

Ashley Reece  
Departmental Associate, Transfer  
UWG Registrar's Office  
678-839-5346  
arainwat@westga.edu
April 28, 2011

MEMO

TO: Dr. Steve Goodson
   Dept. Chairman, History

Subject: Course Evaluation for Non-Accredited Institutions

Dear Dr. Goodson:

Enclosed are a transcript, course descriptions, course syllabi, and faculty credentials for courses offered by Pensacola Christian College as well as general information about Pensacola Christian College. Additional information about the school may be found at www.pcci.edu.

Pensacola Christian College does not have a regional accreditation status. 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).

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Thank You

Ashley Reece
Departmental Associate, Transfer
UWG Registrar’s Office
678-839-5346
arainwat@westga.edu
April 28, 2011

MEMO

TO: Dr. Deborah Jenkins
    Dept. Chairman, Health, Physical Education & Sport Studies

Subject: Course Evaluation for Non-Accredited Institutions

Dear Dr. Jenkins:

Enclosed are a transcript, course descriptions, course syllabi, and faculty credentials for courses offered by Pensacola Christian College as well as general information about Pensacola Christian College. Additional information about the school may be found at www.pcci.edu.

Pensacola Christian College does not have a regional accreditation status. 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).

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Thank You

Ashley Reece
Departmental Associate, Transfer
UWG Registrar’s Office
678-839-5346
arainwat@westga.edu
April 28, 2011

MEMO

TO: Dr. Camilla Gant
Dept. Chairman, Mass Communications

Subject: Course Evaluation for Non-Accredited Institutions

Dear Dr. Gant:

Enclosed are a transcript, course descriptions, course syllabi, and faculty credentials for courses offered by Pensacola Christian College as well as general information about Pensacola Christian College. Additional information about the school may be found at www.pcci.edu.

Pensacola Christian College does not have a regional accreditation status. 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).

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

Thank You

[Signature]
Ashley Reece
Departmental Associate, Transfer
UWG Registrar’s Office
678-839-5346
arainwat@westga.edu
University of West Georgia
Principles & Procedures for Reviewing Transfer Credit
from Non-Accredited Institutions

This policy applies to institutions that are not regionally accredited. It does not apply to technical institutions that are not COC accredited or to proprietary schools.

A. Students who apply for undergraduate admission and have attended a non-accredited institution as indicated above will be requested to provide an official transcript from that institution. For the purposes of the evaluation of credit, the Admission’s Office will request the student provide a catalog, course syllabi, and the names and credentials of the faculty who taught their courses. The Admission’s Office will forward all materials received to the Registrar’s Office for review of credit.

B. Lower division courses will be evaluated by the Registrar’s Office and credit awarded based upon the materials provided by the student. The decision to award credit may be referred to the appropriate department in some cases.

C. Upper division courses will be evaluated by the appropriate academic department. The Registrar’s Office will forward to the department a copy of the original transcript with the courses to be evaluated highlighted, course syllabi, faculty credentials, and a cover letter giving background information on the institution such as other accreditations and founding date. The academic department will evaluate the courses and return a listing of UWG equivalent courses to the Registrar’s Office.

D. The Registrar’s Office will enter evaluated courses and their UWG equivalents in the Banner transfer articulation module for use in subsequent cases.

E. Departmental decisions on UWG equivalents are final. There is no appeal beyond the departmental level.

F. Students who receive transfer credit from non-accredited institutions must meet the catalog residency requirements for their degree program.

G. In most cases, credit from a non-accredited institution which has been previously reviewed by another University System of Georgia institution and accepted in transfer will be accepted by UWG.
activities, including design and implementation issues, Web enabling technologies, collaborative commerce, vertical and horizontal portals, emerging e-business models, enterprise resource planning, supply chain management, knowledge management, global issues, security concerns, intellectual property, privacy, ethical issues, and legal implications. Fall odd.

BA 442 Advanced Business Law (3)  
Prereq.: BA 201. The student will learn about advanced treatment of selected topics in business law with special attention to the application of the Uniform Commercial Code. The student will demonstrate understanding of the law with respect to sales, leases, real and personal property, negotiable instruments, and bankruptcy. Issues related to professional liability are also addressed. This course is strongly recommended for those students who are planning to take the CPA examination. Spring odd.

BIBLE BACKGROUND

BB 205 Bible Geography (3) A study of the geography of Bible lands including mountains, cities, rivers, political and geographical areas. Map studies are made in class. An emphasis is placed upon Palestine and the historical-geographical study of Jerusalem.

BB 405 Bible Lands Study Tour (3) This course includes instruction of the biblical history and geography of Palestine. Every aspect of the land of Israel is studied and visited during a two-week tour to the Holy Land. It is recommended that this tour be combined with BB 205 Bible Geography.

BB 411 Church History I (2) Prereq.: HI 101, 102, and junior or senior. Students will learn a survey of the New Testament Church from its birth up to the Reformation. Attention is also given to an examination of the underlying texts of the English Bible, the history of the translation of the English Bible, and the great Christians whom God has used to give us His Word in the English language. This course may be taken as a history elective by history teaching field (minimum grade—"C") or minor, in which case it would not count as a Bible Background elective. Fall even.

BB 412 Church History II (2) Prereq.: HI 101, 102, and junior or senior. Students will learn a survey of the New Testament Church from the Reformation to the present. Attention is given to the lives of the Reformers and the lives of great Christians used by God in the great revivals and missions works from the 1700s to the 1900s. The course also identifies major movements that have influenced twentieth century church history: Pentecostalism, Liberalism, Neo-orthodoxy, Fundamentalism, and New Evangelicalism. Each movement is examined in light of Scripture. This course may be taken as a history elective by history teaching field (minimum grade—"C") or minor, in which case it would not count as a Bible Background elective. Spring even.

BIBLE

BI 101 New Testament Survey (2) A study of the content and instruction of the four Gospels as they relate to the life and teachings of Jesus Christ, and Acts.

BI 102 New Testament Survey (2) A study of the content and teachings of Romans through Revelation with emphasis on key verses and themes.

BI 201 Old Testament Survey (2) A study of the Pentateuch, including the major characters and events. Special attention is given to the Patriarchs, the events of the Exodus, and the Tabernacle.

BI 202 Old Testament Survey (2) A chronological study of Israel’s history from Joshua to the closing of the Old Testament. Emphasis is given to major characters, themes of books, and passages of particular doctrinal significance.

BI 203 Life of Christ (2) Prereq.: BI 101. Treats the major chronological periods in the life of the Lord in connection with a harmony of the Gospels.

BI 206 Acts (2) An exposition of Acts, concentrating on the history of the spread of the gospel in the early Church and the development of the Church and its doctrine.

BI 214 General Epistles (2) An in-depth study of I, II, and III John, I and II Peter, and the Epistle of Jude, noting the warning to believers about false teachers and principles of growth in the Christian life.

BI 216 Teachings of Jesus (2) Prereq.: BI 101. An absorbing study of the teachings of Christ as found in the four Gospels. The course includes a thorough investigation of His parables, discourses, and short sayings with emphasis on application.

BI 218 I and II Corinthians (2) An exposition of the Corinthian correspondence, with special study on certain chapters.

BI 233 Life of David (2) A study of the life of David beginning with a view of the theocracy and the beginning of the monarchy under Saul progressing through the reign of David and the

BI 233 cont.
**COURSE DESCRIPTIONS 175**

Prereq. for others is previous course. This course gives the student practical experience in various production venues. The student completes a minimum of 28 hours of production work under the direction of skilled production personnel.

DP 418 Scenic Design (2) This course introduces the materials and construction techniques of scenic properties for one- and two-act plays. Students research, design and construct a scale model set. This course may be taken as a speech elective. Meets 4 hours a week.

DP 436 Speech Education Production (1) Prereq.: SP 204 and senior speech communications education major. The recital represents the culmination of the student’s interpretation and production training. Students produce the stage performance of the program compiled in SP 381–382.

**GENERAL EDUCATION**

ED 101 Philosophy of Christian Education (3) This course highlights the history and principles of education in general and the distinctive of Christian education in particular. Guidance in identifying the personal and educational qualifications for teaching on preschool, elementary, secondary, and higher educational levels is given in order to help students determine their individual interests and aptitudes. Observation is an integral part of this course.

ED 102 Personal and Community Health (2) This course is designed to equip future teachers with basic knowledge in proper health practices and habits. Students will also discuss basic first-aid topics and common diseases or illnesses a teacher might encounter.

ED 210, 310, 410 Early Childhood Education Practicum (2 each) Prereq.: At least “C” in EE 201, and early childhood education concentration or education minor. This course has been designed to expose the elementary education major with early childhood concentration to practical experience in an approved local Christian kindergarten under the supervision of a classroom teacher. The course requires spending a minimum of 45 hours spread over 10 consecutive school days working at the school in actual kindergarten teaching responsibilities along with a variety of other projects. These courses are offered during Interm and normally can be taken in the vicinity of the student’s home.

ED 211, 311, 411 Education Field Experience (1) Prereq.: At least “C” in EE 201 or SE 201. This course is required of all education majors and can be elected by education minors. The student participates in a teaching experience in his home-town on a grade level appropriate to his major (early childhood—preschool–kindergarten; elementary—grades 1–6; secondary—grades 7–12) during one summer of his enrollment as an education major. Various teaching responsibilities such as Sunday school classes, children’s church, youth groups, sports teams, etc., may be acceptable in meeting the requirements of this course.

ED 301 Tests and Measurements (1) Prereq.: Elementary education major, education minor or emphasis, or concurrent enrollment in SE 420. After students study the nature, principles, and use of testing as an appraisal of learning, they will be able to develop formal and informal measurement tools for classroom use on the elementary and secondary levels.

ED 305 Computers in the Classroom (1) Prereq.: Sophomore or above; education major, minor, or emphasis. This course includes a survey of microcomputer operations, general applications, and applications specific to education. The course deals with enhancing a teacher’s personal productivity and enhancing classroom instruction by using microcomputers. Students will learn principles for evaluating and obtaining educational software and hardware. Previous knowledge of computers is not required.

ED 306 Computer Applications in Education (1) Prereq.: Basic computer skills; sophomore or above; education major, minor or emphasis. Designed for students who already possess basic computer skills, this course surveys instructional uses of general applications and specific educational software. Students will evaluate a variety of educational software and develop a computer-based tutorial for an academic discipline in which they are preparing to teach. Education majors may take this course in place of the ED 305 requirement or as an elective.

ED 315 Marriage and Family Education (3) Prereq.: Junior or senior. This course is designed to guide the student from a biblical perspective through the multitude of responsibilities relating to courtship and marriage. Students will know the biblical foundation for marriage and learn principles for dating, courtship, engagement, adjustments after marriage, stewardship, and parenthood. This course may be taken as a social science elective.

ED 322 Educational Psychology (3) Prereq.: Junior or senior. Taught from a Christian perspective, educational psychology addresses the topic of learning by studying three aspects of learning. The learner is studied through an investigation of his development mentally, physically, spiritually, and socially. Students will analyze historical and progressive theories of learning and contrast them with a traditional philosophy of education. They
ENGLISH

EN 100 Basic English Language (3) Prereq.: None. Students acquire an understanding of the basic grammatical structure of English and will emphasize the correct use of words, phrases, and sentences. Some of the grammatical concepts taught are also taught in EN 101. Successful completion of this course will help prepare the student for taking the required EN 101. This course may not be used for an English major, minor, or teaching field.

EN 101 English Grammar and Composition (3) Prereq.: None. This course gives students a thorough review of traditional grammar and mechanics. The student learns the writing process and writes paragraphs, descriptions, essays, and an autobiography. Along with the writing, students work on sentence improvement and appropriate use of words. Students must earn a minimum grade of "C," regardless of their major.

EN 102 English Grammar and Composition (3) Prereq.: EN 101. This course teaches students how to write clearly, correctly, and effectively and how to do library research. It requires the student to go use the writing process and stresses effective organization and significant content. The students write précis, paraphrases, argumentative essays, critiques, and research papers. Students learn sentence structure, appropriate use of words, use of dictionaries, and use of the library. Students must earn a minimum grade of "C," regardless of their major.

EN 111 Grammar and Composition (3) This course is designed for the more advanced grammar student, providing a thorough review of traditional grammar and its application to the writing process. Students learn the following writing forms: the paragraph, description, essays, and autobiography. Along with the writing, the student will work on mechanics, sentence improvement, and appropriate use of words. Students must earn a minimum grade of "C," regardless of their major.

EN 113, 114, 213, 214 English as Second Language (ESL) Writing Workshop (2 each) Prereq.: None. ESL students with individual attention to help them improve their grammar and writing skills in English. Students will learn to plan, write, and revise compositions while incorporating correct sentence structure and appropriate word choice.

EN 190 Conversational English (3) Prereq.: EN 102. Students whose native language is not English. This course offers basic practice in spoken English for the non-native speaker. Emphasis will be on oral communication and participation. This course may not be used for an English major, minor, or teaching field.

EN 202 American Literature (3) Prereq.: Credit for or concurrent enrollment in EN 202. This course teaches the major authors and works from the colonial period to the present. The works themselves are carefully studied to discover meaning and bring enjoyment. Brief historical and biographical context is given. Students will analyze literature from a traditional, Christian perspective. Fall only.

EN 204 British Literature (3) Prereq.: Credit for or concurrent enrollment in EN 202. This course teaches the major authors and works from Beowulf to the present. Special attention is given to the literature itself so that the student may discover the meaning of the selections and enjoy them. A brief historical and biographical overview is presented. Students will analyze literature from a traditional, Christian perspective. Spring only.

EN 290 Junior Remedial English (2) This course presents a review of basic grammar. The student will learn the basic structure of the English language and will demonstrate the correct use of the eight parts of speech. Junior students who do not successfully pass the Sophomore English Exam given in the spring semester of the sophomore year are required to take this course. Fall sem. and Post-term.

EN 301 Creative Writing (3) Prereq.: EN 102. While studying and practicing the tools of effective writing, the student applies the tools in an area of his own personal interest while maintaining a balance between creativity and adherence to standards for quality writing. Special attention is given to poetry, characterization, and other forms of imaginative writing.

EN 307 American Romanticism (3) Prereq.: Credit for or concurrent enrollment in EN 202. This course focuses on major selections of American Romantic authors such as Hawthorne, Poe, Melville, Emerson, Thoreau, and Whitman. Students will analyze each writer's themes, philosophies, literary techniques, and structure as they gain an appreciation for each writer's works. Fall only.

EN 310 American Novel (3) Prereq.: EN 202. Students learn the development of the American novel through the study of philosophy, theme, characterization, and other literary characteristics as they read representative novels by Hawthorne, Twain, Howells, James, Cather, Fitzgerald, Hemingway, and others. Spring even.

EN 312 Victorian Literature (3) Prereq.: Credit for or concurrent enrollment in EN 204. This course focuses on the major poems, essays, and novels of the British Victorian Era. Students will learn an appreciation for and an in-depth analysis of the selections' meaning, structure, literary techniques, and philosophy as they read and write about the selections. Spring even.
HISTORY

HI 101 History of Civilization (3) This course is a survey of the major civilizations of the ancient and medieval world and their contributions to history. Concise histories of the Middle East, Asia, and Africa along with the development of western civilization from the earliest writings of ancient man to the emergence of modern Europe from medieval culture serve to provide the student a panoramic view of history. Students will learn the importance of the religious, political, legal, and cultural aspects of the ancient, medieval, and early modern world as seen from a Christian perspective.

HI 102 History of Civilization (3) Prereq.: HI 101. Beginning with a treatment of the French Revolution and its ramifications, this course traces the emergence of the modern world. Students will learn the importance of the philosophies and current geopolitical trends that have helped to shape modern history.

HI 201 United States History (3) This course is a detailed examination of America's social, political, religious, and economic beginnings from the discovery of America through 1876. Students analyze the factors that have encouraged capitalism, free enterprise, nationalism, and the Christian faith. Fall sem.

HI 202 United States History (3) Students learn of the rise of America to a world power from the Gilded Age to the present. A Christian view of the men and events is the basis for this course in both domestic and foreign affairs. Spring sem.

HI 210 History of England (3) Prereq.: HI 101 and 102. The student examines English history with emphasis upon the post-Reformation Era. Special attention is given to political and religious developments in England that have influenced American and world governments up to the present time.

HI 211 World Geography (3) Prereq.: Sophomore or above. The student will learn man's relationship to his physical, cultural, economic, and political structures in the various regions of the world. This course may be taken as a social science elective.

HI 299 History Research Seminar (0) Prereq.: Junior history major. This seminar is designed to help the history major begin the Senior History Research Project by choosing a topic and developing a purpose statement. The student will also begin a study of historiography and learn various methods of historical study. Spring sem.

HI 307 Renaissance (3) Prereq.: HI 101. This course examines both the Southern Renaissance with its humanistic roots and the Northern Renaissance with its emphasis on Christian learning and piety. The student will learn that the Renaissance is a transition from the Middle Ages to the Modern Era.

HI 312 The Victorian Era (3) A cultural overview of the Victorian period (1837-1901) and its influence on British, American, and worldwide politics, economics, the arts, and social institutions. A biographical view of the major personalities that influenced the period is stressed, including a study of missionary and evangelistic activity. The student will learn to articulate and apply the geopolitical, social, and cultural developments in oral and written exercises.

HI 315 Colonial America (3) Prereq.: HI 201. Beginning with the discovery of the New World, this course examines the English settlement of North America. Students analyze the political development that ended in the War of Independence. Special treatment is given to the religious heritage of this period. Fall even.

HI 318 American Westward Expansion (3) Prereq.: HI 201. This course examines America's westward expansion from 1790 to 1890 with an emphasis upon the significance of the frontier in America's development as a nation. Spring even.

HI 399 Prelaw Seminar (1) Prereq.: Junior or senior. This course provides an overview of the topics related to law school entry and basic law school curriculum. Students will know preparation strategies for the LSAT as well as the law school application process. Fall sem.

HI 403 Medieval History (3) Prereq.: HI 101. This course provides a background for the understanding of the Renaissance, Reformation, and nation building in Europe. The student will be able to identify the major themes, events, and personalities that influenced medieval history. Fall even.

HI 405 America since 1900 (3) Prereq.: HI 202. The student will analyze the role of the United States in world affairs from the Spanish-American War to the present. The political, religious, and cultural relationships are viewed in relation to present-day America. Fall odd.

HI 410 Europe in the Nineteenth Century (3) Prereq.: HI 102. The course of Europe from the days of the French Revolution to the advent of war in 1914 is studied. Students learn major areas including the romantic movement, the Industrial Revolution, the rise of liberalism in several areas, and the military development of the nineteenth century. Spring sem.

HI 411 World History since 1900 (3) Prereq.: HI 102. This course presents a study of world history from the turn of the twentieth century through World War II. Students analyze ideas and philosophies that have affected the course of modern history. Fall sem.
HI 412 World History since 1900 (3)  
Prereq.: HI 102. This course presents a study of world history beginning with the conclusion of World War II and continuing to the present. Students discuss the roles of Europe, the United States, and the Third World in recent historical events. Spring sem.

HI 417 Greco-Roman History (3) Prereq.: HI 101. This course examines the overwhelming influence of Greek and Roman culture on Western civilizations. The student identifies the results of the politics and philosophy that dominated the era. Fall odd.

HI 424 The Developing World (3) Prereq.: HI 102. This course is a history of Latin America, Africa, and Asia, with an emphasis on the modern period since World War II. The challenges and opportunities that face these regions will be considered from a Christian perspective leading to a greater appreciation of the relationship with the postindustrial world. Spring odd.

HI 441 Senior History Research Project (1) Prereq.: Senior history major and HI 209. This course requires the student to complete a comprehensive project to synthesize his major area of study in college. He examines independently the background and education of a person of significant historical influence or analyzes a historical event. Extensive reading and research are required. The student presents his findings in writing.

MATHMATICS

MA 100 Basic Mathematics (3) This course develops a practical appreciation for mathematics and promotes mastery of mathematical operations. Concepts from elementary algebra are introduced. Credit for MA 100 is not applicable toward math elective requirements.

MA 111 College Mathematics (3) Prereq.: MA 111 placement exam or at least "C" in MA 100. Students learn application problem solving in this arithmetic-based course. Real numbers, ratios, percents, formulas, statistics, and selected topics for consumers are studied.

MA 121 College Algebra I (3) Prereq.: At least "C" in MA 100 or 111. Students learn about exponents, radicals, rational expressions, linear and quadratic equations, inequalities, systems of equations, and applications.

MA 122 College Algebra II (3) Prereq.: MA 121, or two years of high school algebra. Students learn about functions and equations, linear modeling, programming of inequalities, graphing techniques, and applications.

MA 127 Math Skills for Nurses (1) Prereq.: Nursing major. This course is designed to develop the student's basic skills of mathematics needed in the nursing profession. The course deals with the basic operations with whole numbers, fractions, and decimals as well as ratios, proportions, and percents. Fall sem.

MA 131 College Trigonometry (3) Prereq.: MA 122. Students learn various methods of solving triangular problems. The analytical function of trigonometry is demonstrated through investigations of identities and simple equation solutions. The additional topics of exponential and logarithmic functions, matrices, sequences, and probability are discussed.

MA 212 Mathematics for the Secondary School (3) Prereq.: MA 111 or proficiency, or sophomore or above with a major in secondary education department or mathematics major. Students learn the basic topics included in general mathematics and algebra courses in the secondary school with emphasis on concept presentation and techniques of skill mastery. Spring sem.

MA 220 Business Calculus (3) Prereq.: MA 122. Students learn about limits, differentiation, and integration with an emphasis on business applications. Fall sem.

MA 221 Calculus I (4) Prereq.: MA 131; or high school trigonometry, pre-calculus, or advanced mathematics. Students learn the introductory topics through differentiation and integration of algebraic functions and applications. Fall sem.

MA 222 Calculus II (4) Prereq.: MA 221. Students learn calculus techniques for the transcendental functions, methods of integration, further analytical geometry, and applications. Spring sem.

MA 224 Discrete Mathematics (3) Prereq.: MA 131. Students learn basic mathematical logic and proofs, number theory, graph theory, counting techniques, relations, Combinatorics and mathematical induction and recursion. Emphasis is placed on applying these concepts in computer science and software engineering courses. Spring sem.

MA 302 College Geometry (3) Prereq.: MA 221. Students demonstrate understanding of advanced Euclidean geometry with topics including circles, constructions, loci, polygons, triangles, congruence, and similarity. Spring sem.

MA 303 Linear Algebra (3) Prereq.: MA 131 and sophomore or above. Students learn about vector spaces, Euclidean spaces, the foundational propositions of linear algebra, matrices, and quadratic forms in a MATLAB framework and with application to real world problems. Fall sem.

MA 321 Calculus III (4) Prereq.: MA 222. Students learn about polar coordinates, improper integrals, vectors and solid analytical geometry,
field as well as classroom management techniques, test and visual construction, and lesson planning. Important components of each methods course are the observation of experienced teachers and the peer teaching experiences. The goal is a thorough preparation for the teaching internship and ultimately the Christian school secondary classroom.

SE 304 Teaching English (2) Additional prereq.: EN 360
SE 305 Teaching Spanish (2) Spring sem.
SE 306 Teaching History (2)
SE 307 Teaching Mathematics (2) Fall sem.
SE 308 Teaching Science (2) Spring sem.
SE 309 Teaching Speech (2) Spring sem.
SE 311 Teaching Music (1)
SE 313 Teaching Computers / Business Subjects (2) Spring sem.
SE 315 Teaching Bible (1)
SE 316 Teaching Art (3) Additional prereq.: AR 221. Spring sem.
SE 317 Teaching PE (2) Additional prereq.: MA 111. Fall sem.

SE 321 Teaching Reading Skills for the Secondary Student (2) Prereq.: Open to all juniors and seniors. Students will learn how to improve oral reading and comprehension skills in older students. The course includes an overview of phonics, language-acquisition helps, reading-remediation techniques, and comprehension studies. Students in the course will be provided opportunities to teach and to work with student readers.

SE 420 Secondary Teaching Internship (6) Prereq.: ED 211, 419, SE 210, a methods course in each teaching field, union, concurrent enrollment in BI 318, ED 301, ED 415, SE 421, and explicit approval of the department of secondary education. A minimum of one-half semester during either semester of a student's senior year will be spent in supervised classroom teaching. Begins pre-term in the fall.


SPEECH COMMUNICATIONS

SP 101 Fundamentals of Speech (3) This basic principles and techniques course offers particular emphasis on delivery styles and platform performance. Students study and perform Scripture readings, poetry readings, pantomimes, monologues, speeches of introduction, and extemporaneous devotional.

SP 102 Fundamentals of Speech (3) Prereq.: SP 101. This course is a continuing study in the basic principles and techniques of speech. Students perform pantomime, storytelling, demonstration, persuasive, impromptu, and informative speeches in weekly lab classes. This course is a prerequisite to all SP 200-level courses and above.

SP 161-262 Drama Team (1 each) Prereq.: Audition. The Drama Team prepares sacred, patriotic, and humorous dramatic selections for presentation in Bible-believing churches and Christian schools. Students sharpen communication skills while gaining valuable experience in church ministry activities. Requires Interterm and summer involvement.

SP 201 Voice and Diction (2) Prereq.: SP 102 and speech communications consecution, minor, teaching field, or emphasis. The speech communications student concentrates on proper use and care of the voice and the correction of vowel production and problem consonants. Through various performance opportunities, students apply the process of relaxation, posture, breathing, phonation, and vocal variety as essentials of proper speech. Fall sem.

SP 202 Voice and Diction (2) Prereq.: SP 201 and speech communicaions or speech communications education major. The speech communications student concentrates on using International Phonetic Alphabet, with an emphasis on attaining the General American Dialect. In addition, the student studies the importance of intonation in proper speech production and continues correcting individual vocal problems. Students give several performances that incorporate all aspects of proper speech. Spring sem.

SP 203 Oral Interpretation of Poetry (2) Prereq.: SP 298 or 299; or speech broad field and SP 102. This course stresses the communication of thought and feeling from the printed page to the listener. Emphasis is placed on the interpretation and rhythm of poetic forms. Students apply analysis principles and in-depth interpretation techniques in their performances of lyric, narrative, and dramatic poetry. Fall sem.

SP 204 Oral Interpretation of Dramatic and Narrative Literature (2) Prereq.: SP 203. This course stresses the basic principles and techniques of developing characterization and narration in dramatic literature. Students analyze and perform interpretative readings of novel cuttings, short stories, and drama cuttings. Spring sem.

SP 205 Voice and Diction for Broadcasters (2) Prereq.: Broadcasting consecution or minor and SP 102. The student learns the proper use and care of the voice, relaxation, breathing, phonation, vocal variety, and vocal production as they relate to speech used in radio and television. SP 205 sem.
Attendance at Pensacola Christian College is a privilege and not a right. Students forfeit this privilege if they do not conform to the standards and ideals of work and life at the College, and the College may insist on the withdrawal of a student at any time that the student, in the opinion of the College, does not conform to the spirit of the ministry.

This catalog contains current information regarding the calendar, admissions, degree requirements, fees, regulations, and course offerings. Pensacola Christian College reserves the right to withdraw a course or a program of study, change tuition, room and board, and other fees; change the calendar and rules regarding admission and graduation requirements; and change any other regulations affecting the student body. Changes shall become effective whenever necessary and apply not only to prospective students but also to those who are matriculated in the College. Pensacola Christian College has never made application for regional accreditation as the College believes it could jeopardize the College’s philosophical distinctives. It is the practice of Pensacola Christian College, and other colleges and universities, to accept or reject credits based on their own institutional criteria regardless of whether or not that particular school transferring credit is accredited. Pensacola Christian College desires that each enrolling student complete his degree program with this institution; however, if a student wishes to transfer to another institution at any point in time, it is the student’s responsibility to confirm whether or not credits will be accepted by another college of the student’s choice. Pensacola Christian College has attained a high reputation for excellence in the academic disciplines and has found that a student’s personal academic performance and achievement are important in seeking transfer to another institution or admission to graduate school. Recognition of academic credit for graduate students in other institutions has seldom been an insurmountable problem. While Pensacola Christian College makes no representation that its graduates will be accepted by specific institutions, boards, professional bodies, or government agencies, it is the intent of the administration and faculty to meet and exceed standards of quality in academics, which are posed by recognized accrediting associations.

Pensacola Christian College admits students of any race, color, or national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race or color in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. Some policies may vary for male and female students for safety and personal security reasons.

March 14, 2011

To Whom It May Concern:

The following information describes the position of Pensacola Christian College in choosing not to seek or accept accreditation as a post-secondary institution.

Pensacola Christian College is a liberal arts college with an undergraduate enrollment of more than 3,500 students from all 50 states and more than 60 foreign countries. The College offers more than 60 different areas of study including several professional programs—prelaw, pre-medicine, nursing, and mechanical engineering. PCC students and graduates have been accepted at over 700 accredited institutions in 47 states and the District of Columbia.

Florida Statutes stipulate that certain colleges are not required to obtain state licensure for operation, including colleges accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), and certain colleges whose credits or degrees are accepted for credit by other institutions that are fully accredited by an agency recognized by the United States Department of Education. Pensacola Christian College is included in this latter category under F.S. 1005.06(1)(e).

Pensacola Christian College has voluntarily chosen not to be accredited; we believe that to seek accreditation would jeopardize our religious and philosophical distinctive. We have the facilities, financial income, and academic standards that otherwise meet typical requirements of a regionally accredited institution. PCC has never been the recipient of state or federal funds. The College is housed in state-of-the-art facilities on a beautiful campus with a value of four-hundred million dollars.

Pensacola State College (formerly Pensacola Junior College) has evaluated PCC faculty and academic programs with the same SACS standards as have been applied to their own faculty; as a result, we have an articulation agreement with them. PCC has other transfer agreements with colleges such as Regent University Northwestern College, American Intercontinental University, and the University of Phoenix.

PCC’s nursing program is approved by the Florida Board of Nursing, and our nursing graduates are eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN™) in any state in the U.S. Among colleges with registered nursing programs in the State of Florida, Pensacola Christian College consistently ranks at/or above the national and state average NCLEX-RN passage rate.
The International Education Research Foundation, Inc. (IERF), a nationally-recognized credentials evaluation service, made a thorough review of our Business Department and concluded that the credentials of Pensacola Christian College are equivalent to accredited college and university requirements. PCC was recommended to the Indiana Board of Accountancy, and the Board decided to accept the review by IERF, allowing PCC graduates to sit for the CPA Exam. Other evaluations of the PCC Business Department have been conducted by the Department of Accounting and Information Systems at Virginia Polytechnic Institute and State University and the Business Department of Seattle Pacific University. Their evaluations also concluded that the business and accounting learning experience at PCC is equivalent to that offered by regionally accredited colleges.

PCC education graduates are eligible to receive teacher certification through the Florida Department of Education. The enclosed letter from the United States Secret Service explains their determination to accept PCC credit and accept our graduates into the Secret Service. Currently, there are more than two dozen PCC graduates serving in the Secret Service protective and uniform divisions.

Enclosed is a copy of the PCC catalog which describes in detail the campus and the academic programs of Pensacola Christian College. Also enclosed is an Institutional Profile which relates some pertinent facts to substantiate our commitment to exceeding the standards of quality commonly applied to institutions by various accrediting agencies. Of special interest to you will be the following sections of the Profile:

- Accredited degrees of Pensacola Christian College faculty
- Letters from accredited colleges accepting PCC alumni
- Sampling of graduate schools attended by PCC alumni

Your kind understanding and acceptance of Pensacola Christian College as accreditation equivalent will be greatly appreciated. If I can provide any other information, please feel free to contact me at 850-478-8496, Extension 2880, or DGregory@pcci.edu.

Cordially yours,

[Signature]

David Gregory, Ed.S.
Director of Institutional Relations

DG:sw

Enclosures
PENSACOLA CHRISTIAN COLLEGE
PRE-MEDICINE PROGRAM PROFILE

Objectives: The pre-medicine student will attain scientific knowledge, laboratory expertise, interpersonal skills, and the personal maturity demanded by medical schools of the twenty-first century. Objectives are consistent with the academic mission of Pensacola Christian College.

Curriculum: Students complete a minimum of 128 semester hours of coursework. Pre-medicine requires two semesters of calculus and calculus-based physics. Students gain depth and breadth in biology through the courses General Biology, Anatomy and Physiology, Principles of Genetics, Microbiology, and Cell Biology. Students achieve comprehensive and rigorous knowledge in chemistry through the courses General Chemistry, Organic Chemistry, Analytical Chemistry, and Biochemistry. Humanities courses in Grammar and Composition, Bible, Literature, History, Interpersonal Relationships, and Speech hone communication skills and foster creativity in problem-solving.

Evaluation: Faculty assess progress by various methods depending on the course objectives. Unit tests, periodic assignments, lab reports, and comprehensive exams are common in biology, chemistry, and physics where the minimum grade is "B" (3 grade points on a 4.00 scale) for pre-medicine graduates. Essays, critiques, papers, and public speaking are components in several liberal arts classes. Students sit for the MCAT or DAT prior to graduation.

Pre-medicine Advisory Committee: Pre-medicine students take Pre-Medicine Seminar in the junior year to prepare for the MCAT examination and AMCAS application process. The pre-medicine advisory committee assists students in the recommendations process:

Shane Smith, Chairperson, Dean of Basic Sciences and Engineering,
PhD Chemistry Education, University of Southern Mississippi.
Carlos Alvarez, PhD Biochemistry, University of Georgia
Lorraine Bushay, MSN, RN, Nursing & Biology, University of Arizona
Jean Durand, MEd Chemistry, Auburn University

Graduate Profiles: PCC graduates have been accepted into 69 medical schools in 28 states and 3 foreign countries. The following is a partial list of these medical schools:

- Baylor College of Medicine
- Ben-Gurion University of the Negev
- Medical School for International Health
- Columbia University
- College of Physicians & Surgeons
- Ferris State University College of Pharmacy
- Indiana University School of Medicine
- Kansas City University of Medicine & Biosciences
- College of Osteopathic Medicine
- Marshall University
- Joan C. Edwards School of Medicine
- Medical College of Georgia
- University of Toledo Health Science Campus
- Mercer University Southern School of Pharmacy
- Michigan State University
- College of Human Medicine
- Temple University School of Dentistry
- Tulane University School of Medicine
- University of Colorado School of Medicine
- University of Florida College of Dentistry
- University of Illinois College of Medicine
- University of Louisville School of Medicine
- University of Medicine & Dentistry of New Jersey
- Robert Wood Johnson Medical School
- University of South Alabama College of Medicine
- University of South Florida College of Medicine
- University of Texas Health Science Center
- University of Washington School of Pharmacy

Institutional Profile: Pensacola Christian College is a private, liberal arts college that provides Christian training coupled with academic excellence. Florida Statutes stipulate that certain colleges are not required to obtain state licensure for operation, including colleges accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, and certain colleges whose credits or degrees are accepted for credit by other institutions that are fully accredited by an agency recognized by the United States Department of Education. Pensacola Christian College is included in this latter category under F.S. 1005.06(1)(e). An Institutional Profile is available upon request from the Office of Institutional Relations, (850) 478-8496 Ext. 2880.
PENSACOLA CHRISTIAN COLLEGE
MECHANICAL ENGINEERING PROGRAM PROFILE

Objectives: The mechanical engineering student will attain engineering knowledge, analysis skills, design experience, teamwork skills, and professional character expected by engineering employers of the twenty-first century. Objectives are consistent with the academic mission of Pensacola Christian College.


Evaluation: Faculty assess progress by various methods depending on course objectives. Unit tests, periodic assignments, lab reports, and comprehensive exams are common in chemistry and physics. Design is an important component of engineering classes. Most engineering classes have some element of design incorporated into the curriculum. Students take six required design classes for a total of 12 credits in design. Essays, critiques, papers, and public speaking are standard components in liberal arts classes.

Faculty Profile: Engineering lecture and lab courses are taught by department faculty:
   Joel Porcher, PhD, PE; Clemson University; Mechanics and Structures
   Robert McLaughlin, PhD; University of Pittsburgh; Instrumentation/QC
   John Shung, PhD; Purdue University; Kinematics, Machine Design, Vibrations
   Steve Manciagl, MSME, PE, CMfgE; University of New Haven; Mechanics/Manufacturing

Graduate Profile: Approximately twenty mechanical engineering students graduate each year. Listed below are several firms employing our graduates and graduate schools attended by engineering graduates:

   Cessna Aircraft Company
   Kodiak Group
   Landmark Engineering & Land Planning
   Lockheed Martin Aircraft and Logistics Center
   Merck Manufacturing
   Microsoft
   Northrop Grumman
   Preferred Utilities
   Stihl
   United Space Alliance
   University of Illinois at Urbana-Champaign
   Drexel University
   California State Polytechnic University
   University of Missouri at Rolla
   Oakland University
   Clemson University
   University of Pittsburgh
   University of Tennessee Space Institute
   Texas A&M
   Penn State University

Institutional Profile: Pensacola Christian College is a private liberal arts college that provides Christian training coupled with academic excellence. Florida Statutes stipulate that certain colleges are not required to obtain state licensure for operation, including colleges accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, and certain colleges whose credits or degrees are accepted for credit by other institutions that are fully accredited by an agency recognized by the United States Department of Education. Pensacola Christian College is included in this latter category under F.S. 1005.061(e). An Institutional Profile is available upon request from the Office of Institutional Relations, (850) 478-8496, Extension 2880.
PENSACOLA CHRISTIAN COLLEGE
NURSING PROGRAM PROFILE

Objectives: The nursing student will attain professional nursing knowledge, clinical experience, interpersonal skills, and the personal maturity demanded by the nursing profession. Objectives are consistent with the academic mission of Pensacola Christian College (PCC).

Curriculum: Students complete a minimum of 129 semester hours of coursework. The curriculum offers basic preparation in all major areas of nursing with opportunities for concentrated study in an area of interest. All clinical activities are directly supervised by the college nursing faculty. Students receive their clinical experience in a number of health care facilities, including several Pensacola hospitals. Pensacola Christian College's nursing curriculum is approved by the Florida Board of Nursing.

Evaluation: Nursing students are evaluated on the basis of classroom and clinical performance. Classroom evaluations include daily assignments, quizzes, unit tests, and comprehensive exams. Clinical evaluations include daily clinical performance, written nursing care plans, and conferences with instructors. A minimum grade of “C” is required in all professional nursing and science courses.

Faculty: Nursing lectures and clinical courses are taught by department faculty which includes:

Denise McCollim, Dean of Nursing, RN; MSN University of South Alabama
Joyce Hatfield, ARNP, RN; DNP, Case Western Reserve
Ronda Yoder, RN; DSN University of Alabama at Birmingham

NCLEX-RN™: Graduates are immediately eligible for the National Council Licensure Examination for Registered Nurses and may sit for the exam in any state. Among colleges with registered nursing programs in the State of Florida, PCC graduates' passage rate is consistently at or above the state and national passage rate. The College's twenty-year average passage rate is 93%.

Graduate Profiles: Graduates have attended the following sampling of universities for advanced nursing studies:

California State University  Syracuse University  University of South Alabama
Columbia University        University of Alabama   University of South Carolina
Emory University          University of Detroit Mercy University of Texas
Georgetown University    University of Florida    University of Virginia
Gwynedd-Mercy College     University of Mobile    Vanderbilt University
Indiana University        University of Notre Dame Widener University
Ohio State University     University of Portland  Winona State University

Institutional Profile: Pensacola Christian College is a private liberal arts college that provides Christian training coupled with academic excellence. Florida Statutes stipulate that certain colleges are not required to obtain state licensure for operation, including colleges accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, and certain colleges whose credits or degrees are accepted for credit by other institutions that are fully accredited by an agency recognized by the United States Department of Education. Pensacola Christian College is included in this latter category under F.S. 1005.06(1)(e). An Institutional Profile is available upon request from the Office of Institutional Relations, (850) 478-8496, Ext. 2880.
DEPARTMENT OF THE TREASURY  
UNITED STATES SECRET SERVICE

January 19, 2001

Gail Linkins
182 St. Francis Street
Suite 200
Mobile, Alabama 36602

Dr. Joe Rammel, Ed.D.
Vice President for Institutional Relations
Pensacola Christian College
P. O. Box 18000
Pensacola, Florida 32523-9160

Dear Dr. Rammel,

I enjoyed speaking with you today. As promised, I am sending you this letter for your file. On 1/10/01, I received a memorandum from Charon Casey, United States Secret Service, Personnel Division, Suite 7400, 7th Floor, Washington, DC 20373-5802. The text of the memorandum follows:

*The Personnel Division will accept a Bachelor's Degree from Pensacola Christian College as meeting the qualification requirements for the Special Agent position even though the College is not an accredited institution. This decision is based on the fact that Pensacola Christian College meets the requirements for accreditation by the state of Florida and has received a certificate of exemption from them.*

*In addition, Bachelor's Degrees granted from a foreign institution may be accepted if the courses taken at the foreign university have been accepted for advanced credit by an Accredited US college or university. Alumni from Pensacola Christian College have been accepted to numerous accredited US colleges such as Georgetown University and Syracuse University to obtain Master's Degrees.*

Please retain this letter in your files. If I can be of further assistance, please call me at 334-441-5851.

Sincerely,

Gail Linkins
Resident Agent in Charge
PENSACOLA CHRISTIAN COLLEGE
PRELAW PROGRAM PROFILE

Objectives: The prelaw student will attain training in clear and systematic thinking with excellence in written and oral expression. Objectives are consistent with the academic mission of Pensacola Christian College.

Curriculum: Students complete a minimum of 128 semester hours of course work. Prelaw requires two semesters of accounting and two courses in taxation. Students gain depth and breadth in writing through the courses World Drama and Creative Writing. Students achieve comprehensive knowledge in Criminal Law, Business Law, American Government, and State and Local Government. Humanities courses in Grammar and Composition, Bible, Literature, History, Interpersonal Relationships, Public Speaking, and Debate hone communication skills and foster creativity in problem-solving. A two semester foreign language requirement is included.

Evaluation: Faculty assess progress by various methods depending on course objectives. Unit tests, periodic assignments, writing projects, and comprehensive exams are common in most courses. Essays, critiques, papers, and public speaking are components in several liberal arts classes. Students commonly sit for the LSAT prior to graduation.

Prelaw Forum: Once each semester, prelaw students attend a Prelaw Forum at which speakers from the local community, as well as from across the nation, speak to students preparing to attend law school. Attorneys and judges comprise the list of speakers.

Faculty: Faculty who instruct prelaw students include:

- John Reese, PhD, History, Florida State University
- Kurt Grussendorf, DA, History, University of North Dakota
- William Bowen, PhD, Political Science, Florida State University
- Jeff Adams, JD, North Carolina Central University
- Michael Lowman, DA, History, Middle Tennessee State University
- Charlene Monk, PhD, Speech Communications, Louisiana State University

Graduate Profile: PCC graduates have been accepted into 85 law schools in 31 states and the District of Columbia. The following is a partial list of these law schools:

- Cleveland State University
- College of William and Mary
- Duquesne University
- George Mason University
- Georgetown University
- Indiana University
- Ohio Northern University
- Penn State
- Quinnipiac University
- Rutgers University
- Samford University
- Seton Hall University
- Texas Tech University
- University of Connecticut
- University of Georgia
- University of Mississippi
- University of Notre Dame
- University of Richmond
- Washburn University
- Widener University
- Willamette University

Graduates practice in the Judge Advocate General Corps; the Christian Law Association; on the legal staffs of the House of Representatives of Missouri and Pennsylvania; and in private practice across the country. Prelaw graduates in elected office include District Court Judge for North Carolina's 22nd Judicial District and United States Representative for the 5th Congressional District of the State of Washington.
Institutional Profile: Pensacola Christian College is a private liberal arts college that provides Christian training coupled with academic excellence. Florida Statutes stipulate that certain colleges are not required to obtain state licensure for operation, including colleges accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, and certain colleges whose credits or degrees are accepted for credit by other institutions that are fully accredited by an agency recognized by the United States Department of Education. Pensacola Christian College is included in this latter category under F.S. 1005.06(1)(e). An Institutional Profile is available upon request from the Office of Institutional Relations, (850) 478-8496 Ext. 2880.
IL  John Marshall Law School  
    Northern Illinois University College of Law  
    University of Chicago Law School  
    University of Illinois College of Law (Urbana-Champaign)

IN  Indiana University School of Law (Indianapolis)  
    University of Notre Dame School of Law  
    Valparaiso University School of Law

KS  Washburn University School of Law

KY  University of Kentucky College of Law

MA  Western New England College School of Law

MI  Ave Maria School of Law  
    Thomas M. Cooley Law School  
    University of Detroit Mercy School of Law  
    University of Michigan School of Law

MN  William Mitchell College of Law

MO  Saint Louis University School of Law  
    University of Missouri School of Law

MS  Mississippi College School of Law  
    University of Mississippi School of Law

NC  Campbell University Norman A. Wiggins School of Law  
    North Carolina Central University School of Law  
    University of North Carolina School of Law  
    Wake Forest University School of Law

NE  University of Nebraska-Lincoln College of Law

NJ  Rutgers the State University of New Jersey School of Law  
    Seton Hall University School of Law

NY  Columbia University School of Law  
    Pace University School of Law (White Plains)  
    State University of New York at Buffalo Law School  
    Syracuse University College of Law

OH  Capital University Law School  
    Cleveland State University Marshall School of Law  
    Ohio Northern University Pettit College of Law  
    University of Dayton School of Law

*Not ABA accredited, but accepted for that state's Bar Exam
OK  Oklahoma City University School of Law
       University of Tulsa College of Law

OR  Willamette University School of Law

PA  Drexel University College of Law
       Duquesne University School of Law
       Penn State Dickinson School of Law
       University of Pittsburgh School of Law
       Villanova University School of Law

TN  Vanderbilt University School of Law
       The Nashville School of Law*

TX  Baylor University School of Law
       South Texas College of Law
       St. Mary's University School of Law
       Texas Southern University Thurgood Marshall School of Law
       Texas Tech University School of Law

VA  College of William & Mary Marshall-Wythe School of Law
       George Mason University School of Law
       Liberty University School of Law
       Regent University School of Law
       University of Richmond T. C. Williams School of Law
       Washington and Lee University School of Law

WA  Gonzaga University School of Law

WV  West Virginia University College of Law

*Not ABA accredited, but accepted for that state's Bar Exam.
I. COURSE IDENTIFICATION:

Course Number: BI 101
Course Title: New Testament Survey
Credit Hours: 2

Prepared by: [Signature] (Instructor) Date: 5/21/99
Reviewed by: [Signature] (Dean of Bible) Date: 5-31-99
Approved by: [Signature] (V. P. for Acad. Affairs) Date: 6/1/99

F/Y: Fall-1998-99

II. CATALOG DESCRIPTION:

A study of the content and instruction of the four Gospels as they relate to the life and teachings of Jesus Christ, and Acts.

III. PURPOSE OF THE COURSE:

BI 101 is presented as a survey course. It is designed for students to gain a general knowledge of the four Gospels and the New Testament, historical book of Acts. In so doing, the student is challenged to apply the spiritual teachings of Scripture to his life.

IV. LEARNING OBJECTIVES:

In order to meet the course grade requirements and performance goals, the student is expected to attend all lecture sessions, and read the first five books of the New Testament (the four Gospels and Acts). The student is expected to listen attentively and take notes in class, as well as participate in any class discussion. By participating in these course activities, the student should be able to accomplish the following:

A. Write out the names of the New Testament books in order, correct spelling.

B. Identify the author, date, theme, content and occasion of the four Gospels and the book of Acts.

C. Memorize selected passages from the books of Matthew, Mark, Luke, John, and Acts.

D. List the names of the twelve disciples.
V. GENERAL EDUCATIONAL GOALS:

The student will be provided the educational training from the Biblical perspective which will be:
(a) practical in its application
(b) experiential in nature
(c) designed to make the student competent and prepared in his field

VI. GRADING CRITERIA:

The student’s grade will be determined based upon performance in the following areas:

A. Two unit tests: 100 points each
B. Midterm Exam: 100 points
C. Final Exam 100 points
D. Memory verse/reading quizzes: 120 points total

Course grade will be computed as a percentage of points earned divided by the total points possible. The college grading scale will be applied to the percentage to determine the course grade. The college grading scale is as follows:

- 90 – 100% A
- 80 – 89% B
- 70 – 79% C
- 60 – 69% D
- 0 – 59% F

VII. OTHER COURSE REQUIREMENTS:

Textbook (required): The Holy Bible (Authorized Version)
BI 101-102 New Testament Survey Syllabus

VIII. PREREQUISITES:

None

COREQUISITES:

None
Name: Mr. Mike Davis

Teaching Field(s): Bible Biblical Languages

College degrees earned:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major (Minor)</th>
<th>Institution</th>
<th>Date Graduated</th>
</tr>
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<tbody>
<tr>
<td>BA</td>
<td>Bible (Biblical Languages)</td>
<td>Pensacola Christian College</td>
<td>December 1992</td>
</tr>
<tr>
<td>MDIV</td>
<td>Master of Divinity</td>
<td>Faith Baptist Bible College &amp; Theological Seminary</td>
<td>May 1998</td>
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Graduate course work in field:

<table>
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<tr>
<th>Title</th>
<th>Semester Hours</th>
<th>Institution</th>
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<tr>
<td>B-An 814 Pastoral Epistles</td>
<td>2</td>
<td>Faith Seminary</td>
</tr>
<tr>
<td>B-An 812 I Corinthians</td>
<td>2</td>
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<tr>
<td>M-PT 821 Homiletics I</td>
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<td>Faith Seminary</td>
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<tr>
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<td>T-Sy 811 Systematic Theo. I</td>
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<td>B-An 804 Isaiah</td>
<td>3</td>
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<tr>
<td>T-Sy 823 Systematic Theo. IV</td>
<td>3</td>
<td>Faith Seminary</td>
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<tr>
<td>T-Sy 812 Systematic Theo. II</td>
<td>3</td>
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<tr>
<td>B-An 855 Guided Hebrew Rd.</td>
<td>2</td>
<td>Faith Seminary</td>
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<tr>
<td>B-An 856 Guided Hebrew Rd.</td>
<td>2</td>
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</tr>
<tr>
<td>B-An 822 Greek Exegesis IV</td>
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<td>Faith Seminary</td>
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</tbody>
</table>
I. COURSE IDENTIFICATION:

Course Number: BI 102
Course Title: New Testament Survey
Credit Hours: 2

Prepared by: [Signature] (Instructor)  Date: 5/21/99
Reviewed by: [Signature] (Dean of Bible)  Date: 5-25-99
Approved by: [Signature] (V. P. for Acad. Affairs)  Date: 6/18/99

F/Y: Spring 1999

II. CATALOG DESCRIPTION:

A study of the content and teachings of Romans through Revelation with emphasis on key verses and themes.

III. PURPOSE OF THE COURSE:

BI 102 is presented as a survey course. It is designed for students to gain a general knowledge of the New Testament books of Romans through Revelation. In so doing, the student is challenged to apply the spiritual teachings of Scripture to his life.

IV. LEARNING OBJECTIVES:

In order to meet the course grade requirements and performance goals, the student is expected to attend all lecture sessions, and read the books of Romans through Revelation. He is expected to listen attentively and take notes in class, as well as participate in any class discussion. By participating in these course activities, the student should be able to accomplish the following:

A. Write out the names of the New Testament books in order (with the correct spelling) and identify the category to which each book belongs.

B. Identify the author, date, theme, content and occasion of the books of Romans through Revelation.

C. Memorize selected passages from the books of Romans through Revelation.

D. List the names of the twelve apostles.
V. GENERAL EDUCATIONAL GOALS:

The student will be provided the educational training from the Biblical perspective which will be:

(a) practical in its application
(b) experiential in nature
(c) designed to make the student competent and prepared in his field

VI. GRADING CRITERIA:

The students grade will be determined based upon performance in the following areas:

A. Two unit tests: 100 points each
B. Midterm Exam: 100 points
C. Final Exam: 100 points
D. Memory verse/reading quizzes: 120 points total

Course grade will be computed as a percentage of points earned divided by the total points possible. The college grading scale will be applied to the percentage to determine the course grade. The college grading scale is as follows:

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<td>90 - 100%</td>
<td>A</td>
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<td>C</td>
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<td>60 - 69%</td>
<td>D</td>
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<td>0 - 59%</td>
<td>F</td>
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VII. OTHER COURSE REQUIREMENTS:

Textbook (required): The Holy Bible (Authorized Version)
BI 101-102 New Testament Survey Syllabus

VIII. PREREQUISITES:

None

COREQUISITES:

None
IX. BIBLIOGRAPHY:

Willmington, H. L. *Willmington's Complete Guide to Bible Knowledge.*

DISTRIBUTION:

1  V. P. for Academic Affairs (original)
3  Originator
2  Dean of Bible
1  Registrar
1  ROCF
Name: Mr. Mike Davis

Teaching Field(s): Bible Biblical Languages

<table>
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<td>B-An 822 Greek Exegesis IV</td>
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</table>
PENSACOLA CHRISTIAN COLLEGE
Course Syllabus

FY: 98–99

I. COURSE IDENTIFICATION

Course Number: BI 206
Course Title: Acts
Credit Hours: 2

Prepared by: [Signature] (Instructor) Date: 5/26/89
Reviewed by: [Signature] (Dean of Bible) Date: 5–27–89
Approved by: [Signature] (V.P. for Acad. Affairs) Date: 6/8/89

II. CATALOG DESCRIPTION:

An exposition of Acts concentrating on the history of the spread of the gospel in the early church and the development of the church and its doctrine.

III. PURPOSE OF THE COURSE:

BI 206 is presented as an elective course in the Bible curriculum. It is designed to provide the student with a foundational understanding of the book of Acts. The course focuses on exposition, interpretation, and application of Acts.

IV. LEARNING OBJECTIVES:

In order to meet the course grade requirements and performance goals, the student is expected to attend all lecture and laboratory sessions and conscientiously participate in all classroom discussions and learning activities. By participating in these course activities, the student should be able to accomplish the following:

A. Trace the basic routes and discuss the significant happenings of Paul's journeys.

B. Discuss the meaning and purpose of baptism of the Holy Spirit, sign miracles, and tongues in Acts and refute the errors of the modern Charismatic Movement in these areas.

C. Memorize key verses in Acts.

D. Identify the chapters of the major events of Acts.

V. GENERAL EDUCATIONAL GOALS
(1) Biblical: The student will be provided with a theologically correct knowledge of the Bible, the tools and skills necessary to communicate its message accurately, and the ability to recognize that the inspired Word of God is indeed "profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be perfect, throughly furnished unto all good works."

(2) Academic: The student will be provided the educational training from the Biblical perspective which will be:

(b) practical in its application.

(c) experiential in nature.

(d) designed to make the student competent and prepared in his field.

VI. GRADING CRITERIA

Grading will consist of reading and verse quizzes, outlines, and exams.

- weekly quizzes
- reading reports/outline
- exams

<table>
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<tr>
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<tr>
<td>weekly quizzes</td>
<td>app. 20%-33%</td>
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<tr>
<td>reading reports/outline</td>
<td>app. 20%-33%</td>
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<tr>
<td>exams</td>
<td>app. 33%-60%</td>
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Course grade will be computed as a percentage of your points divided by the total points possible. The college grading scale will be applied to your percentage to determine your course grade:

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- 0-59% F

VII. OTHER COURSE REQUIREMENTS

Textbook (required)
  Bible: Authorized (King James) Version

VIII. PREREQUISITES

None

COREQUISITES

None

IX. BIBLIOGRAPHY
Barnhouse, Donald Grey. Acts.


DISTRIBUTION:

| 1 | Vice President for Academic Affairs (Original) |
| 3 | Originator |
| 2 | Dean of Bible, |
| 1 | Registrar |
| 1 | ROCF |
PENSACOLA CHRISTIAN COLLEGE  
FACULTY CREDENTIALS

Name: BUCY, Brian

Teaching Field(s):

<table>
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<td>D.Min.</td>
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Updated: 10/04
Name: YOUNG, Debra

Teaching Field(s): English

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<tr>
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<td>English</td>
<td>Westfield State College</td>
<td>5/24/92</td>
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<tr>
<td>Ph.D.</td>
<td>Literature and Criticism</td>
<td>Indiana University of Pennsylvania</td>
<td>12/28/97</td>
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<th>Sem. Hrs.</th>
<th>Institution</th>
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<tr>
<td>EN 751</td>
<td>Hist &amp; Thor Criticism</td>
<td>3</td>
<td>IUP</td>
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<tr>
<td>EN 763</td>
<td>Topics in Brit Lit before 1660</td>
<td>3</td>
<td>IUP</td>
</tr>
<tr>
<td>EN 761</td>
<td>Topics Amer Lit before 1870</td>
<td>3</td>
<td>IUP</td>
</tr>
<tr>
<td>EN 772</td>
<td>Topics in Women's Literature</td>
<td>3</td>
<td>IUP</td>
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<td>EN 764</td>
<td>Topics in British Lit since 1660</td>
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<td>EN 783</td>
<td>Seminar: Literature Theory</td>
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<td>IUP</td>
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I. Course Identification

Course Number: EN 101
Course Title: English Grammar and Composition
Credit Hours: 3 (2 lecture, 2 lab)

Prepared by: [Signature] (Instructor) Date: 5/13/98
Reviewed by: [Signature] (Dean of Arts & Science) Date: 5/15/98
Approved by: [Signature] (V.P. for Acad. Affairs) Date: 5/17/98

II. Catalog Description

This course thoroughly reviews traditional grammar and mechanics. It introduces the writing process and requires the writing of paragraphs, essays, and an autobiography. Along with the writing is special work on sentence improvement and appropriate use of words. Students must earn a minimum grade of "C," regardless of their major.

III. Purpose of the Course

EN 101 is presented as a core course that will prepare students for the rest of their college career. It is designed to provide students with a thorough knowledge of grammar and an introduction to the writing process.

IV. Learning Objectives

In order to meet the course grade requirements and performance goals, the student is expected to attend all lecture sessions and conscientiously participate in all classroom discussions and learning activities. By participating in these course activities, the student should be able to accomplish the following:

A. To identify parts of speech, complements, types of phrases and clauses, and tense and voice of verbs within sentences.

B. To make subjects and verbs agree in number and pronouns and their antecedents agree in number, gender, and person within sentences.

C. To identify and correct punctuation and capitalization errors.

D. To write compositions grammatically correct, unified, and coherent.

E. To learn to write description, narratives, autobiographies, and five-paragraph essays.

F. To use the writing principles learned in this class for papers written for other college classes.
V. General Educational Goals

The student will be provided the educational training from the Biblical perspective which will be:

(a) practical in its application.
(b) experiential in nature.
(c) designed to make the student competent and prepared in his field.

VI. Grading Criteria

Course evaluation will consist of 12 quizzes, midterm essay, final essay, 6 compositions (precis, paraphrase, audience, critique, comparison/contrast, letter to the editor) and a research paper, completed in nine stages counting as four compositions).

Midterm Grade:

11 Quizzes                                        1/4 of midterm grade
5 compositions (2 graded)                          1/4 of midterm grade
1 Unit test                                        1/4 of midterm grade
Midterm exam                                      1/4 of midterm grade

Final Grade:

Midterm Grade                                    1/5 of final grade
11 Quizzes                                        1/5 of final grade
4 compositions (3 graded)                        1/5 of final grade
1 Unit test                                      1/5 of final grade
Final essay exam                                   1/5 of final grade

The final grade average for the course will be assigned a letter grade based on the following college grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90–100%</td>
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<tr>
<td>B</td>
<td>80–89%</td>
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<tr>
<td>C</td>
<td>70–79%</td>
</tr>
<tr>
<td>D</td>
<td>60–69%</td>
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<tr>
<td>F</td>
<td>0–59%</td>
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</table>

VII. Course Requirements

Textbook (required)


VIII. Prerequisites

None

Corequisites

None

IX. Resources

Students will be heavily involved in the use of the library and its resources.

X. Bibliography


McCoy, R. N. *Researching and Writing in History: A Practical Handbook for Students.*

Miles, Robert. *First Principles of the Essay.*

Murray, Donald. *A Writer Teaches Writing: A Practical Method of Teaching Composition.*

O'Hayre, John. *Gobbledygook Has Gotta Go.*


Standford, Gene, and Marie Smith. *A Guidebook for Teaching Composition.*


Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations.* 6th ed.

Distribution Copies: Records Office (original), Dean of Arts & Sciences, Registrar
I. COURSE IDENTIFICATION

Course Number: HI 101
Course Title: History of Civilization
Credit Hours: 3 (3 lectures, 0 lab)

Prepared by: [Signature] (Instructor)  Date: 12/10/97
Reviewed by: W. D. [Signature] (Dean of Arts and Sciences)  Date: 11/5/98
Approved by: [Signature] (V.P. for Acad. Affairs)  Date: 1/7/98

II. CATALOG DESCRIPTION

This course is a survey of major civilizations of the ancient and medieval world and their contributions to history. Concise histories of the Middle East, Asia, and Africa along with the development of Western Civilization from the earliest writings of ancient man to the emergence of modern Europe from medieval culture serve to provide the student a panoramic view of history. The course focuses on the religious, political, legal, and cultural aspects of the ancient, medieval, and early modern world as seen from a Christian perspective.

III. PURPOSE OF THE COURSE:

HI 101 is presented as a core course in the history program. It also satisfies a part of the general studies requirements for all four year degree-seeking students. It is designed to give the student a general introduction to ancient and medieval world history incorporating both facts and a Christian interpretation of history. It also serves to augment the student's appreciation of the principles which undergird our culture.

IV. LEARNING OBJECTIVES:

In order to meet the requirements and goals set for this class, the student is expected to attend all lecture sessions and to fulfill outside reading requirements. After having completed this course, the student should be able to accomplish the following:
General

A. See history as a record of both progress and decline as cultures and societies receive either God's blessing or His judgment in accordance with Proverbs 14:34. Additionally, we must be acquainted with the antecedents of our modern culture in order to perform as God intended us to.

B. See history as a living "story" rather than a parched and lifeless study. History can be and should be "brought to life" and made relevant for the student today.

Specific

C. Identify chronologically and geographically and discuss intelligently the various river valley civilizations of ancient time and their contributions to history. These would include the Sumerian, Indus River, Yangtze River, and Egyptian Cultures.

D. Be acquainted with the Orient and Africa both geographically and culturally.

E. Compare and contrast the classical civilization of Greece with that of Imperial Rome and their antecedents.

F. Place the early Christian Church in its proper framework and trace the development of European medieval religious practices.

G. Identify the factors which brought about the rise and proliferation of trade, commerce, and urban life in Europe.

H. Define the parameters of medieval education and its role in the economic trends of the era.

I. Distinguish between the rise of the English, French, Spanish, and Portuguese national states and their combined impact on the course of western culture.

J. Recognize the salient aspects of the Renaissance and the Reformation which quickly eclipsed it.

K. Discuss the implications of the Reformation in terms of religious, political, and cultural developments in Europe.

V. GENERAL EDUCATIONAL GOALS

(1) Spiritual: The student will be encouraged to interpret history from a Christian perspective and to see God's hand in the workings of men.

(2) Academic: The student will be provided with information which will help that student to

(a) see and learn from the mistakes of the past.
(b) trace the antecedents of our culture to their deepest roots.

© be equipped to be a better citizen and Christian.

IV. GRADING CRITERIA:

Each student's grade is based upon a point system. Typically, there are 1000 points possible, so a person's grade would be derived by dividing his/her total points into the total points possible.

Approximate weight of each form of evaluation:

A. 20 Reading Quizzes (10 pt. each) . . . (20%)
B. 4 Unit tests (100 pt. each) . . . . (40%)
C. Midterm (200 pt.) . . . . . . . . . . . . . . . (20%)
D. Final (200 pt.) . . . . . . . . . . . . . . . (20%)

Grading Scale:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59

VI. OTHER COURSE REQUIREMENTS


VIII. PREREQUISITES

None

COREQUISITES

None

IX. BIBLIOGRAPHY


**DISTRIBUTION:**

1 Vice President for Academic Affairs (Original)

3 Originator

2 Dean of Arts and Sciences

1 Registrar

1 ROCF
Name: REESE, John

Teaching Field(s): History

<table>
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<tr>
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### Graduate Course Work in Field

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<td>AMH 5177</td>
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<td>Florida Since 1821</td>
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<td>US Since 1945</td>
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Updated: 9/01
I. COURSE IDENTIFICATION

Course Number: HI 102
Course Title: History of Civilization
Credit Hours: 3 (3 lectures, 0 lab)

Prepared by: [Signature] (Instructor) Date: 5/1/98
Reviewed by: [Signature] (Dean of Arts and Sciences) Date: 5/13/98
Approved by: [Signature] (V.P. for Acad. Aff) Date: 5/17/98

II. CATALOG DESCRIPTION

This course is a survey of the development of modern civilization from the French Revolution to the present. The course focuses on the trends which led toward the present religious, political, and legal aspects of the modern world as seen from a Christian perspective.

III. PURPOSE OF THE COURSE:

HI 102 is presented as a sequel to HI 101 and is a core curriculum course in the history program. It also satisfies a part of the general studies requirements. It is designed to give the student a simple distillation of major events and people that have helped to shape the world we know. In it, the student can see the value of righteousness and learn to disdain evil and recognize its inherent dangers though often subtly disguised.

IV. LEARNING OBJECTIVES:

In order to meet the requirements and goals set for this class, the student is expected to attend all lecture sessions and to fulfill outside reading requirements. After having completed this course, the student should be able to accomplish the following:

A. See history as a record of both progress and decline as cultures and societies receive either God's blessing or His judgment in accordance with Proverbs 14:34. Additionally, we must be
acquainted with the antecedents of our modern culture in order to perform as God intended us to.

B. See history as a living "story" rather than a parched and lifeless study. History can be and should be "brought to life" and made relevant for the student today.

C. Identify geographically and discuss intelligently the various aspects of the French Revolution and its reverberations through modern history.
D. Be cognizant of the background and development of the Industrial Revolution and the spiritual revival which generally preceded or accompanied it.

E. Compare and contrast the British Empire with other "Imperialistic Empires."

F. Place nineteenth century European events in their proper framework and trace the development of European political entities.

G. Identify the factors which brought about the rise and proliferation of modern liberalism and its impact upon religion, philosophy, education, economics, and the arts.

H. Recognize the causes, highlights, and affects of World War I.

I. Distinguish between the rise of modern Communism, its proliferation, and its recent debacle.

J. Recognize the salient aspects of World War II.

K. Discuss the post WW II development in the third world and the ongoing struggle between freedom and centralized bureaucracy.

V. GENERAL EDUCATIONAL GOALS

(1) Spiritual: The student will be encouraged to interpret history from a Christian perspective and to see God's hand in the workings of men.

(2) Academic: The student will be provided with information which will help that student to

(a) see and learn from the mistakes of the past.

(b) trace the antecedents of our culture to their deepest roots.

(c) be equipped to be a better citizen and Christian.

IV. GRADING CRITERIA:

Each student's grade is based upon a point system. Typically, there are 900 points possible, so a person's grade would be derived by dividing his/her total points into the total points possible.

Approximate weight of each form of evaluation:
A. 20 Reading Quizzes (10 pt. each) ... (22%)
B. 6 Unit tests (50 pt. each) ....... (33%)
C. Midterm (100 pt.) ............... (22%)
D. Final (100 pt.) ................. (22%)

Grading Scale:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59

VI. OTHER COURSE REQUIREMENTS


VII. PREREQUISITES

None

VIII. COREQUISITES

None

IX. BIBLIOGRAPHY


Lerner, Robert, Standish Meacham, Edward McNall Burns. Western Civilizations: Their History and Their Culture. 11th edition.


Perry, Marvin, Myrna Chase, James Jacob, Margaret Jacob, and Theodore Von Laue. Western Civilization: Ideas, Politics, & Society. 3rd edition.

PENSACOLA CHRISTIAN COLLEGE
FACULTY CREDENTIALS

Name: REESE, John
Teaching Field(s): History

<table>
<thead>
<tr>
<th>Degree</th>
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MAB: Jh

Updated: 9/01
PENSACOLA CHRISTIAN COLLEGE
Course Syllabus

I. COURSE IDENTIFICATION

Course Number:    MA 111
Course Title:    College Mathematics
Credit Hours: 3

Prepared by:  [Signature] (Instructor)   Date: 5/21/99
Reviewed by:  [Signature] (Dean of Arts and Sciences)   Date: 5/12/99
Approved by:  [Signature] (V.P. for Acad. Affairs)   Date: 6/29/99

FY: 98–99

II. CATALOG DESCRIPTION:

An emphasis on application problem solving is in this arithmetic-based course. Real numbers, ratios, percents, formulas, statistics, and selected topics for consumers are studied.

III. PURPOSE OF THE COURSE:

The purpose of MA 111 is to acquaint the student with the mathematics required for everyday problem solving and business situations which he may face. The course is structured to decrease dependence upon calculators.

IV. LEARNING OBJECTIVES:

Every student enrolled in MA 111 will attend one lecture and two classes each week. A student will be expected to complete the assigned written computational assignment for each lab session and a reading assignment for each lecture. By completing these assignments, the student should be able to:

A. Carry out basic computations without the aid of a calculator. These computations include addition, subtraction, multiplication, division, fractions, decimals, and percents.

B. Have a basic working understanding of the mathematical aspects of
   a. owning and operating a car
   b. travel expenses
   c. income and taxes
   d. financial budgeting
   e. housing expenses
   f. food and clothing expenses
   g. banking and investments
V. GENERAL EDUCATIONAL GOALS

The student will be provided the educational training from the Biblical perspective which will be practical in its application and designed to make the student competent and prepared for the mathematics of daily living.

VI. GRADING CRITERIA

The course evaluation will consist of quizzes given in class and lecture, four unit tests, and a midterm and final exam.

Quizzes ..................... 30%
Tests ....................... 50%
Exams. ..................... 20%

The college grading scale will be applied to the overall percentage to determine the course grade:

90–100%  A
80–89%   B
70–79%   C
60–69%   D
0–59%    F

VII. OTHER COURSE REQUIREMENTS

Textbook (required)
Consumer Mathematics in Christian Perspective, Judy Howe

Consumer Mathematics Skills and Review Exercises, Judy Howe

VIII. PREREQUISITES

None

COREQUISITES

None

IX. BIBLIOGRAPHY

Blue, Master Your Money
Graver, Get Out of Debt Now
Hallman & Rosenbloom, Personal Financial Planning
Lewin, Financial Fitness for Newlyweds
MacGregor, *Your Money Matters*

*Money* magazine

Pierce, *The Financial Advisory*

Rich, *Mathematics for the College Boards*

Scott, *Stretching Your Income*

Walker, *Financial Freedom and Prosperity for the Christian Family*

DISTRIBUTION:

1 Vice President for Academic Affairs (Original)
3 Originator
2 Dean of Arts & Sciences
1 Registrar
1 ROCF
Name:  Mrs. Kim Huff

Teaching Field(s):  Mathematics

College degrees earned:

<table>
<thead>
<tr>
<th>Degree</th>
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<td>BS</td>
<td>Mathematics ED</td>
<td>Pensacola Christian College</td>
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Graduate course work in field:

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<td>MTG 3212G MODERN GEOMETRY</td>
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<td>MAS 4203G NUMBER THEORY</td>
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I. Course Identification

Course Number: SP101
Course Title: Fundamentals of Speech
Credit Hours: 3 (1 lecture, 2 lab)

Prepared by: [Signature] (Instructor) Date: 6-6-94
Reviewed by: [Signature] (Dean of Division) Date: 1-2-94
Approved by: [Signature] (V.P. for Acad. Affairs) Date: __________

II. Catalog Description

This basic principles and techniques course offers particular emphasis on delivery styles and platform performance. Scripture reading, poetry, pantomime, monologues, impromptu speaking, Speeches of Introduction, and extemporaneous devotionals are studied and performed.

III. Purpose of the Course

SP101 lays a foundation for future course work, not only in speech, but in other areas which require public communication. It is designed to aid the student in the development of a flexible vocal mechanism, in the mechanics of interpretive speech as well as public speaking, and in easing the apprehension often associated with speaking in public.

IV. Learning Objectives

In order to meet the course grade requirements and performance goals, the student is expected to attend all lecture and laboratory sessions and conscientiously participate in all classroom discussions and learning activities. By participating in these course activities, the student should be able to accomplish the following:

A. More comfortably present material orally to an audience.

B. Interpret literature of various genres (scripture, poetry, monologues) with effective vocal techniques.

C. Incorporate interpretive techniques into the public speaking situation in order to make the public speech more interesting and effective.
V. General Educational Goals

Academic: The student will be provided the educational training from the Biblical perspective which will be:
(a) practical in its application;
(b) experiential in its nature;
(c) designed to make the student competent and prepared in his field.

VI. Grading Criteria

Course evaluation will consist of eleven performances, quizzes, practice reports, midterm and final examinations:

- Scripture reading x1
- Poem x2
- Pantomime x1
- Monologue x2
- Speech of Introduction x1
- Devotional x2
- Devotional written work x1
- Quizzes, Practice Reports
- Participation, Impromptu x2
- Midterm Exam x1
- Final Exam x1

14 grades

Course grade will be computed as a percentage of your points divided by the total points possible. The college grading scale will be applied to your percentage to determine your course grade:

90–100% A
80–89% B
70–79% C
60–69% D
0–59% F

VII. Course Requirements

Textbook (required)

Resource Packet, Beemer.

Attendance at the following events:
Students in SP101 are required to attend two senior speech recitals and all graduate speech recitals as well as other productions as specified in class.

VIII. Prerequisites

None

Corequisites

None
PENSACOLA CHRISTIAN COLLEGE
FACULTY CREDENTIALS

Name: AUTREY, Rhonda

Teaching Field(s): Speech Communications

<table>
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<tr>
<td>M.Ed.</td>
<td>Reading: Reading and Story Arts</td>
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<td>Linguistics Reading</td>
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<td>READ 5241</td>
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Updated: 9/01
I. Course Identification

Course Number: SP 102
Course Title: Fundamentals of Speech
Credit Hours: 3

Prepared by: Johnny Grainger
Reviewed by: [Signature] (Dean of Comm. Arts)
Approved by: [Signature] (V P: for Acad. Affairs)

II. CATALOG DESCRIPTION:

This course is a continuing study in the basic principles and techniques of speech. Pantomime, storytelling, demonstration, persuasive, impromptu, and informative speeches are delivered. This course is a prerequisite to all SP 200-level courses and above.

III. PURPOSE OF THE COURSE:

The purpose of this course is to continue giving students the opportunity to perform these speeches before their peers, building on the foundational knowledge given in SP 101. This course also integrates both platform and interpretive type speeches allowing the student to continue to be exposed to both genres while reinforcing the complimentary nature of the two styles.

IV. LEARNING OBJECTIVES:

In order to meet the course grade requirements and performance goals, the student is expected to attend all lecture sessions and conscientiously participate in all classroom discussions and learning activities. By participating in these course activities, the student should be able to develop and present the following speeches:

A. Demonstration Speech extemp.
B. Impromptu impromptu
C. Character Pantomime extemp.
D. Declamation manuscript
E. Storytelling extemp.
F. Poetry memorized
G. Persuasive/Sales extemp.
H. Informative extemp.

(platform)
(platform)
(platform)
(interp.)
(interp.)
(platform)
(platform)
V. GENERAL EDUCATIONAL GOALS:

Academic: The student will be provided the educational training from the biblical perspective, which will be:

A. Practical in its application.
B. Experiential in nature.
C. Designed to make the student competent and prepared in his/her field.

VI. GRADING CRITERIA:

Course evaluation will consist of textbook reading assignment, quizzes, written preparation for speeches, oral presentation of speeches, weekly practice reports, class participation, a Mid-term and final exam. Grading is as follows:

Demonstration Speech 100pts x 1
Character Pantomime 100pts x 1
Impromptu 100pts x 1
Declamation Speech 100pts x 1
Mid-term exam 100pts x 1
Quizzes *total pts x 2
*(This includes Demonstration written work, Declamation work copy, participation, Weekly quizzes and Practice reports.)

Total 7 grades for first half of Semester

Storytelling 100pts x 2
Poetry 100pts x 1
Persuasive Sales 100pts x 1
Informative Oral 100pts x 2
Devotional Written 100pts x 1
Final Exam 100pts x 1
Quizzes *total pts x 2
*(This includes Storytelling work, poetry work copy, Participation grade, and weekly quizzes and practice reports.)

Total 10 grades for the Second half of the Semester

First Half Percentage = 1/3
Second Half Percentage = 2/3

First Half + Second Half x 2 Divided by 3 = Final Grade

The college grading scale will be applied to the percentage to determine the course grade:
PENSACOLA CHRISTIAN COLLEGE
FACULTY CREDENTIALS

Name: GRAINGER, Johnny

Teaching Field(s): Speech Communications

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Institution</th>
<th>Grad. Date</th>
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<tbody>
<tr>
<td>BA</td>
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<tr>
<td>MA</td>
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<tr>
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<td>Communications: Emp. Theater Art</td>
<td>Regent University</td>
<td>All but dissertation '98 – '07</td>
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Graduate Course Work in Field

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Sem. Hrs.</th>
<th>Institution</th>
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<tbody>
<tr>
<td>COM 705</td>
<td>Advanced Communication Theory</td>
<td>4</td>
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<tr>
<td>COM 707</td>
<td>Philosophy of Communication</td>
<td>4</td>
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<tr>
<td>COM 708</td>
<td>History of Communication</td>
<td>4</td>
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<tr>
<td>COM 709</td>
<td>Theology of Communication</td>
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<td>COM 750</td>
<td>Southern Gospel Rhetoric</td>
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<td>COM 788</td>
<td>Communication &amp; Arts—Theatrical Metaphor</td>
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<td>COM 788</td>
<td>Theatre Aesthetics</td>
<td>2</td>
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<td>CTT 566</td>
<td>Actor Coaching/Theatre &amp; Cinema</td>
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</tbody>
</table>

MAB:jh  Updated: 9/01
I. COURSE IDENTIFICATION

Course Number:  ED 102
Course Title:  Personal and Community Health
Credit Hours:  2

Prepared by:  (Fred Johnson)  Date:  
Reviewed by:  (Dean of Education)  Date:  5/22/98
Approved by:  (V.P. for Acad. Affairs)  Date:  

II. CATALOG DESCRIPTION:

Basic physiology and diagnosis and control of communicable diseases are explained. The basic concepts of individual, school, and community health in everyday living are also covered.

III. PURPOSE OF THE COURSE:

ED 102 is designed to provide the student with a basic survey of health issues. Topics such as first aid, communicable diseases, and basic health care are covered.

IV. LEARNING OBJECTIVES:

In order to meet the course grade requirements and performance goals, the student is expected to attend all lecture and laboratory sessions and conscientiously participate in all classroom discussions and learning activities. By participating in these course activities, the student should be able to accomplish the following:

1) Define health, in its complete state, on a written test.
2) By selecting from multiple choice questions on a written test.
3) Define terms associated with physical fitness on quizzes and tests.
4) List the proper steps to be taken in a variety of first aid emergencies.
5) Recognize warning signals for such conditions as cancer, arthritis, epilepsy, heat stroke, etc.
6) Explain the importance and ingredients of good mental, physical, social, and spiritual health as defined in class.
7) Read articles from health related topics and turn in one page critiques on that book.
V. GENERAL EDUCATIONAL GOALS

The student will be provided the educational training from the Biblical perspective which will be:

a) practical in its application
b) experiential in nature
c) designed to make the student competent and well prepared in his/her field

VI. GRADING CRITERIA

Grading criteria will be based on the following:

Tests (four total) ..................... 50%
Quizzes .................................. 30%
Project (book critique) ............... 10%
Reading reports (ten total) .......... 10%

Course grade will be computed as a percentage of your points divided by the total points possible. The college grading scale will be applied to your percentage to determine your course grade:

90–100% A
80–89% B
70–79% C
60–69% D
0–59% F

VII. OTHER COURSE REQUIREMENTS

Textbook: Emergency Medical Treatment, by Stephen Vogel and David Manhoff

VIII. PREREQUISITES

NONE

COREQUISITES
IX. BIBLIOGRAPHY
1) Current Health I
2) Current Health II
3) American Health

DISTRIBUTION:
1 Vice President for Academic Affairs (Original)
3 Originator
2 Dean of Education
1 Registrar
1 ROCF
Name: JOHNSON, Fred

Teaching Field(s): Physical Education   Education   Secondary Education

<table>
<thead>
<tr>
<th>Degree</th>
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<tr>
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</tr>
<tr>
<td>MS</td>
<td>Educational Administration</td>
<td>PCC</td>
<td>5/89</td>
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<tr>
<td>MSS</td>
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<td>United States Sports Academy</td>
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</tr>
<tr>
<td>Ed.D.</td>
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<td>United States Sports Academy</td>
<td>2/15/02</td>
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Graduate Course Work in Field

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MAB:mjh

Updated: 03/02